



**KS1 and Early Reading  
Leader with TLR and KS1 or 2  
Teacher and Maths Leader  
with TLR**

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Dear Applicant,

Thank you for your interest in the post of KS 1 and early reading lead/ KS1 or 2 teacher and Maths Leader at Christ Church Church of England Academy. I would like to take this opportunity to tell you a little about our school. Christ Church Academy is a one form entry school for pupils aged 3 to 11 years. We are part of the Bradford Diocese Academies Trust (BDAT) and serve the community of Shipley in West Yorkshire. Our commitment to our pupil's mental Health and Wellbeing is key to our success and we are a nurturing school.

The school became an Academy in August 2013 and in October 2016, we were judged as GOOD we are awaiting publication of our Ofsted report for the Ofsted inspection that took place in April 2022. We have high standards for teaching and learning and are working to ensure that Christ Church Academy is the local school of choice.

Our children enjoy coming to school and are keen to learn. Our staff are passionately committed to ensuring that our pupils achieve and they have high expectations for the children and for themselves. Many of our pupils are vulnerable in terms of their socio-economic background and it is vital that their primary school experience is of a high quality and has a positive impact on their future life chances.

The roles of KS 1 and early reading lead and maths leader are central to the academic achievement of our pupils. Experienced and Inexperienced leaders are warmly encouraged to apply and we have a strong track record in developing leaders who go on to promoted posts. It is vital that our pupils are successful and ready for the next stage of education at the end of their time at our school. The successful candidate will build strong working relationships with colleagues and support them in developing excellent teaching in their area of responsibility. They will be able to monitor and evaluate current practice, identify where effective interventions should take place and design and deliver CPD packages to develop colleagues. As a school we currently follow Read Write Inc, Maths Mastery and use PIXL interventions.

Kind regards,

**Philippa Foster**

## Headteacher



### 2 TLR posts

#### KS1 or 2 teacher with responsibility for Mathematics

#### KS1 and Early Reading Leader

**Required September 2022**

**Salary Mainscale plus TLR allowance**



Christ Church Academy is a one form entry primary academy situated above Shipley with fantastic views across the valley and the UNESCO world heritage site at Saltaire.

#### **We are looking for a person who:**

- Is an excellent teacher
- Is keen to develop as a leader
- Is able to lead mathematics/ Early Reading
- Is willing to design and deliver high quality CPD in order to develop excellent teaching of across the school.
- wants to make a difference and ensure positive outcomes for children
- can use their initiative and have high expectations
- has good interpersonal skills
- is enthusiastic and keen to join a hard working and highly supportive team

#### **We can offer:**

- The opportunity to develop your leadership skills
- The opportunity to have a positive impact on colleagues and on the future life chances of our fantastic pupils.
- The opportunity to be part of BDAT and work with schools and colleagues across the trust for career progression
- children who are keen to fulfil their potential
- a positive and friendly working environment
- a commitment to staff professional development

Please contact the school office if you wish to discuss the opportunities further on 01274 410349. Applications can be made on our application form which should be submitted via e – mail to [admin@cca.bdat-academies.org](mailto:admin@cca.bdat-academies.org)

*Christ Church Academy is committed to safeguarding and promoting the welfare of our pupils and expect all staff and volunteers to share this commitment. All staff are subject to an enhanced DBS check which will form a condition of any employment offer.*

Application Closing Date: 24.5.22

Shortlisting: 24.5.22

Interviews: 26.5.22





## Working with BDAT



Bradford Diocesan Academies Trust recognises that if our schools are to succeed, our teachers and school staff are our most valuable asset. We work hard to be the education employer of choice in Bradford. We do this by:

- Recruiting the highest calibre of teachers who share our aspiration and ambitions for our students to succeed;
- Developing our teams by talent spotting and rewarding our next generation of leaders
- Making sure BDAT is a good place to work so that we retain and grow the expertise of our people.

## The BDAT Employee Pledge

Bradford Diocesan Academies Trust recognises that if our schools are to succeed, **our teachers and school staff** are our most valuable asset. As such we work hard to be an employer and the schools of choice in Bradford.

We do this by:

- Relentlessly only **recruiting** the highest calibre of teachers who share our aspiration and ambitions for our pupils to succeed.
- Developing our teams by **talent spotting** and **rewarding** our next generation of leaders.
- Making sure BDAT is a good place to work so that **retain and grow the** expertise and skills of our people.

**Keep reading to find out more about our employee pledge which sets out what you can expect from us**

## We will offer you:

- Work in a value driven, student centred organisation where every child is supported to reach their academic potential and accomplish their individual goals. <http://www.bdat-academies.org/about-us/bdat-mission-statement/>
- The prospect of working for an increasingly successful and growing Trust which is committed to providing high quality education for all of its students and to be the schools of choice. [www.bdat-academies.org](http://www.bdat-academies.org)
- A separate annual career development discussion with a senior leader resulting in a bespoke career development plan in addition to Performance Management.
- Ongoing assistance in developing your 'craft' of teaching.
- Assistance with career progression both within and outside the Trust.
- A competitive employees' benefit scheme <http://www.bdat-academies.org/about-us/employee-benefit-scheme/>



## We will provide you opportunity to:

- Have a week's placement in one of the BDAT schools within the first two years.

- Shape the curriculum developments in an ever- changing world.
- Work with like-minded subject colleagues from the other Trust schools.
- Shadow colleagues both within the school and across BDAT.
- Support the development of teachers new to the profession or to their role.
- Gain the experiences required to meet external leadership qualifications such as Specialist Leadership in Education.

### **In return we expect you:**

#### **To Model**

- The values of BDAT and your school at all times.
- Professional behaviours at all times.

#### **To Be**

- A consistently good teacher on a day to day basis.
- Committed to ongoing professional development.
- A team player and to adopt a 'can do' attitude.

#### **To**

- Place safeguarding of students at the heart of the work.
- Engage in constructive professional dialogue, giving and listening to feedback.
- Contribute to the development of students and staff.
- Meet Teachers' Standards and Trust Leadership standards as appropriate to career stage expectation.

### **Want to find out more?**

If you want the chance to join a Trust committed to developing the very best teachers and school staff in Bradford and if you like the sound of BDAT, our values, and the opportunities we can offer you:

- Check out our latest vacancies on [www.bdat-academies.org/vacancies](http://www.bdat-academies.org/vacancies)
- Follow us on twitter: [#wearebdat](https://twitter.com/wearebdat)

**Thank you for taking the time to read this information.**

# In And Around Shipley

Shipley is an old market town and it retains a strong sense of identity. It still has its weekly market, though the market place itself has been rebuilt and is surrounded by modern shops. The adjacent library, health centre and swimming pool are also of recent origin.

Situated as it is on the Aire Valley, it has excellent rail and road links not only to the university cities of Bradford and Leeds (with their theatres, museums, restaurants and shops) but also to Ilkley (with its famous moor), Haworth and the Bronte country and, via the Settle-Carlisle railway, to the more distant Dales and the Lake District. The Leeds/Liverpool canal takes you across to the other side of the Pennines and Leeds/Bradford airport connects to the four corners of the globe.



Shipley's immediate neighbour is the UNESCO World Heritage Site of Saltaire, a model village built in the 19<sup>th</sup> century by the mill-owner Titus Salt to house his workers. The impressive mill buildings no longer produce textiles but have been converted into offices, shops, a restaurant, and the 1853 Gallery, which holds a large collection of the works of Bradfordian David Hockney. Most of the original community buildings are now occupied by Shipley College.



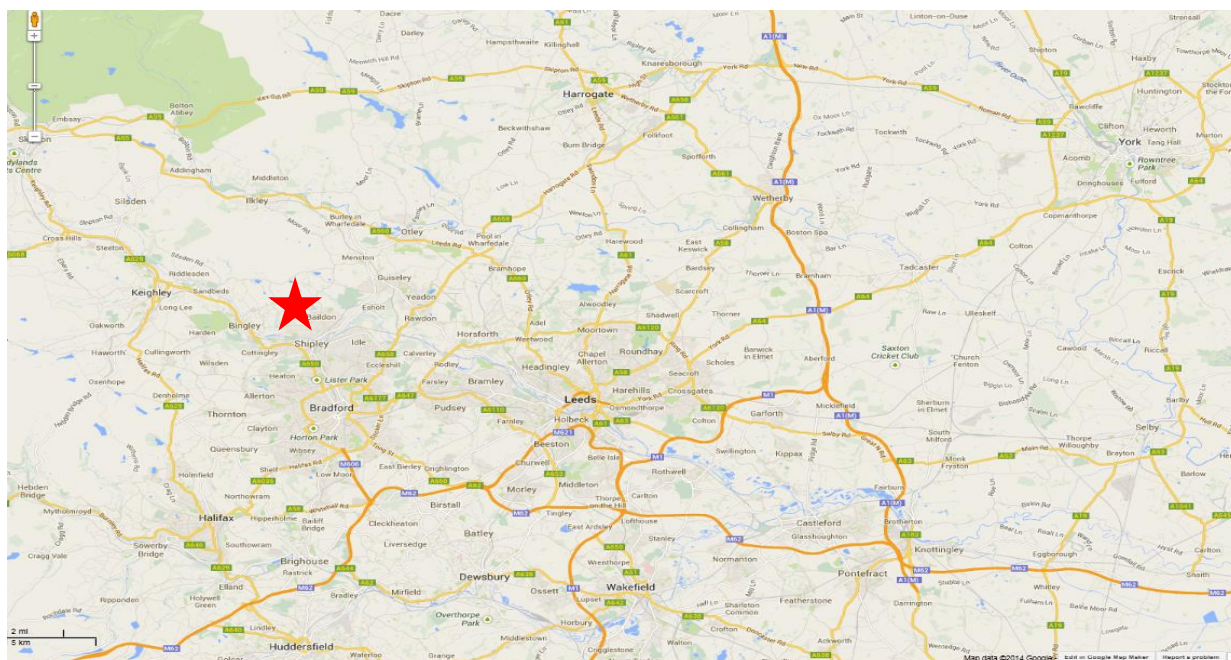
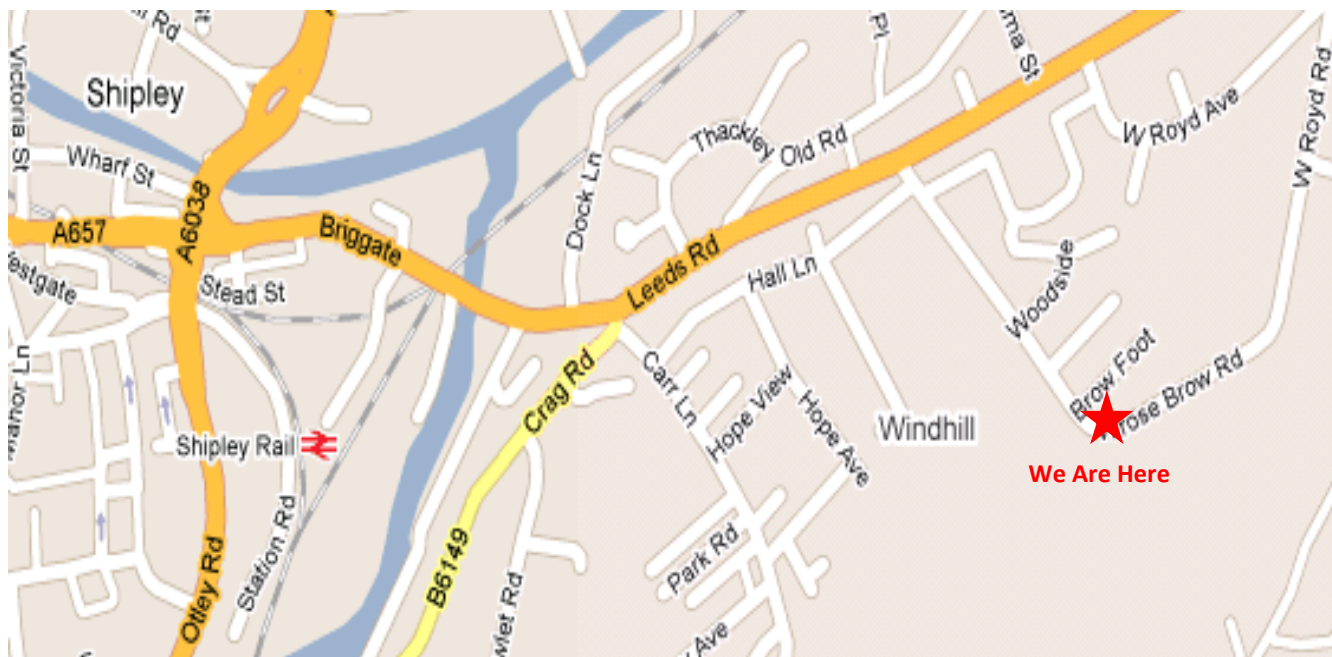
Over the bridge across the river is another remnant of the Victorian era, the Shipley Glen Tramway, built to carry people up to the village of Baildon and now operated by volunteers as a tourist attraction. It leads onto Baildon moor and the stone circle known as Soldier's Trench, which is thought to date from the Bronze Age.

Shipley is a pleasant place to live and work, with housing of all descriptions and access to every kind of sporting and leisure activity.





# How to find us



## Christ Church Academy

Wrose Brow Road, Shipley, BD18 2NT

Tel: 01274 410349

# Middle Leader Job Description

Christ Church Church of England Academy

## Job description

### School vision

We know the extraordinary worth of all our children. Our vision is to grow children believing in their own value, their academic successes and their place in the wider family of school and community. We are all created in the image of God.

### Employment details

Job title:	KS1 and Early Reading leader or Mathematics Leader
Reports to (job title):	<u>Headteacher</u>
Salary:	<u>Mainscale/UPS with TLR</u>

### Main duties/responsibilities

General duties
Take responsibility for the overall provision of their areas of responsibility at the school.
Lead and take responsibility for developing a curriculum that provides pupils with a range of opportunities and the skills they need to prepare for later life.
Be accountable for the strategic leadership and management of their areas of responsibility, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
Manage staff within their area of responsibility, providing appropriate support, challenge, advice and information, as necessary.
Implement the school's schemes of work.
Comply with school policies and procedures, in particular those relating to the wellbeing and safeguarding of children.
Curriculum development
Take responsibility for developing the curriculum in their areas of responsibility at the school.
Create a clear curriculum plan that outlines the aims of the curriculum and its links to the school implementation plans and the school's overall curriculum intent.

Maintain a thorough and up-to-date knowledge of the national curriculum and ensure any developments are reflected in the school's policies.

Work with the **SLT** to embed the school's curriculum intent and implementation methods securely and consistently across the school.

Ensure work given to pupils matches the aims of the curriculum and is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Plan curriculum content that successfully builds on the knowledge and skills taught at each key stage.

Ensure the curriculum contains content that has been identified as the most useful and that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills.

Work with staff to promote the use of a broad range of appropriate teaching and learning strategies.

Construct a curriculum that is ambitious and designed to provide all pupils with the knowledge and cultural capital they need to succeed in later life.

Ensure the curriculum offers academic/vocational/technical ambition for all pupils, and is not narrowed for disadvantaged pupils or those with SEND.

Adapt the curriculum, where necessary, to ensure it meets the needs of all pupils and develops their knowledge, skills and abilities, including pupils with SEND.

Ensure the school's local context is reflected in the curriculum.

Report to the **SLT** on the impact of the curriculum plan and identify areas for improvement.

### **Leadership and management**

Attend leadership meetings as required and report back to staff where necessary.

Lead and manage all staff members work in maths.

Act as a point of liaison between the SLT and other staff.

Take account of staff workload when planning the maths curriculum, schemes of work, marking and feedback and communication policies.

Implement assessment practices that helps pupils embed knowledge and assist staff in producing clear next steps, without creating additional workload for staff.

Ensure the collection of attainment or progress data in maths is proportionate, represents an efficient use of school resources, and is sustainable for staff.

Provide staff with the knowledge and resources they need to assess and teach maths effectively.

Effectively contribute to leadership discussions and decisions.

Adopt a positive attitude that motivates and inspires other members of staff, enabling them to carry out their duties to the highest standards.

Plan, organise and lead regular meetings with staff.
Inform teachers of any developments in the curriculum and monitor changes as they are implemented.
Lead communications with parents and the wider community in relation to maths.
Monitor the effectiveness of maths provision.
Identify staff training needs, provide support and organise training to improve the quality of teaching and learning.
Organise relevant CPD to help staff members progress.
Set targets and monitor, evaluate and review progress towards staff achievement, and report this to the <b>SLT</b> .
Contribute towards recruitment and interviewing processes, where necessary.
Undertake self-evaluation and review as appropriate.
<b>Operational</b>
Ensure the provision of an appropriately broad, balanced, relevant maths curriculum, in accordance with the aims of the school and its policies.
Monitor and evaluate standards of attainment through collecting, analysing and reporting on performance data.
Develop aims, objectives and strategic plans for the effective delivery of the maths curriculum.
Be responsible for health and safety practices in maths.
<b>Management of resources</b>
Work with the <b>SBM</b> to plan and allocate the curriculum budget to ensure value for money.
Monitor and review all resources used in maths in terms of quality, quantity and use, to improve the experience and outcomes of pupils, ensure efficiency and secure value for money.
Provide all staff with the equipment and resources they need to help pupils learn effectively and ensure resources are used and returned properly.
<b>Teaching and learning</b>
Carry out class teaching duties as agreed.
Demonstrate by example and set high expectations which inspire, motivate and challenge pupils.
Implement and deliver an appropriately broad, relevant and differentiated curriculum that builds on pupils' prior knowledge.
Deliver lessons appropriate to pupils' different abilities and educational needs, ensuring they are all able to progress to their potential.



Monitor and support the overall progress and development of the pupils within the class/classes in line with the curriculum requirements.
Provide and contribute to oral and written assessments and reports and references relating to individual or groups of pupils.
Mark and monitor pupils' class and homework regularly, providing constructive feedback.
Develop assessment practices that are effective and support the teaching of the curriculum.
Use assessment of pupils' progress to inform future teaching.
Ensure good knowledge of the subject being taught.
Create an environment that focusses on pupils.
Ensure lesson subject matter is presented clearly, encouraging appropriate discussion about what is being taught.
Ensure pupils' understanding of the curriculum is checked systematically, misconceptions are identified accurately and provide feedback is clear and direct.
Prepare informative and constructive and written reports for parents which identify how each pupil is performing, and how they can improve within the classroom.
Select resources that reflect the school's ambitious intentions, that support the intent of the planned curriculum, and provide pupils with knowledge and skills for the future.
Ensure the work given to pupils is demanding and matches the aims of the curriculum.
Prioritise reading to allow pupils to access the full curriculum offer and assess reading attainment at all stages to address gaps as soon as they emerge.
Ensure your own speaking, listening, writing and reading of English supports pupils in developing their own language and vocabulary well.
Through effective teaching, ensure pupils are challenged and that the best use is made of teaching time to promote good levels of behaviour.
Employ a range of teaching methods to keep pupils engaged, e.g. through effective questioning, clear presentation and use of resources.
Share and support the school's duty to provide and monitor opportunities for personal and academic growth.
<b>Additional duties</b>
Promote the work of the curriculum area, e.g. through parents' evenings and assemblies.
Follow the school's behaviour policy and pupil supervision procedures.
Attend all scheduled meetings.
Maintain high expectations of pupil behaviour, demonstrating positive and productive relationships and well-focussed teaching.

Undertake additional duties as expected by the headteacher.

## Person specification

	Essential	Desirable
<b>Qualifications and training</b>	<p>The successful candidate will:</p> <ul style="list-style-type: none"> <li>• Have QTS.</li> <li>• Have <u>a</u> degree in the subject area or other relevant subject.</li> <li>• Have undertaken training relevant to the post.</li> </ul>	<p>In addition, the successful candidate may:</p> <ul style="list-style-type: none"> <li>• Be willing to undertake further training relevant to the post.</li> </ul>
<b>Experience</b>	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> <li>• Teaching <u>subject area</u> in a school environment for <u>four years</u>, demonstrating exemplary practice.</li> <li>• Assisting with the development of the curriculum in <u>subject area</u>.</li> <li>• Managing, monitoring and evaluating the quality of teaching and learning.</li> <li>• Contributing to whole-school self-evaluation.</li> <li>• Assisting in developing school policies.</li> <li>• Effectively supporting pupil wellbeing and managing behaviour.</li> <li>• Working with and supporting pupils of all abilities, including those who are more able and those with SEND.</li> </ul>	<p>In addition, the successful candidate may also have experience of:</p> <ul style="list-style-type: none"> <li>• Successfully planning and allocating a budget.</li> <li>• Organising or delivering staff training.</li> <li>• Assisting with performance management reviews.</li> <li>• Using data analysis of assessment data to raise standards of achievement.</li> <li>• Leading or managing other staff members in a school environment.</li> <li>• Contributing to whole-school self-evaluation.</li> <li>• Assisting in developing school policies.</li> </ul>
<b>Knowledge and skills</b>	<p>The successful candidate will have the ability to:</p> <ul style="list-style-type: none"> <li>• Demonstrate leadership qualities by leading, motivating and working effectively with other members of staff.</li> <li>• Contribute towards strategies that aim to support the development of the school.</li> </ul>	<p>The school would also like the successful candidate to:</p> <ul style="list-style-type: none"> <li>• Have some understanding of Maths Mastery and White Rose Maths</li> <li>• Have some knowledge of Pixl interventions</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicate effectively using a range of methods.</li> <li>• Identify where working practices can be improved and develop action plans based on this.</li> <li>• Teach using a wide range of strategies</li> <li>• Effectively respond to challenges.</li> <li>• Effectively manage staff performance.</li> <li>• Effectively deploy and utilise resources.</li> <li>• Raise standards of achievement.</li> <li>• Uphold high standards of themselves, other staff and pupils.</li> </ul> <p>The successful candidate will have up-to-date knowledge, or an understanding, of:</p> <ul style="list-style-type: none"> <li>• Current developments in the curriculum</li> <li>• Current developments in the national curriculum.</li> <li>• School policies and procedures in general.</li> <li>• Managing, planning, assessment and record keeping, and how these can affect pupil outcomes.</li> <li>• A range of effective teaching and learning strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Have the ability to analyse and interpret assessment data, form reports and suggest and implement changes based on these.</li> <li>• Display strategic management skills.</li> <li>• Be able to maximise the potential of all staff.</li> </ul>
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**Personal qualities**

The successful candidate will have:

- An enhanced DBS and barred list check.
- Excellent verbal and written communication skills.
- Excellent time management and organisation skills.
- A flexible approach towards working practices.
- High expectations of self and a desire to maintain professional standards.
- The ability to work as both part of a team and independently.
- The ability to maintain successful working relationships with colleagues.
- A commitment to empowering and supporting others.

The successful candidate will be:

- Committed to promoting high quality and consistent practices.
- Dedicated to their professional development and that of others.
- Committed to the value and promotion of their subject areas.
- Able to plan and take control of situations.
- Committed to contributing to the wider school and its community.
- Capable of handling a demanding workload and successfully prioritising work.
- Professionally assertive and clear thinking.
- Able to quickly adapt to changes.

## **Selection Process Guidance**

Our aim is to ensure that we recruit the right person for the job. We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, sex, marital status, or sexual orientation. The person specification sets out the criteria used to assess candidates through the selection process.

We are committed to safeguarding our pupils and will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references. All potential employees are subject to an enhanced disclosure from the Disclosure and Barring Service.

### **Visits to the school**

Visits to the school are warmly welcomed by prior arrangement, you will not be disadvantaged if you are unable to visit. Please contact Fran Best on 01274 410349 to arrange a mutual appointment. The visit will give you an opportunity to ask questions about the role and the school to assess if this is somewhere you would like to work.

### **Applications**

Please ensure that all parts of the application are completed. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position. Applications can be submitted online, via email or via paper copy.

### **Shortlisting**

We assess all applications against the person specification criteria using the evidence you provide in your application. We carefully check all applications for anomalies.

Candidates who best meet the person specification will be invited to an interview. We will notify you by telephone with e-mail confirmation to follow. If you have not heard from us within 3 days of the shortlisting date, you have not been successful at this stage.

### **References**

We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or last, employer.

### **Interview Day**

The interview day will consist of several tasks and activities including a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity on the day.

### **Final Selection**

Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

### **Offer of Employment**

We will make a verbal offer of employment by telephone on the day of the interview and this will be confirmed in writing. Any offer is made subject to:

- References satisfactory to us
- A satisfactory DBS check
- Provision of proof of identity and qualifications

### **Terms and Conditions**

- The employer for this post is the Bradford Diocesan Academies Trust.
- An Enhanced DBS is required for this post.
- The post is subject to a three-month probationary period.

### **Time line**

Application Closing Date: 24.5.22

Shortlisting: 24.5.22

Interviews: 26.5.22