



# Working With Us

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Together we **Exceed**

## **RECRUITMENT INFORMATION PACK**

**Position:** Head of Centre at Bradford Alternative Provision Academy

**Grade:** L11 – L15

**Start Date:** April 2025

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# MESSAGE FROM THE CEO

Dear Candidate,

We would like to thank you for your interest in joining Exceed Academies Trust as a Head of Centre at Bradford Alternative Provision Academy.

I am delighted that you are interested to see how Exceed Academies Trust can support you in your career. You may already know a little bit about our amazing schools, we hope that after reading the enclosed pack that you will consider applying to be part of our outstanding team.

Exceed Academies Trust is an educational charity that runs schools on behalf of the Government. We are a cross-phase Trust comprising of fourteen schools: ten primary schools, an all-through primary-to-secondary academy, two alternative provision academies (Primary and Secondary), and a specialist setting for children/young people who suffer from social, emotional and mental health difficulties. Our family of schools are all located within the Bradford district and mostly serve communities with some of the highest levels of social and economic challenges in the city. Our schools are inclusive, community focused, and supportive. We make no excuses for outcomes and a number of our schools have traditionally been some of the highest performing both locally and nationally, with two schools featuring in the Sunday Times list of top 250 state primary schools in the country. Our Sponsored Academies are being supported on their journey to Outstanding, one of which was recently rated in the top five in Bradford for its amazing KS2 Outcomes.

Exceed Academies Trust recognises its moral purpose to support schools and academies across the city and the region. Exceed Academies Trust is responsible for and runs the Bradford Teaching School Hub on behalf of the City. The Trust is also responsible for a SCITT (School Centre for Initial Teaching Training) and is an approved Apprenticeship Training Provider.

As a Trust, we are determined to be an 'Employer of Choice' where our staff are seen as the key and the most important resource. Our staff are supported through professional development and an active wellbeing strategy. We believe in supporting staff to achieve a healthy work life balance, for the benefit of the children in our schools, as well as to support them to enjoy their personal lives, family and social time. We are keen to support initiatives that build healthy teams, support personal resilience and we provide opportunities to seek support for staff mental health and general wellbeing.

I would like to thank you once again for your interest in Exceed Academies Trust and the position at Bradford AP Academy. I hope the information provided gives you a sense and feel for our organisation. If you believe that your own values are a good fit with our Trust, we would be delighted to receive your application and look forward to working with you to support the children and young people of Bradford.

**Duncan Jacques, CBE**  
**Chief Executive Officer,**  
**Exceed Academies Trust**





# ABOUT US



Exceed Academies Trust believes that successful schools develop their own identity and individuality and are best placed to meet their own community's needs. We believe that partnership working, the sharing of good practice and being outward facing as an organisation supports our aims and leads to outstanding results.

We are a cross-phase Trust of fourteen academies; ten primary, one all-through, one specialist setting, and two alternative provision academies; we also support a maintained nursery school through a service level agreement. It is our aim and determination to be as inclusive as possible.

The Trust recognises its moral purpose to support schools and academies across the city and the region. We are responsible for running and managing the Bradford Teaching School Hub on behalf of the DfE, deliver high-quality school-led Initial Teacher Training through our Ofsted Outstanding SCITT, and facilitate a wide range of school improvement support for Exceed Academies Trust and beyond.

*Each academy has its own website, please visit these websites to find out more about them.*



Together we **Exceed**





# OUR PURPOSE AND ETHICAL GOALS

Our core educational vision is to provide an **outstanding school experience for all.**

Our schools aim to be inclusive, high achieving and ones in which our learners, staff and the wider community strive to '**see what's possible**'.

Our schools retain their individuality, own identity and local governance.

The Trust recognises its moral purpose to support schools and academies across the city and the region.

***Children and students are at the heart of everything we do***

Our tagline is simple: **Together we Exceed**

All of our work is underpinned by our ethical goals:



## ETHOS & VALUES

To improve outcomes and life chances  
for the learners in its schools

To impact positively on the communities  
that are served

To ensure that all Trust schools become  
'good' or better

To ensure that all learners are prepared  
and contribute to life in modern Britain

To contribute to system wide improvements  
in education

# BRADFORD ALTERNATIVE PROVISION ACADEMY

Bradford AP Academy provides a safe, secure and inclusive learning environment for young people referred following permanent exclusion from school. It engages all learners to gain knowledge, skills and attitudes that support progress in education and society in order to improve life chances.

Bradford Alternative Provision Academy takes referrals for secondary aged young people who live in Bradford and have been permanently excluded from school. It comprises of the Aireview Centre at Saltaire and the Jesse Street Centre at Fairweather Green, off Thornton Road. Each centre has capacity for 25 young people and work together as one single academy. In addition to the young people that attend the centres, we are funded and responsible for a number of young people who attend other alternative provision providers (AP) to support their needs and aspirations.

Places are commissioned by the Local Authority (LA) to deliver sixth day provision for permanently excluded young people. Pupils that attend Bradford AP Academy are given an offer that best meets their needs. The offers include:

- Short-term 'turnaround placements' that last for an average eight to twelve-weeks.
- Medium-term 'assessment placements' that last for approximately twenty to thirty weeks.
- Long-term placements that last until the end of a young person's compulsory school age.
- Home Engagement where a young person is a school refuser/non-attender.



*'Students make excellent progress from their starting points in reading, writing and mathematics.'* – Ofsted report – February 2015.

*'The development of students' social and emotional well-being is outstanding.'* – Ofsted report – February 2015.

Bradford AP Academy is committed to providing a safe, caring and stimulating environment for all pupils. This allows the young people to re-engage with learning and either return to mainstream schooling or successfully move to a more specialist setting. During this time, the learning needs of each individual pupil are accurately assessed to support personalisation of learning. A structured curriculum is delivered through high quality teaching, with specific attention being given to the social, emotional and mental health needs of learners and any underlying special needs.

In real terms, Bradford AP Academy offers pupils a fresh start in a new environment, away from the influence of peers and experiences that have previously impacted on their ability to succeed. The Academy creates a highly structured and calm environment where highly skilled staff have a unified child centred approach that sets high standards and constantly works towards achieving them.

Positive relationships with outside agencies also support individuals moving forward. A Safer Schools Police Officer is attached to Bradford AP Academy along with other organisations that support the curriculum and carry out targeted intervention with individuals where necessary.



# JOB ADVERT

## Head of Centre

**L11 – L15 (Actual salary £63,815-£70,293 per annum)**

**Permanent, Full-Time**

Exceed Academies Trust are now seeking to appoint an enthusiastic and dynamic Head of Centre to lead the soon-to-be opened Anerley Street site on behalf of Bradford Alternative Provision Academy from September 2025.

The 32 new places will operate out of a section of the vacant, former Bradford District Pupil Referral Unit (PRU) site at Anerley Street, BD4 7SY. This will be a temporary arrangement until a permanent solution can be found.

Bradford Alternative Provision Academy is a split site, purpose built secondary alternative provision in Bradford, providing intensive learning programmes for pupils who are referred to the setting following permanent exclusion from a mainstream setting.

Based over five sites – The Aireview Centre at Saltaire, the Jesse Street Centre at Fairweather Green, off Thornton Road, Home Engagement Bungalow based on the Holybrook Primary School site, Bungalow based on the Bowling Park Primary School, New Cross Street BD5 8BT – the individual settings work together as one single Academy, consistently improving the life chances of the young people of Bradford. In addition, a number of students access provision away from our sites at other alternative provision (AP) settings, such as Bradford college and a number of smaller providers.

Offering pupils a fresh start in a new environment, away from the influence of peers and experiences that have previously impacted on their ability to succeed, Bradford Alternative Provision Academy is committed to providing a safe, caring and stimulating environment for all pupils. This allows the young people who attend the opportunity to re-engage with learning and either return to mainstream schooling or successfully move to a more specialist setting.

Bradford AP Academy is part of Exceed Academies Trust, which currently consists of fourteen academies; ten primary schools, an all-through primary-to-secondary academy, two alternative provision academies (Primary and Secondary), and a specialist setting for children/young people who suffer from social, emotional and mental health difficulties. The Trust has an excellent reputation within Bradford and beyond, and an outstanding track record of supporting staff in developing their careers through specialist training lead by the Exceed Teaching School Hub and our Outstanding SCITT.

### **The successful candidate will;**

- Work alongside the existing senior leadership team to enhance education in Bradford alongside furthering their career
- Responsible for the day-to-day leadership and management of our alternative provision setting based at Anerley Street
- Work together with the Head of Centres at Aireview and Jesse Street, as well as the Headteacher, to jointly lead this outstanding setting on its progressive journey to become the pinnacle of alternative provision education in the city of Bradford.
- Report directly to the Headteacher and additionally working in close collaboration with other leadership colleagues across the organisation

**The essential requirements for this role are;**

- NPQML or NPQSL or willingness to work towards a relevant NPQ award
- Qualified Teacher Status (QTS)
- Degree level or equivalent

**We can offer you:**

- Employer contribution towards Government pension schemes
- Access to an Employee Assistance Programme (24 hours per day, 7 days a week)
- Occupational Health referral scheme
- Mental Health First Aiders, in a number of our schools
- A developing range of accessible CPD ([www.exceedacademiestrust.co.uk/talent](http://www.exceedacademiestrust.co.uk/talent))

**Closing date: Monday 3<sup>rd</sup> February 2025 at 9am**

**Interview date: Thursday 13<sup>th</sup> February 2025**

For an informal discussion regarding this opportunity, please contact Richard Bottomley, Headteacher, on 01274 491986. Further details about our school can also be found on our website <https://www.bradfordapacademy.co.uk/>

If you are interested in applying for this role, please do so by submitting an online application to [recruitment@exceedacademiestrust.co.uk](mailto:recruitment@exceedacademiestrust.co.uk).

**CVs or applications via Indeed will not be accepted.**

Exceed Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Shortlisted candidates will be subject to related online content checks, in line with Keeping Children Safe in Education 2024. All appointments are subject to an enhanced DBS check as well as successful completion of a probationary period.

Exceed Academies Trust strives to be an employer of choice. We are an inclusive and diverse multi academy trust and ultimately, our aim is to employ a workforce that reflects the communities it serves. We are committed to achieving a balanced workforce at all levels, whilst ensuring that no individual is disadvantaged or treated less favourably. We welcome applications from candidates of all backgrounds, faiths and ethnicities and will ensure a fair recruitment process without discrimination, in compliance with the Equality Act 2010.



# JOB DESCRIPTION

**Post Title:** Head of Centre

**Contract:** Permanent, Full time

**Line Manager:** Headteacher

**Supervisory Responsibilities:** All Centre based staff

**Pay Range/Grade:** L11 – L15

**Location:** Bradford AP Academy Anerley Street

**Hours of work:** 32.5 hours per week

## **Purpose of the Role:**

The main purpose of the Head of Centre is to ensure a high-quality provision for young people referred for a placement at BAPA. The post holder will work with stakeholders to support the referral process, ensuring community through the placement leading to effective exit strategies. The role includes oversight of the leadership and management of the centre, with responsibility for the health, safety, wellbeing, and safeguarding of both pupils and staff.

The post holder will deliver a curriculum tailored to the needs of the students and upholding high educational standards, particularly for those with special educational needs (SEN). Additionally, as part of the Senior Leadership Team, the role contributes to shaping BAPA's strategic vision and leading the shared vision for BAPA and associated school improvement at the centre. The post holder will support the Headteacher in the overall functioning and smooth running of the centre, as required.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

## **Supervision and Guidance:**

- To work under the instruction and guidance of the Headteacher.

## **Supervisory Responsibilities:**

- Supervise and advise all Centre based staff.

## **Key Responsibilities:**

### **Leadership and Management:**

- Support and implement the vision and ethos of BAPA.
- Be the safeguarding lead for the centre.

- Be the SEND lead for the centre.
- Contribute to the creation, implementation and evaluation of BAPA School Improvement Plan.
- Ensure that the work of the centre is inclusive and reflects all policies and legislation relating to equality.
- Ensure policies are translated into practice by the staff team.
- Lead on BAPA self-evaluation process for your centre, including teaching, learning and assessment, monitoring of BAPA standards and improvement initiatives.
- As appropriate, contribute to the writing of self-evaluation and policy documents
- Promote cross-curricular approaches to teaching and learning.
- Be a proactive and effective member of the SLT and Extended Leadership Team (ELT) and an effective role model for staff.

### **Teaching and Learning:**

- Lead your centre to support the overall effectiveness of BAPA.
- Have overall responsibility and accountability for your centre in the promotion of the BAPA curriculum intent, its implementation and the impact that it has.
- Lead / take part in regular meetings to support effective teaching and learning with appropriate colleagues.
- Lead / take part in the development of teaching and learning activities appropriate to full age and ability range.

### **Monitoring and Assessment:**

- Together with the SLT, monitor standards including reviewing the intent, implementation and impact of the curriculum. This will include participating in self-evaluation, including deep dives, to obtain evidence relating to specific areas of practice.
- Together with the SLT, use self-evaluation to review the impact of initiatives on pupil outcomes.
- Use the information gained from self-evaluation to formulate strategy for future improvement initiatives.
- Lead the process of monitoring standards in your centre, in line with policy.
- Lead the process of monitoring and assessing pupils working towards qualifications, in line with policy.
- Lead the process of obtaining, correlating and submitting evidence relating to applications for Education, Health and Care Plans (EHCPs), in line with Bradford SEND policy.

### **Management of Resources**

- Be responsible for the organisation, planning and evaluation of the curriculum as relevant to your centre.
- Manage any resources or equipment that are associated with BAPA appropriately.
- Monitor and accurately account for the budget for your centre.
- Lead and manage your centre in a manner that gains best value for money.
- Contribute to the leadership and management of the BAPA budget.

### **Professional Development**

- Participate in arrangements for the appraisal and review of your own performance and, that of other teachers and educational support staff.



- Commitment to creating and maintaining an outward-facing AP that works with other AP/PRUs and organisations, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils.
- Play an active part in planning training and professional development to support the School Improvement Plan and any additional improvement initiatives.
- Play an active part in leading specific areas of training and professional development for teachers and support staff.
- Staff Development
- Act as an appraiser for the appraisal of all identified staff.
- Take a lead role in identifying group and / or individual training needs and provide support for colleagues within your centre that promotes a whole AP approach.
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
- Ensure you keep up to date with current developments in education and disseminate information as appropriate.

### **Additional Duties**

- Play an active part in assisting the smooth running of BAPA.
- Undertake any professional duties of the Headteacher, reasonably delegated by the Headteacher.
- Undertake, to the extent required by the Headteacher or Local Advisory Board (LAB), the professional duties of the Headteacher in the event of their absence from BAPA.

### **Intermediate Threshold Fluency Duty Required:**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

## Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<b>QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>NPQML or NPQSL or willingness to work towards a relevant NPQ award</li> <li>Qualified Teacher Status (QTS)</li> <li>Degree level or equivalent</li> <li>Designated Safeguarding Lead trained</li> <li>Safer Recruitment trained</li> <li>National Award for SEND Co-ordination</li> </ul>	E E E D D D	Application and interview
<b>EXPERIENCE</b> <ul style="list-style-type: none"> <li>Proven experience of leading by example - with integrity, creativity, resilience, and clarity by drawing on your own scholarship, expertise and skills, and that of those around you.</li> <li>Significant leadership experience or equivalent in education</li> <li>Proven experience of raising standards of achievement within an educational setting.</li> <li>Recent experience of appropriate professional development relating to school leadership</li> <li>Experience of managing resources effectively</li> </ul>	E E E E E	Application and interview
<b>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</b> <ul style="list-style-type: none"> <li>Knowledge and clear understanding of the statutory framework for education as well as new and innovative developments within education</li> <li>Detailed knowledge and understanding of the alternative provision area of education, including tracking and monitoring pupil progress</li> <li>Knowledge of successful strategies for raising pupil achievement</li> <li>Up to date knowledge and strategic view of the current educational landscape</li> <li>Full working knowledge of all relevant policies, legislation, codes of practice and guidance related to school leadership</li> <li>A clear understanding of the essential qualities necessary for effective leadership</li> <li>Communicate effectively with a range of different stakeholders with well-developed interpersonal skills</li> <li>Implement successful strategies and manage change effectively</li> </ul>	E E E E E E E E E E	Application and interview



<ul style="list-style-type: none"> <li>• Collect evidence and research in order to make sound judgements against set criteria</li> <li>• Inspire others to commit to a shared purpose and vision</li> <li>• Lead highly effective teams that are defined by trust, with high levels of commitment and accountability, and are focused on results</li> <li>• Manage finances to achieve high value of money in innovative ways that lead to positive outcomes for students and staff</li> <li>• Organise, manage systems and processes, make excellent use of time</li> </ul>	E E	
<b>PERSONAL QUALITIES</b> <ul style="list-style-type: none"> <li>• Be committed to raising standards</li> <li>• Be someone who can create an atmosphere in which children can thrive and succeed</li> <li>• Have excellent interpersonal skills</li> <li>• Effective communication and organisation skills</li> <li>• Ability to manage workloads and work calmly under pressure</li> </ul>	E E E E E	Application and interview

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder \_\_\_\_\_ Date / /

Signature of Chief Executive Officer \_\_\_\_\_ Date / /

Together we **Exceed**

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Exceed Academies Trust is a charitable company limited by guarantee and registered in England and Wales with company number 10050238. The registered office is as per the above address