

BROADMERE PRIMARY
SCHOOL



CLASS TEACHER

Application Pack



Bourne Education Trust



WELCOME

MESSAGE

Mandy McDowall

Headteacher

Thank you for expressing an interest in Broadmere Primary School where I am immensely proud to be the Headteacher.

We are located in Sheerwater, Woking. As a one form-entry primary school closely collaborating with New Monument Primary School, sharing one senior leadership team. We take great pride in the continued success and popularity of our school, along with the nurturing and vibrant environment we provide for our pupils.

Come and immerse yourself in the inclusive and happy atmosphere that defines our ethos. Gather an insight into the exciting opportunities that we offer both our pupils and our staff.



BROADMERE OVERVIEW



ABOUT US

Located in the heart of Woking within the vibrant community of Sheerwater, Broadmere is a thriving one form entry community school, proudly offering primary education alongside nursery provision for children aged 2 to 11 years.

We are driven by the fundamental belief that, irrespective of their background, possesses the potential to achieve outstanding results. This belief is embodied in our core values: thrive, aspire, and achieve. These values serve as the cornerstone of our approach, fostering an environment where students are nurtured and supported by a caring staff with unwavering expectations.

At Broadmere, we strive to foster a sense of belonging and safety, ensuring that every individual feels valued within our positive and supportive community. Our goal is to provide a fully inclusive education of the highest standard. Through a designed curriculum, robust pastoral support systems, and a wealth of enriching experiences, we equip our pupils with the tools they need to flourish.

Our ultimate aim is to foster happy, confident, and resilient individuals, a sense of ambition and aspiration, preparing them for the next stage of their educational journey and beyond.

OUR VISION & VALUES



Thrive, Aspire & Achieve

VISION

At Broadmere we believe that everyone can achieve greatness regardless of their starting point. Our school is at the heart of our community, creating a brighter future for all. Our inspirational curriculum offers a wide range of experiences for all pupils to thrive, aspire and achieve.

**THRIVE, ASPIRE,
ACHIEVE**

OUR VALUES

We promote the following values with our pupils:

- Respect
- Freedom
- Friendship
- Caring
- Unity
- Tolerance
- Responsibility
- Courage
- Resilience
- Quality
- Honesty

We model these behaviours at all times, in our interactions with pupils, parents, fellow staff and the wider community.



BOURNE EDUCATION TRUST OVERVIEW



ABOUT BET

Bourne Education Trust ('BET') was established in 2011 and has grown steadily since then. It is largely Surrey based, but has also expanded into Hampshire and Richmond. It is made up of 21 academies, 4 associate schools and one free school due to open in September 2024. Of its 26 schools, 14 are primaries, 9 are secondaries, and, with the new free school, 3 are specialist schools. It is responsible for the education of approximately 12,500 pupils and employs just over 1,300 staff. The Trust is organised into both phases and clusters to support collaboration.

The size of its schools ranges from a one-form entry primary to an eight-form entry secondary school with a sixth form. Schools are equally important and carry the same influence in terms of decision-making within the Trust. Each school has its own Head and Local Governing Committee. The Trust is led by Alex Russell, Kate Sanders, Rob Isaac and Penny Alford.

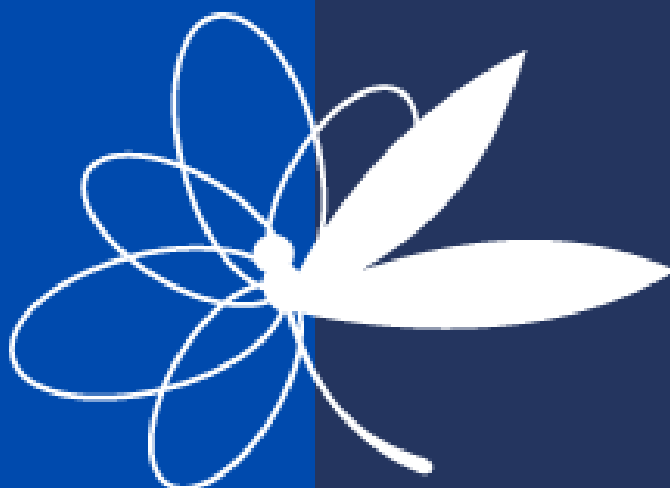
BET VALUES

BET's values are summarised by our strapline: 'Transforming schools; changing lives'. We absolutely believe that all children regardless of context or background deserve a great education, hence our involvement in schools and communities that have not always experienced this. Whilst we want our schools to retain their own identity, all BET schools share environments that are extremely warm and welcoming, professional, relentlessly positive, highly aspirational and characterised by happy and safe pupils with excellent relationships between them and the staff. In all classrooms and beyond pupils enjoy creative and effective teaching and learning that fosters belief and confidence.

BET PHILOSOPHY

Our philosophy is to have schools working as effectively as possible and serving their community. We err towards independence but never forget we are one organisation working together. Our schools welcome the support of the Trust and its collective ethos but relish their remit as local schools and the responsibility that brings. We are highly focussed on our work on equality, diversity and inclusion ('EDI') and environment, social and governance ('ESG') to ensure our organisation is highly sustainable and a driver for social justice. This permeates through our Trust-wide think tank, our CPD offer and our quality assurance approach.

For more information, please visit our website **www.bourne.education**.



BET BEHAVIOURS

4 shared behaviours - we are reflective, aspirational, optimistic and inclusive.



REFLECTIVE

- ✓ Being outward facing and continually scanning the horizon
- ✓ Making decisions carefully, drawing on evidence, risk analysis and research
- ✓ Deploying school resources so they are sustainable and have long-term impact to safeguard the future for our young people
- ✓ Learning without borders by working with and learning from different phases, specialisms and sectors

ASPIRATIONAL

- ✓ Creating a culture of high performance and professionalism where morale, health and wellbeing are high
- ✓ Holding one another to account and having the courage to challenge and to question
- ✓ Creating great places to work where people feel supported, empowered and encouraged to achieve their ambitions
- ✓ Creating community confidence and pride in our schools and Trust

OPTIMISTIC

- ✓ Being resilient, energetic, proactive and positive whilst taking responsibility for solving issues
- ✓ Believing that everyone has potential, is valued and can contribute Clearly identifying and sharing why we do what we do
- ✓ Focusing on the team's outcome and not just the individual

INCLUSIVE

- ✓ Acting as a positive force for equality; creating communities where everyone can be their authentic self and have a sense of belonging
- ✓ Committing to social justice and sustainable leadership whilst acting with humility and integrity
- ✓ Learning about our biases and blind spots and challenging expectations and stereotypes
- ✓ Showing high levels of emotional intelligence, being highly visible and communicating precisely, accessibly, and confidently

JOB DESCRIPTION



LOCATION: Sheerwater, Woking
CONTRACT: Permanent - Full time
SALARY: MPS 1 - MPS 6 Fringe Area £31,350 - £42,689
BENEFITS: Condensed school year; workplace pension through TPS; occupational sick pay; recognition policies; access to in-house, external and bespoke CPD, including nationally recognised qualifications where appropriate; HR and wellbeing support; family friendly policies; staff benefits scheme including 24/7 online GP service, Cycle to Work scheme and free online fitness classes

Role purpose

Responsible for the learning and achievement of all pupils in the class, ensuring equity of opportunity for all, achieving the highest possible standards in work and conduct. All teachers are required to carry out the professional duties and responsibilities of a school teacher as defined by 'Teachers' Standards' and set out in the current 'School Teachers Pay and Conditions Document'.

Main responsibilities

Teaching and learning:

- Deliver the curriculum as relevant to the age and ability of the individuals and classes you teach, preparing and developing teaching materials, programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of all pupils within your class/es, planning effectively to ensure that pupils have the opportunity to meet their potential
- Be aware of pupils' capabilities, planning effectively to meet the needs of pupils with special educational needs and work in collaboration with the SENCo to make an appropriate contribution to and participate in the preparation, implementation, monitoring and review of SEN support arrangements
- Use an appropriate range of observations, assessment, monitoring and recording strategies as a basis for setting challenging learning for pupils with diverse abilities and experiences, monitoring pupil progress and attainment

- Make accurate and productive use of assessments to secure pupil progress and report to parents on the development, progress and attainment of pupils
- Establish and maintain engaging and effective relationships with parents, governors and the wider community
- Use relevant data effectively to monitor progress, set targets and plan lessons
- Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding that pupils have acquired
- Promote and facilitate extra-curricular activities, after school clubs, targeted boosters and residential trips where appropriate
- Provide pupils with regular feedback, both in real time and through accurate marking, encouraging pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude towards their own work and study
- Effectively and consistently apply school policies and guidelines
- Support initiatives directed by the Headteacher and the Senior Leadership Team
- Plan for, organise and direct the work of relevant support staff within the classroom. This will sometimes include direct line management of Learning Support Assistants/Teaching Assistants
- Participate in arrangements for examinations and assessments within the remit of the 'School Teachers' pay and conditions document'

Behaviour and safety:

- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns by following the relevant policies and procedures
- Establish a safe, purposeful and stimulating environment for pupils, ensuring high expectations of discipline which pupils respect, acting to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school
- Manage classes effectively, using approaches which are appropriate to the pupils' needs in order to inspire, motivate and challenge pupils
- Be a positive role model, and demonstrate consistently the positive attitudes, values and behaviour expected of pupils'
- Establish and maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Teamwork, collaboration and professional development:

- Actively participate in meetings and professional development opportunities
- Engage and make positive contributions as a member of the wider school team, planning collaboratively, sharing information, ideas and expertise, raising standards by sharing effective practice
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupil progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues

- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012
- Have professional regard for the ethos, policies and procedures of the school in which you teach
- Undertake a due share of duties according to the published rota
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Effectively collaborate across the Trust network and clusters, sharing best practice and facilitating benchmarking across schools where appropriate

Key Skills Required

- Qualified Teacher Status or equivalent (E)
- Ability to demonstrate an awareness, understanding and commitment to the protection and safeguarding of children (E)
- Ability to evidence effective continuous professional development (E)
- Experience of teaching in relevant Key Stage and/or subject area (D)
- Experience in coordinating a subject/phase leading (D)
- Ability to evidence effective communication with a wide audience / range of stakeholders (E)
- Proven track record in establishing effective relationships with parents, governors and the community (E)
- Ability to evidence excellent IT skills on a wide range of programmes & software (E)
- Ability to demonstrate an understanding of wider educational issues, knowledge of the appropriate key stage curriculum and national strategies (E)

Personal Qualities

At Bourne Education Trust, our culture and our values are important to us, as outlined in our BET Behaviours which set out the key qualities we would expect any colleague to demonstrate. We foster a reflective, optimistic, and aspirational approach and we expect our colleagues to be collaborative, innovative, committed, engaged and professional. Diverse and inclusive, we encourage you to act as a positive force for equality, helping us create communities where everyone belongs. We encourage our colleagues to take part in school and cross Trust teams and we will invest in you through continuous professional development.

APPLICATION PROCESS



Thank you for your interest in this role, we look forward to receiving your application. Candidates should be aware that the closing date for applications is midday on 7th June 2024, however prompt applications are encouraged as we reserve the right to close this vacancy if sufficient applications have been received.

To apply for this position, you must complete a Bourne Education Trust online application form (CVs without a fully completed application form will not be considered). Candidates applying via other job sites should follow the instructions provided.

Shortlisting will take place as applications are received and you will be contacted by email if have been shortlisted for an interview. Candidates should note that the provisional date for interviews is Friday 14th June 2024.

SAFEGUARDING:

Bourne Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The appointment will be made subject to an Enhanced Disclosure and Barring Service approval ('DBS') as part of our rigorous approach to safeguarding our children.

EQUAL OPPORTUNITIES:

Bourne Education Trust is committed to equality of opportunity for all colleagues, pupils and other stakeholders. Applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.