







**Contents**

• **Letter from Executive Principal**

• **Job Description**

• **Person Specification**

• **Information for Applicants**

Dear Applicant

Thank you for requesting details about a teaching role at Bradford Academy.

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.

You have shown interest in us at an exciting time. We have recently celebrated our tenth anniversary and continue to be judged by Ofsted as a good school. Having expanded our age range with students from the ages of 2 to 19, you will appreciate that this is no mean feat and we don’t sit still.

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 personal vision for education.
* Your tenacity to 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? We need talented people with a proven track record of effectiveness based on a thorough understanding of why you have been successful. You get things done.

We need colleagues who share our values and aspirations. You will be rewarded by access to the highest quality CPD through our talent management strategy.

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

Yours sincerely,

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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](mailto:recruitment@bradfordacademy.co.uk)



**TEACHER OF PRIMARY**

**General Information**

We are seeking to appoint excellent and hardworking Teachers to join our Primary team and work within our growing upper & lower key stage two. 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 primary curriculum . This post is suited to more experienced colleagues with opportunities to develop a subject specialism or leadership responsibilities in the future. All teachers are required to perform the professional duties as set out in the current Academy Teachers’ Pay and Conditions document.

**The post holder will**:

**Planning**

* plan teaching to implement the requirements of the Primary 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 class.
* observe and evaluate the progress of each child through implementing the agreed structures within the Academy and according to National Curriculum guidelines 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 teaching of whole classes 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 Primary children.
* establish a safe environment which supports learning and in which children feel secure and confident;
* use teaching methods which sustain the momentum of children’s’ work and keep all children engaged;
* set high expectations of children’s behaviour, establishing and maintaining a good standards of discipline;
* evaluate their own teaching 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 Primary practice and Assessment is for Learning tools to provide effective feedback to children
* To set clear expectations for associate support staff and learners with regard to learning objectives and next steps for future progress in this regard.
* be prepared to be involved in behaviour management across the primary phase

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

* assess how well learning objectives have been achieved and use this assessment;
* mark and monitor children’ assigned classwork and extended learning, providing constructive oral and written feedback, and setting targets for children’s progress according to the moderation and levelling materials available across the Primary curriculum
* assess and record children’s progress systematically;
* use comparative data to set clear targets for children’s achievement.

**Strategic direction and development**

* help to develop and implement policies and practices for our Primary school which reflect the Academy's ethos and commitment to high achievement, effective teaching and learning and good student behaviour;
* establish short, medium and long term plans for the development and resourcing of their class which are clear about action to be taken, timescales and criteria for success;
* work to put the plans into practice;
* monitor the progress made in achieving development plans and targets and use this to inform future planning and development and participate in the annual review of the school's work and progress;
* participate in developing their own learning and skills in meetings and CPD in order to contribute fully to planning and policy making.

**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 Primary 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 TWO**

**PERSON SPECIFICATION**

|  |  |
| --- | --- |
| **POST TITLE** | **Teacher of Primary age range** |
| **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 teaching across the Primary phase  **Desirable**  Experience of teaching in Key Stage Two |
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**QUALIFICATIONS**

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| **Essential** |
| A recognised teaching qualification  Good Honours Degree or equivalent |
| **Desirable** |
| Evidence of further qualifications in the area. |

**TRAINING**

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

**SPECIAL KNOWLEDGE**

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| **Essential** |
| An understanding of the characteristics of high quality Key Stage 2 provision.  Up to date knowledge of statutory curriculum requirements of Key Stage two  Fulfil the statutory requirements for qualified teacher status  **Desirable**  An understanding of the characteristics of high quality Talk for writing, problem solving and talk for maths, working walls. |

**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 necessary  Create 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.** |



**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](mailto: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](mailto: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.