

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, part of the Bourne Education Trust.

Located in Sheerwater, Woking, Broadmere Primary School is a one form-entry primary school that operates in close collaboration 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. Therefore, it is with immense pleasure that I extend to you a warm invitation to visit us.

This visit will give you the opportunity to witness first-hand the inclusive and happy atmosphere that permeates our school community. We believe that experiencing our school environment directly will provide you with valuable insight into our ethos, values, and the exciting opportunities we offer to both our students and staff.

Should you wish to arrange a visit, please reach out to Sarah Maloney, HR Officer at [maloneys@broadmere.surrey.sch.uk](mailto:maloneys@broadmere.surrey.sch.uk), who will be happy to assist you in arranging a visit.

We look forward to receiving your application, the deadline is set for Tuesday 16th April 2024.

For any additional questions or queries about our school or the position you are applying for, please do not hesitate to get in touch. We are here to assist you in every way possible.

Thank you for considering Broadmere Primary School for the next step in your career. I look forward to the possibility of welcoming you to our school community.

# 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.

# OFSTED

Ofsted last visited in November 2022 and we continue to be a 'Good' school.

During their visit the inspection team commended that 'kindness permeates this welcoming school. Warm and trusting relationships between staff and pupils are cherished and nurtured'.

'Playtimes are calm and cheerful occasions where pupils have fun'.

'Pupils from a wide range of cultural heritages enjoy attending this friendly school. Parents and carers are overwhelmingly supportive of this inclusive school and its ambitions to develop pupils personally as well as academically'.

'Leaders work with determination to ensure that pupils achieve their potential. Pupils embrace the motto of 'thrive, aspire and achieve' and leaders, including governors, use it to reinforce all of their decisions.'





# OUR VISION & VALUES



## THRIVE, ASPIRE, ACHIEVE

Broadmere Primary School has embraced a values based education. Alongside our three core school values (thrive, aspire, achieve), we actively promote a different value each month as well as the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

For further information about our school vision and values, please visit [www.broadmere.surrey.sch.uk](http://www.broadmere.surrey.sch.uk).

## 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.

## OUR STRATEGY

To achieve and maintain our vision we consider the four following areas:

- Leadership and management
- Personal development
- Behaviour and attitudes
- Quality of education.

A photograph of four children in school uniforms standing in a gymnasium. From left to right: a girl with red hair in a grey polo shirt, a boy in a blue long-sleeved shirt, a girl with curly hair and a blue bow in a blue long-sleeved shirt, and a boy in a light blue t-shirt. They are all smiling. The background shows gym equipment like ropes and a ladder.

# BOURNE EDUCATION TRUST OVERVIEW

A white stylized flower graphic with multiple loops and a long, pointed petal on the right side.

## 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.

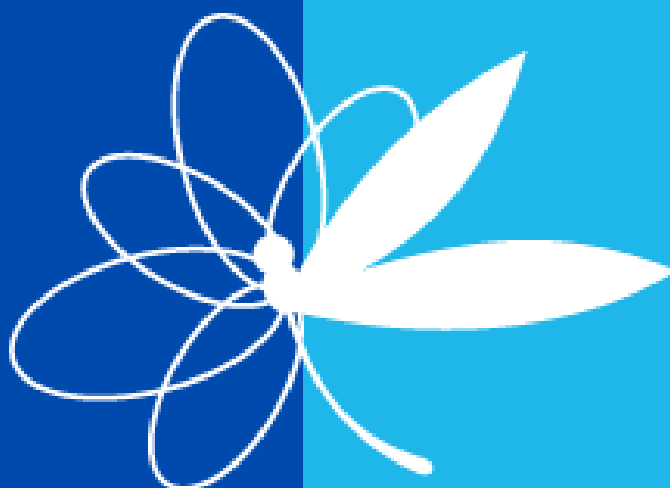
# BET VALUES

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

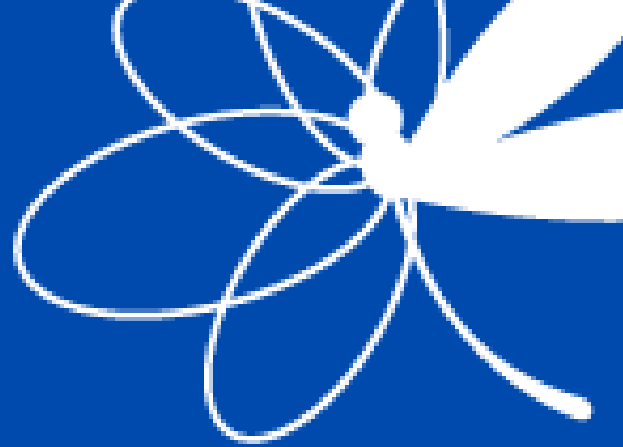
Our philosophy is to have schools working as effectively as possible and serving their community. We err towards independence but never forget we are one organisation working together. Our schools welcome the support of the Trust and its collective ethos but relish their remit as local schools and the 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](http://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 (Part time will be considered for the right candidate)  
**SALARY:** MPS 1 - MPS 6 Fringe Area £31,350 - £42,689  
**BENEFITS:** Workplace pension through LGPS; occupational sick pay; recognition policies; ongoing training, learning and development opportunities; HR and wellbeing support; family friendly policies; modern offices with on-site parking.

## CLASS TEACHER

- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- To liaise effectively with the Inclusion Team and ensure that Provision Maps/Documents are up to date and appropriate progress is made towards meeting end of year targets.

## **Teaching**

- Deliver the curriculum as relevant to the age and ability group that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of all pupils in your class
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and scaffold learning appropriately to build on knowledge and skills.
- Have a clear understanding of the needs of all pupils, including those with special educational needs and disabilities, gifted and talented, EAL, and be able to use and evaluate distinctive teaching approaches to accelerate progress for all groups.
- Demonstrate a high level understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English.
- Plan for, organise and direct the work of support staff within the classroom and hold them to account.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning for pupils of all backgrounds and abilities, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress.
- Report to parents on the development, progress and attainment of pupils.
- Give pupils regular feedback, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Implement agreed school policies and guidelines.
- Support initiatives decided by the Headteacher and the Leadership Team.
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document.

## **Behaviour and Safety**

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Ensure all meetings and calls with parents are minuted.
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.
- Team working and collaboration
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Run an extra-curricular club each term.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.
- Fulfil wider professional responsibilities
- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers with regard to pupils' achievements, progress and well-being using school systems/processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school.
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.

### **SPECIFIC PROFESSIONAL DUTIES**

All staff at Bourne Education Trust act with honesty and integrity; have strong knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with families in the best interests of their children.

Staff at Bourne Education Trust must have professional regard for the Trust's ethos, policies and practices and maintain high standards in their own attendance and punctuality. They will be good team players who are supportive of colleagues, accessible, keen to share ideas and be a role model in all aspects of their practice. They will show flexibility and be willing to take on change and challenge but may need the guidance of a coach or mentor. They will be open and receptive to improvement, show a commitment to their own continuing professional development.





# PERSON SPECIFICATION



## Qualifications & Experience

- Recent relevant experience in the Primary curriculum and practice
- A minimum qualification of either a Teachers Certificate, a first degree with a PGCE, QTS or Bachelor of Education
- The post would suit an experienced Primary Teacher
- Evidence of additional role specific professional development

## Knowledge & Skills

- High expectations for children to achieve their full potential
- Strategies and skills to achieve highest standards in your work and conduct
- Motivated and committed to the management teaching and support of children in your class
- Communicate effectively with pupils, staff, parents and carers
- Work in partnership with parents, and as a member of a team to agree targets
- Able to plan, organise and where appropriate delegate effectively
- Demonstrate a strong subject and pedagogical knowledge and maintain this
- Be able to evaluate your own performance

## Personal Qualities

- Makes the education of the pupils their first concern
- Honest with integrity
- Holds positive values and attitudes, and adopts high standards of behaviour
- Self-motivated and enthusiastic
- Willing to contribute to and support the team, and go the extra mile
- Able to work under pressure and use own initiative
- Take pride in work
- Open minded and receptive to new ideas and challenges
- Displays an awareness, understanding and commitment to the protection and safeguarding of children

# 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 16th April 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 19th April 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.