V1 01/09/18



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’***

**Teacher of Maths Beckfoot Oakbank School**w.e.f.  1 September 2019

***Do you have the passion, creativity and spark to bring Maths to life for the students of Beckfoot Oakbank?***

An exciting opportunity has arisen to join Beckfoot Oakbank. This is a friendly, thriving and stimulating place to work and study. We set high aims for every student and we wish to appoint staff that can inspire, have high expectations and will raise the aspirations of our students

We require an enthusiastic and forward-thinking Teacher of Mathematics.  The school is committed to delivering an outstanding quality of teaching and learning and is looking for a colleague who motivates, inspires and instils passion in their students.   Applications are welcome from both experienced and recently qualified teachers. There is the potential for A level teaching for appropriately qualified candidates.

**What we are looking for:**

* A qualified teacher with excellent 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.
* An individual with the ability to inspire and motivate others.
* A teacher who  can be flexible, collaborative and resilient Someone committed to being be an outstanding practitioner, with an unwavering commitment to the highest standards for teaching and learning.
* Someone receptive to change and with the ability to work well under pressure.
* A teacher who Is able to work well as part of a welcoming, hard-working and committed team.

**What we can offer you:**

* A rapidly improving department.
* A warm and friendly working environment.
* Engaging students with lots of potential.
* A commitment to regular collaborative planning opportunities within the department.
* Good quality CPD opportunities including working with teachers from other departments.

**For NQTs:**

* We also offer a mentoring programme which has been recognised as ‘Outstanding’

We would welcome applications from teachers who wish to work part time.

Beckfoot Oakbank is part of the Beckfoot Trust, pleasantly situated in the Bronte Pennines. We have approximately 1500 students on role, including 200 in the sixth form. We moved into our brand new building in April 2018 and now have a fantastic learning environment.

The successful candidate will be provided with personalised professional development from the Beckfoot Teaching School.  This offer includes subject specific development, leadership development and coaching programmes.  This is in addition to the high quality Faculty and Whole school professional development provided to all staff.

**Beckfoot Oakbank is fully committed to safeguarding children and promoting their welfare, and all posts are subject to an Enhanced DBS check.**

Visits to the school and Trust are warmly welcomed by appointment, please contact Ann Christmas via email to [recruitment@oakbank.org.uk](mailto:recruitment@oakbank.org.uk) to arrange and for any further information.

Closing date for applications is Friday 28th June 2019 (9am).

It is anticipated that interviews will take place on Tuesday 2nd July 2019

**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

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# Job Description

**School Vision:** Outstanding progress and achievement for all

**Name:**

**Job Title: Teacher**

**Reporting to:** Faculty Leader

**Overall aim:** To raise attainment and achievement of all students within the curriculum area and to provide accurate data to monitoring, inform and support student progress.

* To develop and enhance own teaching practice.
* To assist the Head of Department to ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school
* To assist in the effective management and deployment of teaching/associate staff, financial and physical resources within the area to support the teaching and learning
* To work within the agreed policies and procedures of the LEA, School and Governing Body
* To carry out the duties of a schoolteacher as set out in the Schoolteacher’s Pay and conditions document
* To work to the standards set put in the Professional Standards for Core teachers.

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| --- | --- |
| **MAIN RESPONSIBILITIES** | **Expected outcomes / success criteria** |
| **Teaching and Learning** | |
| To plan, prepare and teach lessons to students  assigned to her or him according to their educational needs, and in doing so provide high quality lessons that engage students | High Quality lessons  High expectations  High levels of engagement  High levels of attainment and progress |
| To ensure that principles set out in the learning and teaching policy / learning and teaching manifesto are employed in the classroom. | High quality lessons  Development of pedagogy |
| To develop and share (in consultation with the  Head of department and colleagues) a range of stimulating relevant lessons appropriate to the needs of the students, which help to fulfill the aims and objectives of the school. | High quality SOW that meet the needs of all students |
| To engage in development and training offered or organised by the head of department, including participation in performance review/appraisal arrangements. | Development of skills and pedagogy  Improved knowledge of new initiatives  Improved performance |
| To liaise with the head of department and appropriate Student Progress Leader in all matters concerned with student achievement, learning and assessment.  To monitor and actively follow up student progress of own classes. | Improved attainment and progress.  Timely communication with families  Intervention strategies in place. |
| Be a Tutor to an assigned Tutor Group if required, and deliver the tutorial programme.  Provide information advice and guidance to students at key points in their learning journey | High Quality tutorial programme delivered to all students |
| **Leadership and Management** | |
| To ensure every student in lessons is achieving their potential through the effective monitoring of student performance and the development of intervention strategies to address their individual performance needs. (4xi)  Assess record and report on the development, progress and attainment of the students assigned to him or her within the school guidelines.  Communicating with families as needed. | Student performance is being effectively monitored and targets / interventions for improvement set and communicated to the Head of department and relevant Student  Progress Leader. (4 x i)  Good working relationships are developed with teaching assistants regarding students with different needs.  Good practice at is shared across the curriculum team.  Behaviour / rewards / attendance policies are being positively implemented  National guidelines are being complied with |
| To evaluate the effectiveness of own lessons and intervention strategies. (4 x I impact) | Improved lessons  Effective intervention strategies that lead to improved student progress |
| To contribute to quality assurance process across  the team by taking part in:  Lesson observations  Peer observations  Learning walks | Robust and rigorous quality assurance process  Improved quality of teaching and learning  Shared understanding of ‘good/outstanding’ lessons |
| Manage your immediate learning environment and teaching equipment so as to create a positive learning environment, conducive to learning and which makes effective use of available resources.  Contribute to having a tidy and purposeful team area. | A learning environment that makes a positive contribution to students learning. |
| Contribute to team action plans and the whole school SEF / SIP.  Ensure team SOPs are being implemented. | To support the Curriculum Leader to produce clear and realistic action plans in line with the needs of the team and the SIP.  Have a clear understanding of the team action plans and be able to contribute to the achievement of these targets. |
| **Curriculum Provision** | |
| Ensure that the curriculum provision in all lessons provides opportunities for ALL students to maximise their attainment and achievement. | Students achieving in line with minimum expected progress predictions and making progress in line with or above NA.  Examination entry programme is based on the ‘readiness’ of the student to be successful in the subject area through use of a range of assessments. |
| **Community and ethos** | |
| Contribute to supporting the head of department in maintaining the schools ethos and values.  To provide support to ensure that this happens in the curriculum area and across the school when on duty or moving around. | Manage behaviour for learning in line with the school behaviour policy.  Contribute to the appointment and induction of new staff.  Support the aims and ethos of Oakbank School.  Attend and participate in open evenings, celebration events and parent/family evenings.  Attend other relevant meetings with other organisations outside school as necessary and share significant points from these with colleagues.  Participate in staff training.  Attend and make contributions to team and staff meetings  Develop links with governors, the local authority and neighboring schools. |
| Implement school policy with regard to registration, student absence, dress code and enforce rules relating to behaviour and health and safety. | Consistent application of school policy.  Accurate records of attendance.  Good behaviour from all students |
| **General** | |
| **Attitude**  To act as a professional and positive ambassador for Oakbank School in order to support the School’s ethos and values.  To follow the schools staff code of conduct. | Positive / constructive feedback from students / visitors / colleagues is received.  To develop positive curriculum links with external agencies that support the work of the school in its drive to be ‘outstanding’  Level of self-motivation and encouragement of others is evident. |
| **Policy Development**  Implement school policy with regard to registration, student absence, dress code and enforce rules relating to behaviour and health and safety. | Commitment to high achievement, effective teaching and learning and good student behaviour is demonstrated.  Positive and constructive contribution to the development of school policies and procedures.  Positive feedback from colleagues. |
| **Strategy Implementation**  To ensure implement school policies and  procedures, and monitor working practices in order to ensure there successful implementation | Contribute to the discussion to ensure all school policies are up to date and implemented effectively.  Provide regular reports at LM meetings |
| **Policy promotion**  To actively promote the School’s Equal  Opportunities, Health and Safety, Data Protection  policies, to ensure that the School operates effectively, fairly, and in line with legislative requirements at all times. | Low level of complaints received by the School.  Positive working culture is demonstrated.  Positive feedback from Performance Appraisal.  Positive feedback from Health and Safety audits.  Positive feedback from Head of department / colleagues. |

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Employee)

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Line Manager)

Dated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The School reserves the right to amend this document as necessary, after consultation with the individual concerned, in order to reflect changes in organisational requirements and ensure that the future goals of Beckfoot Oakbank are successfully achieved.

Beckfoot Oakbank is committed to developing the skills of its people. If you have any query about your own personal development, please speak to your line manager.

# Person Specification

**Person Specification: Teacher of Maths: Beckfoot Oakbank**

**Person Specification**

**Teacher of Mathematics**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | Attributes | | Where Identified | | |
| Essential | Desirable | Application  Form/Letter | Interview | Reference |
| **Qualification/Knowledge** | * Well qualified Honours Graduate of Mathematics or a related subject * Qualified Teacher status * Knowledge of Post 16 teaching requirements | **🗸**  **🗸** | **🗸** | **🗸**  **🗸**  **🗸** | **🗸**  **🗸**  **🗸** | **🗸**  **🗸**  **🗸** |
| **Experience** | * Experience of teaching Mathematics * Experience of using a variety of teaching styles * Experience of teaching full ability range at upper Key Stage 2   Awareness of ICT applications used in the delivery of the curriculum and analysis of outcomes   * Evidence of using assessment data to set challenging targets and raise standards of pupils’ achievements * Experience of using tracking systems | **🗸**  **🗸**  **🗸**  **🗸**  **🗸** | **🗸** | **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸** | **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸** | **🗸**  **🗸** |
| **Disposition**  **and**  **Attitude** | * Understanding of the way young people learn * Ability to communicate effectively with pupils, parents and staff and to work as part of a team * Effective classroom management * Work effectively as an individual and as part of a team * Be prepared to contribute to the department’s extensive extra-curricular programme * Well organised with high level of commitment to teaching * Good management and interpersonal skills * Computer literate | **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸** |  | **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸** | **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸** | **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸** |
| **Motivation**  **and**  **Social Skills** | * Show initiative * Ability to deal with pupils in a firm and sensitive manner * Place importance on self and pupils achieving high standards * Supportive of the school ethos * Ability to contribute to other aspects of school life | **🗸**  **🗸**  **🗸**  **🗸**  **🗸** |  | **🗸**  **🗸**  **🗸**  **🗸** | **🗸**  **🗸**  **🗸**  **🗸** | **🗸**  **🗸**  **🗸**  **🗸**  **🗸** |

# 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.