



**Teacher of Science**  
**Fixed Term till August 2027**

**Salary Band MPS/UPS**  
**Required: September 2026**

**Closing date: Monday 20<sup>th</sup> April 2026**  
**Interview Date: Week commencing 27<sup>th</sup> April 2026**

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

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Dear Colleague,

Thank you for your interest in joining the staff team at Bradford Forster Academy.

This is a particularly important and exciting time to join the academy. We are on a clear and ambitious journey of improvement, focused on securing the highest standards of education, care and opportunity for every pupil. We are building a culture rooted in high expectations, strong relationships and a relentless focus on what makes the greatest difference in the classroom.

Bradford Forster Academy is an 11–16 Church of England secondary academy within the Bradford Diocesan Academies Trust (BDAT). Since opening in 2015, the academy has grown to around 1,000 pupils and serves a richly diverse community. Many of our families face significant social and economic challenges, which makes our work both demanding and deeply purposeful.

Our vision is simple: to provide an excellent education for every child, every day. Our guiding principle, 'Everything is possible for one who believes' (Mark 9:23), underpins our belief in the potential of every young person and our determination to ensure that background is never a barrier to success.

We are strengthening our focus on the key drivers of school improvement: high-quality teaching, a carefully planned and ambitious curriculum, strong behaviour and attendance, and a culture where every pupil is known, supported and challenged to achieve their very best. We are equally committed to developing a staff culture where colleagues feel valued, supported and able to thrive professionally.

At the heart of the academy is a strong emphasis on relationships. Form tutors play a vital role as the first point of contact with families, and we work in close partnership with parents and carers. Our Christian ethos is inclusive and welcoming, encouraging all members of our community to develop character, reflect on their values and contribute positively to society. We are committed to investing in our staff. Our professional development offer is carefully designed to support colleagues at every stage of their career, providing opportunities to grow, lead and progress within the academy and across the trust.

This is an opportunity to be part of a team that is determined to make a lasting difference. We are looking for professionals who are committed, resilient and ambitious for our pupils, and who want to play a full part in the next stage of the academy's journey.

If this resonates with you, I would strongly encourage you to apply. Visits to the academy are warmly welcomed.

I hope the information in this pack is helpful, and I look forward to reading your application.

With best wishes,

**DanStyles**  
**Headteacher**

## **Vision and Ethos**

### **'Everything is possible for one who believes' (Mark 9:23)**

The vision for the Academy is to further raise the hopes, aspirations and ambition of our 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, the best 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 promoting self and mutual respect, good conduct, and behaviour.
- Developing an educational organisation of which the students, staff and local community are both proud and feel 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.

We set high standards and have high expectations for both learning and personal development. We strive to set our children on the best path for their future, by instilling self-belief and self-confidence in what they can achieve.

### **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, and social spaces for students and staff. In addition, there are dedicated staff work and professional development facilities.

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. Whilst our student-centred learning is founded on a Christian ethos, Christian values and Christian principles underpin our work, our students are supported to explore their own spirituality and to recognise and understand the beliefs of others.

## **The Science Faculty**

We are looking for an enthusiastic and creative teacher who will be required to teach science at Key Stage 3 and 4 across the full ability range. Full support and training as well as all the teaching resources required will be given to any successful candidate who has not taught science before.

The Curriculum Leader for science has the overall responsibility for leading the faculty and is supported by three progress leaders and four teachers of science along with an experienced science technician.

The science faculty 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 students. We do this through the use of praise, encouragement and the promotion of a growth mindset to engage and motivate learners.

## **Facilities**

We have eight laboratories and a science preparation room.

## Application Process

The closing date for all applications is Monday 20<sup>th</sup> April 2026

Applications are to be made via <https://bradfordforsteracademy.co.uk/>

**All applications will be acknowledged. Should you fail to receive a confirmation, please call 01274 302400**

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.**

### Inclusion

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at the interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation, or disability. The person specification sets out the criteria used to assess candidates through the selection process.

## About BDAT

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

### General Information and Background

Bradford Diocesan Academies Trust (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 and is 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](http://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 them 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. We believe this means 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 proudly 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.

### ICARE (Inclusion, Compassion, Aspiration, Resilience and Excellence)

At BDAT we have considered the importance, effectiveness, and sustainability of how we tackle issues like racism and other types of discrimination across all areas of our MAT and within each of our schools. We have led a Trust wide consultation to ensure we understand what we mean by inclusion and to look at what we can do differently centred around the Trust values: "ICARE." To download our ICARE consultation documents please [click here](#)

### BDAT People: Our Faculty of Professional and Career Development

The BDAT Faculty of Professional and Career Development brings together into a single entity all that we currently do to recruit, develop, and retain our staff. The faculty provides the strategic direction to ensure that our professional and career development supports school improvement and drives our vision of BDAT as an employer of choice.

By bringing all our work in this area under 'one umbrella' it ensures our staff know about BDAT's development offers and how they can be accessed. <https://bdat-people.org/>

## Job Description

<b>Role Profile</b>	<b>Teacher of Science</b>
<b>Job Purpose</b>	<b>To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students</b>
<b>Accountabilities (Actions)</b>	<p><b>Classroom teachers will demonstrate the following:</b></p> <ul style="list-style-type: none"> <li>• Plan, prepare and teach lessons of a high standard in accordance with school policy;</li> <li>• following designated programmes of study;</li> <li>• carrying out the necessary assessment;</li> <li>• use AFL to impact on the attainment of individual students;</li> <li>• providing information/comments for records;</li> <li>• monitoring students in accordance with agreed departmental strategies in order to raise attainment.</li> <li>• Maintain discipline in accordance with school policies and demonstrate good practice in the classes taught with regard to attendance, appearance, uniform, punctuality, behaviour, homework etc.</li> <li>• Contribute to school improvement through raising attainment of the individual students in each class.</li> <li>• Positively impact on the attainment of each student.</li> <li>• Contribute to the corporate tasks of development, record keeping, monitoring, and evaluation of lessons and maintenance of materials.</li> <li>• Participate in the applications of departmental homework policy which includes setting, marking of homework and monitoring of homework diaries.</li> <li>• Work closely with and consult those teachers who are responsible for similar curriculum areas, ensuring continuity and progression for all students.</li> <li>• Assume responsibility for the attendance, behaviour and progress of a form group.</li> <li>• Work closely with and consult the Curriculum Leader.</li> <li>• Engage in continuous professional self-development to improve the quality of student learning.</li> </ul>
<b>Knowledge and Skills</b>	<p><b>Classroom teachers should demonstrate their knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• Preparation of schemes of work and lessons.</li> <li>• Principles and practices of effective teaching and learning.</li> <li>• Knowledge and understanding of subject area(s).</li> </ul>

	<ul style="list-style-type: none"> <li>• Principles and practices of monitoring/assessment/evaluation.</li> <li>• Principles of raising attainment.</li> <li>• The use of assessment for learning to impact on the attainment of individual students.</li> <li>• Safeguarding and promoting the welfare of students.</li> </ul>
<b>Personal Qualities</b>	<p><b>Social-awareness</b></p> <ul style="list-style-type: none"> <li>• Empathy.</li> <li>• Organisational awareness.</li> <li>• Service orientation.</li> </ul> <p><b>Relationship management</b></p> <ul style="list-style-type: none"> <li>• Developing other Leadership.</li> <li>• Change catalyst.</li> <li>• Influence.</li> <li>• Conflict management.</li> <li>• Team work and collaboration.</li> </ul>

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

## Person Specification

### Post Title: Teacher of Science

Attributes	Essential	Desirable	Evidence base
Qualifications and Knowledge	<ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• Degree in Science related subject.</li> <li>• Knowledge of the Science curriculum at KS3 and KS4.</li> <li>• Good classroom practitioner and the ability to teach Science at KS3 and KS4.</li> </ul>		Application Interview
Experience	<p>Able to clearly demonstrate your own impact on:</p> <ul style="list-style-type: none"> <li>• Improving attainment in KS3 and KS4.</li> <li>• Leading and developing excellent learning and attainment across a wide age and ability range.</li> <li>• Being successful in using a wide range of teaching styles in lessons to make learning more effective.</li> <li>• Implementing and monitoring excellent AFL practices.</li> </ul>		Application References Interview
Special Knowledge	<ul style="list-style-type: none"> <li>• Knowledge of GCSE Science qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Worked as a science examiner for an examination board.</li> </ul>	Application References Interview
Personal Circumstances	<ul style="list-style-type: none"> <li>• Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).</li> <li>• Commitment to practice Christian values in a wider school context and the community.</li> <li>• Will not require holiday leave during term time.</li> <li>• No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/finance.</li> </ul>		Application and sight of appropriate documentation as specified in interview letter
Physical and Sensory	<ul style="list-style-type: none"> <li>• Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.</li> </ul>		Interview and reference

Disposition and Attitude	<ul style="list-style-type: none"> <li>• Ability to relate well to students and adults.</li> <li>• Work constructively as part of a team.</li> <li>• Ability to remain calm under pressure.</li> <li>• Commitment to promoting the safety and welfare of students.</li> <li>• Demonstrate good co-operative, interpersonal and effective listening skills.</li> <li>• Good sense of humour.</li> <li>• Flexibility and willingness to accept change.</li> <li>• Approachable, courteous and able to present a positive image of the school to callers and visitors.</li> <li>• Maintain confidentiality in matters relating to the senior leadership team, school, its students, parents and carers.</li> <li>• Willingness to be a part of the wider Christian ethos of Bradford Forster Academy.</li> <li>• Models Christian values in school.</li> </ul>		
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### **This Personnel Specification**

This personnel specification describes the job requirements on which the short listing and selection decision will be based. To be selected for an interview 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 personnel specification.

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**Salary Band MPS/UPS**

Bradford Forster Academy, an 11-16 Church of England secondary academy and part of the Bradford Diocesan Academies Trust (BDAT), is seeking an enthusiastic and dedicated Teacher of Science to cover a period of maternity leave. This is an exciting opportunity to join our excellent team at a student-centred academy committed to providing the highest quality of education.

As a Teacher of Science at Bradford Forster Academy, you will inspire students and foster a love for scientific inquiry. You will have up-to-date knowledge of teaching up to GCSE level and a proven track record of good or better teaching. We welcome applications from both experienced practitioners and Newly Qualified Teachers (NQTs) who are inspirational, proactive, and eager to contribute to our school improvement journey.

**We are looking for someone who:**

- Is an outstanding and experienced classroom practitioner.
- Has a "Good" or better teaching record.
- Has strong experience working with children in a secondary setting.
- Is inspirational to colleagues and students, sharing best practice.
- Has up-to-date experience and knowledge of teaching up to GCSE.

**In return for your commitment, we offer:**

- An academy and senior leadership team that will allow you to be inspirational, proactive, and play an active part in our school improvement journey to outstanding.
- Tailored CPD with a strong commitment to developing individual career paths.
- A stimulating, attractive, and welcoming learning environment.
- A brand-new purpose-built building with state-of-the-art technology and resources.
- An approach that supports and stimulates professional growth.

For full details, an application form, and an information pack, please visit our website:  
<https://bradfordforsteracademy.co.uk/>

**Closing date for applications:** Monday 20<sup>th</sup> April 2026

*Bradford Forster Academy and Bradford Diocesan Academies Trust 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).*