



Beckfoot
Trust

RECRUITMENT
PACK

V1 01/02/18

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Welcome

Welcome Message from the CEO of Beckfoot Trust: David Horn

Thank you for expressing an interest in joining the Beckfoot Trust. We are a cross phase Multi Academy Trust established in 2013. We have steadily built up our Trust to nine Bradford schools crossing secondary, primary and special sectors. We educate close to 7000 young people and have over a 1000 staff.

Our aim is to create a group of remarkable Bradford schools delivering outcomes for learners that will place each school within the top 20% of similar schools nationally for progress made. We expect all of our schools to be 'good' in Ofsted terms by the time of their first inspection following conversion. We believe that to achieve that level of success, our students have to enjoy learning, feel safe and expect success. Equally importantly staff have to feel valued and workload has to be managed. Critically our schools have to be very well led so as to create a culture of trust. We have sought to describe that in the attached 'Remarkable Learning Environment' vision document, enclosed in this pack.

We believe that comprehensive education is unparalleled if done well. Our schools reflect the community they serve. We have no interest in shaping admissions. All of our schools are co-educational and are not faith based. We believe that all our students, regardless of starting point, can achieve great things. We never give up on any child.

There is a momentum developing across the Trust. Our recent Trust Conference (January 18) was attended by over 700 delegates from our teaching and associate staff. We all shared practice and learnt from one another. There is a genuine belief amongst our colleagues that we are creating something very special here.

We have our own Teaching School overseeing extensive collaboration and networking opportunities across our schools; a School Direct Teacher Training programme in place to identify the next generation of great teachers plus outstanding leadership training programmes for all teaching and associate staff. We have a developing view about teacher workload and we want a workforce that reflects the community we serve and is diverse and genuinely inclusive.

Our Trust is well organised commercially and has very effective governance. Our governance model is rooted in an understanding that a MAT is one legal entity accountable for one group of children. It has a secure infrastructure. It is a mature model.

We are excited about what we are trying to create here. The Trust has genuine moral purpose. We know why we are doing what we are doing. For too long generations of learners have not fulfilled their potential in many of our schools. The community we serve are entitled to something better. We are trying to tackle social inequality and demonstrate that schools are strengthened by working in partnership rather than in isolation.

We are looking to appoint people with the same values and absolute determination to make our Trust successful long term. If you have any questions or would like to visit our schools please email: trustjobs@beckfoot.org

Once again, a sincere thank you for expressing an interest in joining us.

David Horn

February 2018

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. The school was judged 'outstanding' by Ofsted prior to joining the Trust. Outcomes have dipped in the last few years however under new leadership the school is rapidly re-establishing itself as a fantastic school.

Beckfoot Heaton Primary and Nursery

Beckfoot Heaton Primary and Nursery is a 3 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 in its first year 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.

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.

Beckfoot Oakbank

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

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 they school.

Beckfoot Upper Heaton

Beckfoot Upper Heaton is an 11 -16 secondary school with 415 pupils. The school joined the Trust in September 2015. The school moved into a new purpose built accommodation in January 2017. The school was judged by Ofsted as 'special measures' prior to joining the Trust. The school is being transformed, over subscribed in the lower years and developing outcomes that place already place the school in the top 20% of similar schools for progress made in basics.

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 (2015) in every category. 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.

Our Remarkable Learning Environment

We are creating schools with a very distinctive culture and ethos. Schools where you sense something magical is happening the moment you enter them. We have sought to describe that in this 'Remarkable Learning Environment' vision document.

BECKFOOT TRUST SCHOOL REMARKABLE LEARNING ENVIRONMENTS

WHO WE ARE AND WHAT WE STAND FOR

The Beckfoot Trust is a cluster of cross phase Bradford schools, all located within a 20 minute drive of Beckfoot School, all genuinely comprehensive in character and keen to demonstrate that school to school collaborative practice can create exceptionally successful learning communities.

CORE PURPOSE

Beckfoot Trust schools will create remarkable learning environments in which students expect success because of their ambitious attitude to learning, the challenge provided by staff and the support they receive at home.

MEASURING IMPACT

Each school creates outcomes for learners that rank them in the top 20% by comparison with students in similar schools by their first inspection.

BY 2019

We expect all our schools who joined the Trust before 2017 to be rated either 'Good' or 'Outstanding' by Ofsted. If not yet inspected, we expect schools to be judged to be 'Good' or 'Outstanding' by our External Review lead.

COLLABORATIVE PRACTICE

We are equal partners and work collaboratively to establish the 'best idea'. We network. We sow seeds by grouping people together, establishing multiple pockets of collaborative practice across our schools and sharing what we learn.

TRUST SUPPORT

The Trust provides a support structure for each school in relation to the following:

- Understanding and defining the approach to school improvement
- Developing consistency while respecting uniqueness
- Knowing schools well and holding them to account
- Supporting succession planning through the Identification of talent, deploying and developing leaders.
- Developing professional development networks
- Training teachers to join our schools
- Co-ordinating shared events that celebrate achievements
- Securing strong governance and genuine local engagement
- Providing commercial efficiency

THE 10 KEY FEATURES OF OUR SCHOOLS

1. **Core Values:** All our schools share the same Trust Value statement: 'Enjoy - Learn - Succeed'. We believe that you have to enjoy learning to be successful.
2. **Learners:** Every one of our learners, regardless of social background, special educational need or academic starting point, is expected to achieve excellence academically and socially. We want our learners to be literate, numerate and possess good communication skills.
3. **Leadership:** Our leaders shape the culture, the strategic direction and the climate of our schools. They inspire colleagues. They are highly visible. They distribute leadership effectively and empower colleagues to innovate. They assess impact accurately and hold colleagues to account in an emotionally mature way. They are learners and seek regular feedback on the effectiveness of their leadership from pupils, staff and parents.
4. **Curriculum:** As a cross phase Trust, our curriculum seamlessly transitions from early years, to primary and then to secondary settings. We prepare our learners to flourish in the adult world by allowing them to learn appropriate knowledge and work related skills, and experience wider learning activities.
5. **Quality Teaching:** Our teachers design learning. They are experts in planning lessons with clear purpose to ensure that every learner can: a) problem solve, b) work independently and in teams, c) demonstrate leadership, d) create things that were not there before, e) show off what they have learnt, and f) reflect on how to do even better.
6. **Climate for Learning:** The school creates the climate that allows learning to flourish. Learners feel safe, they are rewarded for great attendance and positive behaviour. They both respect and contribute positively to the community.
7. **Staff Welfare and Professional Development:** Our staff are cherished. Their work life balance is preserved. Pointless bureaucracy is abandoned. Staff have formally identified time to plan and work collaboratively. Their professional development is paramount and stems from self-reflection and appraisal. We seek to identify talent and promote from within the Trust.
8. **Parents:** Our schools actively involve parents in all aspects of the school's activity. They are key partners in supporting their child's learning. We communicate effectively with them and encourage them to visit the school regularly to discuss their child's learning and to see them exhibit their work.
9. **Data:** Data is used Trust wide to gather appropriate information so as to systematically and accurately inform learning development for both learners and staff.
10. **Commercial Effectiveness:** Every school is cost effective, links in fully to shared service development and is legally compliant in all aspects including safeguarding



enjoylearnsucceed

Working for the Trust

‘Creating an environment that values its people’

Our Commitment to you:

We will:

- Seek to attract and retain talent through our recruitment practices to ensure we are an Employer of Choice.
- Offer an ambitious, motivating and vibrant place to work.
- Provide excellent performance management and professional development opportunities.
- Support collaborative working and share best practice.
- Provide a model of senior leadership that is committed to supporting and developing others.
- Reduce unnecessary workload and free teachers up to teach.
- Reward our staff, adhering to national pay and conditions.
- Promote wellbeing and provide regular and effective clear communication.
- Make it a priority to listen to our employees to seek and understand their views and to act on feedback, engaging with employees directly and through negotiation and consultation with recognised trade unions.
- Provide absolute clarity about our values and our collectively owned vision.
- Provide clear and consistently applied management systems and policies.
- Provide a generous approach to a range of flexible working patterns and family friendly policies.
- Offer a contributory pension that is competitive with those offered elsewhere.
- Offer additional benefits including access to on-site facilities, paid DBS, a free flu jab (tbc), free eye test and access to a salary sacrifice scheme (childcare vouchers).

Our Expectations of you:

- Embrace the Remarkable Learning Environment of the Trust.
- High levels of professionalism and a desire to keep learning new things.
- Be flexible and adaptable in your approach to team working, collaboration and resilience.
- Embrace performance management initiatives to get the most out of opportunities available.
- Positivity and a willingness to work hard and go the extra mile

‘Making Beckfoot Trust the employer of choice

Beckfoot Heaton Primary School & Nursery

Haworth Road, Bradford, West Yorkshire, BD9 6LL

Tel: 01274 363070

Email: office@heaton.bradford.sch.uk

HT: Zoe Mawson

Salary/grade: L13 – L17 (£52,930 - £58,389)

Closing Date: 26th April 2018, 12:00 noonInterview Date: 4th May 2018**Do you want to work in one of the happiest schools in England?**

Beckfoot Heaton Primary School & Nursery are seeking to appoint a Deputy Headteacher from September 2018 (or sooner if possible).

Our school is part of the Beckfoot Trust, which has a vision to create a cluster of remarkable schools, all within the Bradford district. Our 9 schools are all comprehensive and inclusive in character and cross mainstream secondary, primary and special sectors. The Trust is already having significant impact. We are excited about the potential of a school led model to transform learning environments across our group of schools so that all of our young people and staff will flourish.

Beckfoot Heaton, runners up in the “National Happiest School Award”, is a 2 - 11 primary school with approximately 800 pupils on roll. Situated on the outskirts of Bradford, the school is well regarded locally and is rapidly “growing to be great”. Aspiration is high and children are excited about the futures that they can have!

This is a unique opportunity for the right candidate.

Taking a significant role in the leadership of the school, together with the support and development opportunities afforded by a Trust who cherish staff, will ensure a richly rewarding role for the successful applicant. In return, we want an outward looking leader who can play a pivotal part in helping Beckfoot Heaton achieve great things, working in partnership with other leaders across the Trust to help us all to progress together.

The role will attract a candidate with senior leadership success or an ambitious, middle leader looking to take on their next challenge. The new deputy will fully grasp what it means to lead in a school within a Multi Academy Trust and be someone with the talent, energy and determination to make a profound, lasting and positive difference to our pupils, staff and wider community.

Critically we want to appoint someone who wants to be shaped into a great leader, is a team player and is in it for the long term.

We hope the pack will give you further information, a clear picture of the journey we are on and the eagerness to apply.

Visits to the school and Trust are warmly welcomed. Please contact Hayley Budge via email to arrange an appointment or for any further information. hayley.budge@heaton.bradford.sch.uk

We are committed to safeguarding children and all posts are subject to an enhanced DBS check.

Proof of eligibility to work in the UK will be required.

Please note: CVs will not be accepted.



Deputy Headteacher: Beckfoot Heaton Primary School & Nursery

Role Title: Climate for Learning

This Job Description is based around the four 'Excellence As Standard' domains identified in the 2015 National standards of excellence for Headteachers. These four domains being 1) Qualities and knowledge; 2) Pupils and staff; 3) Systems and process & 4) The self-improving school system.

Core Purpose

Beckfoot Heaton Primary School & Nursery is a school which is determined to be great so that children are empowered to succeed. The Deputy Headteacher will be expected to adopt and promote the school vision which is to provide an outstanding education for our children and to equip them with the skills to be successful in life.

To achieve this, the Deputy Headteacher's core purpose is to assist the Headteacher in providing professional leadership and management for our school. The School will expect the Deputy Headteacher to lead by personal example in demonstrating a full and professional commitment to excellence in primary education.

Deputy headteachers occupy an influential position within the school and are expected to use this influence to motivate and support all stakeholders to achieve high standards. Deputy headteachers are lead professionals and significant role models within the school and the local community they serve. The jobholder will carry out the duties of a Deputy Headteacher as set out in the current edition of the School Teachers' Pay and Conditions Document issued by the Department for Education. A person appointed as a deputy headteacher, in addition to carrying out the professional duties of a teacher other than a headteacher, must play a major role under the overall direction of the headteacher in:

- formulating the aims and objectives of the school;
- establishing the policies through which they are to be achieved;
- managing staff and resources to that end;
- and monitoring progress towards their achievement;

The Deputy Headteacher will be expected to undertake any professional duties of a headteacher reasonably delegated by the Headteacher.

Where the Headteacher is absent from the school the Deputy Headteacher must undertake their professional duties to the extent required by the Headteacher or the relevant body/governing body.

In addition to the above, the Deputy Head - Climate for Learning has the following accountability and responsibility:

- Attendance and punctuality strategies, implementation, monitoring and evaluation
- Climate for learning strategies, implementation, monitoring and evaluation

- Pupil Premium strategy, implementation, monitoring and evaluation
- Behaviour strategies, implementation, monitoring and evaluation
- Parental Involvement strategy, implementation, monitoring and evaluation
- Designated Safeguarding Lead, Child Protection and Looked After Children
- Written and verbal self evaluation (SEF and presentations to external partners)
- Promotion and embedding of whole school initiatives
- Basics and expectations
- Inspiring and motivating staff

Domain 1 - Qualities and knowledge

Essential

1. Able to hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve. **(A,I,T)**
2. Able to demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, board / committee members and members of the local community. **(A, I)**
3. Experience of leading by example - with integrity, creativity, resilience, and clarity by drawing on your own scholarship, expertise and skills, and that of those around you. **(A, I)**
4. A determination to sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. **(A,I,T)**
5. The determination to work with political and financial astuteness, and the ability to work with the SLT to ensure that the school's vision and budget is managed and operates within a clear set of principles centred on the school's vision. **(A,I,T)**
6. Has the drive, commitment and ability to communicate compellingly the school's vision, empowering all pupils and staff to excel. **(A,I,T)**
7. Experience of or ability to manage a school budget. **(A,IT)**

Desirable

- a) Proven experience of raising standards of achievement within a school of a similar standing. **(A, I)**
- b) Ability to uphold, promote and nurture the distinctive character of our school. **(A, I)**
- c) Ensures creativity, innovation and the use of appropriate technologies to achieve excellence. **(A,I)**
- d) Knowledge of funding streams and experience of securing external funding for projects. **(A,I)**

Domain 2 – Pupils and staff

Essential

1. Proven ability of being able to demand ambitious standards for all pupils by instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes whilst overcoming disadvantage and advancing equality. **(A,I,T)**
2. Experience of securing excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design. **(A,I,T)**
3. A proven track record of establishing an educational culture of 'open classrooms' as a basis for sharing best practice, drawing on and conducting relevant research and robust data analysis. **(A,I)**
4. Committed to creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. **(A,I,T)**
5. Possesses the ability, drive and commitment to coach current and aspiring leaders in a climate where excellence is the standard. **(A,I,T)**
6. The resolve, ability and resilience to hold all staff to account for their professional conduct and practice. **(A,I,T)**
7. Has a DFE recognised teaching qualification. **(A)**
8. Analyses and acts upon available school performance data. **(I,T)**
9. Has experience of observing and feeding back on learning and teaching to staff in order to improve further the quality of learning and teaching across the school. **(I,T)**

Desirable

- a) An aspirational teacher with a minimum of 5 years relevant experience in Primary education. **(A,I,T)**
- b) A minimum of 2 years successful experience of senior leadership. **(A)**
- c) Has in depth knowledge of excellence in primary teaching practice, including appropriate teaching and learning styles. **(A,I,T)**
- d) Up-to-date knowledge of primary school improvement strategies. **(I,T)**
- e) Up-to-date knowledge and experience of effective school wide inclusive practice **(I,T)**
- f) Understands school self-evaluation and its link with school improvement and the Ofsted inspection process. **(A,I,T)**
- g) Has a clear understanding of the SEN Code of Practice. **(A,I)**

Domain 3 – Systems and Process

Essential

1. Commitment to ensuring that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity. **(A,I)**
2. Committed to providing a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society. **(A,I)**
3. The ability to assist in establishing and maintaining rigorous, fair and transparent systems and measures for managing the performance of all staff and the ability to assist in addressing any under-performance, supporting staff to improve and valuing excellent practice. **(A,I,T)**
4. A purposeful character who welcomes strong leadership and is able to support the Local School Committee in understanding its role and delivering its functions effectively. **(A,I)**
5. An ability to demonstrate an understanding of curriculum-led financial planning in order to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability. **(I,T)**
6. The commitment and ability to assist the Headteacher in distributing leadership throughout the organisation, through working with and supporting teams of colleagues who have distinct roles and responsibilities while holding each other to account for their decision making. **(A,I,T)**
7. Treats people fairly, equitably and with dignity to create and maintain a positive school culture **(I)**
8. Able to balance work and personal life and is considerate of the well-being of others. **(A,I)**

Domain 4 – The Self Improving School System

Essential

1. Commitment to creating outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils. **(A,I)**
2. Experience of developing effective relationships with fellow professionals and colleagues to improve academic and social outcomes for all pupils. **(A,I)**
3. The ability and confidence to challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools. **(A,I,T)**
4. The ambition, drive and commitment to develop the quality of the teaching within the school through high quality training and sustained professional development for all staff. **(A,I,T)**
5. The confidence to adopt and adapt model entrepreneurial and innovative approaches to school improvement. **(A,I)**

6. An ambitious character with the ability to inspire and influence others - to believe in the fundamental importance of education in young people's lives and to promote the value of education. **(A,I,T)**

Desirable

 - a) Has experience of leading or participating in the implementation of school or DFE education initiatives. **(A,I)**
 - b) Willingness to work out of operational hours as required. **(I)**

Equal Rights

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religious, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Job Sharing

Job Share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

OFFICE USE ONLY:

Compiled by:	PACT HR
Date of Issue:	
AMENDED BY	Zoe Mawson
APPROVED BY	PACT HR
Date of Issue:	TBC

Application Process

Please visit our website www.beckfoottrust.org.uk - 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.

Welcome to Beckfoot Heaton Primary School and Nursery

Dear Applicant,

Thank you for the interest in this exciting opportunity. We would very much like to welcome you to experience our wonderful school and I hope that this information will entice you.

ABOUT US

Beckfoot Heaton Primary School & Nursery, The Willow and The Forest School are situated in Upper Heaton on the outskirts of Bradford.

We are situated on Haworth Road in Bradford serving a diverse community which we successfully draw upon to promote inclusion.

Over 800 children are educated and cared for on site.

Beckfoot Heaton Primary School & Nursery is a heavily oversubscribed, 3 form entry school. The most recent Ofsted inspection (May 2016) judged that the school requires improvement but was clear that we are improving strongly. A Beckfoot Trust review (January 2018) celebrated the fact that school is providing a good education for our pupils who are eager to learn. It is an exciting time to consider this opportunity as we realise our 3-year vision of "Growing to be Great". A copy of this is included in your application pack.

On December 1st 2016 we became an Academy and joined the **Beckfoot Trust**. This is a wonderful opportunity for schools with the same child centred values to work together to build a collection of world class schools.

We can't wait to achieve this for our children.



Lister Park Children's Centre provides services, on site at Heaton, to children (aged 0-5) and their parents and carers which include: family support, health advice, post-natal support, debt advice, employment guidance as well as parent / child sessions.

The Willow Centre, delivered on behalf of Bradford Council, supports the development of children with Social, Emotional and Behavioural difficulties. The children are educated in dedicated provision in the heart of the organisation but access classes in Heaton Primary School to support their reintegration back into their mainstream school.

After extensive building work, we have a wonderful learning environment both inside and out. Internally, well equipped learning spaces support innovative curriculum design. Outside facilities have recently been enhanced to include separate Key Stage playgrounds and

access to substantial woodland at the rear of the building which has been developed into **Heaton Forest School**.

The integrated aspects work together to support children and families who often face challenging circumstances. Together, we can minimise the impact of these challenges so that children get off to the best start in life.

At Heaton; children, members of staff, members of the Local School Committee, parents and members of the wider community are supported and challenged to be the best that they can be. This is nurtured through an environment which encourages collaboration, innovation, openness, reflection and a little risk taking now and again! As a leader, you are pivotal in helping to make this happen and we will all be considering further how to make this the norm.

The children at Heaton are breath-taking (sometimes in an amazing way and sometimes in a deep breath way) and you cannot fail to smile everyday! Ofsted (May 2016) commented:

“Pupils learn quickly to be responsible and kind to each other. This is evident during playtimes, where pupils from a range of different backgrounds play happily together and cooperate well.”

All children have access to a lively, interesting and relevant curriculum. Whilst we work around the framework of the National Curriculum, we ensure that opportunities are broad and balanced and all children are entitled to a wealth of experiences including our 4D space, the school grounds, visitors into school and visits to many places in the local area and beyond.

We are very proud of the continuous professional development we offer to all staff. This opportunity will provide you with many new learning experiences, internally and with our other partnerships through the Trust and SHINE schools. A critical part of the DHT role, is to inspire, motivate and encourage the professional development of the teachers and support staff that you will lead. As well as drawing on the successes you have already had in your career, you will be supported in helping others achieve great things.



Yours sincerely

Z Mawson

Zoe Mawson
Headteacher

BECKFOOT HEATON STRATEGIC VISION 2016-19

GROWING TO BE GREAT

CORE PURPOSE

Empowering children to succeed in life.

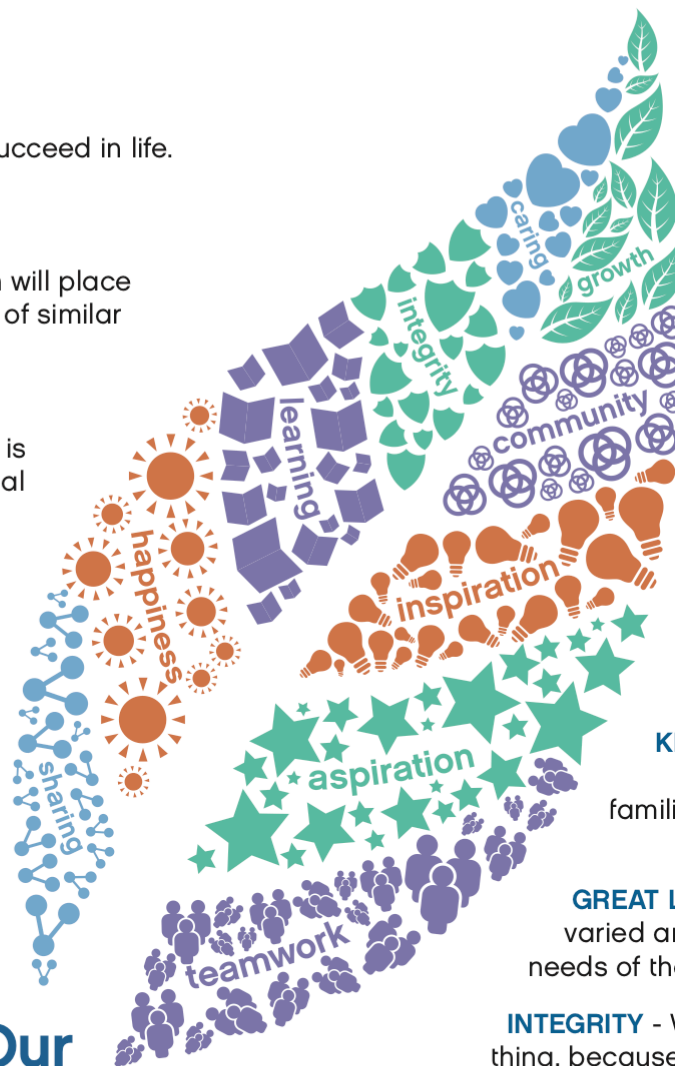
MEASURING IMPACT

Outcomes for our children will place the school in the top 20% of similar schools.

Overall attendance and persistent absence figure is at least in line with National average.

Our school will achieve an Outstanding judgement at the next Ofsted inspection visit.

Our Heaton Values



WHAT'S IMPORTANT TO US?

RESPECT FOR ALL - To ensure our children are successful in life; families, staff and children work together with mutual respect.

EXPECTATIONS OF SUCCESS - We have aspirational expectations for each child to succeed and grow in all aspects of their learning.

LOVE LEARNING - Our children, staff and families are eager to learn, embrace challenge, want to do their best and support each other to achieve it.

KNOW OUR CHILDREN - Staff spend time to get to know children and families so that we can understand and support them appropriately.

GREAT LESSONS - Lessons are organised, varied and exciting. They meet the different needs of the children so are productive for all.

INTEGRITY - We expect everyone to do the right thing, because they know it's the right thing, even when no one is looking.

CELEBRATE EVERYONE - We celebrate the diverse mix of people in our community.

SIX KEY STRATEGIC PRIORITIES

BY 2019 IN ORDER TO GROW TO GREAT OUR PRIORITIES ARE TO ENSURE THAT:

1. Ensure all children at Heaton are 'great learners' and 'great citizens' because our teaching is great.
2. Embed a high quality curriculum, rich with exciting experiences, which make learning real.
3. Use Talk to improve learning in all curriculum subjects.
4. Improve attendance and punctuality so that every child has the chance of success.
5. Support and challenge ALL parents to play a significant role in their child's success.
6. Meet the needs of children with Special Educational Needs or a Disability so that they can fully access their curriculum and achieve aspirational targets.