



BRADFORD ACADEMY

BRADFORD, WEST YORKSHIRE



Application Pack

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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 child from age 2 years old to 18.

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 but out 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 valuable 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

General Description

- The Higher Level Teaching Assistant (HLTA) at Bradford Academy is expected to meet the professional standards for HLTA as defined by the TDA and outlined below. These standards should be met in all aspects of their work, including cover lessons, intervention sessions and when providing in class support.
- The HLTA will provide, as part of their core duties, cover for absent teachers and maths intervention.
- The HLTA should have gained the status of Higher Level Teaching Assistant and/or be a graduate.

Professional attributes

Those awarded HLTA status must demonstrate, through their practice, that they:

- have high expectations of children and young people with a commitment to helping them fulfil their potential
- establish fair, respectful, trusting, supportive and constructive relationships with children and young people
- demonstrate the positive values, attitudes and behaviour they expect from children and young people
- communicate effectively and sensitively with children, young people, colleagues, parents and carers
- recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
- demonstrate a commitment to collaborative and cooperative working with colleagues
- improve their own knowledge and practice including responding to advice and feedback

Professional knowledge and understanding

Those awarded HLTA status must demonstrate, through their practice, that they:

- understand the key factors that affect children and young people's learning and progress
- know how to contribute to effective personalised provision by taking practical account of diversity
- have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
- have achieved a nationally recognised qualification at level 2 or above in English / literacy and mathematics/numeracy
- know how to use ICT to support their professional activities
- know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- Early Years specifically the Early Years Foundation stage expectations for 2- 4 years.

- understand the objectives, content and intended outcomes for the learning activities in which they are involved
- know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
- know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

Professional skills

Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the Principal of the Academy.

Planning and expectations

Those awarded HLTA status must demonstrate, through their practice, that they:

- use their area(s) of expertise to contribute to the planning and preparation of learning activities
- use their area(s) of expertise to plan their role in learning activities
- devise clearly structured activities that interest and motivate learners and advance their learning
- plan how they will support the inclusion of the children and young people in the learning activities
- contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

Monitoring and assessment

Those awarded HLTA status must demonstrate, through their practice, that they:

- monitor learners' responses to activities and modify the approach accordingly
- monitor learners' progress in order to provide focused support and feedback
- support the evaluation of learners' progress using a range of assessment techniques
- contribute to maintaining and analysing records of learners' progress

Teaching and learning activities

Those awarded HLTA status must demonstrate, through their practice, that they:

- use effective strategies to promote positive behaviour
- recognise and respond appropriately to situations that challenge equality of opportunity
- use their ICT skills to advance learning
- advance learning when working with individuals
- advance learning when working with small groups
- advance learning when working with whole classes without the presence of the assigned teacher
- organise and manage learning activities in ways which keep learners safe
- direct the work, where relevant, of other adults in supporting learning

Criteria	Qualities
Qualifications and experience	<ul style="list-style-type: none"> • Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held) • GCSEs at grades 9 to 4 (A* to C) including English and maths • Experience of working with children • Experience of planning and leading teaching and learning activities (under supervision)
Skills and knowledge	<ul style="list-style-type: none"> • Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with pupils and adults • Skills and expertise in understanding the needs of all pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Excellent verbal communication skills • Active listening skills • The ability to remain calm in stressful situations • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning • Understanding of roles and responsibilities within the classroom and whole school context • Understanding of effective teaching methods • Knowledge of how to successfully lead learning activities for a group or class of children • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice

Personal qualities

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil's wellbeing and equality

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). Please see our DBS Policy in the Academy Info/Policies area 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 to arrange an appointment.

Applying

If you decide to apply for this post please complete the enclosed application form. 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

Or

Post to HR, Bradford Academy, Teasdale Street, Bradford, BD4 7QJ.

Interviews

Shortlisted candidates will be contacted within two weeks of the closing date.