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Dear Applicant

Thank you for requesting details about a support role at Bradford Academy. Our vision describes our mission:

**Known** by God

**Valued** as unique

**Understood** and accepted

**Guided** to be the best we can be

We are a shining light in our community

Using opportunities to change our lives and those of others

“A city on a hill cannot be hidden”

Our mission is to make a difference.

You have shown interest in us at an exciting time. We are a "Good" school as recognised by OFSTED both in February 2013 and December 2017. We are rightly proud that all aspects of our provision; Early years, Primary, Secondary and Post-16 are consistently good and have been since 2013.  You can read the full report in the OFSTED section of our website.

As a Church of England academy, faith sits at the heart of all that we do, I am proud to lead a team of dedicated staff who are enthusiastic about learning, and committed to our young people and their educational and spiritual journey. We work with a range of partners to ensure that the experience of our young people is personalised, appropriate and challenging. Our work in building a strong community and collaborating innovatively with partners has been recognized by being awarded the prestigious Times Education Supplement award for Community and Collaboration. Our strong community builds a solid foundation from which all can excel.

With over 1800 learners from the ages of 2 to 19, we have transformed the community in which we are deeply rooted. We have two resourced provisions in our Secondary Phase (DSP); one for Physical Disability and one for Autism. This reflects the breadth and diversity of society and in addition to providing education and experiences for learners with additional needs, it also teaches all our students to value and respect everyone as equals. The majority of our youngsters remain with us into Post-16 and 70% of learner’s progress to higher education each year.

You will appreciate that this is no mean feat and we don’t sit still. We invest in supporting our students and our teaching staff and we know that the various support roles are integral to our success.

I have lived and worked in Bradford throughout my teaching career. It holds a vibrant, diverse community and possesses unique character. Its diversity reflects Britain. The Academy plays an important part in preparing young people for life in our complex society. Students are prepared to be active participants in their own communities through developing relationships and understanding the importance of exercising their voice. We hold this dear and believe it to be a major reason behind our success. We are developing leaders for the future; both staff and students.

I have worked at the Academy since its inception and am incredibly proud of our achievements. Success is down to working hard. We listen to each other. We do not shy away from challenge.

Why do you want to work for this Academy? I would ask you reflect on the following:

* Your tenacity in being the best.
* Your sense of moral purpose.

You need to be committed to improving the life chances of our students for whom educational success is the only secure route to raising the quality of their future lives. Can you demonstrate how you would contribute to our team to get results? You get things done.

We need colleagues who share our values and aspirations.

Does this resonate with you? Are you inspired? Then start your journey and submit your application.

Yours sincerely,



Tehmina Hashmi

**Executive Principal**

If you would like more information please contact our HR Department on

01274 256789 or by email to recruitment@bradfordacademy.co.uk

**Academy Plus - Learning Support Assistant**

Academy Plus is an onsite provision which provides a learning environment for some our most vulnerable and challenging learners.

The role of a learning support assistant in this setting will largely be on a 1:8 (maximum) basis working in close collaboration with the teaching staff. The ability to build rapport and have excellent communication skills to feedback on learner progress will be key in order to be successful in this role.

**Aims and purpose of the job:**

***Learner Support***

• To be the secure person for a designated group of learners by supervising and providing particular support, ensuring their safety and access to learning activities.

• Develop a holistic approach to meeting Social, Emotional and Mental Health needs, enabling learners to make good progress by working with teachers, other support staff, families and external agencies.

• Assist with the development and implementation of Individual Education/Behaviour Plans, Risk Assessments, Personal Care and Therapy Care programmes for a designated group/form.

• Establish therapeutic relationships with learners and interact with them according to individual needs.

• Promote the inclusion and acceptance of all learners.

• Encourage learners to interact with others and engage in activities led by teachers.

• To help learners develop resilience and independence, both learning in lessons and forming positive relationships with peers and staff.

• To provide support in the delivery of specialist interventions, taking a lead where appropriate.

***Teacher Support***

• Create and maintain a purposeful, orderly and supportive secure base/form room, in accordance with lesson plans and assist with the display of learners’ work.

• Use strategies, in liaison with teaching staff, to support learners to achieve learning goals.

• Monitor learners’ responses to learning activities and accurately record achievement/progress as directed.

• Promote good learner behaviour, support with dealing promptly with conflict and incidents in line with established policy and encourage learners to take responsibility for their own behaviour.

***Academy Support***

• Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

• Contribute to the overall ethos/work/aims of the Academy. The Academy is moving towards a whole academy approach to support the wellbeing of learners and staff.

• Appreciate and support the role of other professionals.

• Attend and participate in relevant meetings as required.

• Participate in training and other learning activities and performance development as required.

• Assist with the supervision of learners out of lesson times, including before and after school and at break times when required.

• Accompany teaching staff and learners on visits, trips and out of school activities as required.

Applications are invited from Learning Support Assistants that have experience of working with children that have difficult social backgrounds, SEMH challenges and that often display challenging behaviour. Previous experience of working with learners that have these challenges, using positive behaviour strategies or Team Teach training would be an advantage in being considered for this job opportunity.



**Information for Applicants**

**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 3 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.

All appointments will be subject to satisfactory DBS/ISA registration and reference checks.