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**BRADFORD GIRLS'
GRAMMAR SCHOOL**



Associate Assistant Headteacher (Inclusion)

RECRUITMENT INFORMATION PACK



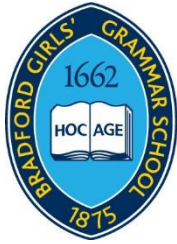
Salary: L1 – L4

Contract term: Permanent

From: Easter 2025 (or sooner)

Bradford Girls' Grammar School

Squire Lane, BD9 6RB



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1. About Bradford Girls' Grammar School

Thank you for the interest you have shown in the post of Associate Assistant Headteacher (Inclusion) at Bradford Girls' Grammar School. I hope that the information found within this pack and on our website will encourage you to submit an application.

Bradford Girls' Grammar Secondary School is a well-regarded school of around 690 students, located in the outskirts of Bradford city centre.

Established in 1875, the school is rich in history and has a strong record of providing an outstanding education. Previously a girls' independent school, Bradford Girls' Grammar School became an Academy Free School in 2013. In January 2023, the school joined the Bradford Diocesan Academies Trust (BDAT).

From establishment until 2024 the school has been an all-through school admitting students from ages 5-16. In September 2024, Bradford Girls' Grammar School officially de-amalgamated from Lady Royd Primary School becoming an 11-16 Academy educating 690 wonderful young ladies.

There are many strengths of the school; teaching quality is good across the school leading to outcomes that are above national; we are an inclusive school; and our students have an excellent work ethos.

Our school motto: *Aspire, Succeed, Lead*, defines our mission and we expect students to leave as future leaders; confident to take on challenges and to make a difference on a world platform.

Our values of Accountability, Self-Confidence, Perseverance, Integrity, Respect and Empathy define how we operate and what we expect from students and ourselves. We are ambitious, have high expectations of ourselves and others and work together supportively, as a cohesive team.

We offer fantastic support and professional development to staff which ensures that they are equipped with all the necessary skills to deliver excellent lessons to the students daily. We are part of Bradford Diocesan Academies Trust (BDAT), which provides extensive CPD and career opportunities for staff, whilst also retaining the values, special character and history of Bradford Girls' Grammar School.

Please read the application pack carefully and if you believe that you are the right person to fill the role and that your values are aligned with ours then we welcome an application from you.

2. Bradford Diocesan Academies Trust (BDAT)

Bradford Girls' Grammar School is an academy within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

General Information and Background

Bradford Diocesan Academies Trust (BDAT) is a Multi-Academy Trust (MAT) supporting 21 schools in Bradford. We are a Trust which prides our self in delivering great education outcomes and life opportunities for all our children. We are an inclusive Trust working with children from a rich range of backgrounds who reflect our communities and the city we serve. We are proud to be all about Bradford and developing the future generation of lifelong learners who will go on to achieve incredible things.

BDAT is a Trust which recognises each of our schools is unique. We actively encourage and celebrate difference as we know each of our schools serves very different communities. However, we also know that a key strength of being part of a Trust means together our schools can support each other, learn from each other and share great practice. As importantly we know from working our way through the COVID pandemic, that a problem shared really can be a problem halved, and by working together we can save ourselves time, money and lots of duplication of work.

We are a Trust which is value-led and we know it is important that we consistently live these values. The Trust's mission is "to provide education of the highest quality within the context of Christian belief and practice." We strongly believe every child only has one chance at a good education.

Our core Trust values are inclusion, compassion, aspiration, resilience, excellence (I.C.A.R.E.). We seek to model these values in all we do, including how we recruit and develop our staff, how we teach our students and how we liaise with our families, friends and partners. We are a proudly Christian organisation committed to providing high-quality education for all within our ethos. Whilst robust Christian principles underpin the work of the Trust, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. We describe ourselves as having inclusive values, believing these are as appropriate and important to staff and students of all faiths (and to those without faith), as they are to those who practice within the Church of England. It is for this reason we choose to support and sponsor Non-Church of England Academies, as well as those within the faith. Therefore, we welcome applications for this role from employees of all faiths as long as they understand and can promote the values which we share.

BDAT is a large Trust, however we pride ourselves in knowing and understanding our schools. We are all part of the BDAT family, and we all have the same motivation – to see our children succeed. For more information about us follow us on twitter @wearebdat or visit www.bdat-academies.org

3. Information on the Post

We are seeking to recruit an enthusiastic and experienced Senior Leader for Inclusion who would also fulfil the SENDCo role. This position would sit on the Senior Leadership Team as an Associate Assistant Headteacher.

As the lead specialist in our school, the successful candidate will be responsible for ensuring high quality SEND provision for all students in Key Stage 3 and 4. Being able to model and deliver high quality teaching and learning is paramount, together with the skills to provide effective support and challenge to other colleagues and uphold the statutory requirements relating to SEND.

As Associate Assistant Headteacher, the post holder would be expected to contribute to the Leadership and Management of Bradford Girls Grammar School, effectively supporting the vision and values of the Headteacher whilst developing inclusive learning across the school.

We are a hugely successful school, with a strong set of results and we want to get even better!

Our mission is that our students leave as future leaders – equipped to perform on national and international platforms in whatever career they choose in the future. Providing broad opportunities, raising aspirations, and providing fun and memorable experiences, are all key to this, and all our colleagues contribute to extra-curricular activities.

The school's culture is firmly rooted in values, and these shape the way that we do things on a day to day basis. We recognise our accountability to our children and the impact we make on their futures; we are self-confident in what we do; and we are prepared to persevere in our determination to succeed. We are an organisation that truly cares about what we do and how we do it, and our actions are very much based on integrity, mutual respect, and empathy.

If you are interested in joining our team and being part of our exciting future, we look forward to hearing from you.

4. Application Process

Should you wish to apply for this position, please send the following:

- A completed application form. Applications should be made electronically via MyNewTerm.
- **Closing date for applications: Friday 13th December 2024 at 8.00am**
- **Shortlisting of applications: Friday 13th December**
- **Interview date: w/c 16th December**

Appointments made are subject to an enhanced DBS check.

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff, visitors, and volunteers to share this commitment.

5. Job Description

Post Title:	Associate Assistant Headteacher for Inclusion
Post Purpose:	To ensure the strategic development of the school's Special Educational Needs (SEN) provision and have oversight of the day-to-day operation of SEND provision to effectively identify needs and support the progress and achievement of students with SEND.
Reporting to:	Deputy Headteacher
Working time:	Full Time
Salary/Grade:	L1 – L4
Main (Core) Duties:	
Responsibilities	<ul style="list-style-type: none"> • Determine the strategic development of special educational needs (SEND) policy and provision in the school in line with the SEN Code of Practice. • Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individuals and groups of students with SEND. • Provide professional guidance to colleagues, working closely with staff, parents and other agencies. • Fulfil the responsibilities of a teacher. • Have a strategic overview of provision for students with SEND across the school, monitoring and reviewing the quality of provision. • Contribute to school self-evaluation, particularly with respect to provision for students with SEND. • Make sure the SEND policy is put into practice and its objectives are reflected in the school improvement plan (SIP) where appropriate. • Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice. • Evaluate whether funding is being used effectively and suggest changes to make use of funding more effective. • Maintain an accurate SEND register and provision map. • Provide guidance to colleagues on Quality First Teaching, providing practical advice to high quality QFT and advising on the graduated approach to SEND support.

	<ul style="list-style-type: none"> • Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment. • Be aware of the provision in the local offer and the systems and processes required by the Local Authority in the administering of statutory provision. • Work with early years providers, other schools, educational professionals, health and social care professionals, and other external agencies. • Be a key point of contact for external agencies with regards to SEND, especially the local authority (LA). • Analyse assessment data for students with SEND. • Implement and lead intervention groups for students with SEND and evaluate their effectiveness. • Identify a pupil's SEND and ensure timely implementation of appropriate provision following the graduated approach. • Co-ordinate provision that meets the pupil's needs and monitor and evaluate its effectiveness. • Work alongside the quality of education team to promote and develop adaptive teaching in school. • Work alongside relevant staff to ensure appropriate access arrangements for exams are in place. • Make relevant referrals to support student needs as appropriate. • Ensure records are maintained and kept up to date. • Review the education, health and care plans (EHCPs), in line with statutory and local guidance, and in partnership with parents/carers and other professionals. • Communicate regularly with parents or carers in relation to SEND needs and provision. • Ensure that all relevant information is conveyed during transition points. • Promote the inclusion of pupil's with SEND in the school and ensure access to the curriculum, facilities and extra-curricular activities. • Work with the designated teacher for children looked-after (CLA), where the student has SEND.
<p>Leadership and Management</p>	<ul style="list-style-type: none"> • Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements. • Analyze and interpret relevant school, local and national data with regard to SEND.

	<ul style="list-style-type: none"> • Prepare and review information for the senior leadership and governing board as required. • Contribute to the school improvement plan and whole-school policy and oversee the SEND development plan, measuring impact and overall effectiveness. • Work closely with, and consult, those teachers who are responsible for curriculum or pastoral areas, ensuring continuity and progression for all SEND students • Identify and adopt the most effective teaching approaches for students with SEND and share these approaches with colleagues • Share procedural information, such as the school's SEND policy with staff, third parties (where appropriate) and Governors. • Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEND. • Lead and manage all SEN-related staff, ensuring the needs of students with SEND are effectively met. • Implement, monitor and review processes and systems for quality assurance for all SEND students across the school • Lead performance management of staff as appropriate, reviewing targets on an ongoing basis. • Be part of the safeguarding team, undertaking relevant training and CPD on a regular basis as required
<p>Wider Responsibilities</p>	<ul style="list-style-type: none"> • The Associate Assistant Headteacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct. • Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Associate Assistant Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Head Teacher
<p>Physical Conditions</p>	<ul style="list-style-type: none"> • The post is based at Bradford Girls' Grammar School. • The school is accessible by stairs and lift and is available by disabled persons to the ground floor by a portable ramp on request. • This post is subject to an enhanced Disclose and Barring Service check. • The school operates a non-smoking policy.

Training	<ul style="list-style-type: none"> • The school encourages training both “in-house” and external to meet the needs of the individual and of the Service.
Statement	
<p>Bradford Girls’ Grammar School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade in line with the school’s changing needs.</p> <p>Dated: September 2024</p>	

6. Person Specification

Category	Essential Criteria	Desirable Criteria
Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • First degree in a relevant subject • Qualified SENDCo holding National Award for SEN Coordination (or willingness to obtain within 3 years) • Recent appropriate subject CPD 	
Professional knowledge and experience	<ul style="list-style-type: none"> • Experience of working with SEND students • Clear educational vision and a strong commitment to the ethos of the school • Experience of delivering good/outstanding outcomes at GCSE level as a teacher • Experience of excellent delivery using multisensory learning 	<ul style="list-style-type: none"> • Experience of working at a whole-school level • Experience of self-evaluation and development planning • Experience of leading whole school and bespoke CPD
Professional skills and abilities	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first teaching', and of effective intervention strategies • Ability to plan and evaluate interventions • Ability to analyse and interpret data and to use this to inform provision planning • Ability to be flexible and adaptable • Excellent written and verbal communication skills • Effective time management and personal organisation skills • The ability to cope with pressure and work to deadlines • Excellent record keeping skills • Ability to influence and negotiate • Ability to build effective working relationships • Effective communication and interpersonal skills 	
Personal attributes	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for students and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for students with SEN and/or a disability • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Energy, enthusiasm and a sense of humour • Reliability, commitment and rigour 	

Other Requirements	<ul style="list-style-type: none">• To be committed to Continuing Professional Development• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	
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7. Enhanced Disclosure

Thank you for your interest in this post at Bradford Girls' Grammar School. The post you are applying for involves working with young people. It is therefore exempt from the Rehabilitation of Offenders Act and any offer of employment will be subject to an Enhanced Disclosure.

As this post is exempt from the Rehabilitation of Offenders Act, you must declare any convictions, including pending convictions, cautions, reprimands and warnings which would otherwise be regarded as "spent" under this Act. Further details will be sought prior to appointment.

An Enhanced Disclosure is carried out by the Criminal Records Bureau and will check criminal records for information on any convictions, cautions, reprimands and warnings held on the Police National Computer and on local Police records.

All information on criminal records provided both by you and within the Enhanced Disclosure will be used, stored and disposed of in confidence and in line with the Criminal Records Bureau Code of Practice of Disclosure Information.

Bradford Girls' Grammar School is committed to safeguarding and promoting the welfare of children. Successful candidates will be required to complete a satisfactory enhanced Disclosure and Barring Service (DBS) clearance.

We are committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment.

8. School Location and Travel Information

Bradford Girls' Grammar School

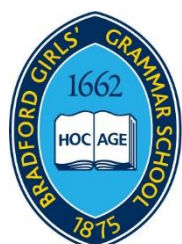
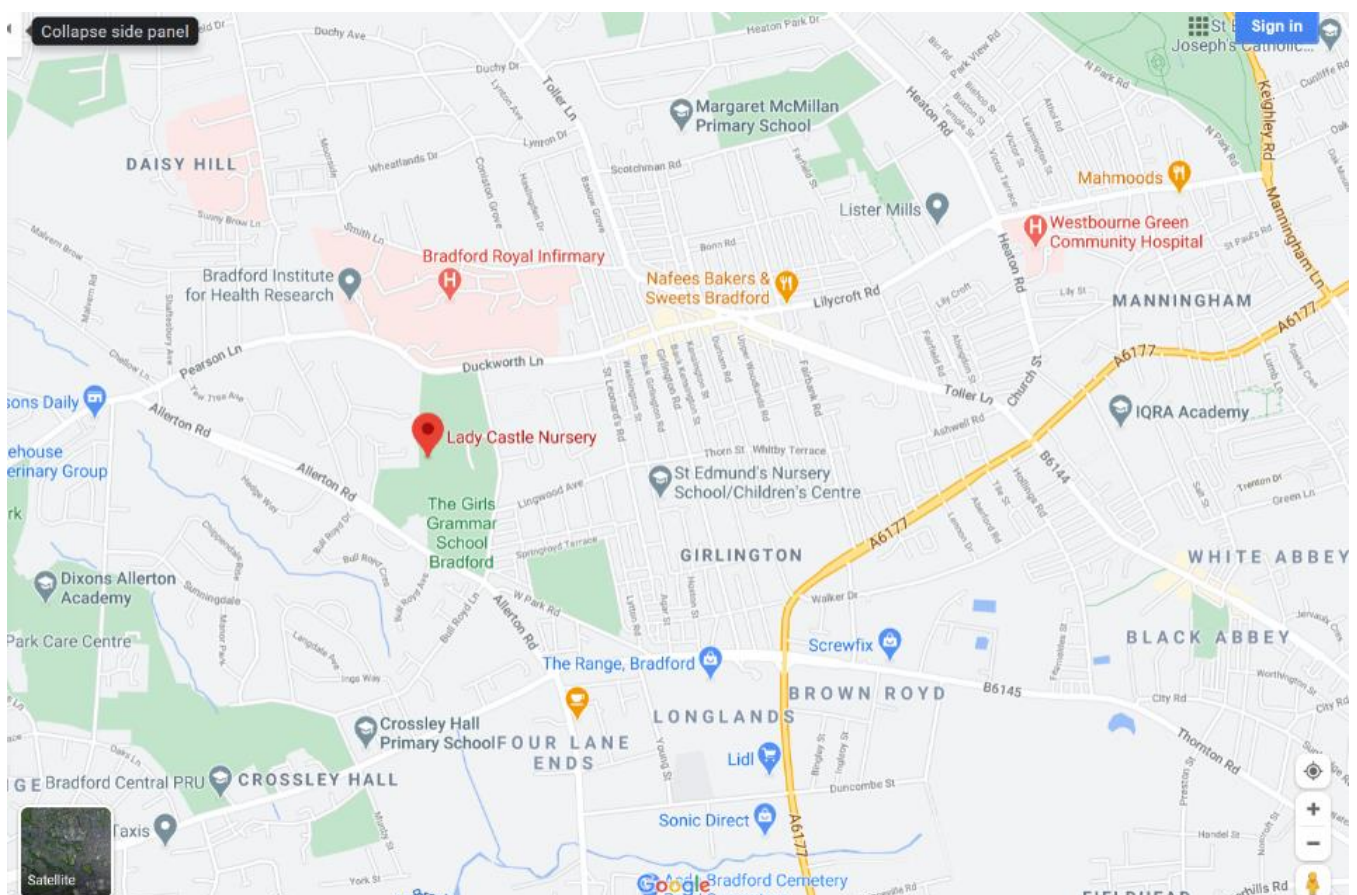
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