



**Progress Leader of Geography
TLR 1d**

Required for September 2018

Recruitment Information Pack
Bradford Forster Academy
Fenby Avenue, Bradford BD4 8RG

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January 2018

Dear Colleague

Progress Leader of Geography

Thank you for taking an interest in joining my staff team here at Bradford Forster Academy. We are well on our way to becoming an outstanding learning community and this is an exciting time to join us.

We are a new 11-16 Church of England secondary academy and part of the Bradford Diocesan Academies Trust (BDAT), a growing, Christian, Multi-Academy Trust based in Bradford. Bradford Forster Academy opened in new purpose built accommodation in the BD4 area of Bradford on 1st September 2015. The Academy started with year 7 students, working up to five year groups in 2019.

Bradford Forster Academy is a student-centred place of learning, fully committed to providing all the students in its care with the highest quality of education. Our goal here at Bradford Forster Academy is to become an outstanding academy that delivers educational excellence. The academy serves a multi-cultural community in which many of our students experience high levels of economic and social disadvantage. As Head of School I am fortunate to work with a talented staff team who demand the highest standards of teaching and learning and deliver this with commitment and enthusiasm. We need staff with energy and commitment who recognise the potential of our students.

There will be a strong emphasis on relationships between staff, students and parents; the Learning Guide will be the first point of contact with the family. The Christian ethos of the academy will support and encourage students and staff to explore their own and other faiths and develop their spiritual awareness. This will be integral to life at Bradford Forster Academy.

We offer a comprehensive and personalised CPD programme consisting of internal and external courses and training, which are intended to develop teacher expertise. We place great emphasis on common goals and teamwork, and as an academy we are consistently looking for ways to further 'raise the bar' both for our students and staff.

This is an exciting opportunity for a talented and ambitious professional to make a sustained and substantial contribution to the growth and development of the academy. If you share our enthusiasm for learning and would like to visit us at our best, then please get in touch.

The appointment will be effective from September 2018. I hope the enclosed information is helpful and will encourage you to apply; I look forward to meeting you and reading your application.

With all good wishes.

Wendy Adeniji
Head of School, Bradford Forster Academy

Vision and Ethos

The vision for the Academy is to further raise the hopes, aspirations and ambition of students, their families and the local community by generating self-belief, self-esteem and confidence through:

- Focusing upon high quality teaching and learning, standards of attainment and achievement, student care and support to transform the education of the young people served by the Academy.
- Providing outstanding opportunities for young people to develop healthy and active lifestyles; enjoy their learning and achievement, act and behave safely and become well prepared for adult life in a rapidly changing society.
- Actively promote high standards, self and mutual respect, good conduct and behaviour.
- Developing an educational organisation of which the students, staff and local community is both proud and feels part of and of which they make extended use.
- Creating a culture which celebrates success within and beyond the Academy, for example in securing greater numbers of students progressing to higher education or employment with training.
- Providing opportunities for students to explore their own and other faiths.
- Establishing an outstanding Academy (Ofsted Grade 1) within 3 years of opening.

Ethos and Culture

In creating a successful ethos, culture and climate in the Academy the following are essential characteristics:

1. Student learning, attainment, achievement and well-being are at the centre of strategic thinking, planning and actions.
2. A 'can do' attitude is actively promoted and prevalent throughout the Academy. Staff work collaboratively in the best interest of the students in our care.
3. Underpinned by high aspirations and ambition for both students and staff there is an expectation for everyone to be determined and have a desire and commitment to continuously improve.
4. The Academy is an inclusive organisation with shared facilities e.g. dining room, social spaces for students and staff. In addition, there are dedicated staff work and professional development facilities.
5. The Academy is a faithful community, starting each day with two minutes of reflection time, where students can gather their thoughts before beginning their day.

The Humanities Faculty

Introduction

We are looking for an enthusiastic and creative teacher who will be required to teach Geography at Key Stage 3 and 4 across the full ability range.

The Curriculum Leader for Humanities has the overall responsibility for leading the faculty and is supported by a Progress Leader of Geography and Progress Leader of Humanities.

The Humanities department employs a wide range of teaching and learning strategies adopted by staff during lessons. We ensure the effective use of prior attainment and assessment data to inform curriculum planning and ensuring that teaching and learning are matched to need. As a department we strive to create strong working relationships between staff and pupils we do this through the use of praise, encouragement and the promotion of a growth mindset to engage and motivate learners.

Resources

We have a suite of brand new classrooms which are all fitted with interactive whiteboards.

Rooms have colorful, informative displays that are changed on a regular basis that reflect the students' work that is currently being undertaken.

Keywords are given prominence in classrooms in order to promote literacy. Displays help learners to understand what it is they are trying to achieve and how they will get there, as well as celebrating high quality work.

Application Process

The closing date for all applications is **9.00 am 31st January 2018**.

Completed applications must be returned to Barbara Blackham at Bradford Forster Academy ideally by email to: b.blackham@bradfordforsteracademy.co.uk

Postal applications should be returned to Barbara Blackham, Bradford Forster Academy, Fenby Avenue, Bradford BD4 8RG.

All applications will be acknowledged within 24 hours. Should you fail to receive a confirmation, please call 01274 019501.

An email will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within two weeks of the closing date, please assume your application has been unsuccessful.

References and Police Checks

All offers of appointment will be subject to receipt of satisfactory references. Specified post, which involves substantial one to one access to children, will be subject to a search of police criminal records and appointment to these posts will be conditional upon confirmation by the police of information provided to us by the applicant.

All appointments will be subject to an enhanced criminal records check.

Bradford Diocesan Academies Trust (BDAT)

About BDAT

Bradford Forster Academy is an Academy within Bradford Diocesan Academies Trust (BDAT). If you are successful in being appointed, the Trust will be your employer.

General Information and Background

BDAT is a Multi- Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford, as part of the Diocese of Leeds.

BDAT is a charity, governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at www.bdat-academies.org.

Our mission statement

"The Trust's mission is to provide an education of the highest quality within the context of Christian belief and practice." We believe every child only has one chance at a good education.

In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable our academies to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working.

Our growth

As of September 2017, the Trust has Academy orders to support 14 Church and non-Church academies across Bradford. This includes four secondary academies (Immanuel College, Buttershaw Business and Enterprise College, Belle Vue Girls and Bradford Forster Academy) and ten primary academies. We envisage we will continue to grow at a sustainable pace over the next few years in line with the Government agenda that all schools will become academies by 2022 to a maximum size of approximately 20 schools. We believe this will mean we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we are truly able to know, understand and support each other.

Our Christian ethos

BDAT is a proud Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the Academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England Academies, as well as those within the faith.

Bradford Diocesan Academies Trust

A Church of England Multi Academy Trust



Job Description

Role Profile	Progress Leader of Geography
Job Purpose	Progress Leader and to provide support to the strategic leadership of the academy. In supporting the Curriculum Leader, to be responsible for the development, organisation, review and evaluation of delegated aspects of school improvement of the Humanities Faculty.
Accountabilities (Actions)	<p>For the first year in addition to the requirements of leading a subject teacher, the Progress Leader of Geography will demonstrate the following:</p> <p>Strategic Direction</p> <ul style="list-style-type: none"> • Model the values and vision of the academy. • Support the monitoring and evaluation of the Subject Development Plan. • Translate new initiatives into practice. • Motivate others to create a shared learning culture and positive climate. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Be a consistently outstanding classroom practitioner. • Be able to demonstrate high levels of value added and progress. • Have experience and knowledge of the secondary age range. • Be able to lead others in developing the quality of teaching and learning to enable high levels of progress for all students within the academy with the Curriculum Leader and other subject leaders. • Be energetic, enthusiastic and committed to our students. • Plan and prepare in order to teach to an outstanding level according to education needs, pupils assigned to them. • Assess, record and report on the development (intellectual, social emotional and behavioural), progress and attainment of pupils. • To provide a stimulating and challenging learning environment for pupils. • Promote the progress and wellbeing of all individual pupils within the academy. • Participate in performance management and professional development. • Maintain good order and discipline and safeguard pupils' health and safety during both in and out of school activities. • Participate in all team planning meetings where appropriate. • Participate in national and school assessment procedures. • Ensure the teaching areas are tidy and equipment neatly arranged and accessible. • Encourage parental interest and involvement within school guidelines. • To work within the school philosophy and ethos statement. • To work alongside subject leaders to plan programmes of support utilising a range of strategies in order to improve teaching, learning and progress.

	<ul style="list-style-type: none"> • To relentlessly drive year on year improvement in progress levels of all students in Geography. • Provide verbal and written reports for the leadership group and governing body as required. • To agree and meet targets and deadlines when required. <p>Leading and Managing People</p> <ul style="list-style-type: none"> • To act as a model of excellence in classroom practice and outcomes. • Lead staff development in order to improve progress in Geography, for example by providing demonstration in lessons, leading to effective training etc. • Line manage a selection of staff within the Humanities faculty under the direction of the Curriculum Leader.
<p>Knowledge and Skills</p>	<p>Progress Leaders should demonstrate their knowledge and understanding of:</p> <ul style="list-style-type: none"> • School improvement and effectiveness strategies including the process of school self-evaluation. • Processes and systems for quality assurance within subject area(s). • Principles and practices in relation to managing learning and teaching, people, policy and planning, resources and finance. • Implementing change. • The application of information and communications technology (ICT) to curriculum areas. • The legislative and policy frameworks which govern education at national and local levels. • The range of external influences which have an impact on school strategic and operational planning. • The impact of new technologies. • Models of teaching and learning within the Humanities faculty. • Models of behaviour and attendance management within the Humanities faculty.
<p>Personal Qualities</p>	<p>Social-awareness</p> <ul style="list-style-type: none"> • Empathy. • Organisational awareness. • Service orientation. <hr/> <p>Relationship management</p> <ul style="list-style-type: none"> • Developing other Leadership. • Change catalyst. • Influence. • Conflict management. • Team work and collaboration.

In conjunction with successful applicant, this job description may be renegotiated after the first year.

Person Specification

Post Title: Progress Leader of Geography

Summary of post as outlined in attached Job Description

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status. • Degree in Geography. • Knowledge of the Geography curriculum at KS3 and KS4. • Ability to teach Geography at KS3 and KS4. 	<ul style="list-style-type: none"> • Ability to teach Geography across the key stages, including A level. 	Application Interview
Experience	<p>Able to clearly demonstrate your own impact on:</p> <ul style="list-style-type: none"> • Improving attainment in KS3 and KS4. • Leading and developing excellent learning and attainment across a wide age and ability range. • Being successful in using a wide range of teaching styles in lessons to make learning more effective. • Working with parents and the community. 	<ul style="list-style-type: none"> • Recent experience leading staff to impact positively on raising standards. 	Application References Interview
Special Knowledge	<ul style="list-style-type: none"> • Up to date knowledge of National Curriculum and related assessment. • Specialist command of subject. • Knowledge of GCSE + full course + A Level Geography. • Good level of ICT skills. 		Application Form Interview
Equal Opportunities	<ul style="list-style-type: none"> • Candidates should indicate an acceptance of, and a commitment to, the principles of the academy's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the community. 		Application Interview References

This person specification describes the job requirements on which the short listing and selection decision will be based. To be selected for an appointment you must be able to show that you meet all the 'essential' requirements for the post. The very best candidates are most likely to also meet the 'desirable' criteria. To ensure that the short-listing panel can make a proper assessment of your suitability for the post, please ensure that the application shows how you meet the requirements set out in the person specification.

PROGRESS LEADER OF GEOGRAPHY

(Full-time Permanent)

Start Date: 1st September 2018

TLR1d (£7,697 p.a.)

Bradford Forster Academy is a new 11-16 Church of England secondary Academy and part of the Bradford Diocesan Academies Trust (BDAT), a growing Christian Multi-Academy Trust based in Bradford. The Academy opened on 1st September 2015 and now has 550 students on roll in years 7, 8 and 9 and will grow to four year groups in September 2018. Within BDAT there is an exciting opportunity to work across a variety of growing diverse schools.

In order to further accelerate outcomes and continue to grow our talented staff team, we are currently seeking to appoint an outstanding Teacher of Geography to join our successful and hardworking Humanities department as our new Geography Progress Leader. You will already be an outstanding teacher capable of delivering inspirational lessons and able to ensure that students within Geography are appropriately challenged, supported and achieve their expected levels of progress or better.

Our Geography Progress Leaders work closely with the Curriculum Leader of Humanities and are responsible for the progress and attainment of a key stage or year group in the academy. This is an exciting opportunity for an individual to join an academy with a culture of professional learning and reflection and one which works effectively with its community to bring about sustainable improvements. We actively welcome applications from talented Geography teachers currently with a TLR looking to take on a whole school role and to further develop their career.

The successful candidate will be:

- An outstanding Teacher of Geography and looking to develop your career in a teaching and learning role
- Able to encourage and enthuse students to achieve their full potential
- Inspirational to colleagues and students – sharing best practice

In return for your commitment we can offer:

- An academy and senior leadership team that will allow you to be inspirational, proactive and play an active part in our school improvement
- Tailored CPD with a strong commitment on developing individual career paths
- A Humanities department which welcomes new ideas with energy and enthusiasm
- An approach which supports and stimulates professional growth
- A supportive Leadership Team

If you are looking to join an academy with a culture of professional learning and reflection, then we want to hear from you. Visits to the academy are encouraged and can be arranged by contacting Barbara Blackham, PA to the Head of School, at b.blackham@bradfordforsteracademy.co.uk

Closing Date for applications is 9.00 am 31st January 2018.

Interviews will be held during w/c 5th February 2018.

For full details, application form with information pack, please visit our website <http://www.bradfordforsteracademy.co.uk/Vacancies/>

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS).