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Dear Applicant

Thank you for requesting details about a support role at Bradford Academy. Our vision describes our mission:

**Known** by God

**Valued** as unique

**Understood** and accepted

**Guided** to be the best we can be

We are a shining light in our community

Using opportunities to change our lives and those of others

“A city on a hill cannot be hidden”

Our mission is to make a difference.

You have shown interest in us at an exciting time. We are a "Good" school as recognised by OFSTED both in February 2013 and December 2017. We are rightly proud that all aspects of our provision; Early years, Primary, Secondary and Post-16 are consistently good and have been since 2013.  You can read the full report in the OFSTED section of our website.

As a Church of England academy, faith sits at the heart of all that we do, I am proud to lead a team of dedicated staff who are enthusiastic about learning, and committed to our young people and their educational and spiritual journey. We work with a range of partners to ensure that the experience of our young people is personalised, appropriate and challenging. Our work in building a strong community and collaborating innovatively with partners has been recognized by being awarded the prestigious Times Education Supplement award for Community and Collaboration. Our strong community builds a solid foundation from which all can excel.

With over 1800 learners from the ages of 2 to 19, we have transformed the community in which we are deeply rooted. We have two resourced provisions in our Secondary Phase (DSP); one for Physical Disability and one for Autism. This reflects the breadth and diversity of society and in addition to providing education and experiences for learners with additional needs, it also teaches all our students to value and respect everyone as equals. The majority of our youngsters remain with us into Post-16 and 70% of learner’s progress to higher education each year.

You will appreciate that this is no mean feat and we don’t sit still. We invest in supporting our students and our teaching staff and we know that the various support roles are integral to our success.

I have lived and worked in Bradford throughout my teaching career. It holds a vibrant, diverse community and possesses unique character. Its diversity reflects Britain. The Academy plays an important part in preparing young people for life in our complex society. Students are prepared to be active participants in their own communities through developing relationships and understanding the importance of exercising their voice. We hold this dear and believe it to be a major reason behind our success. We are developing leaders for the future; both staff and students.

I have worked at the Academy since its inception and am incredibly proud of our achievements. Success is down to working hard. We listen to each other. We do not shy away from challenge.

Why do you want to work for this Academy? I would ask you reflect on the following:

* Your tenacity in being the best.
* Your sense of moral purpose.

You need to be committed to improving the life chances of our students for whom educational success is the only secure route to raising the quality of their future lives. Can you demonstrate how you would contribute to our team to get results? You get things done.

We need colleagues who share our values and aspirations.

Does this resonate with you? Are you inspired? Then start your journey and submit your application.

Yours sincerely,



Tehmina Hashmi

**Executive Principal**

If you would like more information please contact our HR Department on

01274 256789 or by email to recruitment@bradfordacademy.co.uk



  **Leader of 2 year olds setting**

**General Information**

We are seeking to appoint an excellent and hardworking Early Years Practitioner to join our Primary team and lead our successful 2 year old provision. The successful candidate will have proven leadership skills and a cross curricular creative approach to learning and teaching, with a thorough knowledge of an innovative and imaginative Early Years curriculum.

**The post holder will**:

**Planning**

* plan teaching to implement the requirements of the Early years curriculum and Assess and feedback to children ,families and the leadership team on all children’s progress.
* provide well planned, engaging learning experiences with support for all learners and to deliver a diverse, relevant and differentiated (where appropriate) curriculum for all children in the setting
* observe and evaluate the progress of each child through implementing the agreed structures within the Academy and according to Early years curriculum to ensure that learners have the opportunity to reach their maximum potential and attain the greatest possible outcome from each lesson.
* plan opportunities to contribute to children’s personal, spiritual moral social and cultural development.

**Teaching and Class management**

* ensure effective provision and focussed tasks so that learning objectives are met and that best use is made of the available teaching time in order to implement the requirements of the curriculum , assessment and progress measures expected of the EYFS curriculum.
* establish a safe environment which supports learning and in which children feel secure and confident;
* develop an environment which sustains the momentum of children’s’ work and keep all children engaged; involving all adults in the setting in this
* set high expectations of children’s behaviour, establishing and maintaining a good standards of discipline;
* evaluate their own work critically and use this to improve their effectiveness.
* create an engaging, stimulating and relevant learning environment through displays and classroom organisation.
* provide support for the children in a broad range of situations both on and off-site.
* Use best EYFS practice and Assessment to ensure all learners make progress
* To set clear expectations for associate support staff and work with EYFS lead and other leaders to support in the development of staff.

**Monitor, evaluate, assess, recording and reporting and accountability**

* assess how well EYFS objectives have been achieved and use this assessment;
* assess and record children’s progress systematically;
* use comparative data to set clear targets for children’s achievement.

**Efficient and Effective deployment of resources**

* use available resources with maximum efficiency to meet the objectives of the Academy and subject plans and to achieve value for money;
* use accommodation to create an effective and stimulating environment for the teaching and learning of Primary Learners .

**Other Professional Requirements**

* make a significant contribution to Early Years Learning so that it is organised to meet the aims and objectives of the All Through Academy
* establish effective working relationships with professional colleagues;
* set a good example to the children they teach, through their presentation and their personal and professional conduct;
* be committed to ensuring that every child is given the opportunity to achieve to their full potential and meet the expectations set for them;
* keep up to date with research and developments in Primary pedagogy and contribute to the vision for the All Through Academy
* understand their professional duties in relation to the Academy policies and practices.
* commit to the Academy Code of Ethical Practice to ensure that Safeguarding policies are fully implemented.

**TEACHER OF KEY STAGE ONE**

**PERSON SPECIFICATION**

|  |  |
| --- | --- |
| **POST TITLE** | **2 year old room lead**  |
| **PRINCIPAL RESPONSIBILITY** | To provide high quality teaching, effective use of resources and improved standards of learning and achievement by students. |

**EXPERIENCE**

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| **Essential** |
| Experience of working with learners in the primary setting **Desirable**Experience of working in EYFS |
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**QUALIFICATIONS**

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| **Essential** |
| Level 3 or working towards Level 3 in a relevant subject. |
| **Desirable** |
| A degree relating to education |

**TRAINING**

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| **Essential** |
| Recent training in the curriculum, assessment and management of the EYFS phase  |
| **Desirable** |
| Evidence of continuing professional development Analysis of performance data and its use in target setting.Training in synthetic phonicsEvidence of leadership or management responsibility such as shadowing  |

**SPECIAL KNOWLEDGE**

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| **Essential** |
| An understanding of the characteristics of high quality EYFS provision.Up to date knowledge of statutory curriculum requirements of EYFS **Desirable**Fulfil the statutory requirements for qualified teacher status |

**SKILLS**

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| **Essential** |
| **Candidates should be able to:**Deal sensitively with people Work as part of a team Seek advice and support when necessaryCreate an exciting, creative and stimulating learning environment and curriculum**Decision Making skills*** analyse, understand and interpret relevant information and data about children
* judge when to make decisions and when to defer to others

**Self management** and **organisational skills** * prioritise and manage their own time effectively ;
* work under pressure and to deadlines ;
* be self motivating
* take responsibility for their own professional development

**Communication skills -** * negotiate and consult effectively
* communicate effectively orally and in writing to a range of audiences

**ICT skills** Demonstrate a clear understanding and competence in the use of ICT |

**PHYSICAL AND PERSONAL CIRCUMSTANCES**

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| **Essential** |
| Sufficient health, stamina and energy to cope with a very demanding post.Sufficiently flexible circumstances to enable some out of school hours working including attendance at evening and weekend meetings. Smart appearance  |

**PERSONAL QUALITIES**

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| --- |
| **Essential** |
| **Candidates should possess and display** :* the ability to establish good personal professional relationships at all levels, with parents, children and colleagues
* excitement at the prospect of working creatively across an All Through Provision
* adaptability
* openness, good humour, energy, enthusiasm and a sense of proportion.
* resilience
* self confidence
* intellectual ability
* commitment
* integrity - consistency between what you say and what you do
* **a willingness to commit to the Academy code of ethical practice in order that safeguarding policies can be fully implemented.**
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**Information for Applicants**

**Job Description**

This tells you the main responsibilities of the post and explains what we are looking for. It tells you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

**Person Specification**

This specification sets out which criteria will be used to shortlist candidates for interview.

**Visiting**

We welcome informal visits from all Applicants before they apply. If you wish to do so, please contact recruitment@BradfordAcademy.co.uk to arrange an appointment.

**Applying**

If you decide to apply for this post please complete the enclosed application form. Your formal letter of application (supporting statement) should be no longer than 3 sides of A4 and should address the selection criteria and competences detailed in the person specification. The Academy must receive a signed copy of the form.

Please email to;

recruitment@BradfordAcademy.co.uk

Or

Post to HR, Bradford Academy, Teasdale Street, Bradford, BD4 7QJ.

**Interviews**

Shortlisted candidates will be contacted within two weeks of the closing date.

All appointments will be subject to satisfactory DBS/ISA registration and reference checks.