



Literacy Intervention Officer
Salary Band 7, SCP 11 - 17
£18,118 – 20,403 per annum (actual salary)
Term-time plus 5 days
Required for immediate start

January 2020

Recruitment Information Pack
Bradford Forster Academy
Fenby Avenue, Bradford BD4 8RG

HOPE

ENDURANCE

FORGIVENESS

TRUST

Contents

Welcome	3
Vision and Ethos	4
Application Process	5
Bradford Diocesan Academies Trust	6
Job Description	7 - 8
Person Specification	9 - 11
Advert	12

January 2020

Dear Colleague

Literacy Intervention Officer

Thank you for taking an interest in joining my staff team here at Bradford Forster Academy. We are well on our way to becoming an outstanding learning community and this is an exciting time to join us.

We are a new 11-16 Church of England secondary academy and part of the Bradford Diocesan Academies Trust (BDAT), a growing, Christian, Multi-Academy Trust based in Bradford. Bradford Forster Academy opened in new purpose built accommodation in the BD4 area of Bradford on 1st September 2015. The Academy started with year 7 students, working up to five year groups in 2019. The academy has recently been rated 'good' in all areas by Ofsted.

Bradford Forster Academy is a student-centred place of learning, fully committed to providing all the students in its care with the highest quality of education. Our goal here at Bradford Forster Academy is to become an outstanding academy that delivers educational excellence. The academy serves a multi-cultural community in which many of our students' experience high levels of economic and social disadvantage. As Head of School I am fortunate to work with a talented staff team who demand the highest standards of teaching and learning and deliver this with commitment and enthusiasm. We need staff with energy and commitment who recognise the potential of our students.

There will be a strong emphasis on relationships between staff, students and parents; the Learning Guide will be the first point of contact with the family. The Christian ethos of the academy will support and encourage students and staff to explore their own and other faiths and develop their spiritual awareness. This will be integral to life at Bradford Forster Academy.

We offer a comprehensive and personalised CPD programme consisting of internal and external courses and training, which are intended to develop teacher expertise. We place great emphasis on common goals and teamwork, and as an academy we are consistently looking for ways to further 'raise the bar' both for our students and staff.

This is an exciting opportunity for a talented and ambitious professional to make a sustained and substantial contribution to the growth and development of the academy. If you share our enthusiasm for learning and would like to visit us at our best, then please get in touch.

I hope the enclosed information is helpful and will encourage you to apply.

With all good wishes.

Wendy Adeniji
Principal, Bradford Forster Academy

Vision and Ethos

The vision for the Academy is to further raise the hopes, aspirations and ambition of students, their families and the local community by generating self-belief, self-esteem and confidence through:

- Focusing upon high quality teaching and learning, standards of attainment and achievement, student care and support to transform the education of the young people served by the Academy.
- Providing outstanding opportunities for young people to develop healthy and active lifestyles; enjoy their learning and achievement, act and behave safely and become well prepared for adult life in a rapidly changing society.
- Actively promote high standards, self and mutual respect, good conduct and behaviour.
- Developing an educational organisation of which the students, staff and local community is both proud and feels part of and of which they make extended use.
- Creating a culture which celebrates success within and beyond the Academy, for example in securing greater numbers of students progressing to higher education or employment with training.
- Providing opportunities for students to explore their own and other faiths.
- Establishing an outstanding Academy (Ofsted Grade 1) within 3 years of opening.

Ethos and Culture

In creating a successful ethos, culture and climate in the Academy the following are essential characteristics:

1. Student learning, attainment, achievement and well-being are at the centre of strategic thinking, planning and actions.
2. A 'can do' attitude is actively promoted and prevalent throughout the Academy. Staff work collaboratively in the best interest of the students in our care.
3. Underpinned by high aspirations and ambition for both students and staff there is an expectation for everyone to be determined and have a desire and commitment to continuously improve.
4. The Academy is an inclusive organisation with shared facilities e.g. dining room, social spaces for students and staff. In addition, there are dedicated staff work and professional development facilities.
5. The Academy is a faithful community, starting each day with two minutes of reflection time, where students can gather their thoughts before beginning their day.

Application Process

The closing date for all applications is **9.00am on Monday 27 January 2020**

Completed applications must be returned to Stacey Read at Bradford Forster Academy ideally by email to: s.read@bradfordforsteracademy.co.uk

Postal applications should be returned to Louise Wood, Bradford Forster Academy, Fenby Avenue, Bradford BD4 8RG.

An email will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within two weeks of the closing date, please assume your application has been unsuccessful.

References and Police Checks

All offers of appointment will be subject to receipt of satisfactory references. Specified post, which involves substantial one to one access to children, will be subject to a search of police criminal records and appointment to these posts will be conditional upon confirmation by the police of information provided to us by the applicant.

All appointments will be subject to an enhanced criminal records check.

Bradford Diocesan Academies Trust (BDAT)

About BDAT

Bradford Forster Academy is an Academy within Bradford Diocesan Academies Trust (BDAT). If you are successful in being appointed, the Trust will be your employer.

General Information and Background

BDAT is a Multi- Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford, as part of the Diocese of Leeds.

BDAT is a charity, governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at www.bdat-academies.org.

Our mission statement

"The Trust's mission is to provide an education of the highest quality within the context of Christian belief and practice." We believe every child only has one chance at a good education.

In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable our academies to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working.

Our growth

As of September 2017, the Trust has Academy orders to support 17 Church and non- Church academies across Bradford. This includes 4 secondary academies (Immanuel College, Buttershaw Business and Enterprise College, Belle Vue Girls and Bradford Forster Academy) and 13 primary academies. We envisage we will continue to grow at a sustainable pace over the next few years in line with the Government agenda that all schools will become academies by 2022 to a maximum size of approximately 20 schools. We believe this will mean we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools' approach where we are truly able to know, understand and support each other.

Our Christian ethos

BDAT is a proud Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the Academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England Academies, as well as those within the faith.

Job Description

Post title:	Literacy Intervention Officer
Salary:	Band 7 (Points 11-17)
Hours:	37 hours per week – Term time plus 5 days
Responsible to:	Associate Assistant Principal, Literacy

Purpose of Role:

The principle responsibility of the post is the delivery and co-ordination of Literacy intervention programmes.

Main Duties:

You may also be deployed to other areas of the Academy with modified duties in line with the SEND and Academy priorities. This role requires transferable and adaptable skills set.

Responsibilities

- Support and deliver literacy learning activities (including Lexia Core 5, Accelerated Reader, First News etc.) within an agreed system of supervision, adjusting activities according to learner responses/needs.
- Monitor and evaluate learner responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on learner achievement, progress, reading ages and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically.
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Support the delivery of reading age assessments.
- Support and monitor the progress of students with English as an Additional Language (EAL).
- Use ICT effectively to support learning activities and develop learners' competence and independence in its use.
- Advise on appropriate deployment or signpost the use of specialist aid/resources/equipment.

Support of Learners and Families

- Establish productive working relationships with learners and their families to provide advice, training and guidance as required in school and home settings.
- Promote the inclusion and acceptance of all learners within the classroom and academy.
- Support learners to manage their behaviour consistently whilst recognising and responding to their individual needs in order to meet or exceed learning expectations.
- Encourage learners to interact and work co-operatively with others and engage all learners in activities.

- Promote independence and employ strategies to recognise and reward achievement and self-reliance.
- Provide feedback to learners in relation to progress and achievement.
- To deliver timely interventions and facilitate small group work in the classroom.
- To use a range of data to inform strategies to ensure good progress for all learners using the intervention programme.
- Support students and families with the use of Lexia software at home

Support

- As the Academy grows and develops it is essential for all employees to demonstrate a flexible approach to undertaking tasks and responsibilities. This involves supporting all Academy events as required and working closely with the English department.
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, quality assurance, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of, support difference, and ensure all learners have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the organisation.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the lead professional, to support achievement and progress of learners.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out of school learning activities within academy guidelines.
- To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/ her acts or omissions at work, in accordance with Health & Safety legislation.
- To promote the protection and safeguarding of learners through the active implementation of relevant Academy policies and procedures with particular reference to: child protection policy the staff code of conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty.
- Any other reasonable duty as requested by the Head of School.
- You may be required to work outside of your subject specialism.

Any Special Conditions of Service:

Bradford Forster Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All employees are required to have a clear enhanced Disclosure and Barring Service (DBS) check. There may be a need to work outside of normal working hours and off Academy premises, as required by the Head of School. The Academy operates a strictly no smoking policy.

Job Description Review Due: Autumn Term 2020

Signed: _____ Date: _____

Line Manager: _____ Date: _____

Person Specification

Post Title: Literacy Intervention Officer

	Essential	Desirable	Evidence base
Qualifications	<p>5 A* - C GCSEs (including English and Maths) or equivalent.</p> <p>Level 3 qualifications or above.</p> <p>High standards of personal literacy, Level 2 in Maths and Level 3 in English or above.</p> <p>Evidence of relevant continuing professional development and training relating to Literacy/English/Maths/Numeracy.</p>		Application form Certificates
Knowledge	<p>Understanding of Literacy Intervention Programmes.</p> <p>Understanding of health and safety issues and good practice.</p> <p>Understanding of Safeguarding and Child Protection procedures.</p> <p>Good understanding of child development and learning processes.</p> <p>Knowledge of statutory frameworks relating to SEN, including the new Code of Practice.</p>	<p>Expert practitioner status in a relevant intervention e.g. Dyslexia, Team Teach, behaviour management.</p> <p>Knowledge of strategies to support EAL students</p>	Application Form Interview

Experience	<p>Experience of managing resources.</p> <p>Experience of delivering small group or one-to-one interventions.</p>	<p>Experience of analysing data pertaining to student performance.</p> <p>Experience of working successfully with disengaged learners.</p>	<p>Application form Interview</p>
Skills	<p>Ability to communicate effectively orally and in writing to a range of audiences.</p> <p>Effective time management with the ability to meet deadlines.</p> <p>High level of organisational, planning and personal management skills.</p> <p>Ability to use own initiative and motivate others.</p>	<p>Effective use of data to set appropriate and challenging targets for student performance.</p> <p>Be proficient in the use of SIMS data management system.</p> <p>Ability to identify and facilitate a planned programme of CPD in response to development priorities and identified student needs.</p> <p>Actively engage with strategic leaders in schools to influence changes in policy and practice.</p> <p>Ability to use ICT to effectively differentiate for a range of learners with varying needs.</p>	<p>Application form Interview</p>

Personal attributes	<p>Ability to prioritise and remain calm under pressure.</p> <p>Commitment to self and team development.</p> <p>Commitment to lead extra-curricular activities.</p> <p>Innovative and forward thinking.</p> <p>A commitment to abide by and promote the Academy's Equal Opportunities, Health and Safety and Child Protection Policies.</p> <p>The post holder will require an enhanced DBS check.</p> <p>Ability to adapt and support in areas and specialisms beyond specialism.</p>		<p>Application form</p> <p>References</p> <p>Interview</p>
Christian ethos	<p>Commitment to promoting the Christian ethos and values</p>	<p>Be a practicing member of a church affiliated to Churches Together in Britain and Ireland</p>	<p>Application form</p> <p>Interview</p>

This Personnel Specification

This personnel specification describes the job requirements on which the short listing and selection decision will be based. To be selected for an interview you must be able to show that you meet all the 'essential' requirements for the post. The very best candidates are most likely to also meet the 'desirable' criteria.

To ensure that the short-listing panel can make a proper assessment of your suitability for the post, please ensure that the application shows how you meet the requirements set out in the personnel specification.

Literacy Intervention Officer

Term time only, plus 5 days

37 hours per week

Band 7, SCP 11 - 17

Salary: £18,118 – 20,403 per annum (actual salary)

Immediate start

Bradford Forster Academy is a new 11-16 Church of England secondary Academy and part of the Bradford Diocesan Academies Trust (BDAT), a growing Christian Multi-Academy Trust based in Bradford. The Academy opened on 1 September 2015 and now has 950 students on roll in years 7, 8, 9, 10 and 11 and will grow to 1050 in 2020. Within BDAT there is an exciting opportunity to work across a variety of growing diverse schools.

We are seeking to appoint a Literacy Intervention Officer who can support, deliver and coordinate literacy learning activities, for example, Lexia and Accelerated Reader (AR) programmes.

The successful candidate will have:

- High standards of personal literacy, Level 2 in Maths and ideally Level 3 in English or above.
- Transferable and adaptable skills set.
- An ability to communicate effectively orally and in writing to a range of audiences.
- Effective time management with the ability to meet deadlines with high level of organisational, planning and personal management skills.
- An ability to prioritise and remain calm under pressure.
- An understanding of the Lexia, AR Programmes.
- A good understanding of child development and learning processes and knowledge of statutory frameworks relating to SEN, including the new Code of Practice.

We can offer you:

- An attractive, very well resourced working environment
- Effective and supportive colleagues
- Friendly and well behaved students
- Opportunities for personal and professional development

Closing Date: 9.00am on Monday 27 January 2020

For full details, and an application form with an information pack, please visit our website: <http://www.bradfordforsteracademy.co.uk/Vacancies/>

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS).