



## CANDIDATE INFORMATION BROCHURE



**Feversham  
Primary Academy**  
To make our best better



**Academies  
Enterprise Trust**  
To make our best better

To inspire young people to make their best better



## **Welcome from the Headteacher**

Welcome to Feversham Primary Academy and thank you for your interest in our school. We are a successful and over subscribed learning hub and play an active part in the BD3 community in Bradford.

Here at Feversham, we are a proud member of Academies Enterprise Trust (AET) and are judged as a good school by Ofsted (2014)

Our very creative staff have a real love of teaching and we are looking for a future member of our team who can develop that sense of awe and wonder in children. The children at our school are happy, confident, fun-loving and energetic. They are passionate about their learning, be it in the traditional classroom or through drama, music, dance and painting. We are looking for education professionals who can embrace these aspects of the curriculum as well as literacy and numeracy.

Our school improvement journey has been rapid, sustained and has been achieved by all staff and the community pulling together to make sure that our children achieve their very best. In 2016 we are celebrating being in the top 2% of schools nationally for progress in reading and in the top 1% for the progress made by disadvantaged children (Raise Online 2016).

These are exciting times for Feversham with planned building works to enhance our learning environments which will help improve further our children's education. We welcome visitors and hope that you will come and see for yourself the huge changes which have happened at Feversham which make us the school of choice in our local area.

Thank you for your interest in our school and we look forward to meeting you.

Naveed Idrees (Headteacher) and Governors.



## Overview of School Development Plan

### Objective

To establish FPA as a school where pupils achieve rigorous academic and character standards with opportunities to excel socially, emotionally, culturally and spiritually.

### Strategies

1. Maintain achievement in line with and above national averages for all pupil groups through personalised provision and challenge
2. Embed a cohesive and stimulating curriculum with a high degree of enhancements rooted in meaningful contexts
3. Place high order language and thinking skills at the heart of the curriculum, including drama and performing arts, and scientific reasoning
4. Provide specialist music provision and instrumental lessons
5. Establish FPA as a provider of School to School Support, led by senior and middle leaders

### Actions (for details see full SDP and individual subject action plans)

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| <ul style="list-style-type: none"> <li>● Adapt reading Comprehension in years 1-5, focussing on inference</li> <li>● Create specialist science room (Lab)</li> <li>● Establish FPA as a local music Hub</li> <li>● Virtual Classroom Project</li> <li>● Consolidate Elklan</li> <li>● Create packages of support as part of School to School support</li> <li>● Arts Mark Platinum</li> <li>● Investors in People</li> <li>● History Heritage Project</li> <li>● Forest School and outdoor learning, Gardening clubs</li> <li>● Themed weeks and Themed days</li> <li>● Community Events</li> <li>● School based Ed Psych and SALT</li> <li>● Moderation Project (LA)</li> </ul> | <ul style="list-style-type: none"> <li>● Reading volunteers</li> <li>● Google expeditions</li> <li>● Digital leaders</li> <li>● Developing specialisms for TAs</li> <li>● Specialist Provision for NTE and former NTE pupils</li> <li>● Targeted CPD for staff/TAs</li> <li>● Review teaching of reading comprehension across school</li> <li>● Topic based planning with robust medium term plans</li> <li>● Moving away from objective led teaching to a more joined up approach – learning events that bring together several objectives holistically.</li> <li>● Embed differentiated input</li> <li>● Promote cross curricular writing through having one book for English and topics</li> <li>● Rigorous focus on quality feedback</li> <li>● Peer led school improvement: observations, scrutinies, Self</li> </ul> |
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<ul style="list-style-type: none"> <li>• Topic based planning</li> <li>• Marvellous Me</li> <li>• Friday afternoon/Weekend clubs</li> <li>• Continue to get positive Media coverage</li> <li>• Develop mini libraries in each base</li> <li>• Rigorous and systematic screening for SEND (e.g wellcom)</li> </ul>	<p>evaluation</p> <ul style="list-style-type: none"> <li>• Phonics across the school</li> </ul>
<p><b>Areas to monitor:</b></p> <ul style="list-style-type: none"> <li>• Small group (2-5) of pupils in each class with gaps in basic facts ( fluency in both English and Maths) <ul style="list-style-type: none"> <li>• Gap between boys and girls in Writing and Maths</li> <li>• Effectiveness of single books for writing ( English and Foundation subjects)</li> </ul> </li> <li>• Growing number of NTE and former NTE pupils (e.g Reception, Year 1, Year 5) <ul style="list-style-type: none"> <li>• Increasing number of pupils with complex SEN needs but without EHCP/Statement</li> </ul> </li> <li>• Potential building project this year</li> </ul>	

### **What our staff say**



**Shakira Afzal**

I started a professional and personal journey at Feversham Primary Academy in November 2012 starting as a middle leader and progressing into Senior Leadership by July 2014. I am proud and inspired daily by the staff around me, who I believe strive daily to ensure children get the best start in life. We are a community, a family. We all work here because we believe that we can make a difference to the life chances of the young people of Bradford and in BD3.

I believe Feversham Primary Academy (and the Trust) has invested in me heavily with extensive CPD such as the NPQSL and Masters with Mathematics. I was given the right coaching, mentoring and experience to develop my skills.

Feversham are going from strength to strength and I am extremely proud to be part of the success story!



**Asif Iqbal**

Since arriving at Feversham Primary Academy 3 years ago, I have led in a number of areas including PE, SEND, Science, Technology and Media/Public Relations in addition to being Lead Teacher in Years 3, 4 and 5 and Phase Leader in LKS2. I'd

previously had a number of leadership positions both in Bradford and overseas, including serving for some years as an advisor for an education reform project. At Feversham Primary Academy I have felt that there has been a continued opportunity for growth and professional development. I serve on the Senior Leadership team and am able to shape the vision of the school which is to aim high and be a hub for opportunities for all the school community. Working at Feversham Primary Academy is both challenging and deeply rewarding - despite coming from one of the most disadvantaged wards in Bradford, the children are our greatest asset and aspire to reach their full creative and academic potential. This is where our roles as educators comes in. Expectations here are high. We are solution and impact focussed, without losing the need for creativity, compassion and nurture. The greatest success? When visitors to our school comment on how happy the children and staff are.

## **Job Description**

The following information is provided to assist teaching staff to understand and appreciate the work content of their post and the role they are to play in the school. However the following points should be noted:

### **Prime Objective of the Post**

To teach and develop a class of pupils in KS1/KS2, recognising their educational needs and achieving the highest possible standards for each child within every area of the Curriculum.

### **Supervisory/ Managerial Responsibilities**

Will be responsible for the safe supervision of the class both in the classroom and around the school. Will be responsible for other pupils in school when required e.g., play times etc. Will be responsible for the supervision of Non-Teaching and Support staff and students.

### **Supervision and Guidance**

Responsible to the Senior Leadership Team and the Headteacher.

### **Range of Decision Making**

Responsible for the day-to-day decision making for the class and the other pupils in the school. Has the opportunity to influence school policy-making and other decisions within the general structure of the school processes and to refer particular problems to the Senior Leadership Staff.

Refers major First Aid and Health and Safety problem to the named First Aider or the Headteacher (see school's Health and Safety Policy)

### **Responsibility for assets materials etc.**

Responsible for organising the classroom and maintaining its assets and material correctly, procuring new stock when necessary within the allocated budget.

Responsible for the correct usage, and security of other equipment within the school.

Responsible for training non-teaching staff and students on the proper care and use of resources.

### **Principle Responsibilities**

To be directly responsible for the standards the pupils achieve and to ensure that they demonstrate competence equal to their abilities across the Curriculum.

To be directly responsible for the quality of the pupils learning to include:

The progress they make in knowledge, understanding and skills

The skills they need to be effective learners

The attitudes which are promoted including motivation, co-operation and willingness to work collaboratively

To be directly responsible for the quality of your teaching ensuring that:

The work is thoroughly planned

Lessons have clear objectives

Appropriate teaching strategies are employed

Work is matched to pupil's attainment and abilities

The classroom is well organised and resources are used effectively, including support staff

The work is regularly marked and assessed

High expectation is evident in the pupil's work and behaviour

Children are well motivated and challenged

Regular assessments are made to inform future planning, including AFL strategies

Behaviour and discipline is well maintained

All classroom records maintained, including assessment data to track pupil progress and uniform reports to SLT, and parents as required

### **Additional Responsibilities**

1. To be responsible for the development of a negotiated area of the Curriculum, working in co-operation with the colleagues as appropriate to achieve the most effective approach throughout school, (see "The role of the subject co-ordinator"). In the case of NQT this role will be developed in the second year of teaching.
2. To be involved in managing and organising resources for the above Curriculum area and keeping staff informed of issues relating to this.



3. To be responsible for the learning environment of area in school other than the classroom in respect of displays, safety issues etc.
4. To meet the needs of different groups of children represented in school, such as EAL, SEN, G&T and vulnerable children.
5. To be responsible for safeguarding, pastoral care, discipline and guidance for the pupils in school.
6. To help organise and participate in educational visits for pupils to enrich the curriculum.
7. To liaise with staff from other schools, outside agencies when required.
8. To participate in the school's performance management arrangements as outlined in the policy.
9. To attend staff meetings and INSET days.
10. To provide annual written reports for parents and consult with them at the termly parents /teacher meetings.
11. To contribute to sending out regular information to parents regarding classroom practice and or duties, e.g. newsletter, home school agreement, letters etc.
12. To participate in the school's process of self-evaluation and continuous improvement.
13. To undertake further training and professional development opportunities to keep up to date with best practice.
14. To contribute to assemblies and such events.

**Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal.
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

### **Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

### Person specification

Attributes	Essential	Desirable	How Identified
<b>Qualifications</b>	Recognised teaching qualification.	Training in ICT.	Interview
<b>Experience</b>	<p>At least 2 years minimum teaching experience in a Primary school using the renewed primary framework</p> <p>Evidence of delivering 'good' lessons.</p> <p>ICT literate. Experience of teaching in an inner city Primary school..</p> <p>Experience of developing an area of the curriculum</p> <p>Experience of using an interactive whiteboard.</p>	<p>Experience of teaching children in K.S 1 &amp; 2.</p> <p>Through a thematic cross curricular approach</p> <p>Experience of tracking pupil progress to accelerate their rate of progress.</p> <p>Experience of year 6 SATs.</p>	<p>Interview,</p> <p>App. Form</p> <p>References,</p> <p>Lesson Obs.</p>
<b>Special Knowledge</b>	<p>Fully conversant with good Primary practice. Working knowledge of the National Curriculum in Key Stage 2 for all subjects.</p> <p>Knowledge of Assessment and tracking procedures and how they can be used to adapt planning and delivery of the curriculum</p> <p>Ability to lead on a curriculum priority area.</p> <p>Working knowledge of the faith communities of the children attending the Academy.</p> <p>Safeguarding and child protection procedures.</p>	<p>Able to teach ICT cross curricular.</p> <p>An interest in drama, circle time, D &amp; T, the creative arts.</p>	<p>Interview</p> <p>App. Form</p> <p>References</p> <p>Lesson Obs.</p>

<b>Disposition</b> <b>Adjustment</b> <b>Attitude</b>	<p>Conscientious, reliable, flexible, good inter-personal skills with both adults and children. Self-motivated, understand the importance of self-evaluation and professional accountability.</p> <p>Willingness to participate fully in school life. Good team player.</p> <p>Calm and able to deal with competing demands on time managing stress levels</p> <p>Able to form good relationships with parents from minority ethnic communities</p>	<p>Able to support and inspire others - adults and children</p>	<p>Interview</p> <p>App. Form</p> <p>References</p>
<b>Practical&amp; Intellectual Skills</b>	<p>Good organisational and behaviour management skills.</p> <p>Ability to match teaching strategies to different learning styles to engage all pupils</p> <p>Good written and oral communication skills.</p>	<p>Able to analyse pupil progress data and use it to plan intervention strategies to close gaps in pupil progress</p>	<p>Interview</p> <p>App. Form</p> <p>References</p> <p>Lesson Obs.</p>
<b>Circumstances &amp; Training</b>	<p>Satisfactory enhanced DBS check</p> <p>Be willing to undertake some out of school hours working eg. After school clubs.</p> <p>Commitment to taking part in continual professional development.</p>	<p>Evidence of recent attendance on appropriate courses.</p>	<p>Interview</p> <p>App. Form</p> <p>References</p>
<b>Physical/ Sensory</b>	<p>To be physically and mentally able to meet the demands of teaching children and mentally equipped to withstand the pressures of the post.</p>		<p>Interview</p> <p>App. Form</p> <p>References</p>

## **Academies Enterprise Trust**

Academies Enterprise Trust is a network of 63 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help pupils achieve world class learning outcomes by developing world class teachers in a world class community.

### **Ethos Statement**

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for pupils.
- Employer of choice for staff.
- Investment of choice for parents.

### **Values and Beliefs**

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

## **Learning and Development**

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



**Google for Education**

Google for Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

The latest innovation in an increasing number of our academies includes access to Chromebook Flip for all teachers with the ability to cast the screen from anywhere to the large format screen at the front of the classroom. Where students have access to Chromebooks, teachers can also allow students to cast their work to the screen as well to support with peer assessment, group projects and collaborative working!



## **Staff Benefits**

## Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

## Family Friendly

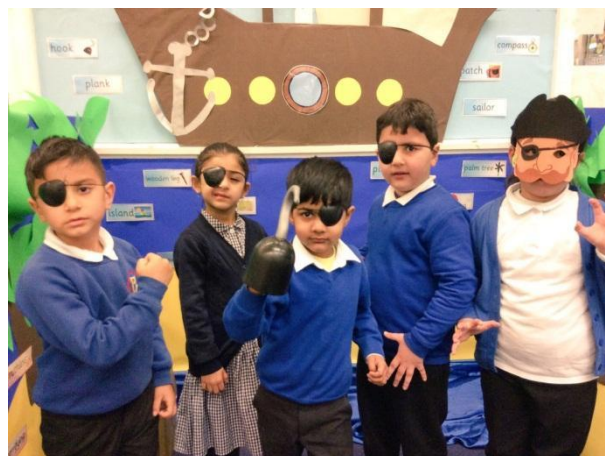
- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

## Financial

- Pension

## Health and Wellbeing

- BHSF – The Group works in partnership with BHSF, to support our health and wellbeing agenda. BHSF provides access to support services and employee benefits.



## **Academies Enterprise Trust, Safe Recruitment Procedure**



Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

### **Disclosure and Barring Service**

A Disclosure and Barring Service Certificate will be required for all posts.

### **Shortlisting**

Only those candidates meeting the right criteria will be short listed.

### **Interview**

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

### **Reference Checking**

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

### **Probation**

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

### **Equal Opportunities**

The Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. The AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. The AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

### **Data Protection**

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis for your individual staff record.