





**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,



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



# JOB DESCRIPTION

# LEAD PRACTITIONER (MFL)

#

**Salary: Leadership Pay Spine (point on scale dependent on experience and qualifications**

**Responsible to: Director of Personalising Learning (MFL)**

 **Assistant Principal (Teaching and Learning)**

|  |
| --- |
| CORE PURPOSE OF THE ROLE: |
| **Lead Practitioners provide pedagogic leadership within the Academy and play a key role in raising teaching and learning standards through: a) the leadership of an Academy thematic improvement priority ( e.g. Foundation; e learning ; Citizenship; Enterprise; Functional Skills; Assessment is for Learning; Creativity) b) the quality of their own teaching and c) by supporting the professional development of their colleagues**. The Lead Practitioners at Bradford Academy are expected to meet the standards for either Advanced Skills or Excellent Teachers. ***Lead Practitioners fulfil their role by:*** |
| * Working with other teachers on classroom management and teaching methods / providing model lessons;
 |
| * leading professional development activities through our Visible Learning Community;
 |
| * running workshops and sharing practice on whole school strategic issues such as behaviour for learning, differentiation, assessment is for learning, functional skills, thematic or contextualised learning, creativity etc
 |
| * modelling how to tailor work more sharply to meet the needs of individuals and groups of students
 |
| * building on existing best practice in the Academy to improve the quality of feedback through marking
 |
| * matching teaching approaches to learner learning styles
 |
| * acting as a consultant to teams of colleagues developing strategies for learners experiencing difficulties.
 |
| * demonstrating model lessons in our training classroom
 |
| **Disseminating best practice based on educational research** |
| * identifying educational research to enhance existing practice;
 |
| * acting as a link with other external organisations e.g. Schools Network, National College in implementing strategies for dealing with challenging behaviour and promoting inclusion;
 |
| * co-ordinating the assessment and analysis of results and developing action planning.
 |
| * Recommending strategies for effective intervention to raise standards of attainment for individuals and groups of learners
 |
| **Producing high quality teaching materials** |
| * leading the development of new technologies such as whiteboard technology, the use of ICT, e-learning, development of student digital intelligence to meet the needs of the web 2 generation etc;
 |
| * developing resource packs to support existing teaching.
 |
| **Advising on professional development** |
| * designing and delivering professional development activities including undertaking lesson observations and feedback;
 |
| * leading a professional learning group as identified through our Visible Learning Community;
 |
| * participating in the planning and delivery of focussed Professional Learning training days;
 |
| * participating in the performance management of other teachers;
 |
| * assisting in the performance review of teachers experiencing difficulty.
 |
| * Coaching colleagues to ensure Academy policies are implemented
 |
| In addition our lead practitioners effectiveness in teaching and learning will enable them to be very effective in supporting whole Academy priorities for example: |
| * providing workshops for learners on key borderlines;
 |
| * providing targeted support for particular groups of learners, e.g. Gifted and Talented; disaffected learners, EMA etc.
 |
| * 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 achieve progression for learners learning;
 |
| * provide clear structures for lessons which maintain pace, motivation and challenge for learners;
 |
| * make effective use of assessment information on learners’ attainment and progress in teaching and planning future lessons;
 |
| * plan opportunities to contribute to learners personal, spiritual, moral, social and cultural development.
 |
| * Model the implementation of Academy standards and protocols for planning.
 |
| 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;
 |
| * ensure that extended learning (homework) is set regularly and marked;
 |
| * establish a safe environment which supports learning and in which learners feel secure and confident;
 |
| * use teaching methods which sustain the momentum of learners’ work and keep all learners engaged;
 |
| * set high expectations of learners’ behaviour, establishing and maintaining a good standard of discipline;
 |
| * evaluate their own teaching critically and use this to improve their effectiveness.
 |
| * embed the personalising learning culture of the Academy in their classroom, in order to demonstrate how to move from shallow learning to deep learning
* set up a high quality learning environment in their own classroom, and model this for other colleagues in order to establish a high quality learning environment across the Academy
 |
| * ensure that the **Academy guidance on safeguarding** is implemented across their Area of Learning
 |
|  |
| Monitor, evaluate, assess, recording and reporting and accountability |
| * assess how well learning objectives have been achieved and use this assessment;
 |
| * mark and monitor learners’ assigned classwork and extended learning, providing constructive oral and written feedback, and setting targets for learners’ progress;
 |
| * use assessment is for learning strategies to model the use of effective feedback including peer and self-assessment to ensure that learners know how to make progress
 |
| * assess and record learners’ progress systematically;
 |
| * use comparative data to set clear targets for learners’ achievement.
 |
| Other Professional Requirements |
| **make a significant contribution to an Area of Learning and Key Stage so that it is organised to meet the aims and objectives of the Academy and the subject and in particular to:** |
| Strategic direction and development |
| * help to develop and implement policies which reflect the Academy’s ethos and commitment to high achievement, effective teaching and learning and good learner behaviour;
 |
| * establish short, medium and long term plans for the development and resourcing of 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 department’s work and progress;
 |
| * participate in departmental meetings and contribute 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 teaching and learning;
 |
| * establish effective working relationships with professional colleagues;
 |
| * set a good example to the learners they teach, through their presentation and their personal and professional conduct;
 |
| * be committed to ensuring that every learner is given the opportunity to achieve to their full potential and meet the expectations set for them;
 |
| * support the development of high quality schemes for learning, both within their own area of expertise and with colleagues in other areas.
 |
| * keep up to date with research and developments in pedagogy in the subjects that they teach;
 |
| * understand their professional duties in relation to the Academy policies and practices.
 |
| * **commit to the Academy code of ethical practice in order that safeguarding policies can be fully implemented.**
 |
|  |
| Conditions of employment |
| The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment). |
| * Work across the Academy to support and encourage the school’s ethos and its objectives, policies and procedures as agreed by the Governing Body.
 |
| * To uphold the school's policy in respect of Safeguarding including committing to the Code of Ethical Practice
 |
| * Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and Data Protection, reporting all concerns to an appropriate person.
 |
| * Perform any other reasonable tasks after consultation with the post holder.
 |
| * This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
 |
| This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder. |
| * All staff participate in the school’s performance management scheme.
 |

**LEAD PRACTITIONER – MFL
PERSON SPECIFICATION**

|  |  |
| --- | --- |
| **POST TITLE****SALARY****PRINCIPAL****RESPONSIBILITY** | **LEAD PRACTIONER MFL****Leadership pay spine**Lead Practitioners provide pedagogic leadership within the Academy and play a key role in raising teaching and learning standards through: a) the leadership of an Academy thematic improvement priority ( e.g. Foundation; e learning ; Citizenship; Enterprise; Functional Skills; Assessment is for Learning; Creativity) b) the quality of their own teaching and c) by supporting the professional development of their colleagues. |
|  | Lead Practitioners should meet the standards of AST or Master Teacher |

**EXPERIENCE**

|  |
| --- |
| **Essential*** Experience of leading teaching and learning
* Experience of contributing to whole school policy review
* Experience as an outstanding classroom teacher
* Experience of collaborative and effective working with teams of staff
* Evidence of continuing professional development.

**Desirable*** Experience of delivering training
* Experience of a strategic role in school improvement.
* Evidence of teaching MFL in an All Through/Primary setting
* Experience in professional networking and collaboration
* Experience in delivering CPD in a locality, LA, regional or national forum
 |

**QUALIFICATIONS**

|  |
| --- |
| **Essential** |
| * A recognised teaching qualification
* Good Honours Degree or equivalent
 |
| **Desirable** |
| * Other relevant qualifications e.g Advanced Skills Teacher status
 |

**TRAINING**

|  |
| --- |
| **Essential** |
| **Essential**  |
| * Recent training in the curriculum, assessment and the leadership of MFL
* Recent training in ICT.
* Evidence of continuing professional development in MFL
 |
| **Desirable**  Evidence of wider training in learning and teaching |

**SPECIAL KNOWLEDGE**

|  |
| --- |
| **Essential** |
| * the impact of learning styles on effective teaching within MFL
* relationship of the subject to the curriculum as a whole
* up to date knowledge of statutory curriculum requirements in MFL at Key Stage 3 and KS4 and post 16 and particularly applied and other vocational courses
* the characteristics of high quality teaching in MFL and the strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.
* public examinations and procedures.
* personal development needs of 11 -19 age group.
* personal expertise in the use of ICT and its application in the teaching of MFL
 |
| **Desirable**  |
| * effective deployment and use of staff and resources to ensure their best use.
* the potential use of ICT to aid teaching and learning and leadership within MFL.
* Knowledge and understanding of Primary MFL curriculum and how this might

 develop in an All Through Setting |

**SKILLS**

|  |
| --- |
| **Essential** |
| Leadership skills needed to direct and co-ordinate the work of other staff**Candidates should be able to:*** set standards and provide support for pupils and staff
* deal sensitively with people and resolve conflicts
* work as part of a team as well as take the leading role
* delegate and trust others to complete tasks
* seek advice and support when necessary
* analyse performance data and take a strategic view
* deliver consistently high quality lessons, evaluate the impact of these and plan accordingly
* respond calmly and supportively to pupils displaying anxious or challenging behaviours as well as planning effectively to support their individual needs

**Decision Making skills*** analyse, understand and interpret relevant information and data and present it in useful forms to staff, parents, students, governors
* judge when to make decisions and when to defer to senior managers
* think creatively and imaginatively to solve problems and identify opportunities

**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** * communicate effectively and develop good working relationships with pupils, other staff, parents, external agencies, governors and others
* be able to act, influence and negotiate in a professional manner in difficult or emotive situations
* negotiate and consult effectively
* chair meetings effectively
* communicate effectively orally and in writing to a range of audiences

**ICT skills** * Demonstrate a clear understanding and competence in the use ICT both for curriculum

 and for work organisation |

**PHYSICAL AND PERSONAL CIRCUMSTANCES**

|  |
| --- |
| **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**

|  |
| --- |
| **Essential** |
| **Candidates should possess and display** :* the ability to establish good personal professional relationships at all levels
* 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 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.