



RECRUITMENT PACK

V5 01/09/19

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Welcome

Welcome Message from the CEO of Beckfoot Trust: David Horn

Thank you for taking an interest in Beckfoot Trust, we really appreciate it. We want to create remarkable Bradford schools and we need great people to work with us in making our dream a reality. We hope that the possibility of a job within a Beckfoot Trust school excites you, that it aligns to your moral principles and career ambitions.

Please take the time to read our Strategic Vision document: 'Creating Remarkable Schools'. It sets out very simply our core purpose, our key features and our ambitions for young people and our staff. Equally read carefully our 'Workload and Well Being 10 pledges'. Everything we do is shaped by these two documents.

We set up the Trust because we became fed up with working in a system that encouraged schools to compete against one another, to work in isolation and not share what they did well. As a result whilst some schools in our city did consistently well, others, usually in areas of high social deprivation, did not. As a result life chances for young people in Bradford had almost become a post code lottery.

We were established in 2013 originally with just two schools and we have steadily built up to ten, with four secondary, four primary and two special schools. To join the Trust a school has to be located in Bradford, be genuinely comprehensive in character and composition and critically believe in the power of collaborative practice to transform life chances.

We now educate over 7000 learners from age 3 to 19 and have about 1100 staff. Our schools are all improving at pace and there have been some remarkable transformations. All of our schools are now well led, with a much stronger tranche of leaders, teachers and support staff running through the organisation. However, we still have a long way to go and we are learning all the time how to further improve our Trust. The Local Authority controls our admissions and we have very positive relationships with all professional associations and trades unions.

We share a common approach to school improvement and commercial effectiveness across the Trust. We have many formal collaborative networks and professional development strategies in place that allow colleagues to learn from one another. We celebrate the breadth of our curriculum experience with Trust wide events including Arts and Sports events. We work with external partners to accelerate our development including other Trusts, professional development partners and organisations like Voice 21 who are helping us to develop an oracy strategy across our schools. A small and focussed central improvement team provides appropriate support and challenge to all our schools. A single governance model ensures a consistency of approach and we are financially stable. We also insist on our schools retaining a sense of uniqueness. All of our schools have a distinctive character with a clear three year vision. That is very important to us.

We believe that Beckfoot Trust is a great place to work. We offer competitive salaries, dedicated INSET days for planning, a Trust wide charter related to workload and well-being, bespoke professional development including career stage leadership development programmes and much more. Our Early Years Career Strategy ensures that teachers new to the profession can be well supported as they transition from trainees to accomplished teachers.

To conclude, It is exciting to be working in partnership with so many outstanding educationalists who share the same moral purpose. The bottom line is we are building a culture of hope and possibility in our communities. Read more about us across our website and please contact us at BeckfootTrust@beckfoot.org if you would like to visit us and talk about our work in the Trust. It would be lovely to see you.

David Horn CEO Beckfoot Trust

September 19

About Us

Our Primary Schools:

Beckfoot Allerton Primary and Nursery School

Beckfoot Allerton Primary and Nursery is a two-form entry primary school. They joined the Trust in September 2016. It was judged as 'requiring improvement' in 2018 following a number of years of poor results. Outcomes have improved dramatically in 2019 across all key stages. The school is rapidly re-establishing itself as a fantastic school.

Beckfoot Heaton Primary and Nursery

Beckfoot Heaton Primary and Nursery is a three- form entry primary school. The school joined the Trust in September 2016. The school was judged by Ofsted as 'requiring improvement' prior to joining the Trust. The school has made remarkable progress since joining us and is developing a reputation locally and nationally for innovative practice.

Beckfoot Priestthorpe Primary School

Beckfoot Priestthorpe is a one form entry primary school. They joined the Trust in September 2017. The schools was judged by Ofsted as 'good' prior to joining the Trust. This is a rapidly improving school with a clear strategy to progress from good to great.

Beckfoot Nessfield

Beckfoot Nessfield joined the Trust in September 2018 having been through a very difficult period. A change in leadership of the school from 2018 is steadily transforming the culture and the progress of the school.

Our Secondary Schools:

Beckfoot School

Beckfoot School formed the Trust in 2013. It is an 11-18 secondary school with 1625 pupils. The school secured an outstanding Ofsted judgement in 2014. It established a Teaching School in 2015 and secured a 'World Class Quality mark' in 2016. It continues to be a very successful school.

Beckfoot Oakbank

Beckfoot Oakbank is an 11 -18 secondary school with 1520 pupils. The school joined the Trust in September 2016. The school was judged by Ofsted as 'requiring improvement' in 2019. Under fresh leadership since June 2018, the school has identified a clear strategy to accelerate achievement rapidly. The school moved into a new purpose-built accommodation in April 2018.

Beckfoot Thornton

Beckfoot Thornton is an 11 -18 secondary school with 1446 pupils. The school joined the Trust in September 2016. The school was judged by Ofsted as 'requiring improvement' prior to joining the Trust. A change in leadership of the school from April 17 has transformed the progress of the school who saw a significant improvement in GCSE outcomes in 2019.

Beckfoot Upper Heaton

Beckfoot Upper Heaton is an 11 -16 secondary school with 415 pupils. The school joined the Trust in September 2015 having been through a very difficult period. The school was judged by Ofsted to be 'Good' when inspected in 2018, a remarkable transformation given where the school has been prior to joining the Trust. The school has been transformed, over-subscribed in the lower years and achieving outcomes that is amongst the highest nationally for progress made. The school moved into a new purpose-built accommodation in January 2017.

Our Special Schools:

Hazelbeck

Hazelbeck is a school for students with special educational needs aged 11 – 19. It was the first school to join the Trust in 2013. Within 18 months the school had moved from one requiring improvement to outstanding in 2015 in every category. Following a recent Ofsted inspection (May 2019), Hazelbeck school continues to be outstanding. It is co-located with Beckfoot School. It is a remarkable school.

Beckfoot Phoenix

Beckfoot Phoenix is a school for students with special educational needs aged 2 – 11 years old. They joined the Trust in September 2017. The schools was judged by Ofsted as 'good' prior to joining the Trust. This is a rapidly improving school with a clear strategy to progress from good to great

Creating Remarkable Schools

Ambitions for Our Young People

A Curriculum for a 21st Century Generation
Our curriculum is relevant and allows learners to apply their knowledge and skills to the world in which they live. We respond to the specific needs of all learners and inspire creativity, ambition and an enthusiasm for learning.

- Our curriculum inspires learners to be:
 - Confident Communicators
 - Knowledgeable and Expert Learners
 - Committed Community Contributors
 - Future-ready Young People

No Child Left Behind
The Trust believes that every learner has the potential to do great things with their lives and also that they all have some element of vulnerability that needs to be cared for.

Family Involvement in Lear
Families give school an expert of their children. By collaborating working together to overcome ensure our young people, we self-regulate their behaviour, regularly and work independently.

Seamless Transition from E2
The Trust focuses on securing pastoral transition from primary to secondary, secondary and the world of work.

About Beckfoot Trust

Who We Are
We are here to create a family of remarkable schools that collaborate to ensure all their young people enjoy learning and prosper. We are here to see where families are involved, where you feel and see a learning culture that is purposeful, celebratory and inclusive. Schools that are great places to work, where staff develop professionally and live valued and cared for. Schools where learners strive for excellence to rank them in the top 20% by comparison with young people in similar schools. With sustained success, lives change, communities thrive and we all benefit.

Our Core Purpose
We are here to create a family of remarkable schools that collaborate to ensure all their young people enjoy learning and prosper. We are here to see where families are involved, where you feel and see a learning culture that is purposeful, celebratory and inclusive. Schools that are great places to work, where staff develop professionally and live valued and cared for. Schools where learners strive for excellence to rank them in the top 20% by comparison with young people in similar schools. With sustained success, lives change, communities thrive and we all benefit.



Beckfoot Trust Creating Remarkable Schools



Key Features of Beckfoot Trust

- Collaborative Partnership**
Our schools are thriving because they enjoy working in partnership to identify the best ideas that unlock the academic and personal potential in every learner.
- Developing Leaders**
Leadership training is a key feature of the Trust and we actively nurture new and mature talent.
- Investment in Teachers**
Teachers flourish when they can talk about teaching, observe each other, have dedicated time to plan and reflect on their practice.

Central Improvement Team
The Central Improvement Team is a streamlined group of highly experienced educationalists with school improvement and commercial expertise that systematically support schools and quality assure their effectiveness.

Trust Governance and Local Stakeholder Voice
The Trust ensures clarity of vision, ethos and strategy and hold staff to account for the performance of the schools. They know that each school is unique and sits at the heart of its community.

Ambitions for Staff

A Positive Culture and Working Conditions
The Trust's success is sustained by recruiting and retaining the talented people. Our culture is shaped with four themes we promote under the heading of people and talent.

- Effective Leadership of People
- Investment in Professional Development
- Managing Workload and Well-being
- Respecting National Conditions of Employment



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Workload and Well Being Pledges

Beckfoot Trust Workload and Well-being Our 10 Pledges

Our staff are our most precious resource. We promise that they will be supported, encouraged, listened to and trusted within a positive and purposeful working environment.

We commit to 10 pledges:

1. Alignment to National Pay and Conditions

The Trust honours all national guidelines in relation to pay and working conditions. The Trust works in close partnership to Unions and Professional Associations to ensure that we stay true to this. The Trust aims to do more than honour national guidelines. We want to go the extra mile for Trust colleagues.

2. Beating National Pay and Conditions

We continuously explore what else we can do to provide additional support on top of those agreed nationally to support our staff. Examples of this are:

- The Trust aims to beat STPCD requirements for planning preparation and assessment time for all teachers.
- In addition to statutory entitlement for paid all teachers we work within a culture of professional trust and will where possible support all colleagues if they need to be out of school for an event of importance.
- Requests for flexible working are always carefully considered.

3. Measuring the impact of our Workload Pledges

We are committed to seeking, with colleagues solutions to time consuming tasks, and, must informise our colleagues to plan and importantly, 'freeing up' colleagues to plan and teach brilliant lessons. Two key features of our work in this area are:

- A Trust annual survey taken place to assess the impact of our Workload and Well-being strategy on all colleagues. The findings of the survey are shared and evaluated at school and governance level.
- The Trust Workload and Well-being Group, made up of teachers and support staff representatives across the Trust meets termly to review the impact of Trust workload and well-being strategies.

4. Lesson Planning

To ensure we have the best opportunity to teach well, lesson planning must be effective:

- All our schools have dedicated collaborative planning time each week. This is when we best collaborate, share knowledge and ideas, and innovate together, both within individual schools and as a wider Trust activity
- If systems promote shared resources so that the best ideas can be easily accessed
- Calendared Trust wide formal network meetings facilitate moderation and minimise effort being replicated in individual schools
- We do not ask colleagues to submit daily or weekly lesson plans
- We celebrate the best ideas across our schools and the Trust.

5. Marking and Feedback

We are committed to minimising marking which does not impact on pupil progress. The Trust feedback principles state that feedback Schools have to align their practice to these principles.

6. Data Collection and Reporting

Schools have a maximum of three data collections for the Trust. Subject regularly time to teach and year, because teachers need time to support assessment and data management. Teachers, middle and senior leaders spend a proportionate amount of time analysing and acting on high quality data and information about pupils and their progress.

7. Emails

We do not expect colleagues to respond to emails outside of normal working hours. We trust the professional judgement of colleagues to make decisions about when they work outside of normal working hours and to organise their own emails at a time that works for them, with no expectation of responses outside of the working day.

8. Trust Reviews/External Inspection

Great colleagues, teaching effectively are always prepared for a Trust Review/inspection. There should be no need for additional work. It is the responsibility of the Leadership Team and all staff Leaders to prepare for such events. Trust Reviews are developmental in process.

9. Meetings

Meetings have clear agendas and purpose. If there is no good reason for a calendared meeting, then it will be cancelled.

10. Reviewing Working Practices

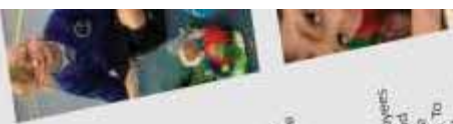
All leaders, at all levels in the Trust, have a responsibility to regularly review working practices. New initiatives and strategies are regularly monitored, new ideas and strategies are encouraged and welcomed, with best practice and high impact solutions being shared across the Trust. All staff complete an exit survey when leaving the Trust.

What we Expect in Return

In return for our workload and well-being pledges, expectations of our employees are to:

- Show a Willingness to Collaborate and Help**
Working in schools can be busy and pressured. It is also challenging and rewarding. Our members of staff will be flexible and adaptable in their approach to collaboration, partnership and resilience. They will embrace our well-being initiatives whilst developing their own ways of making good lifestyle choices.
- Demonstrate High Levels of Professionalism**
Our employees show high levels of professionalism. We want our employees to be role models to our children and young people. We want them to be proud about doing a good job, to embrace professional development opportunities available and show a desire to keep learning. To believe in Beckfoot Trust and embrace what we stand for.
- Be Respectful to Others**
Respect for others is a fundamental expectation for the professional and personal development of our employees. We have high regard for the values and principles such as integrity, openness and selflessness and embed them within all our working practices.

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Beckfoot Teaching School Professional Development Offer



Welcome message from Gill Halls and Nicki Flynn

We are committed to the development of all colleagues. We are delighted to be able to present you with the Beckfoot Trust PD offer for 2019/20. This is a really important directory of professional development programmes, offered by the Trust that will complement the bespoke CPD that will take place in your school this year.

Keep this booklet close to you, especially at the start of the year when you are completing your self-reflection as part of the Trust wide approach to appraisal and performance management. Think about how your practice and/or leadership might benefit from engaging with Trust PD. How can the CPD offers in this booklet support your appraisal targets? Could you offer facilitation at events, which would extend your experience and expertise? Talk to your colleagues and other members of your team to find out more about their experiences of the benefits of Trust PD. This offer is substantial and provides opportunities for training and sharing best practice for all staff: NQTs to UPR3s, leaders at all levels (including senior leaders) and, of course, support staff (including admin, TAs and HLTAs).

All of the training dates, and timings are shown on the Trust Professional Development Calendar so that you know when the training will take place. Take time to go through the booklet carefully and make a note in the table below of any training that you might be interested in joining. In certain cases you may find that, as part of your appraisal, or as a response to your self-reflection, your line manager will nominate you for a programme, such as Growing Highly Effective Leaders or NPQSL. Then, agree with your line manager any training that you wish to sign up for.

You will be able to find further information and programme details on Trust Matters. You will book your places for training via Eventbrite.

We should also mention that we are reliant on our gifted practitioners who facilitate these programmes, bringing their wealth of experience and expertise to the delivery of these sessions. If you have facilitated any of the Teaching School Programmes, and would like to deliver any of the modules or programmes this year we want to hear from you. A practitioner led approach to PD defines the great work that we are seeking to deliver.

We are excited to be working with you this year.

Gill and Nicki

Name:

Programme name or module number	Teaching or Leadership or Building Expertise	Link to Appraisal target	Would you like to attend as a participant (✓)	Would you like to attend as a facilitator (✓)

Discussion with line manager

Context

The Beckfoot Trust Teaching School Professional Development Offer for 2019/2020 seeks to provide a fully inclusive comprehensive development programme for:

1. Teachers at all career stages,
2. Leaders at all levels
3. Support staff within the Trust (marked with an *).

The ambition of the Trust wide Professional Development offer is to add value to the CPD programmes that already exist in schools and in particular to harness the talent and experience of practitioners and leaders within schools to collectively achieve more together than we can achieve independently within our schools.

This ambition is deeply rooted in the Trust Corporate Strategy and is set out in the Trust People & Talent Strategy.

The highly effective Trust wide approach to Performance Management and Appraisal explicitly links staff development to specific, personalised, timely CPD. This Professional Development offer seeks to secure high quality, practitioner led CPD that meets the needs of the vast majority of teaching and non-teaching staff. Domain specific CPD continues to be sourced through schools.

The approach provides professional development on three key themes: Leadership, Teaching and Building Expertise. The delivery model draws upon face-to-face group training, residential programmes, twilight sessions and collaborative networks.

The Professional Development offer should be a key document that all staff are able to refer to during appraisal meetings in order to identify training they would like to access from the menu on offer. This Menu approach allows colleagues to choose PD from the 3 themes, hence a mix and match approach.

Implications of the delivery model:

Monday twilight sessions remain dedicated to collaborative planning for teams. Within this identified time there are:

6 Trust wide collaborative sessions when Formal Network Meetings will take place (see 3.1 Formal Networks.) This is one of the main ways that we build expertise.

Tuesday twilight sessions will be available from 3:30-5:00pm with a specific focus on Trust wide Leadership and Teaching Quality Professional Development.



Leadership

Transformational Leadership Development Modules

Effective leadership, at all levels, is central to how we develop, improve performance, and sustain results as a Trust. The Modules listed below specifically examine how to effectively lead key aspects of School and Trust improvement. The modules all stand alone and therefore colleagues can opt in and out of the sessions depending upon specific CPD need. Although the target audience for these sessions is Middle and Senior Leaders they are open to emerging leaders across the Trust. The sessions marked with an * are highly recommended for Support Staff. See appendix 1 to learn more about how these sessions will be structured and your involvement in the session.

Tuesday 3:30-5:00pm

1.1 Leadership Modules

- * 1.1.1 Leading: influence, motivation and vision
- * 1.1.2 Leading Change: sustainable change management
- * 1.1.3 Leading Data: data informed leadership
- * 1.1.4 Leading Business Efficiency and Project Management
- 1.1.5 Leading T&L: improving classroom practice
- 1.1.6 Leading Curriculum: delivering curriculum excellence
- * 1.1.7 Leading a School for All: inclusion and effective pastoral care
- * 1.1.8 Leading Teams and People: delivering through others
- * 1.1.9 Leading Staff Development: Professional Development and Talent Management
- 1.1.10 Leading School Improvement: self-evaluation and strategic planning
- 1.1.11 Leading School Improvement: gathering evidence of impact and preparing for inspection.

“To date, we have not found a single case of a school improving its student achievement record in the absence of talented leadership.”
-Louis et al (2010)

Leadership Development Programme – Growing Highly Effective Leaders:

This is our most successful Trust wide leadership development programme in terms of preparing colleagues for senior leadership roles, or providing new to post senior leaders with the bespoke CPD they need as they embrace new roles and responsibilities. This blended PD includes: face to face training, residential training and school visits. ‘A program that adds genuine value to leaders as they drive improvement in school’.

Target Audience: in post middle and senior leaders, aspirant AHTs, AHTs, DHTs plus *Senior Support Staff.

Booking by application to Gill Halls (becqch@beckfoot.org).

1.2 Growing Highly Effective Leaders:

- The sessions focus on:
- Leadership skills / behaviours and using them to effectively lead high impact initiatives with a whole school focus
- Effective lesson observation / giving feedback
- Securing accountability / high impact line management
- Effectively leading and managing change
- Developing high performing teams
- Applying for SLT posts – application letters / presentations / interviews

Delivery Model: Induction, 3 Face-to-Face Days, Residential, Mock Interviews, School Visits, Celebration Event.

'Instructional leaders have a deep knowledge of learning and the teaching strategies and approaches that facilitate this. They actively promote and participate in curriculum development and teacher professional learning, while using evidence to evaluate and improve school practice.'
– Professor Dinham 2016



Leadership Development Conferences (Residential)

The Trust Leadership Conferences are a great way to challenge your thinking, learn and practise new skills and engage in team work via immersive experience. These high energy conferences are a perfect mechanism for building cross school links and broadening your perspective in less than 24 hours.

Friday 3pm - Saturday 1pm at the Mercure, Bingley

1.3 Leadership Residential Professional Development:

- *1.3.1 Coaching & Mentoring: A Trust wide approach to improving outcomes for learners and/or teams through effective Coaching and Mentoring. Suitable for all staff, at all levels who coach or mentor others including *Support Staff.
- *1.3.2 Preparing for Promotion (included in GHSL Programme). Suitable for all staff looking for promotion to a Senior Leadership Post including *Senior Support Staff.
- *1.3.3 Emerging and Middle Leaders Residential Conference. Suitable for emerging leaders or aspirant middle leaders both teaching and *Support Staff.

★ Leadership Development Modules for Senior Leaders and Headteachers

The Trust School Improvement Framework sets out what 'we all do' to create great schools that transform lives and the communities that they serve. The leadership development modules set out below will provide PD to ensure that the practice, systems and QA included in the Trust School Improvement Framework are undertaken in a consistent manner across our Trust schools. These modules all stand alone and therefore colleagues can opt in and out of the sessions depending upon the specific CPD identified. Although the target audience for these sessions is senior leaders and headteachers, they are open to all leaders with a specific remit or identified CPD need on the themes listed below.

Mondays 3:30-5:30pm

1.4 Leadership Development for Middle and Senior Leaders

- * 1.4.1 A Trust wide approach to Appraisal, Performance Management and Professional Development
- 1.4.2 Leading T&L – practice, systems and QA
- 1.4.3 Leading T&L - Implementation of Take 9 and Progress 10
- * 1.4.4 Managing difficult conversations
- 1.4.5 Leading T&L – How to carry out effective work scrutiny.
- 1.4.6 Lesson Observations and Evaluative Feedback (DVDs and role-play).
- 1.4.7 The Effective use of student voice
- * 1.4.8 Managing the 'Transition' element of the Capability Process and Managing Investigations.

Teaching

Improving the Quality of Teaching

'It is found that the best schools have consistently high quality teaching; with little in-school variance. If the teaching is good, it is good everywhere.'
- McKinsey Report (2007)

Teaching is the bedrock of everything that we do. We are committed to investing in highly effective teaching that improves outcomes through: (1). High expectations of teachers for behaviour and attitudes. (2) Good teacher subject knowledge (3). Teaching strategies that are appropriate to context & meet Trust expectations (4). Teaching learners the skills to be confident communicators (5). Meaningful feedback to learners that is aligned with Trust principles (6) Effective

deployment of additional adults that leads to better progress. The teaching modules set out below are designed to meet the CPD needs of teaching staff (and TAs/HLTAs) at all career stages. With the exception of NQTs, the modules are stand-alone so once again colleagues can opt in and out of the modules as required.

Tuesdays 3:30-5:00pm

Modules 1-12 compulsory for NQTs as part of our development offer. Early career stage teacher support and development pedagogy, principles and practice.

Modules 2-10 highly recommended to RTQs, RQTs+1 and are available to new to Trust teachers. Also recommended for TAs and HLTAs as appropriate.

Extension modules 1-6 are highly recommended to M3-UPR3 teachers and HTLAs as appropriate

● 2.1 Teaching Quality Modules:

- 2.1.1 Reflection on training to date, where are we now?
Development targets for 2019/2020
- 2.1.2 Climate for Learning #1
- 2.1.3 Planning for Learning and use for resources
- 2.1.4 Seminar: Revisit behaviour and climate for learning and planning for learning
- 2.1.5 Effective Questioning and impact on pupil progress
- 2.1.6 **Teaching Conference** (Residential)
- 2.1.7 Planning to meet the needs of all learners
- 2.1.8 Seminar: Questioning and planning for learners
- 2.1.9 Use of Effective FEEDBACK to promote learning Stretch, pace and challenge
- 2.1.10 Planning to meet the needs of learners: Modelling and Scaffolding
- 2.1.11 Preparation for end of programme reflections for NQTs, setting of RQT targets
- 2.1.12 Celebration Event

● 2.2 Extension Teaching Quality Modules

- 2.2.1 Highly effective T&L Strategies for SEN/VL groups
- 2.2.2 Highly effective T&L Strategies for Sixth Form students #1
- 2.2.2 Highly effective T&L Strategies for Early Years
- 2.2.3 Removing barriers to learning – delivering an inclusive curriculum for all.
- 2.2.4 Creating an inclusive climate for learning #2
- 2.2.5 Highly effective Monitoring and Assessment strategies for Post 16 students #2
- 2.2.5 Effective Deployment of TAs
- 2.2.6 Highly effective T&L Strategies to stretch and challenge the most able.

‘Children in the most effective classrooms will learn in six months what it takes an average child to learn in a year. Equally, a child in the least effective classroom will take two years to learn the same amount of material’
- Mckinsey Report, 2007



Building Expertise

Improving Subject Specialism and Phase Expertise through Formal Subject Networks

Our approach is to actively engage Trust staff, teachers, and leaders in a diverse range of Trust Networks. We contribute our ideas. We provide critical challenge. We faithfully adopt proven strategies where there is a need, we intelligently adapt proven strategies when we are building on a firm foundation of success. We are inclusive, all voices are heard, and we are the best that we can be. We actively pursue our educational passions and regard collaborative practice as the cornerstone on truly continuing professional development.

Six dedicated Subject Network Meetings calendared to allow best practice to be developed, shared and embedded across Trust Schools. Target audience: Faculty Leaders, Subject Leaders, Assistant FL/SL plus opportunities for all subject teachers to collaborate at least once per year.

Monday 3:30-5:00pm

3.1 Formal Subject Networks include:

- 3.1.1 Maths
- 3.1.2 English
- 3.1.3 Science
- 3.1.4 Geography
- 3.1.5 History
- 3.1.6 MFL
- 3.1.7 Sixth Form
- 3.1.8 Early Years Network
- 3.1.9 Reading
- 3.1.10 SEN/Special (Additional needs)

'Schools are successful when

- *Teachers talk about teaching.*
- *Teachers observe each other teaching.*
- *Teachers plan, organise, monitor and evaluate their teaching; together teachers teach each other.*

– Professor Tim Brighouse

- 3.2 Formal Subject Network Event – all teachers involved in sharing best practice, collaborative planning or similar activity.
- 3.3 Mentor support sessions – optional support and development sessions for colleagues acting as mentors to Early Career Stage teachers.

Trust Events

- 4.1 Trust Activities
 - 4.1.1 Trust Induction – Welcome to the Beckfoot Trust: What it means to work for the Trust.
 - ★ 4.1.2 Trust Conference 2019 – A Trust wide event for all Trust staff.
 - 4.1.3 Headteacher Away Day – Shaping the Vision for the Trust, our Schools and Communities.

Also why not get involved in other wider Trust offers? Though not directly CPD related they offer a mindful experience e.g. Debating, Sports Day, G+T Maths.

National Professional Qualifications

The Beckfoot Trust works closely with Dixons Teaching Institute to offer the NPQSL (National Professional Qualification for Senior Leaders) for those leaders who have successfully undertaken Growing Highly Effective Leaders. For further information please contact Nicki Flynn becnjf@beckfoot.org.

The Beckfoot Trust supports experienced Deputy Headteachers to gain NPQH accreditation if applicants are accepted onto the programme. Similarly, the Beckfoot Trust supports experienced Headteachers to gain NPQEH accreditation if applicants are accepted onto the programme. Again, for further information please contact Nicki Flynn becnjf@beckfoot.org

*‘Pupils in schools with highly effective headteachers can gain two to seven months of additional learning in a single academic year.’
– Ambition School Leadership*



Appendix 1

Both the Teaching and Leadership PD modules will be based on the format set out in the table below.

Proposed Format for Teaching School PD Sessions

Session Title	
Target Audience	
Synopsis (Summary)	
Key Publication (link provided)	Pre Reading for delegates
Key ‘expert’ input from Facilitator	Why is this issue so important? What needs to change? Or what does best practice look like? How do we secure change? How do we develop practice? What is the intended impact of the changes we plan to make?
Group Discussion	Practitioner lead and phase specific
	Self-reflection – Audits Role play Analysis of data/ think piece Making and reviewing plans
Next Steps	Take aways Practice to adopt Practice to share School Visits

Academic calendar 2019/20 (UK)

		2019												2020																										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
Sep	Su	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
Oct	Tu		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
Nov	Fr			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
Dec	Su				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
2020																																								
Jan	We	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
Feb	Sa			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
Mar	Su				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
Apr	We					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
May	Fr						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
Jun	Mo							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Jul	We								1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Aug	Sa									1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

NQTs RQTs
Tuesdays 3:30 - 5:00
12 sessions and Residential

Leadership Modules
L1 - L10
Tuesday 3:30 - 5:00

Teaching & learning
Tuesday 3:30 - 5:00
6 Extension Sessions

Trust wide Formal Networks
Monday 3:30 - 5:00
Maths, English, Science, Geography, History, MFL & Sixth Form, plus Primary Networks

Residential Conferences
3pm Friday - 1pm Saturday
Caching & Mentoring
NQT, GHEL, Emerging & Middle Leadership

GHEL 9:30 - 2:30

Trust Conference

HT Toolkit Monday 3:30 - 5:00 Target SLT

GHEL Induction

Trust Induction

GHEL Mock Interview

GHEL Celebration Event

Headteacher Away Day

School Holidays

GHEL School Visit Week

Application Process

Please visit our website www.beckfoottrust.org - Trust vacancies and download the recruitment pack and application form.

How to Apply for our vacancies:

Please complete the enclosed application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment, please state the reasons why (e.g. gap year, career break, unemployed etc.).

Applications should be completed and received by post or email no later than the deadline on the advert.

Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. We require details of three referees, one of which must be your current or most recent employer.

Please provide their names, email addresses and daytime contact numbers.

Please sign the declaration on the final page of the application form. If you are submitting your application electronically, you will be required to sign this page if invited for interview.

CVs are not accepted as part of the application process. Please ensure you fully complete the relevant application form. If you have a disability that prevents you from completing the application form, please contact the school to discuss.

Important Information

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Details of the interview programme will be confirmed after the closing date. If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

We would strongly encourage you to browse our website as it will also give you a good idea of what our school is like. However, no website can replace the experience of coming into the school and seeing us first-hand. We would warmly welcome you to visit our school and if you would like to take advantage of a tour, do please contact the school office to register for a visit. If you have any further queries please do not hesitate to contact the school office who will do everything they can to assist.

Safeguarding Children

Beckfoot Trust makes reasonable decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information.

We look forward to meeting you.

OUTLINE JOB DESCRIPTION

Post Title: School Cleaner (BAND 1)

PRIME OBJECTIVES OF THE POST:

To undertake, normally as part of a team, the cleaning of designated areas within the school premises to ensure that they are kept in a clean, safe and hygienic condition.

SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

None

SUPERVISION AND GUIDANCE:

Works under the direction of the Cleaning Supervisor and Site manager

RANGE OF DECISION MAKING:

- Works to specified cleaning programme that may be varied from time to time according to the priorities of the school.
- Expected to exercise some initiative in dealing with minor problems arising in the course of duty.
- Required to inform the supervisor of any unsafe equipment or building hazards that are encountered.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

- Cleaning materials and equipment.

RANGE OF DUTIES:

- The jobholder enables the children and staff of the school to work and learn in a safe, clean and hygienic environment through:
- Cleaning premises as directed by written and/or oral instructions.
- Performing cleaning duties with due care and in the manner specified.
- Exercising care in the treatment of equipment and premises.
- Taking reasonable steps to ensure that the security of the premises is not compromised by leaving doors and windows etc. open or unlocked.
- Exercising responsibility towards users of the building and to self through safe and proper usage of cleaning materials and equipment.

COMPLIANCE AND SUPPORT

- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the development of school policy
- Support the overall ethos, work, aims and policies of the school
- Develop constructive relationships and communicate with other agencies/professionals
- Attend and participate in regular meetings, share expertise and skills with others
- Participate in training and other learning activities and performance development as required
- To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- Recognise own strengths and areas of expertise and use these to advise and support others.
- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description

Special Conditions of Service: DBS enhanced clearance will be required		
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Compiled by: JSB	Grade Assessment Date: September 2019	BAND 1
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