



**BRADFORD** ACADEMY

BRADFORD, WEST YORKSHIRE



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Application Pack

Dear Applicant,

Thank you for your interest in working at Bradford Academy.

We are clear in our vision:



At Bradford Academy we believe that by developing responsibility, respect, and resilience we will become a shining light in our community. Our vision underpins everything we do and by living it together we are quickly becoming a school that makes a difference to those we serve.

When you visit us, you will see the impact our passionate and ambitious staff have on children from 2 – 18 years old.

As a Church of England Academy, we believe that a commitment to developing the faith and spirituality of our learners is of vital importance when working at the academy. Our moral purpose guides us to ensure that every learner can be the best they can be spiritually and personally as well as academically. We believe that we make a difference not only within school but beyond it in the local community.

We have two internal resourced provisions in our Secondary Phase; one for Physical Disability and one for Autism. We have a provision to support learners in need of additional SEMH support, RESET. We also have a local authority led SEMH provision on site. This reflects our passion for creating a truly inclusive school that reflects society and develops compassionate, understanding children and young people.

Staff who work at Bradford Academy benefit from support, challenge and investment. We understand how important our staff team are and strive to give them all the tools they need to excel in their chosen field. We value our staff's wellbeing and believe that Bradford Academy is an exciting and worthwhile place to work.

If you feel you share our vision for improving the lives of young people and have the tenacity, resilience and commitment to be a part of our journey, then submit your application or contact us to arrange a visit. We would love to get to know you better.

Yours sincerely

Mrs Mel Saville  
Executive Principal

## Job Description

### Lead Teacher of Alternative Provision

<b>Salary Range:</b>	L1-L4 (£51,772 - £55,746)
<b>Responsible for:</b>	Leadership and Management of RESET
<b>Responsible to:</b>	Assistant Principal – Learning Culture

#### General Description

The Lead Teacher of Alternative Provision is responsible for the strategic leadership, implementation and evaluation of RESET, the academy's internal alternative provision for learners at risk of permanent exclusion and will provide outstanding classroom practice as a qualified teacher (QTS).

RESET is located within a dedicated building on site, incorporating classrooms, breakout and intervention spaces, while maintaining access to the wider curriculum and mainstream provision. Learners access a hybrid model of provision, combining time within RESET and mainstream lessons, supported by specialist teaching in core subjects.

The lead will ensure that all learners accessing RESET are supported to improve behaviour, attendance and engagement, enabling them to make positive academic progress and secure meaningful onward destinations. A key focus of the role is to prevent permanent exclusions through high-quality provision, intervention and reintegration pathways.

The role includes oversight of both internal provision and external partnerships, ensuring high-quality alternative pathways, including vocational provision. The post holder will work closely with the SENCO, DSL, Attendance Lead and pastoral teams to ensure a coordinated approach to supporting vulnerable learners.

#### Strategic direction and development of SEND

In the context of the academy's aims and policies, with the support of the wider leadership group, the Lead Teacher will:

- Provide strategic leadership for RESET, developing a clear vision centered on inclusion, high expectations and improved outcomes for vulnerable learners
- Develop and implement a coherent Alternative Provision strategy that reduces suspensions and permanent exclusions
- Establish and maintain strong partnerships with external providers, ensuring access to high-quality vocational pathways and qualifications
- Ensure robust systems are in place to monitor attendance, behaviour, progress and destinations of all learners within RESET and external provision
- Contribute to the academy improvement plan, ensuring Alternative Provision priorities are clearly defined and impactful
- Promote a culture where learners maintain high expectations in behaviour, presentation and engagement, aligned with mainstream standards

- Work with senior leaders and middle leaders to ensure curriculum and provision are appropriate, ambitious and effective
- Ensure all safeguarding and statutory responsibilities for learners accessing alternative provision are met



### **Teaching and Learning**

The Lead Teacher will, with the support of the wider leadership group, lead on curriculum design, planning and delivery within RESET, modelling consistently high-quality teaching, and should seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of learners' needs, by monitoring the quality of teaching and standards of learners' achievements, and by setting targets for improvement.

They should:

- Ensure high-quality teaching and learning within RESET, including direct planning and delivery of core subjects (English, Maths and Science) where required
- Work with Heads of Department to ensure curriculum delivery is appropriate and supports successful outcomes at GCSE, including aligning RESET schemes of work with mainstream curriculum intent
- Monitor and evaluate the quality of teaching, intervention and provision within RESET, providing coaching, feedback and CPD to improve practice
- Support the development of effective strategies to re-engage learners who have disengaged from education, including adapting curriculum pathways and pedagogy to meet SEMH needs
- Ensure continuity between RESET and mainstream provision, supporting successful reintegration
- Monitor progress and ensure that timely, targeted intervention supports learners to achieve
- Promote the development of key academic and life skills alongside vocational learning
- Work closely with families to support attendance, engagement and achievement
- Lead on quality assurance, coordination and oversight of teaching, interventions and external provision, ensuring consistent use of the academy's teaching and learning expectations

### **Leading and Managing Staff**

The Lead Teacher will work alongside the senior leadership team to ensure staff they line manage receive appropriate training and continue to develop in order to meet the needs of the learners within the provision.

They should:

- Line manage staff within RESET, including learning assistants and intervention staff
- Co-manage and support teaching staff delivering core subjects within the provision
- Support staff in developing effective strategies for behaviour management and re-engagement
- Ensure that all staff maintain high expectations of behaviour, attendance and achievement
- Support performance management and professional development of staff within the provision
- Coordinate staffing to ensure effective supervision, intervention and provision delivery
- Promote effective communication between RESET, mainstream staff and external partners
- Monitor staff practice to ensure consistency and quality

### **Efficient and effective deployment of staff and resources**

The Lead Teacher should identify appropriate resources and interventions to support the teaching of learners within the provision.

They should:

- Ensure effective deployment of staff to meet the needs of learners within RESET

- Coordinate the hybrid timetable model, ensuring learners access both RESET and mainstream provision appropriately
- Oversee and quality assure external provision, including regular monitoring of attendance, engagement and outcomes
- Maintain and develop partnerships with external providers to secure high-quality provision and destinations
- Coordinate access to external provision, including the organisation of staffing to support learners where required
- Facilitate and coordinate interventions both on-site and through external partners
- Ensure resources are used effectively to maximise impact for learners



### **Accountability**

- Be accountable for the effectiveness of RESET and its impact on behaviour, attendance, progress and destinations
- Lead on reducing suspensions and permanent exclusions through effective provision and intervention
- Monitor and report on the outcomes of learners accessing internal and external provision
- Ensure all learners accessing alternative provision are tracked accurately and supported appropriately
- Work closely with senior leaders, Heads of Department and pastoral teams to secure strong academic outcomes
- Engage proactively with parents and carers to improve attendance, engagement and outcomes
- Contribute to the wider work of the Academy in improving behaviour, attendance and achievement
- Ensure compliance with safeguarding and statutory requirements relating to alternative provision

### **Conditions of employment**

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- Work across the academy to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body.
- To uphold the school's policy in respect of safeguarding including committing to the Code of Ethical Practice.
- Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Perform any other reasonable tasks after consultation with the postholder.
- 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 constructed.
- This 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 at any time after consultation with the postholder.
- All staff participate in the academy's performance appraisal scheme.



**Person Specification**

CRITERIA	QUALITIES
<i>Qualifications and training</i>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS) and a relevant degree</li> <li>• Commitment to ongoing professional development in safeguarding, SEMH, trauma informed practice and curriculum/assessment</li> </ul>
<i>Experience</i>	<ul style="list-style-type: none"> <li>• Significant experience of teaching and working with learners at risk of exclusion</li> <li>• Experience of improving behaviour, attendance and engagement through strong classroom practice and pastoral systems</li> <li>• Relevant pastoral/behaviour leadership experience (e.g., Head of Year, Head of House, Pastoral Lead or similar)</li> <li>• Experience of monitoring provision and evaluating its impact, including quality assurance of teaching and learning</li> <li>• Experience of working collaboratively with multi-disciplinary teams and contributing to curriculum pathway design (including vocational options)</li> </ul>
<i>Skills and knowledge</i>	<ul style="list-style-type: none"> <li>• Strong understanding of behaviour, inclusion and alternative provision</li> <li>• Secure knowledge of safeguarding, particularly in relation to vulnerable learners and off-site provision</li> <li>• Ability to develop and implement effective behaviour strategies</li> <li>• Ability to analyse data and use it to inform decision-making</li> <li>• Excellent communication and interpersonal skills</li> <li>• Ability to build and maintain effective partnerships</li> <li>• Ability to lead, motivate and hold staff to account</li> </ul>
<i>Personal qualities</i>	<ul style="list-style-type: none"> <li>• A strong commitment to improving outcomes and life chances for vulnerable learners</li> <li>• High expectations of behaviour, attendance and achievement</li> <li>• Resilience, adaptability and organisation in a dynamic environment</li> <li>• Commitment to safeguarding and promoting the welfare of children</li> <li>• Alignment with the ethos and values of the Academy</li> </ul>

This job description may be amended at any time in consultation with the postholder.

**Last review date:** May 2026

**Next review date:** May 2028



## **Information for Applicants**

### **Safeguarding**

Bradford Academy is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share in this commitment. All successful candidates will be expected to undergo an enhanced DBS check and any offer of employment will be subject to its return plus receiving satisfactory references, children's barred list check and section 128 check (where relevant). Teaching staff will also be subject to a 'Prohibition to Teach' check. Please see our DBS Policy in the Academy Info/Policies area of our website for our policy pertaining to the recruitment of ex-offenders.

It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children.

In accordance with Keeping Children Safe in Education the Academy will carry out an online search as part of due diligence on shortlisted applicants. This will be undertaken in accordance with Data Protection Act and the Equality Act.

### **Health and Safety**

Your most important responsibilities as an employee are:

- to take reasonable care of your own health and safety
- to take reasonable care not to put other people - fellow employees and members of the public - at risk by what you do or don't do in the course of your work
- to co-operate with your employer, making sure you get proper training and you understand and follow the company's health and safety policies
- not to interfere with or misuse anything that's been provided for your health, safety or welfare
- to report any injuries, strains or illnesses you suffer as a result of doing your job
- to tell your employer if something happens that might affect your ability to work

### **Mental Health and Wellbeing**

As part of supporting the Bradford Academy Community, promote the mental health and wellbeing of others whilst performing your role.

### **Job Description**

This tells you the main responsibilities of the post and explains what we are looking for. It tells you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

### **Person Specification**

This specification sets out which criteria will be used to shortlist candidates for interview.



## Visiting

We welcome informal visits from all applicants before they apply. If you wish to do so, please contact [recruitment@BradfordAcademy.co.uk](mailto:recruitment@BradfordAcademy.co.uk) to arrange an appointment.

## Applying

If you decide you would like to apply for this post please complete the application form online, which can be found at

<http://www.bradfordacademy.co.uk/recruitment/>

Your formal letter of application (supporting statement) should be no longer than 2 sides of A4 and should address the selection criteria and competences detailed in the person specification. The Academy must receive a **signed** copy of the form.

Please email to:

[recruitment@BradfordAcademy.co.uk](mailto:recruitment@BradfordAcademy.co.uk)

Or

Post to HR, Bradford Academy, Lister Avenue, Bradford, BD4 7QS.

## Interviews

Shortlisted candidates will be contacted within a week of the closing date.