Bradford Academy



Application Pack

Bradford Academy

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Bradford Academy

Teasdale Street
Bradford
BD4 7QJ
01274 256789

Dear Applicant

Thank you for requesting details for a post at the Bradford Academy.

We have now been open as a new school since September 2007 and have quickly established the characteristics you would expect; there is an orderly and purposeful atmosphere within the school; the students are smart; our daily routines are working well and there is a palpable excitement and engagement in lessons. Staff have worked really hard to achieve this. It is a major enterprise to establish our standards and expectations and get the basics right alongside the wider ambitions to transform the learning and achievements of our learners. In January 2013, we had a full Section 5 Ofsted Inspection and were delighted to be judged as a good school with outstanding SMSC. You can read our report in full on our website www.bradfordacademy.co.uk. The report affirms our progress and celebrates our successes and growth.

We have a distinctive vision for the future and clear strategy to translate it into reality. We have a passionate conviction that we will also succeed. At the heart of the decision as to whether to apply must be the answer to the question as to why you would choose to work at this Academy and to invest your future career in such a challenging venture. I believe I can help you find an affirmative answer to this question.

We have had the opportunity to appoint many talented new staff alongside colleagues who have transferred from our predecessor school. In our first year, we were highly successful in our recruitment and opened with 30 new staff in posts right across the staffing structure. The Senior Leadership Team and all of the Directors of Personalising Learning were new. We were also proud to have transferred under TUPE, many staff from our predecessor school. We now have a team of highly effective teachers with a range of backgrounds and experiences, all working together to ensure that they have maximum impact on learner progress through our Visible Learning Community.

It is a huge privilege to have been chosen to lead the Bradford Academy. I have chosen to be part of the plan to transform the learning and opportunities of the students at the Academy and to invest my leadership in its future success, to work with others who are genuinely exhilarated by the possibility of significant and rapid improvement and who want to be part of this transformation.

We are sponsored by the Diocese of Bradford who were supported in their vision for the Academy by Toc H, an International Voluntary Organisation. Our sponsors are committed to the promotion of our specialism of Citizenship with Enterprise. Our specialism makes us unique. The opportunity to create a 'leading edge' school in a city as diverse as Bradford is one that inspires us all. The citizenship and enterprise of young people who are the active citizens in tomorrow's world is important to us. We want our Academy to:

- Be at the heart of a community
- Be representative of the City of Bradford, contributing to its regeneration
- Develop an understanding of the rights and duties of citizenship and enterprise in its students
- Serve young people of many religions, cultures and communities

Bradford Academy

The specialism has shaped our ethos and pedagogy; the design of our building and curriculum; the leadership structures, roles and systems we have created; it has informed the selection of our resources and how they are being deployed. We will encourage our young people to be reflective, informed and articulate and to embark on their post Academy careers with confidence, with a strong belief in their capacity to play a full part in their life as citizens, to have dreams and to realise them.

Bradford is an important community. It provides a key to understanding the future development of British Society. Events around the world have an impact on relationships between individuals and communities in the City. Debate and student voice have been part of the process by which we have determined and developed our approaches to a wide range of concerns from homework and detention, to the quality of food in the restaurant. All staff appointments involve student voice.

You need to be a person with convictions about improving the life chances of our students for whom educational success is the only secure route to significantly better the quality of their future lives. We are looking for colleagues who share our values and aspirations. You will need to be genuine and able to talk about what you would bring to the school and how you would contribute to our team in order provide learners with high quality support. We are seeking people who can 'do' as well as 'talk' with a proven track record of effectiveness based on a thorough understanding and knowledge of why it is you have been successful. You will be a person who gets a buzz from seeing how theory actually works in practice.

This application pack is designed to help you prepare an application by giving you an insight into the ethos and aspirations of the Academy. Please do not hesitate to ring if you think we can help you further. I am really looking forward to receiving your application, to meeting some of you at interview and ultimately working with the successful candidate.

Yours sincerely,

Tehmina Hashmi

Tehmina Hashmi
Senior Principal

If you would like to discuss this position further please contact our HR Department on 01274 256789 or by email to recruitment@bradfordacademy.co.uk

Family Support Worker

Job Description

This job description lists the key areas for which the Family Support Worker is expected to develop and accomplish within their role – along with ideas and activities to carry them out. The support worker will need to work alongside the leadership team of the school in order to target services, and enlist members of the wider community to support all families within Bradford Academy. It is agreed that this job description can be developed at any point to reflect the changing needs of the school community.

The post holder reports to the Primary Principal

1. ***Research, plan for and carry out support activities which deliver targeted resources, materials and provision based upon need within the school community. For example:***
   - Support achievement of school improvement objectives through parental engagement and working with support services
   - Conduct research of the needs of families by working alongside families in a variety of contexts, on the school gate before school, drop in sessions, attending parent/teacher meetings etc and providing a clear needs analysis and provision map to support needs
   - Provide support, guidance and problem-solving to families to address issues related to family functioning in an individual or group setting using techniques such as active listening, conflict resolution and basic group counselling techniques to resolve the identified problems, needs and risks.
   - Provide parenting skill building to families on issues such as parent-child interaction, child development, discipline and guidance, and behaviour management.
   - Provide emotional support to children through individual or group mentoring sessions.
   - Provide emotional support and feedback to parents/carers.
   - Support the induction of new families joining the school during term time.
   - Provide feedback to the leadership team on the development and impact which the role is having on the school community.

2. ***Ensure Child Protection Training is up to date.***

3. ***Support the school to provide a range of extended school services. This should be done in cooperation with the Principal, teachers, other staff, governors, parents and children. For example:***
   - Liaise with school staff and external agencies to map out and provide a varied menu of activities for all children – including targeting the children who are 'hard to reach'
   - Provide information sessions for parents using speakers from extended services (e.g. EWO, Dyslexia Awareness, Autism Support and Adult Education).
   - Plan, develop, host and review family learning events both in school and out of school time.
   - Support school staff and parents in the swift and easy referral to a range of specialist services

4. ***Develop family based learning events designed to engage families in improving family communication, family learning, attendance and achievement. These will be planned in liaison with the leadership team.***

- Provide regular drop in sessions and provide parents with links to extended services.
- Communicate and publicise events effectively to reach all families using a variety of methods

- Facilitate and organise other parent workshops and meetings with internal and external agencies at the request of parents
- Collaborate with school staff, community members and families to develop programmes and activities geared to reach families who are underrepresented because of social, economic, racial and/or language barriers.

5. Help teachers/staff and families to develop strong partnerships and enhance communication between families/parents and school staff. For example:

- Ensure newsletters and texts communicate effectively with parents about the different events occurring over the school year.
- Communicate regularly with the leadership team and teachers regarding parents and families with ideas or concerns
- Document events and activities within portfolios of evidence which should include images, reports, sign in sheets and all publicity used – including an impact statement of the event.

6. Empower children with a clear voice in the school. For example:

- Work alongside specific pupils who are showing signs of being 'at risk'. Put a personalised learning approach in place and support the children in improving their attitude to school and self

7. Be aware of best value practices and be able to seek and bring in new monies to support the extended schools activities. For example:

- Undertake further fundraising events to support the school budget

8. Develop the notion of Community Cohesion within the school and surrounding area.

- Develop partnerships with businesses locally, nationally and globally to provide experiences for the children and their families within the school
- Attend professional development opportunities as agreed within Performance Management schedule, job description and school need.

Knowledge and Experience:

- *NVQ Level 3 or equivalent/relevant extensive experience in working with children and young people or parents*
- *Substantial experience of working with parents and / or children 3-11 years.*
- *Knowledge of the social and emotional factors that affect a child's capacity to learn*
- *Knowledge of available support services and referral routes*
- *Awareness of the legislation affecting school attendance requirements*
- *Experience and understanding of children within their family context*
- *Demonstrable experience of delivering individual or group based support*
- *Experience within the field of education, social services/welfare or the voluntary sector*

Perform other related duties as required.

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.