V1 01/09/18



RECRUITMENT   
PACK

Contents

[Welcome 2](#_Toc505345277)

[About Us 3](#_Toc505345278)

[Our Primary Schools: 3](#_Toc505345279)

[Our Secondary Schools: 3](#_Toc505345280)

[Our Special Schools: 3](#_Toc505345281)

[Our Remarkable Learning Environment 5](#_Toc505345282)

[BECKFOOT TRUST SCHOOLS 5](#_Toc505345283)

[REMARKABLE LEARNING ENVIRONMENTS 5](#_Toc505345284)

[Working for the Trust 5](#_Toc505345285)

[Advert 6](#_Toc505345286)

[Job Description 7](#_Toc505345287)

[Person Specification 9](#_Toc505345288)

[Application Process 11](#_Toc505345289)

# 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

. …………………………………………………………………………………………………………..

**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.

## 

## 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’***

# Head of Maths

**Location: Beckfoot Thornton**

**To start: September 2019**

Salary/grade: MPS/UPR + TLR 1E

Hours of work: Full time, permanent

Closing Date: Friday 22nd March 2019, 9.00am

Interview Date: 25th March 2019 onwards

To Apply: Please visit [www.beckfoottrust.org](http://www.beckfoottrust.org)

Beckfoot Thornton, part of the Beckfoot Trust is seeking to appoint an outstanding Head of Maths with real passion for mathematics education, the ability to inspire young people, a belief that all children can succeed and a proven track record of raising attainment and developing colleagues. You will have experience of teaching maths across the 11-18 age range and be confident with working with and leading a large team.

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.

To find out more about the Beckfoot Trust and to meet the Head Teachers, teaching and non-teaching colleagues from across the Beckfoot Trust please see our website for details of the Beckfoot Trust Recruitment Evening on Monday 18th March.

<https://www.eventbrite.co.uk/e/beckfoot-trust-recruitment-event-tickets-57696078524>

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

Please return completed applications to HR Team at vacancies@beckfootthornton.org

**Closing date for applications: Friday 22nd March 2019, 9.00am**







Leaventhorpe Lane

Thornton, BD13 3BH

01274 881082

CEO: David Horn

www.beckfoottrust.org

# 

**Further Particulars, March 2019**

The Mathematics department at Beckfoot Thornton has its own suite of classrooms and has 14 teaching staff and 1 part-time administrator. An interactive white board and projector with Activ Inspire software are situated in each of our teaching rooms. We are a team with members who have a wealth of teaching experience through to NQTs taking their first steps in their teaching careers. Much has been done over the last 18 months to develop a positive and supportive ethos and build a secure foundation on which we are raising standards and achievement for our students. The current Head of Department has been promoted within the school. We now seek an enthusiastic and creative mathematician with exceptional leadership skills to continue this work.

Our new Head of Department will be passionate about mathematics education, will be up to date with mathematics pedagogy and will be outward looking when drawing on the methods and best practice that will make a difference to our learners. As the leader of an important core subject you will develop the maths team and help them take the next steps on their journey to become an outstanding department.

The successful applicant will be someone who has experience of raising standards, great interpersonal skills and will be required to teach across the full ability range at KS3, KS4 and KS5. You can inspire both students and your colleagues; you know how to get the best out of people. An understanding of the mathematics curriculum at all key stages and, in particular, of the GCSE specification is essential. A-Level Mathematics experience is highly desirable and, it is our hope to be able to offer Further Mathematics. Beckfoot Thornton is keen to develop the STEM area: Mathematics, the Sciences, Engineering and Computer Science, within the sixth form.

For GCSE we follow the Edexcel 9-1 GCSE and teach in setted groups; students sit GCSE mathematics at the end of year 11. Students in the School’s alternative provision unit are also prepared for GCSE Mathematics and our weakest students, including those in the School’s Designated Special Provision, are offered the Entry Level Qualification. It is our aim that all students on roll will complete year 11 with a recognised qualification in Mathematics.

At Post 16 we prepare students for the AQA A-level course. Mathematics is currently the subject with the largest uptake in the sixth form and the improved success rate in 2018, built upon great teaching looks set to continue. It is hoped that a Further Mathematics group can be started in September 2019.

We support students in their learning and enjoyment of Mathematics through running events such as UKMT, invited guest speakers and staff regularly run revision sessions. In addition, we run a range of interventions afterschool and in holiday sessions throughout the year. Sixth Form Maths leaders are also help out in our department.

We feel strongly that the sharing and developing of good practice is at the heart of the continued growth of the department as a whole and the individuals within it. We meet every week, on Monday, after school for collaborative planning and at intervals this is further facilitated through the opportunity to join with the other Maths teams across the Beckfoot Trust. We have strong links with ITT providers and offer placements to PGCE students.

This is an exciting time to join the Mathematics Department at Beckfoot Thornton. We seek an exceptional department leader who is a great teacher, loves mathematics, has a proven ability of raising students’ attainment and is keen to ensure the further development and success of the Mathematics Department.

# Head of Maths Job Description

**Beckfoot Thornton Job Description**

**Head of Maths (TLR 1E)**

**Reporting to Headteacher**

**Beckfoot Thornton - Core Purpose**

Beckfoot Thornton inspires its students to achieve the best that they can. We are ambitious, caring, proud and passionate in all that we do.

**Beckfoot Thornton - Strategic Priorities to become outstanding**

Our aim is to establish a school that create ‘remarkable learning environments’ and outcomes for learners that place them within the top 20% of similar schools through:

* Our day to day teaching is good or better. It engages and challenges students to equip them for their next stage in learning.
* The feedback we give to students is accurate and informs their next steps.
* Our schemes of work teach, test and improve the skills and knowledge our students need.
* All our students, regardless of circumstances, will achieve and aspire.
* We have a clear Positive Learning Strategy that is consistently used to reward students and support the achievement of all.
* We provide a high quality appraisal system that effectively informs CPD for all staff, including leadership development.
* We provide strong and purposeful tutoring, assemblies, enrichment and student leadership programmes that improve student aspiration, ambition and confidence.
* We work with our students to build resilience and perseverance.

**Leadership Expectations**

* To adopt an outstanding leadership approach in accordance with the Trust Leadership’s Standards through self-reflection and peer support.
* To develop and support Math teachers to raise pupil attainment through outstanding leadership.
* To display a professional and expert knowledge of Maths with the ability to identify the key implications for subject development with timely interventions and improvement plans.
* To track pupil progress across the key stages identifying and supporting students in ensuring good, or better, progress is made.
* To support and offer advice to Math staff providing expert subject knowledge and developing a positive climate for peer support and learning.
* To work with the teaching Lead Practitioners to develop teaching that inspires our students and secures appropriate outcomes.
* To hold team meetings and produce termly action plans and guidance documents – with involvement from key stage teachers and share best practice across other departments / key stages.

**Core Purpose of the Post**

To be responsible for Maths as a subject; with specific responsibility for curriculum development, pupil attainment and line management of the Maths Department.

**Outcome Measures**

* Outstanding Leadership Self-reflection assessment against Trust Leadership Standards.
* 2019 Maths results meet or exceed targets.
* Improving challenge and modelling in teaching across the department

**Responsibilities**

1. **Strategic Development of Department**

* Establish a clear and accurate picture of provision recorded in the SEF.
* Develop and implement a Department Improvement Plan and everyday practices for the Department to raise attainment and climate for learning.
* Monitor the progress made in implementing development plans and achieving targets, using this to inform future planning and development and undertake reviews of the Department's work and progress.

1. **Progression and Student Attainment**

* Raise standards in subject in line with the school’s targets.
* Ensure accuracy and consistency of tracking data across all key stages and the measuring of progress of individuals providing regular updates and informed intervention strategies.
* Prepare and analyse performance data and identify key students for intervention.
* Ensure that reliable assessment is central to the learning process and information from this leads to intervention for improvement with timely and clear action plans for improvement.
* Quality assure all students work, teacher marking and assessment including peer reflection to provide intervention strategies where needed.

1. **Curriculum**

* In conjunction with SLT links for curriculum, develop a curriculum that delivers high levels of engagement and progress.
* Ensure schemes of work match curricular and exam board specifications as appropriate to all key stages; whilst being engaging and motivating for students.
* Provide course materials for teacher absence to ensure consistency of delivery for supply / cover staff.
* Enable equality of opportunity for all across the key stages ensuring the subject is presented in a way that

meets the needs of all abilities, including those with additional needs and cultural differences.

* Develop and, where appropriate, organise curricular and educational enhancement activities including identifying and running intervention classes e.g. period 6.

1. **Teaching and Learning**

* Set and promote an ethos of high expectations and rigour throughout all teaching and learning in the Department.
* Lead improvements in teaching across all the key stages through monitoring/evaluation, promoting improvement strategies and planning and leading training
* Facilitate an ethos which encourages Department staff to work collaboratively, share knowledge and understanding, celebrate achievements and accept responsibility for outcomes.
* Ensure challenge and modelling is successfully embedded across the Department.

1. **Outstanding Teacher**

* Be an outstanding teacher of subject; undertake the full range of duties and responsibilities as required by the Headteacher as set out in The School Teachers Pay and Conditions of Service.

**General**

* Ensure confidentiality of the school’s activities is maintained in order to protect the integrity of the school and its people.
* Always adhere to the school’s Equality and Diversity, Safeguarding and Health and Safety Policies.

This job profile is not a definitive list of responsibilities but identifies the key components of the role. The post holder will, therefore, be required to undertake other reasonable duties commensurate with the purpose and salary level of this post.

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

# Head of Maths Person Specification

**Person Specification: Head of Maths Beckfoot Thornton**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attributes** | | **Essential** | **Desirable** | **How Identified** |
|  | **Qualifications** | Degree or equivalent in relevant subject with a strong mathematical element.  QTS | Masters degree in relevant subject or further educational studies.  Evidence of continual professional development in relevant subject. | *Form* |
|  | **Experience** | To have successful teaching experience of all age and ability ranges including KS3 & KS4.  Proven track record of at least good teaching in subject area.  Leadership of an aspect of maths, or a team, in a previous role. | Leading professional development in Maths.  Consistency of outstanding teaching. | *Form*  *References*  *Interview* |
|  | **Training** | Completion of PGCE or equivalent teacher training. | Awareness of Multi Academy Trusts and Teaching Schools. | *Form*  *Letter*  *Interview* |
|  | **Special Knowledge** | Good understanding of Maths secondary curriculum, key stages 3 to 5.  Ability to demonstrate high quality teaching in Maths at Key Stages 3 and 4.  To be an outstanding classroom practitioner in the subject with a clear direction and vision.  Up to date mathematics teaching methodology and knowledge of the relationship of the teaching and learning of Maths to the curriculum as a whole.  Good understanding of school improvement / Ofsted inspections.  Up to date knowledge of examination specifications and use of that knowledge to drive improvement.  School based assessments and prepare for examinations.  Ability to build and maintain outstanding relationships with students and staff which promote excellent behaviour and attainment across the school.  Ability to work flexibly and meet tight deadlines  Excellent communication and interpersonal skills | Ability to teach Maths at A-Level. | *Letter*  *Interview* |
|  | **Personal Circumstances** | Must have the ability to be flexible and work to the requirements of a busy school | Interest in the school’s wider role in the community | *Letter*  *Interview* |
|  | **Disposition and Attitude** | A passion for education and a deep felt desire to make a difference for young people.  To like young people and be liked by them  To possess educational vision underpinned by values  Humility: a recognition that the more you know, the less you know! Not being afraid to say ‘I don’t know’.  Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of others sensitivities; to have personal pride and lead by example.  Be happy to get your hands dirty. Don’t ask people to do things you wouldn’t do yourself.  Understand the importance of work/ life balance.  Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism.  Desire for significant professional development. | | *Letter*  *References*  *Interview* |
|  | **Practical and Intellectual Skills** | Imaginative. Visionary. Risk Taker, Good oral and written communicator. Look smart and professional | Skills and enthusiasms beyond work that can be used to fire the imagination of young people and colleagues. | *Letter*  *References*  *Interview* |
|  | **Leadership Skills** | Ability to support staff to develop teaching so that it is at least good or better.  Ability to develop and drive intervention strategies which can deliver rapid improvement  Ability to accurately use data to analyse examination results and current progress,  and identify strategies for improvement  Ability to apply specialist knowledge and skills of exam board marking; and  marking criteria to support attainment in the faculty  Ability to develop and improve teaching and learning within the department  and across the faculty  Ability to develop and deliver CPD in the subject. |  |  |
|  | **Physical** | Excellent attendance and punctuality. Resilient |  | *References/*  *Int’view* |
|  | **Equality** | A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice. |  | *Letter*  *Interview* |

# 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.