V1 01/02/18



RECRUITMENT   
PACK

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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 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 ‘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 2018) 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 is 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](mailto: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 School and Nursery

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 School and Nursery

Beckfoot Heaton Primary and Nursery is a three-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. It joined the Trust in September 2017. The school 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’ 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 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 2017 has transformed the progress of the 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 new, purpose built accommodation in January 2017. The school was judged by Ofsted as being in ‘special measures’ prior to joining the Trust. The school is being transformed, over subscribed in the lower years and developing outcomes that 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. It joined the Trust in September 2017. The school 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 SCHOOLS**

# **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.

1. **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.**
2. **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.**
3. **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.**
4. **Data: Data is used Trust wide to gather appropriate information so as to systematically and accurately inform learning development for both learners and staff.**
5. **Commercial Effectiveness: Every school is cost effective, links in fully to shared service development and is legally compliant in all aspects including safeguarding.**



# 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’***

|  |
| --- |
|  |

**Teaching Assistant/Key Support Worker- Beckfoot School**

w.e.f as soon as possible fixed term 1 year Level 2 Scale 3 SCP 14-17 - 32 hours 55 mins per week, term time only (£13,072 - £13,805 actual grosssalary under 5 years service)

We are seeking to appoint a highly motivated, enthusiastic and versatile individual to join our dedicated Inclusion Faculty. You will be a named Key Support Worker for a number of our students and you will support students in and outside of the classroom. It is essential the successful applicant will have high standards of Maths and English a minimum GCSE ‘C’ grade or equivalent is required.

Beckfoot Trust schools work in partnership with a shared ambition to provide outstanding education for our students. We want our students to love learning and be well placed to do something great with their lives. We aim to 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. High quality professional development and leadership training for staff are central features of our Trust.

We aim to attract, develop and retain the very best people and to be the ‘Employer of Choice’.

To apply for the above role, download an application pack from beckfoottrust.org or email [recruitment@beckfoot.org](mailto:recruitment@beckfoot.org) alternatively interested applicants can apply online for this post visit [www.prospectsonline.co.uk](http://www.prospectsonline.co.uk)

CVs will not be accepted.

Closing date for applications is **Friday,** **25 January 2019 (noon).**

**Beckfoot Trust is committed to safeguarding and student welfare.  All posts are subject to enhanced DBS checks. Proof of eligibility to work in the UK will also be required.**

**ENJOY – LEARN- SUCCEED**







Wagon Lane, Bingley, BD16 1EE

Tel 01274 771444

CEO: David Horn

Headteacher: Gill Halls

www.beckfoottrust.org

# Beckfoot Trust Logo (cropped)

# Beckfoot Enjoy Colour

# Job Description – Teaching Assistant/Key Support Worker

School: Beckfoot School, Wagon Lane, Bingley BD16 1EE

Salary/grade: Level 2 Scale 3 SCP 14 – 17

**Hours of work**: 32 hours and 55 minutes per week, term time only

Reporting to: Headteacher/Senior Leadership

# Main Duties and responsibilities

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

# Communication/Working with Others

**1. Support for Students**

* Supervise and provide particular support for individual pupils/small groups, including those with special needs, ensuring their safety and access to learning activities.
* Provide daily mentoring to develop self awareness about what influences and supports concentration.
* Establish constructive relationships with individual pupils/small groups and interact with them according to individual needs.
* Promote the inclusion and acceptance of all pupils.
* Encourage individual pupils/small groups to interact with others and engage in activities led by the teacher.
* Plan and support opportunities for social contact for individual pupils/small groups peers, and support to encourage and scaffold relationships with other children if any difficulties occur.
* Set challenging and demanding expectations and promote self-esteem and independence.
* For individual pupils/small groups provide help with naming and managing emotions.
* Acknowledge when individual pupils are feeling agitated or angry and use methods of distraction and verbal de-escalation.
* Encourage ways to support individual pupils in calming themselves physically e.g. walking around the building or grounds.
* Provide feedback to individual pupils/small groups in relation to progress and achievement under guidance of the teacher.
* Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
* Support individual pupils/small groups to socialise and build relationships at unstructured times of the day.
* Closely supervise individual pupils/small groups in any practical activities where potentially dangerous equipment is in use.
* Support effective recording i.e. attending handwriting intervention, touch-typing games, writing slopes, access to laptop.
* Restorative justice work, where necessary, to maintain positive relationships with peers and staff.
* Build knowledge of early childhood trauma through a commitment to wider reading.

**2. Support for the Teacher**

* Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson

plans and assist with the display of pupils’ work.

* Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
* Monitor pupils’ responses to learning activities and accurately record achievement/progress as
* directed.
* Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established
* policy and encourage pupils to take responsibility for their own behaviour
* Establish constructive relationships with parents/carers.
* Support individual pupils with any incidents that occur before home time and confirm with parents how the incident has been resolved.
* Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.
* Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
* Provide support to individual pupils/small groups in problem-solving conversations (solutions orientated).
* Prompt and guide individual pupils about how to interpret situations and how to problem-solve where there is ambiguity or conflict.
* Encourage individual pupils to reflect on their thoughts and feelings and how they are learning to manage situations which they have found challenging.
* Assist with the planning of learning activities.
* Timely and accurate preparation and use of specialist equipment / resources / materials as required by staff / curriculum / lesson plans etc.

**Support for the Curriculum**

* Undertake structured and agreed learning activities/teaching programmes, adjusting activities

according to pupil responses.

* Exercise appropriate, relevant professional judgement in responding daily to an individual pupil on with regard to any external professional advice received.
* Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher.
* Support the use of ICT in learning activities and develop pupils’ competence and independence in its use.
* Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

**Support for the School**

* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
* Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
* Contribute to the overall ethos/work/aims of the school.
* Appreciate and support the role of other professionals.
* Attend and participate in relevant meetings as required.
* Participate in training and other learning activities and performance development as required.
* Assist with the supervision of students out of lesson times, including before and after school and at lunchtime.
* Accompany teaching staff / person in charge and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher / person in charge.
* To support, uphold and contribute to the development of the Trust’s Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
* May be required to undertake other duties commensurate with the grade and level of responsibilities as defined in this job description.
* Will be required to work with students of any age within the age-range of the school.

# Safeguarding

No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

# Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role, the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

* Express themselves fluently and spontaneously at length effortlessly.
* Explain difficult concepts simply without hindering the natural smooth flow of language.
* Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

# Other Considerations

* No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).
* To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school’s nominated Child Protection Co-ordinator or the Headteacher.
* To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
* Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
* Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.
* Must be legally entitled to work in the UK

# Notes

Note: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.

Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Last review date: 08/01/2019

**Person Specification** – **Teaching Assistant/Key Support Worker**

The Beckfoot Trust is an Equal Opportunities Employer and requires its employees to carry out its policies concerning racial and sex equality and the rights of people with disabilities both in terms of equal opportunity for employment and access. Job Share applicants welcome for all full-time posts unless otherwise stated in the advertisement

We are committed to making reasonable adjustments to the job role and working environment so that disabled people have access to job opportunities or current employees can continue at work should they develop a disabling condition

|  |  |  |  |
| --- | --- | --- | --- |
| Attributes | | Essential | Assessment |
|  | **EDUCATION** | * GCSE (A-C) English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 2   NVQ2 (or equivalent) in a relevant discipline | *Application*  *References* |
|  | **PHYSICAL** | * in good health * high standards in their own attendance, appearance and punctuality | *Application*  *References* |
|  | **KNOWLEDGE**  **AND SKILLS** | * promote the building of self-esteem and encourage independent learning * have a secure knowledge of the relevant subject(s) and curriculum areas * encourage high standards of literacy and numeracy * understand varying needs of pupils and how to overcome barriers to learning * support and enforce classroom routines to ensure an effective and safe learning environment * contribute to the safety, mobility, hygiene and well-being of pupils * treat everyone with dignity and build relationships rooted in mutual respect * support the inclusion of all pupils, including those with SEN, of different ethnic backgrounds, faiths and sexual orientation * provide evidence of having previously spoken English fluently to customers at an Intermediate Threshold Level * support the policies and practices of the school | *Application*  *References*  *Interview* |
|  | **CONTINUOUS PROFESSIONAL DEVELOPMENT** | * demonstrate a willingness, enthusiasm and commitment to personal CPD | *Application*  *References*  *Interview* |
|  | **PERSONAL QUALITIES** | * a passion for education and for making a difference to young people’s lives * energy, enthusiasm, resilience, flexibility * excellent communication and organisation skills * a sense of humour * Provide evidence of having previously spoken English fluently to customers at an Intermediate Threshold Level. | *Application*  *References*  *Interview* |

We are committed to safeguarding and promoting the welfare of children

# Application Process

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