



Beckfoot
Trust

RECRUITMENT PACK

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Welcome

Welcome Message from the CEO of Beckfoot Trust: David Horn

Thank you for taking an interest in Beckfoot Trust.

We are a highly successful cross phase multi academy trust established in 2013. We are proud to educate over 7000 learners in ten Bradford schools across Primary, Secondary and Special settings. This includes our Trust 6th Form that opens in September 2019 across four of our sites. We aim to create great schools with remarkable learning environments for each of our students to enjoy learning within and succeed. We do not accept mediocrity. We want to smash some of the glass ceilings that have been built up nationally about levels of potential within our communities. We aim for outcomes that place our schools within the top 20% of similar schools nationally

Beckfoot Trust

We formed the Trust because we wanted to transform life chances for more Bradford children. We wanted to create a group of great schools that serve their local community. All our schools are comprehensive in character and co-educational. The local authority controls our admission arrangements to ensure that our schools serve local communities. We wanted to do something meaningful to reduce the social divide that exists nationally and locally. To ensure that every child regardless of their social background or physical ability can fulfil their talent. We wanted to see a curriculum in place in every school that requires our pupils to have to think and be articulate. For them to take ownership of their career pathway and expect to be successful in life. For them to grow up embracing the key British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

All of our schools share similarities yet retain uniqueness. We all share a common approach to school improvement. The effective leadership in schools of the curriculum, teaching quality, behaviour management, pupil attendance, safeguarding, monitoring of academic progress and parental engagement is systemised and monitored centrally. We run finance and governance centrally and provide commercial and business support.

All of our schools have a distinct character. We all share the same value statement of 'Enjoy – Learn – Succeed' and from there each school has developed its own aspirational and distinct three-year strategic vision shaped by all within their community.

Five years in, we can say with confidence that we have made significant progress towards our goal. Three of our schools have now been inspected since joining the Trust and in every case they have improved their grade. Two of the three progressed to 'Outstanding' and the third school moved from 'Special Measures' to 'Good' in less than three years. Across the Trust, significantly more of our pupils are achieving national standards in reading, writing, maths at KS2 and GCSE. The pupil attendance trend is significantly upward and we are financially stable. Saying all that, there is a long way to go. We have only just begun!

Investment in people is the key to our future success. We want people to feel that working in a Beckfoot Trust school is a great place to be and that they are led with emotional intelligence by principled, strategic, highly visible and caring leaders. Our People and Talent strategy, supported by our Teaching School, ensures that we focus on maintaining excellent conditions of service for all staff, aligned to national pay and conditions. We invest in leadership development programmes for all. We ensure our schools have dedicated planning time and formalised CPD shaped by high quality appraisal. We are in the process of developing a formalised workload agreement and we survey our staff on this annually. We are creating a more diverse workforce that better reflects the communities we serve.

Probably the most important development has been in the culture of the organisation. The key benefit of a MAT is so that we can collaborate and learn from one another. We trust one another and believe in the collective rather than the individual. We have created a thriving community of schools and system leaders working in formal partnership to create great schools. Colleagues work together across schools, our pupils work alongside one another in arts and sporting events, debating competitions, Oxbridge programmes and much more. We are generous in sharing best practice and humble enough to know that someone else may have a better idea. We seek joined up solutions.

To conclude, we know that this model of working is having an impact for Bradford children. It is lovely to be working in partnership with so many outstanding educationalists who share the same moral purpose. The bottom line is we are building a culture of hope and possibility in our communities.

Read more about us across our website and please contact us at BeckfootTrust@beckfoot.org if you would like to visit us and talk about our work in the Trust.

David Horn

February 2019

About Us

Our Primary Schools:

Beckfoot Allerton Primary and Nursery School

Beckfoot Allerton Primary and Nursery is a two form entry primary school. They joined the Trust in September 2016. Outcomes have dipped in the last few years however under new leadership the school is rapidly re-establishing itself as a fantastic school.

Beckfoot Heaton Primary and Nursery

Beckfoot Heaton Primary and Nursery is a 3 form entry primary school. The school joined the Trust in September 2016. The school was judged by Ofsted as 'requiring improvement' prior to joining the Trust. The school has made remarkable progress in its first year and is developing a reputation locally and nationally for innovative practice.

Beckfoot Priestthorpe Primary School

Beckfoot Priestthorpe is a one form entry primary school. They 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.

Beckfoot Nessfield

Beckfoot Nessfield joined the Trust in September 2018. A change in leadership of the school from January 2018 has transformed the progress of the school.

Our Secondary Schools:

Beckfoot School

Beckfoot School joined the Trust in 2013. It is an 11-18 secondary school with 1625 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.

Beckfoot Oakbank

Beckfoot Oakbank is an 11-18 secondary school with 1520 pupils. The school joined the Trust in September 2016. The school moved in to a new purpose built accommodation in April 2018. The school was judged by Ofsted as 'requiring improvement' prior to joining the Trust. Under fresh leadership the school has identified a clear strategy to accelerate achievement rapidly.

Beckfoot Thornton

Beckfoot Thornton is an 11-18 secondary school with 1446 pupils. The school joined the Trust in September 2016. The school was judged by Ofsted as 'requiring improvement' prior to joining the Trust. A change in leadership of the school from April 17 has transformed the progress of the school.

Beckfoot Upper Heaton

Beckfoot Upper Heaton is an 11-16 secondary school with 415 pupils. The school joined the Trust in September 2015. The school moved into a new purpose built accommodation in January 2017. The school was judged by Ofsted as 'special measures' prior to joining the Trust. The school is being transformed, over subscribed in the lower years and developing outcomes that already place the school in the top 20% of similar schools for progress made in basics.

Our Special Schools:

Hazelbeck

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 (2015) in every category. It is co-located with Beckfoot School. It is a remarkable school.

Beckfoot Phoenix

Beckfoot Phoenix is a school for students with special educational needs aged 2 – 11 years old. They joined the Trust in September 2017. The schools 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 Remarkable Learning Environment

We are creating schools with a very distinctive culture and ethos. Schools where you sense something magical is happening the moment you enter them. We have sought to describe that in this 'Remarkable Learning Environment' vision document.

BECKFOOT TRUST SCHOOLS REMARKABLE LEARNING ENVIRONMENTS

WHO WE ARE AND WHAT WE STAND FOR

The Beckfoot Trust is a cluster of cross phase Bradford schools, all located within a 20 minute drive of Beckfoot School, all genuinely comprehensive in character and keen to demonstrate that school to school collaborative practice can create exceptionally successful learning communities.

CORE PURPOSE

Beckfoot Trust schools will create remarkable learning environments in which students expect success because of their ambitious attitude to learning, the challenge provided by staff and the support they receive at home.

MEASURING IMPACT

Each school creates outcomes for learners that rank them in the top 20% by comparison with students in similar schools by their first inspection.

BY 2019

We expect all our schools who joined the Trust before 2017 to be rated either 'Good' or 'Outstanding' by Ofsted. If not yet inspected, we expect schools to be judged to be 'Good' or 'Outstanding' by our External Review lead.

COLLABORATIVE PRACTICE

We are equal partners and work collaboratively to establish the 'best idea'. We network. We sow seeds by grouping people together, establishing multiple pockets of collaborative practice across our schools and sharing what we learn.

TRUST SUPPORT

The Trust provides a support structure for each school in relation to the following:

- Understanding and defining the approach to school improvement
- Developing consistency while respecting uniqueness
- Knowing schools well and holding them to account
- Supporting succession planning through the Identification of talent, deploying and developing leaders.
- Developing professional development networks
- Training teachers to join our schools
- Co-ordinating shared events that celebrate achievements
- Securing strong governance and genuine local engagement
- Providing commercial efficiency

enjoylearnsucceed



THE 10 KEY FEATURES OF OUR SCHOOLS

1. **Core Values:** All our schools share the same Trust Value statement: 'Enjoy - Learn - Succeed'. We believe that you have to enjoy learning to be successful.
2. **Learners:** Every one of our learners, regardless of social background, special educational need or academic starting point, is expected to achieve excellence academically and socially. We want our learners to be literate, numerate and possess good communication skills.
3. **Leadership:** Our leaders shape the culture, the strategic direction and the climate of our schools. They inspire colleagues. They are highly visible. They distribute leadership effectively and empower colleagues to innovate. They assess impact accurately and hold colleagues to account in an emotionally mature way. They are learners and seek regular feedback on the effectiveness of their leadership from pupils, staff and parents.
4. **Curriculum:** As a cross phase Trust, our curriculum seamlessly transitions from early years, to primary and then to secondary settings. We prepare our learners to flourish in the adult world by allowing them to learn appropriate knowledge and work related skills, and experience wider learning activities.
5. **Quality Teaching:** Our teachers design learning. They are experts in planning lessons with clear purpose to ensure that every learner can: a) problem solve, b) work independently and in teams, c) demonstrate leadership, d) create things that were not there before, e) show off what they have learnt, and f) reflect on how to do even better.
6. **Climate for Learning:** The school creates the climate that allows learning to flourish. Learners feel safe, they are rewarded for great attendance and positive behaviour. They both respect and contribute positively to the community.
7. **Staff Welfare and Professional Development:** Our staff are cherished. Their work life balance is preserved. Pointless bureaucracy is abandoned. Staff have formally identified time to plan and work collaboratively. Their professional development is paramount and stems from self-reflection and appraisal. We seek to identify talent and promote from within the Trust.
8. **Parents:** Our schools actively involve parents in all aspects of the school's activity. They are key partners in supporting their child's learning. We communicate effectively with them and encourage them to visit the school regularly to discuss their child's learning and to see them exhibit their work.
9. **Data:** Data is used Trust wide to gather appropriate information so as to systematically and accurately inform learning development for both learners and staff.
10. **Commercial Effectiveness:** Every school is cost effective, links in fully to shared service development and is legally compliant in all aspects including safeguarding

Working for the Trust

Enjoy – Learn – Succeed

Our Commitment to you:

As a member of the Beckfoot Trust you will be a part of a very positive, skilled and aspirational community. You will be well led, professionally developed and cherished. We will ensure you are able to maximise the benefits of working within a successful Trust. This includes:

- Working for an organisation that has clear values and vision, highly aspirational, child centred, and passionate advocates for comprehensive education.
- A culture where every student enjoys learning and expects to succeed.
- Working in schools that are well led. Great leaders positively shape culture and climate. They communicate well and lead by example.
- Promoting wellbeing and work life balance.
- Getting the benefit of scale that comes from working within the Trust.
- Benefit from Trust wide collaborative networks where best practice can be shared to avoid duplication. This includes common schemes of learning.
- Providing dedicated Planning time for teachers to work collaboratively to plan great lessons on Monday afternoons. This is in place across all our schools.
- Easing teacher and staff workload. An absolute commitment to fully embracing best practice nationally with regard to reducing teacher workload.
- The Trust supports a wide range of wellbeing initiatives that will promote a work/life balance. Our initiatives including: Balanced Workload, Mental Health initiatives, Welfare Groups, Staff Social events.
- Access to high quality appraisal annually supported by formalised self-reflection. All leaders complete a Trust 360 Self Evaluation annually prior to appraisal.
- Access through our Teaching School to a very wide range of Trust career stage leadership development programmes. These link into our Trust Succession Planning strategy.
- We seek feedback on our effectiveness at regular stages throughout the year. To further improve as an organisation we need to listen to our employees, students and parents to understand their views and to act on feedback.
- We have a positive relationship and formal processes to negotiate and consult with recognised trade unions.
- Provide a generous approach to a range of flexible working patterns and family friendly policies.
- Offer a contributory pension that is competitive with those offered elsewhere.
- Offer additional benefits including a generous Leave of Absence policy and commitment to the Bradford Living Wage that is more attractive than the National Minimum Wage. There is also access to on-site facilities access to a salary sacrifice scheme (childcare vouchers).

Our Expectations of a Trust Employee:

- Embrace the Trust and its values and Vision.
- High levels of professionalism and a desire to keep learning new things.
- Be flexible and adaptable in your approach to team working, collaboration and resilience.
- Embrace performance management initiatives to get the most out of opportunities available.
- Positivity and a willingness to work hard and go the extra mile.

‘Making Beckfoot Trust the employer of choice’

Beckfoot
Trust**Special Needs Teaching Assistants**

Salary/grade: New SCP 4- 6

Hours of work: 32.5hrs p/w, term time + 5 days

Closing Date: Friday 14th June 2019Interview Date: week commencing Monday 24th June 2019

Due to the expansion of the school, we are looking for a number of teaching assistants to work across the school with children of different needs: ASD, PMLD, SLD. Beckfoot Phoenix is looking to appoint motivated and committed people to work in our very special school. Children at our school deserve the best. Our children all have severe or profound learning needs, and some have complex medical needs as well. Beckfoot Phoenix is a positive and caring community where we want learning to be exciting and motivating so that all of our pupils are challenged to achieve beyond what could ever be imagined. We need people who want to make a difference and who want to work with us to help our children to be the best they can be.

‘Beckfoot Phoenix is a great place to work.

It’s like being part of a big family where everyone wants the best for the children’ (Staff quote 2019).

Our school is part of the Beckfoot Trust where schools work in partnership with a shared ambition to provide outstanding education for our pupils. We want our pupils to love learning and be well placed to do something great with their lives. We aim to create remarkable learning environments in which pupils expect success because of their ambitious attitude to learning, the challenge provided by staff and the support they receive at home. High quality professional development and leadership training for staff are central features of our Trust. We aim to attract, develop and retain the very best people and to be the ‘Employer of choice’.

If you are someone who gets excited by seeing beyond disability, who wants to learn and develop their skills, and who would love to work in a school that puts the children at the heart of everything they do, we want to hear from you.

Please return completed applications to Georgina McGrath at georgina.mcgrath@beckfootphoenix.org

We are committed to safeguarding and promoting the welfare of children.



Job Description



Job Description – Special Needs Teaching Assistant

School: Beckfoot Phoenix Primary Special School

Salary/ grade: New SCP 4- 6

Reporting to: Headteacher

Core Purpose of the Post:

To complement the professional work of teachers and others by undertaking work/ care / support programmes, which enable access to learning for pupils and assist in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area, including in the hydrotherapy pool.

Main Duties and responsibilities

SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the post holder is working

SUPERVISION AND GUIDANCE:

To work under the instruction/guidance of teaching/senior staff.

RANGE OF DECISION MAKING:

To make decisions using initiative within established working practices and procedures.

The post holder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility and hygiene and well being of the pupils.
-

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information relating to the school, its pupils, parents and carers.

The provision, use and storage of equipment and materials used by pupils with whom the post holder is working.

General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

CONTACTS:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Care Services, Local Education Authority, Education Bradford, External Agencies and other professionals

RANGE OF DUTIES:**Support for Pupils**

- Supervise and provide particular support for pupils with special needs, ensuring their safety and access to learning activities.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher/person in charge.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher/person in charge.
- Assist with the development and implementation of Individual Targets, Behaviour Support Plans and Personal Care programmes (including meeting personal care, hygiene needs, and therapy and medical interventions needs, of the pupils).

Support for the Teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Provide detailed and regular feedback to teachers on pupils' achievements, problems etc.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Maintain manual and computerised records as requested.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour.
- Ensure the health and safety of pupils at all times.
- Establish constructive relationships with parents/carers.
- Timely and accurate preparation and use of specialist equipment / resources / materials as required by staff / curriculum / lesson plans etc.
- Provide clerical / administration support e.g. photocopying, filing.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of learning activities.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.

Support for the Curriculum

- Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies, recording progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity (including checking for quality/safety and reporting any damages) and assist pupils in their use.
- Demonstrate and assist others in safe and effective use of specialist equipment/materials.

Support for the School

- 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.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- 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 pupils out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff / person in charge and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher / person in charge.

- To support, uphold and contribute to the development of the Trust's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- May be required to undertake other duties commensurate with the grade and level of responsibilities as defined in this job description.
- Will be required to work with pupils of any age within the age-range of the school.

Medical Interventions- The post holder should demonstrate they have been or may ask to be trained and assessed as competent to deliver any of the medical interventions/clinical procedures listed below:

- Administering medicine
- Injections (intramuscular or subcutaneous).
- Inserting suppositories or pessaries .
- Rectal medication.
- Rectal paraldehyde.
- Administration of buccal or intra-nasal Midazolam and Hypo.
- Assistance with inhalers, cartridges and nebulisers.
- Emergency treatments covered in basic first aid training including airway management.
- Tracheostomy care for a stable stoma .
- Emergency change of a tracheostomy tube.
- Nasal or oral suctioning which does not go beyond the back teeth and where there is an effective cough. 12.
- Assistance with prescribed oxygen administration including oxygen saturation monitoring where required.
- Administration and care of liquid oxygen administration.
- Ventilation care for a child with a predictable medical condition and stable ventilation requirements (both invasive and non-invasive ventilation).
- Blood glucose monitoring and carbohydrate counting
- Bolus or continuous feeds via naso-gastric tube or gastrostomy.
- Bolus or continuous feeds using a pump via gastrostomy or jejunostomy.
- Intermittent catheterisation and catheter care.
- Supporting a child/young person to access a mitrofanoff.

FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Other Considerations

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Note: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.

Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Person Specification: Special Needs Teaching Assistant Beckfoot Phoenix

ATTRIBUTES		ESSENTIAL	DESIRABLE	HOW IDENTIFIED
1.	QUALIFICATIONS	<ul style="list-style-type: none"> • Experience or NVQ 2 for Teaching Assistants or equivalent qualifications. • Experience or NVQ 2 in relevant discipline or equivalent qualification. 	<ul style="list-style-type: none"> • GCSE English and Maths or equivalent eg. Adult Literacy/Numeracy at level 1 • Qualifications relating to post eg health, children, practical skills, first aid. 	Application form, Selection process & Certificates
2.	EXPERIENCE	<ul style="list-style-type: none"> • Experience of helping children to learn. • Experience of working in a team. 	<ul style="list-style-type: none"> • Working with pupils of relevant age-range • Working with pupils with Learning Difficulties – Complex / SLD / ASD • Working in a school 	Application form, Selection process, Interview
3.	TRAINING	<ul style="list-style-type: none"> • Willingness to participate in development and training opportunities. • Evidence of previous personal development. • Training, or willingness to train, in Child Protection 	<ul style="list-style-type: none"> • Training or willingness to undertake training in behaviour, communication, medical needs, and curriculum requirements • Health & Safety training as appropriate 	Application form, Selection process, Interview
4.	SPECIAL KNOWLEDGE	<ul style="list-style-type: none"> • Understanding of child development and learning. • An understanding of the issues relating to pupils who have special educational needs. 	<ul style="list-style-type: none"> • An understanding of reading, writing and maths development • An understanding of the needs of a multicultural society. • Understanding of relevant policies/codes of practice and awareness of relevant legislation. • General understanding of national/foundation stage curriculum and other basic learning programmes/Strategies. • Effective use of ICT packages. • ASD/VI/PMLD/SLD knowledge. 	Application form, Selection process, Interview
5.	PERSONAL CIRCUMSTANCES	<ul style="list-style-type: none"> • Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). • No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people. (DBS check required). 		Selection process & Sight of appropriate documentation

6.	DISPOSITION AND ATTITUDE	<ul style="list-style-type: none"> • Demonstrate a commitment to working with children at Beckfoot Phoenix School. • Able to relate well to pupils and adults and to work as part of a team. • Good sense of humour. • Good communication skills • Flexibility and willingness to accept change. • Maintain confidentiality in matters relating to the school, its pupils, parents and carers. 	<ul style="list-style-type: none"> • Ability to identify own training and development needs. • Understanding of classroom roles and responsibilities and your own position within these. 	Application form, Selection process, Interview
7.	PRACTICAL AND INTELLECTUAL SKILLS	<ul style="list-style-type: none"> • Good literacy / numeracy skills. • Ability to use relevant technology. • Ability to use ICT effectively. • Ability to use relevant equipment / resources 		Application form & Selection process / written test
8.	PHYSICAL	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995. • Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. • For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of moving and handling pupils, within school policies and practices. • For this post it may be an unavoidable core component of the job for the postholder to be willing and capable of meeting the health, hygiene and personal care needs of pupils within school policies and practices. 		Selection process
9.	EQUALITY	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.		Selection process

Application Process

**Please return completed application to Georgina McGrath at
georgina.mcgrath@beckfootphoenix.org by 5pm on the closing date Friday 14th June 2019**

How to Apply for our vacancies:

Please complete the enclosed application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment, please state the reasons why (e.g. gap year, career break, unemployed etc.). Applications should be completed and received by post or email no later than the deadline on the advert.

Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for 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.

Please sign the declaration on the final page of the application form. If you are submitting your application electronically, you will be required to sign this page if invited for interview.

CVs are not accepted as part of the application process. Please ensure you fully complete the relevant application form. If you have a disability that prevents you from completing the application form, please contact the school to discuss.

Important Information

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Details of the interview programme will be confirmed after the closing date. If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

We would strongly encourage you to browse our website as it will also give you a good idea of what our school is like. However, no website can replace the experience of coming into the school and seeing us first-hand. We would warmly welcome you to visit our school and if you would like to take advantage of a tour, do please contact the school office to register for a visit. If you have any further queries please do not hesitate to contact the school office who will do everything they can to assist.

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.

We look forward to meeting you.