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RECRUITMENT   
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# Welcome

## Welcome Message from the CEO of Beckfoot Trust: David Horn

**Thank you for taking an interest in Beckfoot Trust.**

We are a highly successful cross phase multi academy trust established in 2013. We are proud to educate over 7000 learners in ten Bradford schools across Primary, Secondary and Special settings. This includes our Trust 6th Form that opens in September 2019 across four of our sites. We aim to create great schools with remarkable learning environments for each of our students to enjoy learning within and succeed. We do not accept mediocrity. We want to smash some of the glass ceilings that have been built up nationally about levels of potential within our communities. We aim for outcomes that place our schools within the top 20% of similar schools nationally

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**Beckfoot Trust**

We formed the Trust because we wanted to transform life chances for more Bradford children. We wanted to create a group of great schools that serve their local community. All our schools are comprehensive in character and co-educational. The local authority controls our admission arrangements to ensure that our schools serve local communities. We wanted to do something meaningful to reduce the social divide that exists nationally and locally. To ensure that every child regardless of their social background or physical ability can fulfil their talent. We wanted to see a curriculum in place in every school that requires our pupils to have to think and be articulate. For them to take ownership of their career pathway and expect to be successful in life. For them to grow up embracing the key British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

All of our schools share similarities yet retain uniqueness. We all share a common approach to school improvement. The effective leadership in schools of the curriculum, teaching quality, behaviour management, pupil attendance, safeguarding, monitoring of academic progress and parental engagement is systemised and monitored centrally. We run finance and governance centrally and provide commercial and business support.

All of our schools have a distinct character. We all share the same value statement of ‘Enjoy – Learn – Succeed’ and from there each school has developed its own aspirational and distinct three-year strategic vision shaped by all within their community.

Five years in, we can say with confidence that we have made significant progress towards our goal. Three of our schools have now been inspected since joining the Trust and in every case they have improved their grade. Two of the three progressed to ‘Outstanding’ and the third school moved from ‘Special Measures’ to ‘Good’ in less than three years. Across the Trust, significantly more of our pupils are achieving national standards in reading, writing, maths at KS2 and GCSE. The pupil attendance trend is significantly upward and we are financially stable. Saying all that, there is a long way to go. We have only just begun!

Investment in people is the key to our future success. We want people to feel that working in a Beckfoot Trust school is a great place to be and that they are led with emotional intelligence by principled, strategic, highly visible and caring leaders. Our People and Talent strategy, supported by our Teaching School, ensures that we focus on maintaining excellent conditions of service for all staff, aligned to national pay and conditions. We invest in leadership development programmes for all. We ensure our schools have dedicated planning time and formalised CPD shaped by high quality appraisal. We are in the process of developing a formalised workload agreement and we survey our staff on this annually. We are creating a more diverse workforce that better reflects the communities we serve.

Probably the most important development has been in the culture of the organisation. The key benefit of a MAT is so that we can collaborate and learn from one another. We trust one another and believe in the collective rather than the individual. We have created a thriving community of schools and system leaders working in formal partnership to create great schools. Colleagues work together across schools, our pupils work alongside one another in arts and sporting events, debating competitions, Oxbridge programmes and much more. We are generous in sharing best practice and humble enough to know that someone else may have a better idea. We seek joined up solutions.

To conclude, we know that this model of working is having an impact for Bradford children. It is lovely to be working in partnership with so many outstanding educationalists who share the same moral purpose. The bottom line is we are building a culture of hope and possibility in our communities.

Read more about us across our website and please contact us at BeckfootTrust@beckfoot.org if you would like to visit us and talk about our work in the Trust.

David Horn

February 2019

# 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.

### Beckfoot Nessfield

Beckfoot Nessfield joined the Trust in September 2018. A change in leadership of the school from January 2018 has transformed the progress of the school.

## 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 moved in to 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 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 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 already place the school in the top 20% of similar schools for progress made in basics.

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## 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 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

## *Enjoy – Learn – Succeed*

*Our Commitment to you:*

As a member of the Beckfoot Trust you will be a part of a very positive, skilled and aspirational community. You will be well led, professionally developed and cherished. We will ensure you are able to maximise the benefits of working within a successful Trust. This includes:

* Working for an organisation that has clear values and vision, highly aspirational, child centred, and passionate advocates for comprehensive education.
* A culture where every student enjoys learning and expects to succeed.
* Working in schools that are well led. Great leaders positively shape culture and climate. They communicate well and lead by example.
* Promoting wellbeing and work life balance.
* Getting the benefit of scale that comes from working within the Trust.
* Benefit from Trust wide collaborative networks where best practice can be shared to avoid duplication. This includes common schemes of learning.
* Providing dedicated Planning time for teachers to work collaboratively to plan great lessons on Monday afternoons. This is in place across all our schools.
* Easing teacher and staff workload. An absolute commitment to fully embracing best practice nationally with regard to reducing teacher workload.
* The Trust supports a wide range of wellbeing initiatives that will promote a work/life balance. Our initiatives including: Balanced Workload, Mental Health initiatives, Welfare Groups, Staff Social events.
* Access to high quality appraisal annually supported by formalised self-reflection. All leaders complete a Trust 360 Self Evaluation annually prior to appraisal.
* Access through our Teaching School to a very wide range of Trust career stage leadership development programmes. These link into our Trust Succession Planning strategy.
* We seek feedback on our effectiveness at regular stages throughout the year. To further improve as an organisation we need to listen to our employees, students and parents to understand their views and to act on feedback.
* We have a positive relationship and formal processes to negotiate and consult with recognised trade unions.
* 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 a generous Leave of Absence policy and commitment to the Bradford Living Wage that is more attractive than the National Minimum Wage. There is also access to on-site facilities access to a salary sacrifice scheme (childcare vouchers).

**Our Expectations of a Trust Employee:**

* Embrace the Trust and its values and Vision.
* 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’***

**Subject Leader for Science – TLR2B**

**w.e.f. 1st September 2019**

Do you have the passion, creativity and spark to bring Science to life and inspire our students?

We require an enthusiastic and forward-thinking subject leader to join the science faculty and work with the faculty leader to continue to drive up standards.    The school is committed to delivering an outstanding quality of teaching and learning and is looking for a colleague who motivates, inspires and instils a love of learning in their students.

**We want the best leader. The role that the successful candidate will play will depend on their interests, their experiences and their skill set. The specific area of responsibility will then be determined.**

What we are looking for:

• A qualified teacher with good subject knowledge

• An inclusive individual with high expectations for all students irrespective of starting points.

• Strong inter-personal skills and a team player, who is willing to share ideas and best practice.

• The ability to inspire and motivate others.

• A driven leader committed to improving outcomes for our students

What we can offer you:

• A rapidly improving department.

• State of the art buildings and well equipped, well-resourced subject specific classrooms and labs.

• The opportunity to teach at Key Stage 5

• Engaging students with lots of potential.

• Regular collaborative planning opportunities within the department and across the Trust

• High quality CPD opportunities including working with teachers and leaders from across the school and indeed the Trust

Beckfoot Oakbank is an 11-18 co-ed school with 1550 students. We are located in Keighley. We joined the Beckfoot Multi Academy Trust in September 2016. We did so because of its ambition to create a great school and improve rapidly. The school moved into a brand new £30m purpose built campus at Easter 2018 and the current Headteacher was appointed in June 2018.

Beckfoot Trust consists of 10 Bradford schools, all comprehensive in character that cross mainstream secondary/ primary and special sectors. The Trust is already having significant impact with a number of outstanding schools and 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. The Trust has a Teaching School that sits at the heart of the organisation. We pride ourselves on our professional development programmes and care for colleagues.

We hope the further particulars will give you a clear picture of the journey we are on and encourage you to apply for this key post at a very exciting stage in the school’s development.

Visits to the school and Trust are warmly welcomed by appointment, please contact Ann Christmas via email recruitment@oakbank.org.uk to arrange and for any further information.  Closing date for applications is Wednesday 20th March 2019 (9am). It is anticipated that interviews will take place on the 27th March.

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

ENJOY – LEARN -SUCCEED

We are committed to safeguarding and promoting the welfare of children.







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# Job Description

|  |
| --- |
| **Subject Leader** |
| **Subject (TLR 2b) : Science** |
| The Subject Leader works closely with the Faculty Leader and is accountable for student outcomes for all groups of learners at all key stages and for the quality of teaching within their specialist area, whilst developing his/her own leadership skills and behaviours.  Key responsibilities:  **Leadership and management**   * To contribute to the strategic leadership of the faculty including faculty self-evaluation and faculty improvement plans * To support the Faculty Leader in the management of the Faculty * To participate in recruitment of teaching staff * To support the Faculty leader in identification of staff CPD needs and contribute to Faculty CPD sessions * To support the Faculty Leader in building a culture of constant evaluation and improvement * Demonstrate emotional intelligence   **Student outcomes (science)**   * With the Faculty Leader, student outcomes - ensures attainment, achievement and progress for all students in Science * With the Faculty Leader, curriculum management of science and the development of all courses at all Key Stages - ‘the right content, at the right time, to the right students’ * Monitoring the progress and attainment of students and providing relevant updates as required: analysing progress data, identifying areas of student underperformance and initiating intervention strategies as required * Overseeing the provision of appropriate schemes of work, including assessment procedures, which challenge, engage and excite students, leading to engaged and independent learners   **Teaching and Learning**   * With the Faculty Leader, ensuring that the quality of teaching is consistently good or better every day in Science * With the Faculty Leader, assessing teacher performance on a day to day basis and against student outcomes * Supporting the Faculty Leader on managing teacher performance on a day to day basis and through appraisal procedures, facilitating, monitoring and assessing effective performance. Development of the teaching skills of individuals in line with relevant teaching standards, and initiating and providing development, coaching and support as appropriate   **Other**   * The promotion and embedding of whole school initiatives within the faculty   **SCHOOL AIM: Results to be above national figures with outcomes in the top 20% of similar schools nationally** |

**Person Specification** – **Subject Leader**

|  |  |  |  |
| --- | --- | --- | --- |
| Attributes | | Essential | Assessment |
|  | **EDUCATION** | * A good honours degree in related subject * Qualified Teacher Status | *Application*  *References* |
|  | **KNOWLEDGE AND SKILLS** | * Ability to motivate and inspire students to learn * Experience of teaching across at least two Key Stages * Proven track record of consistently good teaching * Proven track record of demonstrating improvement * Understands the foundations of knowledge that students must acquire at each stage of their education Experience of supporting colleagues to improve quality of teaching * Experience of planning courses across Key Stages - ‘the right content, at the right time, to the right students’ * Understands the characteristics of outstanding teaching and learning * Sound knowledge of examination framework and how to maximise student performance * Can plan lessons, schemes of work and programmes of study strategically to ensure that progress is made * Can effectively use student performance data to shape lesson planning and manage interventions across their area of responsibility * Confidently uses ICT as both a teaching and an administrative tool * Sound literacy and numeracy skills * In line with the Immigration Act 2016 you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level. | *Application*  *References*  *Interview* |
|  | **PHYSICAL** | * Good attendance record | *Application*  *References* |
|  | **CONTINUOUS PROFESSIONAL DEVELOPMENT** | * Evidence of 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 * Excellent communication and organisation skills * Can demonstrate empathy * The ability to inspire others * A sense of humour | *Application*  *References*  *Interview* |

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. 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

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

# 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.