



SAYES COURT PRIMARY SCHOOL

CLASS TEACHER

Application Pack



Sayes Court
PRIMARY SCHOOL



WELCOME

MESSAGE

Caroline Black
Headteacher

Sayes Court Primary is a one form entry school in Surrey and we are proud to be part of the Bourne Education Trust.

At our school, you will find a welcoming and purposeful environment centred on our core purpose: children and teaching and learning. A place where everyone is challenged to perform at their best and where there is a commitment to nurturing and growing happy, successful, intellectually curious and determined children and young people with a strong sense of moral and cultural values.

At Sayes Court the expectation is that every child who becomes part of the Sayes Court Primary Community, can and will make great progress and achieve, being successful academically and socially regardless of their background or circumstances. This underpins our commitment to developing excellence and the highest standards for all.

Our team of highly skilled, forward-thinking and dedicated professional teachers and support staff are committed to achieving this and strive to break down barriers to learning by supporting children to develop outstanding learning behaviours, challenging and equipping them to excel their wildest expectations and aspirations and nurturing a mindset of growth and self-belief in every single unique child.



OVERVIEW



ABOUT SAYES COURT PRIMARY & NURSERY SCHOOL

Sayes Court School is a one form entry primary school in Surrey with a nursery school for 2 – 4 year olds. We are proud to be a part of the Bourne Education Trust and work collaboratively with other primary and secondary schools across the Trust.

At Sayes Court, we believe in developing a breadth of skills and knowledge that nourish a strong sense of self-belief so that both our staff and pupils can achieve their own greatness. We are a community where high expectations are set for all pupils. Our aim is to challenge, inspire and prepare so that pupils can accomplish their goals and be ready for secondary school and beyond.

The Sayes Court curriculum provides children with the opportunity to explore a series of precisely planned, sequenced and interconnected moments that ensure they explore what it is to learn and grow while gaining a deep understanding in all subjects. We believe that getting to know every individual pupil and their interests enables us to develop the children's strengths inside and outside of the classroom.

The Local Governing Committee play an important part in our school. They do not manage the day to day operations but are required to establish a strategic framework for the school, support and challenge the Senior Leadership Team, make executive decisions and ensure accountability. Our Local Governing Committee are working tirelessly to ensure children at Sayes receive the best education possible.

CONTEXT

We are a one-form entry primary school located in Addlestone, Surrey. Our pupils come from a wide range of backgrounds, and we are proud of our inclusive approach. We have a larger than average percentage of children who have Special Educational Needs and Disabilities, and a small but significant percentage of our children are eligible for free school meals. We have many children for whom English is an additional language from a variety of home countries.

PERFORMANCE

At Sayes Court, we pride ourselves on providing the best possible academic outcomes for children. Our strong results are consistently in line with, or exceeding, national averages. Please see the tables below for more information:

Pupils in EYFS achieving a good level of development		
2022 (School)	2023 (School)	2023 (National)
72%	80%	67.2%

Children passing the Year 1 Phonics Screening		
2022 (School)	2023 (School)	2023 (National)
90%	93.3%	79%

Percentage of pupils at expected standard or above at the end of key stage 2			
	2022 (School)	2023 (School)	2023 (National)
Combined R/W/M	70%	60%	59%
Reading	87%	77%	73%
Writing	80%	73%	71%
Maths	80%	80%	73%
SPAG	90%	77%	72%

Percentage of pupils the expected standard or above at the end of key stage 1			
	2022 (School)	2023 (School)	2023 (National)
Reading	77%	80%	68%
Writing	71%	70%	60%
Maths	71%	83%	70%

OUR VISION & VALUES



VALUES

We promote the following learning behaviours and values with our pupils:

- Resilience
- Responsibility
- Reflectiveness
- Teamwork
- Democracy
- Individual Liberty
- Mutual Respect
- Rule of Law
- Tolerance

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

VISION

I can, I can, I can

Our vision is for all children to become the very best version of themselves they can be as a result of their time at Sayes Court. We want all children to leave Sayes Court inspired and equipped with the skills and knowledge they need to be successful at the next stage of their education and beyond. We want to support all pupils to develop the confidence and resilience they need to take advantage of the opportunities in, and overcome the challenges of, a changing and ever more competitive world.

Our vision is brought to life by many different elements of our school: our personalised, broad and balanced curriculum; our Values and Learning Habits; our Pillars of Opportunity and Guarantee; and our evaluative, research based approach. All members of the Sayes Court community share the highest expectations of our children, and are determined to deliver nothing but the best. We firmly believe in the power of education to ensure that all children, regardless of their background or starting points, become the best they can be.

'I'm never going to put boundaries on myself. I'm never going to say I can't do it. I'm never going to say 'maybe'. I'm never going to say, 'I don't think I can.' I can and I will.' Nadiya Hussain, Great British Bake Off Winner



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 with 20 of its 26 schools there, 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, 13 are primaries, 9 are secondaries, 2 are alternative provision and, with the new free school, 2 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 and Penny Alford.

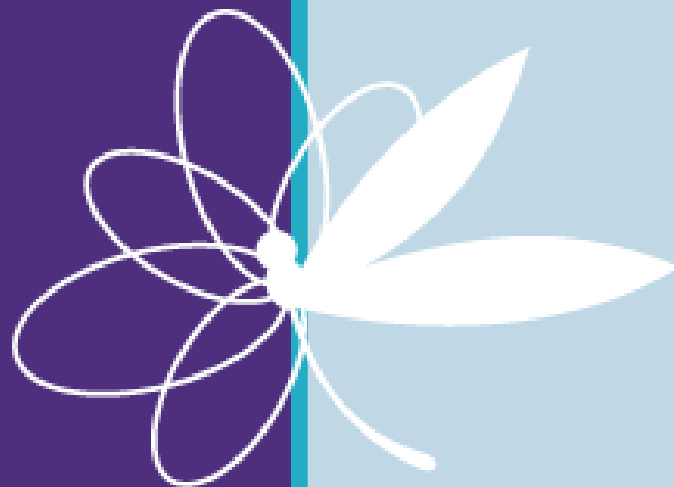
BET VALUES

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

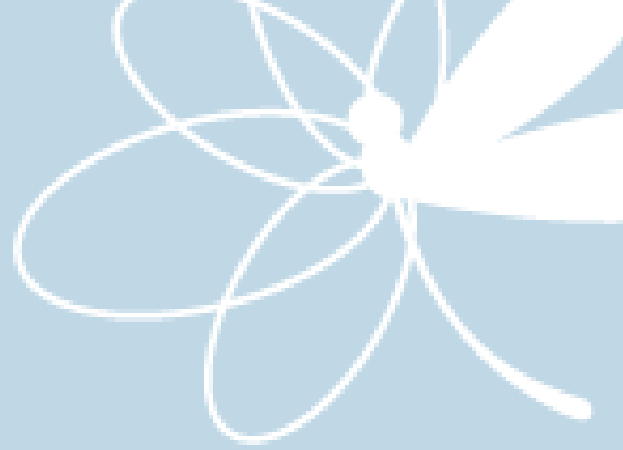
Our philosophy is to have schools working as effectively as possible and serving their community. We err towards independence but never forget we are one organisation working together. Our schools welcome the support of the Trust and its collective ethos but relish their remit as local schools and the 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

Role information

Location: Addlestone, Surrey

Contract: 1 year fixed term from September 2024

Salary: Main Scale M1 – M6 £31,350 – £42,689 (depending on experience)

Benefits: Workplace pension; occupational sick pay; recognition policies; ongoing training, learning and development opportunities; HR and well-being support; family friendly policies; network of on-site parking

Reporting to: Headteacher

Responsibilities

To secure and sustain effective teaching of the relevant subjects for individuals, groups and classes. Develop the quality of teaching, assess the standards of pupil's achievements and set targets for improvement. Record and report on the progress, development and attainment of students.

Key Tasks:

- Use school policy and National Curriculum requirements to set clear targets for improvement of pupils' achievement and monitor pupil progress towards those targets.
- Use appropriate teaching and learning strategies to communicate clear learning objectives and expectations across the curriculum.
- Recognise the level that a pupil is achieving and make accurate assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phase(s) taught.
- Plan effectively to ensure that pupils have the opportunity to meet their potential, notwithstanding differences of race and gender, and taking account of the needs of pupils who are: underachieving, very able, not yet fluent in English; making use of relevant information and specialist help where available.
- To plan, deliver lessons, across the breadth of the curriculum, that enable pupils to attain well and make strong progress.

- Plan effectively, where applicable, to meet the needs of pupils with Special Educational Needs and, in collaboration with the SENCo, make an appropriate contribution to the preparation, implementation, monitoring and review of Sen Support Arrangements
- Take appropriate account of ethnic and cultural diversity to enrich the curriculum and raise achievement.

Managing and Working with People

To lead, manage and work collaboratively with pupils and, as appropriate, with other adults and colleagues.

Key Tasks:

- Secure a good standard of pupil behaviour in the classroom through establishing appropriate rules and 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
- Where applicable, deploy other adults effectively in the classroom, involving them, where appropriate, in the planning and management of pupils' learning
- Support initiatives decided by the Headteacher and the Leadership Team
- Work as a member of a team, planning co-operatively, sharing information, ideas and expertise
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.
- Liaise effectively with pupils' parents/carers through informative oral and written reports on pupils' progress and achievements, discussing appropriate targets and encouraging them to support their children's learning, behaviour and progress
- Take responsibility for own professional development, setting objectives for improvements, and take action to keep up-to-date with research and developments in pedagogy and in the subject(s) taught
- If not an ECT, to lead a subject within the school.

General

- Promote the safeguarding of children.
- Be aware of key school plans, policies, and procedures, especially the Health and Safety procedures and Child Protection policy.
- Take part in performance management in order to identify and agree developmental and training needs.
- Model the values and behaviours promoted in the school.
- Within your contracted hours, undertake Induction Training and other training as identified in the Performance Management process as may be required to enable you to provide the school with effective support.
- Within your contracted hours, to attend staff meetings as required.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with you line manager.
- Ensure that all duties and services provided are in accordance with the Bourne Education Trust's Equal Opportunities Policy.
- To follow the Bourne Education Trust's procedures and guidelines on the General Data Protection Regulations reporting any breach or near misses to the Data Protection Lead for the school.
- The Bourne Education Trust's Board and the Local Governing Body of Sayes Court Primary School are committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment.



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
- ECTs welcome to apply

Other essential criteria

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
- Hold 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
- Display 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 3pm Tuesday 16th April 2024, however prompt applications are encouraged as we reserve the right to close this vacancy if sufficient applications have been received. Interviews will be held on Thursday 25th April 2024.

To apply for this position, you must complete an online application form.

Following shortlisting you will be contacted by email if we would like to see you for an interview. If you have any further queries or would like to arrange a tour of the school please contact Caroline Black blackc@sayescourt.surrey.sch.uk

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.

HEALTH AND SAFETY:

The board of trustees, local governing committees (LGC) and all leaders across Bourne Education Trust recognise and accept their responsibilities to provide a safe and healthy working environment for all employees, students and visitors. We expect all colleagues to take reasonable care of their own health and safety and that of others who may be affected by their actions at work. All BET employees must co-operate with us to access proper training and to make sure they understand and follow the Trust's health and safety policies and procedures, and to help everyone meet their legal requirements. All colleagues must take responsibility for reporting concerns relating to health and safety matters through appropriate channels.