

RECRUITMENT PACK

Crossley Hall Academy

Communication and Interaction
Resourced Provision Teacher



Our Trust



I am proud to welcome you to Impact Education. We are a diverse family of Primary, Secondary, Alternative Provision and All-Through Academies, serving young people and their communities in Calderdale, Kirklees and Bradford, West Yorkshire.

Our **vision** is to be a Trust **where hearts and minds connect**; values-driven partners who work collaboratively to provide a high-quality and inclusive education that impacts positively our young people. We are on a **mission** to improve their life chances, challenging social disadvantage and championing inclusion. We believe in student agency and equipping our young people with the knowledge, skills and qualities to be successful in learning, life and work.

Our **people** are empowered to create, explore, share, and learn from each other and the wider system through agile professional learning communities. They have access to high-quality professional development through our **Institute of Learning**. We work hard, but not at the expense of wellbeing, and we want all our people to feel valued, respected, and happy in their work.

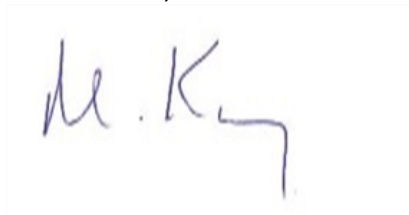
Our **values** of **Heart**, **Mind** and **Connect** underpin everything we do, and our **core principles** articulate how we will live these out across our Academies.

We have entered an important phase of our continued development having undertaken the process of merging with Pennine Academies Yorkshire, who share a strong commitment to inclusive, high-quality education, particularly for disadvantaged pupils and those with special educational needs.

This partnership has created one of the largest non-faith Trusts in West Yorkshire, with 18 academies, 8,200 pupils, and over 1,200 staff. Rooted in shared values of inclusivity, collaboration, and excellence, this is a natural partnership and an exciting time to be joining our Trust.

If you are interested in learning more about our Trust, please make contact, there is so much to share.

Best Wishes,

A handwritten signature in blue ink, which appears to read "M. Kay". The signature is written in a cursive, flowing style.

Mick Kay
Chief Executive Officer

Benefits of Joining

All colleagues receive a planned induction to ensure the best start possible. We are also very proud of the professional learning opportunities across our Trust which are part of our Canopy offering. Canopy means professional learning for everybody across Impact Trust – whatever your school, whatever your role and whatever your interest. A place which inspires us all to grow and develop and pushes us all to be our professional best. These opportunities vary from ITT Training, NPQ's, HLTA, SEND TA, Wellbeing Champion Apprenticeships and many more. Early Career teachers are supported through a range of networks and have access to fully trained mentors and coaching opportunities.

Colleague Voice and wellbeing is really important to us. Colleagues new to the Trust will be able to access a range of benefits outlined below. We also complete an annual Trust listening survey and our Colleague Ambassadors support the development of action plans to help us work towards our goal of being a Great Place to Work.

In addition, we offer the following incentives:

- Salary Sacrifice Car Scheme
- Cycle to Work Scheme
- Employee Assistant Programme (Including health & wellbeing portal & App)
- Face-to-face or telephone counselling (also available for immediate family members)
- Online Cognitive Behaviour Therapy (CBT) (also available for immediate family members)

For further information about Impact Education MAT, please visit our website:

www.i-mat.org.uk

Crossley Hall Academy

Let us tell you more about our amazing school! We are a thriving, energetic and vibrant three-form entry primary school, situated in the Fairweather Green area of Bradford. Our school stretches across three buildings, a mixture of traditional and modern. Our team of dedicated teachers bring our curriculum to life, in line with our school values of inclusion, aspiration and happiness.

To us these values mean:

- **Aspiration** – being full of hope for something better and working hard to make it happen.
- **Inclusion** – we value diversity; everyone feels safe and has a sense of belonging.
- **Happiness** – being curious, being respectful and having confidence = happiness

Reading, writing and maths are taught using evidence-based principles such as 'White Rose Maths' and Read Write Inc. Our approach to teaching the wider curriculum uses our 'Bradford roots' as the underpinning starting point. We complement our classroom-based learning with lots of additional experiences to promote both academic achievement and wellbeing. Every year, each year group has the opportunity to visit three or more places to enhance their learning experiences. We believe all our children are included in all external visits so that they can experience the world beyond Bradford and aspire to be whatever they want to be.

The behaviour of our pupils is good because we build positive relationships based on mutual respect- everyone is expected to be kind, polite and hard working. As a school, we actively promote diversity, tolerance and respect for people of all faiths and backgrounds, and there is a real sense of harmony and dedication from staff and pupils alike. Our pupils love coming to school! We enjoy celebrating each other's successes in our weekly 'Celebration Assembly' which parents enjoy attending too.

Mental Health and Wellbeing are central to what we do here at Crossley Hall Academy. Members of our SLT are trained Youth Mental Health First Aiders. We also actively support the wellbeing of our staff; two members of our staff are trained as Mental Health First Aiders and can provide support/advice to our staff.

Not only do we have enthusiastic, well-behaved pupils, but we also have a talented team of motivated and dedicated professionals, who, along with the leadership team, are united in the strong sense of ambition for the school. Our team of Support Staff are confident and highly skilled. Our inclusive ethos resonates throughout the school, and we are proud to cater fully for our children with additional needs. Our Resourced Provision for children with Communication and Interaction Needs (including Autism) work closely and collaboratively with the rest of the school.

Finally, please be rest assured that we take the Professional Development of all staff seriously. We listen to our staff's needs and develop bespoke CPD opportunities across the year. We strongly advise you to come and visit and find out more!

Best wishes

Eleanor Monnery
Headteacher

Job Description

Post:	Resourced Provision Teacher Communication and Interaction
Salary:	MPS/UPS Plus SEN Point
Hours:	32.5 hours
Contract:	Permanent
Start Date:	ASAP
Closing Date:	Friday 16 October 2026 at 9am
Interview Date:	Wednesday 21 October 2026

Duties and Responsibilities

- Adhere to all the Teacher's Standards outlined in the current STPCD.
- Make a significant contribution to the development of the teaching and learning policy and practice across our Resourced Provision.
- Under the direction of the Headteacher and working alongside the AHT for Inclusion, to be responsible for the teaching and learning within the specialist SEND class.
- Be supportive of mainstream class teachers in building capacity and confidence to include our SEND pupils successfully into the mainstream classrooms
- Develop and maintain good communication with parents and carers and all relevant external agencies.
- Advise mainstream staff regarding effective curriculum and assessment procedures to meet need
- Raise standards of achievement so that our SEND pupils achieve the best possible attainment and progress given their relative starting points.
- Advice and model for mainstream staff how to secure high standards of teaching and learning for our children within the SEND class.
- Be responsible for the quality of resources within the class
- Work alongside SLT to track the progress of our pupils within the SEND class, to analyse data and report progress and identify effective interventions where necessary.
- With support of the SENDCo play a key role in pupil annual reviews.
- Develop a strong partnership based on trust with the parents to support their child's ongoing development throughout their primary school journey.
- With parents, ensure all transitions are well planned and implemented effectively.
- Provide an appropriate curriculum, which is accessible for all the SEND class pupils including educational visits and other school activities.
- Provide a personalised curriculum for all pupils of the Resourced Provision with particular focus on their social, communication and interaction needs.
- Support staff to recognise that they are accountable for the progress and attainment of the children within the Resourced Provision.
- To monitor and evaluate the planning and delivery of curriculum areas throughout school and be responsible to the Headteacher.

- To be responsible for monitoring standards in the curriculum area across school taking appropriate action where necessary.
- To be responsible for writing an action plan detailing the development of the above-names subject over this academic year, to be monitored and evaluated by the curriculum manager.
- The be responsible for ordering resources for the above-names subject working within the agreed action plan and a specified budget delegated by the headteacher.
- To participate in performance management and the appraisal process
- To keep up to date with national developments and initiatives and participate in appropriate INSET and CPD
- To undertake any supervisory duties that are necessary for the health and safety of the children e.g. break times

This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually.

Person Specification

Attributes	Essential	Desirable	How Identified
Qualifications	• QTS status or equivalent • Degree or equivalent higher degree, postgraduate course	• Further relevant qualifications	• Application • Certification
Knowledge and experience	• Knowledge and understanding of teaching and learning • Knowledge of and sympathy with education in a multi-cultural society • Knowledge and understanding of developments and initiatives in education	• Teaching experience at both key stages • Experience of working with other members of staff • Experience of working with bilingual children • Experience of working with SEN children • Good IT skills	• Application • Interview • References • Observation
Interpersonal skills	• Approachable, flexible and willing to accept change • Effective communicator both verbally and written • Will seek advice and support when necessary • Able to work as a member of a team • Able to build relations with children, staff, parents and governors		• Application • Interview • References

Practical and intellectual skills	• Have a clear understanding of how children learn and what makes an effective learning environment • Have excellent organisational and planning skills • Able to maintain confidentiality	• Experience of working with parents • Able to offer curriculum strengths	• Application • Interview • References
Disposition and attitude	• Honest and reliable • Calm and able to respond to the changing demands of school and school life • Flexible and willing to adapt to changing circumstances		• Application • Interview • References
Training	• Recent and relevant INSET • Willing to undertake further training and development as necessary		• Application
Circumstances	• Able to attend evening and weekend meetings as required		• Application

How To Apply

To apply, please visit MyNewTerm at the following link:
<https://mynewterm.com/jobs/146581/EDV-2026-CHA-55486>

Impact Education Multi Academy Trust is committed to safeguarding staff and students and expects all employees and volunteers to share this commitment. All posts are subject to an enhanced Disclosing and Barring Service DBS check. All interviews will include a question about Safeguarding and any anomalies identified in pre-recruitment checks will be discussed at interview.