



**Curriculum Leader of Maths (with Associate SLT status)**  
**Full time Permanent**  
**Salary L8 – L12**

**Closing date: Wednesday 27<sup>th</sup> 2026 May 9am**  
**Interview date: Thursday 28<sup>th</sup> May 2026**  
**Start Date: September 2026**

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

## Contents

Welcome	3
Vision and Ethos	4
About the Department	5
Application Process	6
Bradford Diocesan Academies Trust	7
Job Description	8-9
Person Specification	10-11
Advert	12

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.

Best wishes,

**Dan Styles**  
**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, 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.

## Introduction

Bradford Forster Academy is looking to appoint a dedicated and high-performing Curriculum Leader of Mathematics to maintain our strong foundations and lead the department into its next chapter of growth.

### Key Responsibilities & Opportunities:

- **Strategic Leadership:** Join the Academy Senior Leadership Team as an associate member, contributing to wider school improvement.
- **Team Empowerment:** Lead, mentor, and inspire an outstanding team of ten specialist Maths teachers, supported by two experienced Progress Leaders.
- **Student Excellence:** Cultivate a passion for Mathematics across all ability ranges, ensuring rapid student progress and excellent academic outcomes.

You are an outstanding classroom practitioner who leads by example. You hold high expectations for both staff and students, possess a deep understanding of the value of Maths in society, and are ready to be supported in your own career progression through regular professional mentoring.

### About the Maths Department:

Teaching is supported by exceptional facilities, featuring a dedicated suite of fully resourced Mathematics classrooms designed to enhance learning and engagement. To ensure consistency and high standards, our carefully structured scheme of work is tailored to maximize student success across all tiers of entry; we prepare our higher-tier students for the challenges of the Edexcel GCSE specification, while our foundation-tier students follow a targeted OCR pathway. This purposeful setup equips you with all the physical and curricular tools needed to deliver impactful, high-quality lessons from day one.

## Application Process

The closing date for all applications is **Wednesday 27<sup>th</sup> May 9am**

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

**All applications will be acknowledged within 48 hours. 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>Curriculum Leader of Maths</b>
<b>Job Purpose</b>	Curriculum Leader and to contribute to strategic leadership of the academy. To be responsible for the development, organisation, review and evaluation of delegated aspects of school improvement leading the Mathematics Faculty.
<b>Accountabilities (Actions)</b>	<p><b>Curriculum Leaders will demonstrate the following:</b></p> <p><b>Strategic Direction</b></p> <ul style="list-style-type: none"> <li>• Model the values and vision of the academy.</li> <li>• Write and support the monitoring and evaluation of the Subject Development Plan.</li> <li>• Translate new initiatives into practice.</li> <li>• Motivate others to create a shared learning culture and positive climate.</li> <li>• Contribute to the overall strategic direction of the academy.</li> </ul> <p><b>Leading and Managing Policy and Planning</b></p> <ul style="list-style-type: none"> <li>• Develop, in association with the Senior Leadership Team, whole school policies, ensuring they meet national and school priorities.</li> <li>• Develop and implement policies in line with relevant national strategies within the curriculum area.</li> </ul> <p><b>Leading and Managing Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Provide guidance on the choice of appropriate teaching and learning methods.</li> <li>• Oversee the personalised development of staff across the faculty.</li> <li>• Ensure schemes of work are developed appropriately and are fit for purpose.</li> <li>• Develop and implement systems for recording individual student progress.</li> <li>• Monitor and evaluate the quality of teaching and standards of achievement; developing and implementing intervention where necessary.</li> <li>• Keep up to date with developments in the curriculum area.</li> <li>• Develop effective subject links with other schools within the MAT and external agencies.</li> <li>• Effectively promote the curriculum area.</li> <li>• Develop a programme of enrichment and extra-curricular activities to enhance learning.</li> <li>• Ensure effective communication and consultation with parents and other stakeholders.</li> </ul> <p><b>Leading and Managing People</b></p> <ul style="list-style-type: none"> <li>• Lead and manage the faculty team.</li> <li>• Effectively deploy staff within the faculty.</li> <li>• Participate in the recruitment and selection of Mathematics teaching staff</li> <li>• Develop the faculty team and individuals to enhance performance.</li> </ul>

	<ul style="list-style-type: none"> <li>• Plan, delegate and evaluate work carried out by the faculty team and individuals.</li> <li>• Create, maintain and enhance effective working relationships.</li> <li>• Work to ensure staff development needs are identified and met.</li> </ul>
<b>Knowledge and Skills</b>	<p><b>Curriculum Leaders should demonstrate their knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• School improvement and effectiveness strategies including the process of school self-evaluation.</li> <li>• Processes and systems for quality assurance within subject area(s).</li> <li>• Principles and practices in relation to managing teaching and learning, people, policy and planning, resources and finance.</li> <li>• Implementing change.</li> <li>• The application of information and communications technology (ICT) to curriculum areas.</li> <li>• The legislative and policy frameworks which govern education at national and local levels.</li> <li>• The range of external influences which have an impact on school strategic and operational planning.</li> <li>• Models of teaching and learning within the Mathematics faculty.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Positive, can-do attitude</li> <li>• Energy, drive and resilience</li> <li>• Collaborative team player and leader</li> <li>• Empathy</li> <li>• Organisational awareness</li> <li>• Strong time and people management</li> <li>• Service orientation</li> <li>• Strong communication skills</li> <li>• Change catalyst</li> <li>• Influence</li> <li>• Conflict management and resolution</li> <li>• Actively engaged with own continuous learning and development</li> </ul>

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

## Person Specification

### Post Title: Curriculum Leader of Maths (with Associate SLT status)

Attributes	Essential	Desirable	Evidence base
Qualifications and Knowledge	<ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• Degree in Maths or related subject.</li> <li>• Knowledge of the maths curriculum at KS3 and KS4.</li> <li>• Outstanding classroom practitioner and the ability to teach English at KS3 and KS4.</li> </ul>	<ul style="list-style-type: none"> <li>• Further nationally recognised qualification e.g., NPQML (National Professional Qualification for Middle Leader).</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>• Developing excellent learning and attainment across a wide age and ability range.</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>• Confident and effective use of AFL practices.</li> <li>• Experience of delivering GCSE Maths qualifications</li> <li>• Delivery and oversight of GCSE qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience of exam marking or moderation for any exam board.</li> </ul>	Application References Interview

Training	<ul style="list-style-type: none"> <li>• Commitment to further professional development.</li> <li>• Leading training on developing the quality of teaching and learning across the faculty.</li> </ul>		
Leadership Skills	<ul style="list-style-type: none"> <li>• Evidence of successful strategic improvement.</li> <li>• Able to lead and manage change.</li> <li>• Able to lead, manage and work with a team.</li> <li>• Able to instil confidence in others.</li> <li>• Able to challenge in a supportive way.</li> <li>• Able to coach others to improve their teaching skills.</li> <li>• Evidence of using tracking and data based systems to inform practice and raise attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of leading a team to significantly raise attainment.</li> <li>• Evidence of successful performance management of</li> </ul> <p><b>Staff.</b></p> <ul style="list-style-type: none"> <li>• Evidence of coaching.</li> <li>• Evidence of involvement in SMSC.</li> </ul>	
Special Knowledge	<ul style="list-style-type: none"> <li>• Knowledge of GCSE Maths qualifications.</li> <li>• Understanding of and vision for the intent of the Maths curriculum</li> <li>• Application of Maths across the curriculum.</li> <li>• Good level of ICT skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Worked as an examiner for GCSE Maths qualifications.</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
Christian Ethos	<ul style="list-style-type: none"> <li>• Commitment to promoting the Christian ethos, values, and truths in all elements of Academy life and education.</li> </ul>		Application form and interview

### **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.

## **Curriculum Leader of Maths (with Associate SLT status)**

**Full Time / Permanent**

**Start Date: September 2027**

**Salary L8 – L12**

**Bradford Forster Academy is an 11-16 Church of England secondary Academy and part of the Bradford Diocesan Academies Trust (BDAT), a growing Christian Multi-Academy Trust based in Bradford. We opened in September 2015 as a new 11-16 Church of England Academy. We currently have 1033 students on roll from years 7 to 11, and Summer 2020 saw our first cohort of students successfully completing their time with us and going on to take up a wide range of local and national post-16 courses and positions.**

**Within BDAT there is an exciting opportunity to work across a variety of growing diverse schools.**

We are looking to appoint a dynamic, ambitious and effective individual to join us at our vibrant academy in the role of Curriculum Leader of Maths. This role will be instrumental in supporting the academy in the next stage of development and in our aspiration to be outstanding in all areas. The role offers the successful candidate a challenge that will be both rewarding and fulfilling and will support you to achieve your own personal career goals and aspirations.

### **You should:**

- Be an outstanding and experienced classroom practitioner
- Have a "Good" or better teaching record
- Have strong experience working with children in a secondary setting
- Be inspirational to colleagues and students – sharing best practice
- Have up to date experience and knowledge of teaching up to GCSE.
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### **In return for your commitment, we can 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 on developing individual career paths
- A stimulating, attractive, and welcoming learning environment
- An approach which supports and stimulates professional growth

**Closing date: Wednesday 27<sup>th</sup> May 2026 at 9am**

**Interview date: Thursday 28<sup>th</sup> May 2026**

**Start Date: September 2026**

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

We 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).