

# Recruitment Information

September 2020



CREATING REMARKABLE SCHOOLS  
NO CHILD LEFT BEHIND

[www.beckfoottrust.org](http://www.beckfoottrust.org)

## Welcome to Beckfoot Trust

Thank you for taking an interest in Beckfoot Trust and its schools, we really appreciate it. We are working to create remarkable schools where no child is left behind. We need great people to join us in that endeavour.

We established the Trust in 2013 with two schools and have steadily built up to ten, with four secondary, four primary and two special schools. We created the Trust because we believe that schools are stronger by working together. To join the Beckfoot Trust a school has to be located in Bradford, be genuinely comprehensive in character and critically, to 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.

Please take the time to read our Strategic Vision document: 'Creating Remarkable Schools'. It sets out very simply our core purpose, our key features and our ambitions for young people and our staff. 'No child left behind' is our mantra. Equally, please read our 'Workload and Well Being 10 pledges'. Everything we do is shaped by these two documents.

We use formal collaborative networks and extensive professional development programmes to share best ideas, identify talent and develop it. We work with external partners to accelerate our development.

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.

Please read more about us across our website and contact us at [BeckfootTrust@beckfoot.org](mailto:BeckfootTrust@beckfoot.org) if you would like to visit us and talk about our work in more detail. It would be lovely to see you.



**David Horn**  
**CEO Beckfoot Trust**



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## Beckfoot Hazelbeck

**At Hazelbeck we take every opportunity to build our young people's self-belief.**

We focus on supporting them to be confident communicators who are as independent as possible and are increasingly prepared for their future. We are immensely proud of our students and take every opportunity to learn from them, to learn what motivates and engages them, to learn how they learn. From this knowledge we give them the building blocks to learn skills that are meaningful and relevant to them. We take every opportunity throughout the day to help them transfer these skills.

We also make sure that our students have as many opportunities as possible beyond the classroom. Last year we saw more of our students involved in performing arts and sports events. They took part alongside mainstream peers to perform or compete. In all these situations they shone, reminding us that anything is possible, their enthusiasm and determination infectious. Some of our students performed at the School of Northern Ballet with the Flamingo Chicks, a truly beautiful experience.

We had our first Silver Duke of Edinburgh expedition and a number of our students have now achieved their Silver Award. We have LOTS of visits and residential trips including those which had been funded through student enterprise activities. The trips were then planned and organised by our students. We also saw our first residential abroad – some of our students had an amazing three day visit to Paris.

We had our first 'Week in the Woods' which was a request from some of our students after their Bronze residential. They were responsible for organising and arranging activities for other students across the school throughout the week. This was a great achievement for them and it was amazing to see so many of our students being able to apply their skills in new and different situations.

We are now working on developing our curriculum to make sure it is even more student centred and we need your help to make sure that we are getting it right for every young person. We need to know what is important to you and your child so that we can continue to improve and ensure our students achieve the very best they can. We know the partnership with you is essential if we are to make sure we keep moving forward as a school and make sure your child has the very best experience they can from their time in school. Please get in touch at any point, we would love to hear from you.



**Beth McPhail**  
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

**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.



### 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 enjoy their learning, work together to overcome difficulties, attend self-regulate their behaviour, have ambition, 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.

# 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 educationalists 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.



### About Beckfoot Trust

**Who We Are**

Beckfoot Trust is a multi-academy family of primary, secondary and special schools closely 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 every child has the opportunity 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 their education. We are committed to providing a high quality education for all our pupils. We are committed to providing a high quality education for all our pupils. We are committed to providing a high quality education for all our pupils.



## How we work and look after each other

# Workload and Well-being

## Our 10 Pledges

**Our staff are our most precious resource, listened to and trusted within a positive and purposeful working environment.**

### We commit to 10 pledges:

- 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 Professions. The Trust aims to ensure that we honour national guidelines. We want to do more than 'honour' national guidelines; we go the extra mile for our staff colleagues.
- Besting 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 will where possible support all colleague if they need to be out of school for an event of importance.
  - Requests for flexible working are always carefully considered.
- 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 us 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 teacher and support staff meets regularly from the impact of Trust workload termly to review the impact of Trust workload and well-being strategies.
- 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 improve together, both within individual schools and as a wider Trust activity.
  - IT systems promote shared resources so that the best ideas can be easily accessed.
  - Calendared Trust wide formal network meetings facilitate moderation and minimise 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.
- Marking and Feedback**

We are committed to minimising marking which does not impact on pupil progress. The Trust Feedback principles state that feedback must be meaningful, manageable and motivating. Schools have to align their practice to these principles.
- Data Collection and Reporting**

Schools have a maximum of three data collections per year. Because teachers need time to teach and learn, we have also invested in children's learning and training to support data management. Teachers, middle and senior leaders spend a proportion of high quality, time analysing and acting upon data and their progress and information about pupils and their progress.
- Meetings**

Meetings have clear agendas and purposes. If there is no good reason for a calendared meeting, then it will be cancelled.
- Reviewing Working Practices**

All leaders, at all levels in the Trust, have responsibility to regularly review working practices. New initiatives and strategies are practised, assessed and refined. Staff workload is regularly monitored. New ideas and strategies encouraged and welcomed. Best practice and high impact solutions being shared across the Trust.
- Respectful and Welcoming Environment**

We aim to create a safe, secure, respectful and welcoming environment for all staff and pupils. We encourage all staff to embrace professional development opportunities available and show a desire to keep learning. To believe in staff to keep and embrace what we stand for.

### 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
- Demonstrate High Levels of Professionalism
- Be Respectful to Others

Working in schools can be busy and pressurised, it is also challenging and rewarding. Our members in their approach to collaboration, partnership decisions about how to develop our well-being initiatives whilst developing their own ways of making good lifestyle choices.

Our employees show high levels of professionalism. We want our children and young people to see them to be role models to emulate. We want a good job, to young people about doing a good job, to embrace professional development opportunities available and show a desire to keep learning. To believe in staff to keep and embrace what we stand for.

Be Respectful to Others

Respect for others is a fundamental condition for the professional and personal development of our staff. We have high regard for the noble 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.

### 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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