

Recruitment Information

September 2021



CREATING REMARKABLE SCHOOLS
NO CHILD LEFT BEHIND

Welcome to Beckfoot Trust

Thank you for your interest in Beckfoot Trust. We really appreciate it. We are a family of schools who are purposefully working together to create remarkable schools where no child is left behind. We need great mission-aligned people to join us and live and breathe our mission and values.

The Trust was established in 2013 by the founding CEO David Horn and his team and there were originally two schools, the fact that one was special and one was mainstream is highly symbolic. Since then, we have steadily built up to ten schools; four secondary, four primary and two special. Our Trust was founded because we believe that schools, people and community are stronger by working together. To join the Beckfoot Trust a school has to be located in Bradford, be genuinely comprehensive in character, be mission aligned and critically, must believe in the power of collaborative practice to drive improvement.

We educate over 7,300 learners aged 2 to 19 and have 1100 staff. All of our schools are improving at pace and we have seen some remarkable transformations. There is huge pride across our community in what we stand for and are seeking to achieve. We are an optimistic organisation and we genuinely believe that 'everyone can'. As one Trust where all belong, we have clarity over our principles of alignment and what must happen in every Beckfoot Trust School. We also strongly believe that Headteachers must have the power to lead. Whilst community and context are never used as an excuse for low standards or dis-alignment, we respect and value diversity and recognise that there may be differences in the implementation of some strategies in some settings.

We believe that Beckfoot Trust is a great place to work. We offer competitive salaries, dedicated INSET days for planning, bespoke professional development including career stage leadership development programmes and much more. In particular, our Early Years Career Strategy ensures that teachers new to the profession are well supported as they transition from trainees to accomplished teachers. We take a great interest in the psychological wellbeing of our employees as they are the people that make a difference to the lives of our young people on a daily basis.

Please take the time to read about our 10 core features as explained on our website, and if possible, take the time to visit or contact us to find out more at BeckfootTrust@beckfoot.org

I am incredibly proud to lead our Trust and I am sure that if you visit, you will find that our moral purpose is quite simply palpable.



Shirley Watson
CEO Beckfoot Trust
September 2021



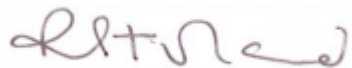
Beckfoot Phoenix

At Beckfoot Phoenix Primary Special School, we work hard to make sure that all our very special children can 'be the best they can be'. In our school, children come first. They are listened to, respected and nurtured.

Children tell us and show us that they enjoy school and our children's confidence and communication has significantly improved because of our new curriculum. After talking to children and families, we decided to focus our curriculum on the key skills that children with learning difficulties need for life i.e. personal skills, physical strength, staying healthy, reading, writing, number and communication. These are taught through motivating lessons in the classroom as well as in real life situations e.g. In the supermarket or at the café.

Within the curriculum, children enjoy linking and working together with children from Beckfoot Priestthorpe Primary School as well as taking part in work experience at the local farm and regular events with other schools in the Trust, e.g. swimming gala, sports day, arts day and the Trust environment group. A very exciting recent 'addition' to our curriculum has been our focused activity weeks throughout the year. In our first ever 'Caring me' week, every class had to care for a class pet, be it a bearded dragon, a guinea pig, a tortoise or a hamster, and children were taught about having 'caring hands' through visiting older people in care homes, grooming donkeys, looking after guide dogs, bathing real babies as well as making raising money for charities. 'Caring Me' week was a great success and the children loved it and so did staff and parents! Parents have told us that they 'love' the new curriculum and children seem to love it too.

If you would like to know more about our curriculum, or about what we do at Beckfoot Phoenix, please get in touch. We are very proud of everything that our children achieve in our school, and we would love to hear from you.




Rachel Stirland
Headteacher

Schools in the Beckfoot Trust

Please see below a brief introduction to all our schools. You will also be able to see more about them by visiting their websites.

Our Primary Schools:



Beckfoot Allerton Primary and Nursery School

Beckfoot Allerton Primary and Nursery is a two form entry primary school. It joined the Trust in September 2016. It was judged as Requires Improvement in 2018 following a number of years of poor results. Outcomes have improved dramatically in 2019 across all key stages. The school is rapidly re-establishing itself as a fantastic school.



Beckfoot Heaton Primary and Nursery School

Beckfoot Heaton Primary and Nursery is a three form entry primary school. It joined the Trust in September 2016. The school was judged by Ofsted as Requiring Improvement prior to joining the Trust and in December 2019 it was judged as a Good school, a remarkable achievement. The school has developed a reputation locally and nationally for its innovative practice.



Beckfoot Priestthorpe Primary School

Beckfoot Priestthorpe is a one form entry primary school. It joined the Trust in September 2017. The school was judged by Ofsted as Good prior to joining the Trust. It is a rapidly improving school with a clear strategy to progress from good to great.



Beckfoot Nessfield Primary School

Beckfoot Nessfield joined the Trust in September 2018 having been through a very difficult period. A change in leadership of the school in 2018 is steadily transforming the culture and the progress of the school.



Beckfoot Phoenix Primary Special School

Beckfoot Phoenix is a school for students with special educational needs aged 2 – 11 years old. It joined the Trust in September 2017. The school was judged by Ofsted as Good prior to joining the Trust. This is a rapidly improving school with a clear strategy to progress from good to great.

Our Secondary Schools:



Beckfoot School

Beckfoot School formed the Trust in 2013. It is an 11-18 secondary school with 1687 pupils. The school secured an Outstanding Ofsted judgement in 2014. It established a Teaching School in 2015 and secured a 'World Class Quality mark' in 2016. It continues to be a very successful school.



Beckfoot Oakbank School

Beckfoot Oakbank is an 11 -18 secondary school with 1564 pupils. The school joined the Trust in September 2016. It was judged by Ofsted as Requires Improvement in 2019. Under fresh leadership since June 2018, the school has identified a clear strategy to accelerate achievement rapidly. The school moved into new purpose-built accommodation in April 2018



Beckfoot Thornton School

Beckfoot Thornton is an 11-18 secondary school with 1399 pupils. The school joined the Trust in September 2016. The school was judged by Ofsted as Requires Improvement prior to joining the Trust and this judgement was achieved again in 2019. A change in leadership of the school in April 2017 has transformed its progress demonstrated by a significant improvement in GCSE outcomes in 2019.



Beckfoot Upper Heaton School

Beckfoot Upper Heaton is an 11-16 secondary school with 595 pupils. The school joined the Trust in September 2015 having been through a very difficult period. The school was judged by Ofsted to be Good when inspected in 2018, a remarkable transformation in a short period of time. The school is now over-subscribed in the lower years and achieving outcomes that are amongst the highest in the country for progress made. The school moved into a new purpose-built accommodation in January 2017.



Hazelbeck Special School

Hazelbeck is a school for students with special educational needs aged 11 – 19. It was the first school to join the Trust in 2013. Within 18 months the school had moved from one requiring improvement to outstanding in 2015 in every category. Following a recent Ofsted inspection (May 2019), Hazelbeck school continues to be outstanding. It is co-located with Beckfoot School. It is a remarkable school.

Working at Beckfoot Trust

Working at Beckfoot Trust has many benefits, we are an employer that invests in staff wellbeing and welfare, professional development and conditions of service.

Conditions of Service

Beckfoot Trust employs staff on nationally recognised terms and conditions and then adds more to ensure its staff feel cared for at work and in their home and family lives. We've tried to think of everything an employee might want to know about working at Beckfoot Trust and documented it in our Work and Families policy that you can read on the Trust website.

Staff Wellbeing

We know that working in schools is a challenging and worthwhile profession and you will make a difference to the lives of young people. We also know that sometimes everyone needs a little support, that's why we publish our workload pledges and that's why there will always be someone to listen to any concerns you may have.

Professional Development

Professional development is a right when you join Beckfoot Trust. We expect people to want to learn new things and expand their horizons for every one's benefit. That's why Beckfoot Trust has a reputation for great continuing professional development and you can see the offer explained in our Trust CPD offer documentation found on the Trust website.

Working and living in Bradford

Five Reasons to Teach in Bradford from BradfordTeaching.org

<https://www.bradfordteaching.org/>

1. Demand for good quality teachers is high. We are the youngest city in England – almost a third of people living in Bradford are under 20 – so education is key to our future.
2. You'll get experience of working with different people and cultures in one of the most diverse cities in the UK. About half of our school students are from black, Asian or minority ethnic communities.
3. You'll find school leaders on a mission to deliver the best education possible to create life chances for young people. We have one of the first research schools in the country and strong multi-academy trusts, offering exciting career opportunities.
4. You will change lives here. About a quarter of our children are classified as living in poverty. If you believe that opportunity should never be limited by a child's family income, then we need your passion and your skills in Bradford.
5. We're a growing, ambitious city with an entrepreneurial spirit and a trend of educational improvement. Be part of our success story.

A Wonderful City to Live in

<https://www.visitbradford.com/visitor-information.aspx>

An award winning, cultural destination and one of the youngest, most vibrant places in the country. Combine a UNESCO City of Film and World Heritage Site with wild and beautiful moorlands, throw in world class artists such as David Hockney, and literary greats, The Brontës, couple that with a vibrant city, packed with heritage and fun things to do, and you have Bradford! With attractions such as Brontë Country, Keighley and Worth Valley Railway, the Cow and Calf rocks, Ilkley Lido, Salts Mill, the National Science and Media Museum, and the Alhambra Theatre, all just a short train journey apart; it's no wonder Bradford has been awarded the title 'Emerging Destination 2018' by the Luxury Travel Guide.

It is a cultural city with many attractions and an impressive history, which is reflected in the striking architecture found throughout. Take in the high profile exhibitions and interactive galleries at the National Science and Media Museum, which overlooks the multi award winning City Park, a beautiful water feature and an arena for a spectacular events programme throughout the year. Bradford city centre is home to the Alhambra Theatre and newly reopened St George's Hall. Both over one hundred years old, they offer a complementary mix of comedy and west end shows. Proud to have been one of the richest cities in the country due to its international recognition for wool, the Wool Exchange, built in the 19th Century, still shows the wealth and importance wool brought to Bradford through its architecture. Nowhere is this more evident than in Little Germany, a unique collection of 19th Century buildings, 55 of which are listed.

Travel and Transport Links to get you Around

Getting to Bradford district couldn't be easier whether you choose to drive or use public transport. Once here you can travel around the district with a great range of public transport available connecting you to all the must see places.



How we Create Remarkable Schools



Ambitions for Our Young People

A Curriculum for a 21st Century Generation

Our curriculum is relevant and allows the young people to apply their knowledge and skills to the world in which they live. We respond to the specific needs of all learners and inspire creativity, ambition and an enthusiasm for learning.

Our curriculum inspires learners to be:

- Confident Communicators
- Knowledgeable and Expert Learners
- Committed Community Contributors
- Future-ready Young People



Ambitions for Staff

A Positive Culture and Working Conditions

The Trust's success is sustained by recruiting and retaining talented people.

Our culture is shaped with four themes: we promote under the heading of people and talent:

- Effective Leadership of People
- Investment in Professional Development
- Managing Workload and Well-being
- Respecting National Conditions of Employment



Family Involvement in Learning

Families give school an expert understanding of their children. By celebrating difficulties we can ensure our young people, have ambition, attend regularly and work independently at home.

Seamless Transition from Early Years to Adulthood

The Trust focuses on securing seamless academic and pastoral transition from early years to primary school, primary to secondary, secondary to sixth form, college and the world of work.



No Child Left Behind

The Trust believes that every learner has the potential to do great things with their lives and also that they all have some element of vulnerability that needs to be cared for.



About Beckfoot Trust

Who We Are

Beckfoot Trust is a multi-academy family of primary, secondary and special schools located in the Bradford district. It was formed in 2013 and now includes ten schools. The Trust's determination is to provide a high quality education for all its pupils. We believe that by attending our schools so we can transform the communities they serve. We believe that by working in partnership our schools can transform life chances and strengthen communities.

Our Core Purpose

We are here to create a family of remarkable schools that collaborate to ensure that all their young people that collaborate and expect to be successful. We see where families are involved, where you feel and see a learning culture that is put in place, places to work, where staff develop and where learners thrive and value. We value our staff for the top 20% by comparison with other schools in similar communities for outcomes with young people in similar communities with sustained success, lives change, communities thrive and we all benefit.



Creating Remarkable Schools

Beckfoot Trust

Key Features of Beckfoot Trust

Collaborative Partnership

Our schools are thriving because they enjoy working in partnership to identify the best ideas that unlock the academic and personal potential in every learner.

Developing Leaders

Leadership training is a key feature of the Trust and we actively nurture new and mature talent.

Investment in Teachers

Teachers flourish when they can talk about teaching, observe each other, have dedicated time to plan and reflect on their practice.

Central Improvement Team

The Central Improvement Team is a streamlined group of highly experienced educational experts that systematically support schools and quality assure their effectiveness.

Trust Governance and Local Stakeholder Voice

The Trust ensures clarity of vision, ethos and strategy and hold staff to account for the performance and standards of the schools. They know that each school is unique and sits at the heart of its community.



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How we work and look after each other



Workload and Well-being

Our 10 Pledges

Our staff are our most precious resource. We promise that they will be supported, encouraged, listened to and trusted within a positive and purposeful working environment.



1. Alignment to National Pay and Conditions

We reward staff fairly. The Trust honours all national guidelines in relation to pay and working conditions. The Trust works in close partnership with Trades Unions and Professional Associations to ensure that we stay true to this. The Trust aims to do more than honour national guidelines, to go the extra mile for Trust colleagues.



2. Meeting National Pay and Conditions

We continuously explore what else we can do to provide additional support on top of those agreed nationally to support our staff. Examples of this are:

- The Trust aims to beat STPCD requirements for planning preparation and assessment time for all teachers.
- In addition to statutory entitlement for paid or unpaid leave, we work within a culture of professional trust and will where possible support all colleagues if they need to be out of school for an event of importance.
- Requests for flexible working are always carefully considered.



3. Measuring the Impact of our Workload Pledges

We are committed to seeking, with colleagues, solutions to time consuming tasks, and, most importantly, freeing up colleagues to plan and teach brilliant lessons. Two key features of our work in this area are:

- A Trust annual survey takes place to assess the impact of our Workload and Well-being strategy on all colleagues. The findings of the survey are shared and evaluated at school and governance level.
- The Trust Workload and Well-being Group made up of teachers and support staff representatives from across the Trust workload and data spend a proportion of high quality data and information, acting on pupils and their progress, senior teaching and acting on pupils and their progress, and information about pupils and their progress.

4. Lesson Planning

To ensure we have the best opportunity to teach well, lesson planning must be effective:

- All our schools have dedicated collaborative planning time each week. This is when we best collaborate, share knowledge and ideas, and involve together both within individual schools and as a wider Trust activity.
- IT systems provide shared resources so that the best ideas can be easily accessed.
- Calendared Trust wide formal and minimise meetings facilitate models and individual effort, being replicated in individual schools.
- We do not ask colleagues to submit daily or weekly lesson plans.
- We celebrate the best ideas across our schools and the Trust.

5. Marking and Feedback

We are committed to minimising marking which does not impact on pupil progress. The Trust Feedback principles state and motivating. Schools have to align their practice to these principles:

6. Data Collection and Reporting

Schools have a maximum of three data collections for the Trust, staged regularly throughout the year, because time to learn to support assessment children need and training, middle and of in technology management. Representative amount of data and data spend a proportion of high quality data and information, acting on pupils and their progress, senior teaching and acting on pupils and their progress, and information about pupils and their progress.

7. Emails

We do not expect colleagues to respond to emails outside of normal working hours. We trust the professional judgement of colleagues to make decisions about when they work outside work-life working hours and to organise their own work at a balance. Staff choose to send and read emails at a time that works for them, with no expectation of responses outside of the working day.

8. Trust Reviews/External Inspection

Great colleagues, teaching effectively are always prepared for a Trust Review/Inspection. It is the responsibility of the Leadership Team and Middle Leaders to prepare for such events. Trust Reviews are developmental in process.

9. Meetings

Meetings have clear agendas and purpose. If there is no good reason for a calendared meeting, then it will be cancelled.

10. Reviewing Working Practices

All leaders at all levels in the Trust, have a responsibility to regularly review working practices, assessed, and staff workload is regularly monitored. New ideas and strategies are encouraged and welcomed, with best practice and high impact solutions being shared across the Trust. All staff complete an exit survey when leaving the Trust.

What we Expect in Return

In return for our workload and well-being pledges, expectations of our employees are to:

- Show a Willingness to Collaborate and Help**
Working in schools can be busy and rewarding. Our members in their will be flexible and adaptable in their approach to collaboration, embrace our well-being initiatives whilst developing their own ways of making good lifestyle choices.
- Demonstrate High Levels of Professionalism**
Our employees show high levels of professionalism. We want our children and young people to be good role models to our children and young people. We want a good job. To embrace professional development opportunities, to get the most out of opportunities available and show a desire to keep learning. To believe in Beckfoot Trust and embrace what we stand for.
- Be Respectful to Others**
Respect for others is a fundamental condition for the part of our employees. We have high regard for the Nolan principles such as integrity, openness and selflessness and embed them within all our working practices.

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Application Process

Please visit our website <http://www.beckfoottrust.org/> to view and apply for our current vacancies.

Safeguarding

Please visit our website <http://www.beckfoottrust.org/about-us/key-information/policies-and-documents/> to access a copy of the Beckfoot Trust Child Protection policy and policy on employment of ex-offenders.

Application Form (Online Process)

Please fully complete the online application form providing full details of your education and continuous employment history, including any unpaid or voluntary work. Where there are gaps in your employment history, please explain why (e.g. gap year, career break).

Use the job description and person specification as a guide and give specific examples, where possible, to demonstrate how well your knowledge, skills and experience match the requirements of this post.

We require details of three referees, one of which must be your current or most recent employer.

Please provide their names, email addresses and daytime contact numbers. It is our policy to take up references for shortlisted candidates prior to interview where possible.

If you have a disability that prevents you from completing the application form, please contact the school to discuss.

Please check the closing date and allow time to submit your application. If you are called for interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete.

Important Information

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted for an interview. Everyone who applies for one of our vacancies will be notified of the outcome of their application, whether shortlisted for interview or not. Successful shortlisted candidates will receive details of the interview programme after the closing date.

We strongly encourage you to browse our websites as it will give you a good idea of what our school are like.

Please note we can only consider applications from people who have the right to work in the UK.

Safeguarding Children

Beckfoot Trust makes reasonable decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information.



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