

BROADMERE PRIMARY
SCHOOL



CLASS TEACHER / EYFS LEAD

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, who will be happy to assist you in arranging a visit.

We look forward to receiving your application, the deadline is set for Thursday 18th 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'.

'Play times 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.

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.

Four children, two girls and two boys, are standing in a gymnasium. They are all smiling and wearing school uniforms. The girl on the far left is wearing a light blue polo shirt. The boy next to her is wearing a dark blue long-sleeved shirt. The girl next to him is wearing a dark blue long-sleeved shirt with a blue bow in her hair. The boy on the far right is wearing a light blue t-shirt. They are all standing in front of a wooden structure, possibly a climbing frame or a ladder.

BOURNE EDUCATION TRUST OVERVIEW

A white stylized flower graphic with five petals, located on the right side of the blue box.

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.

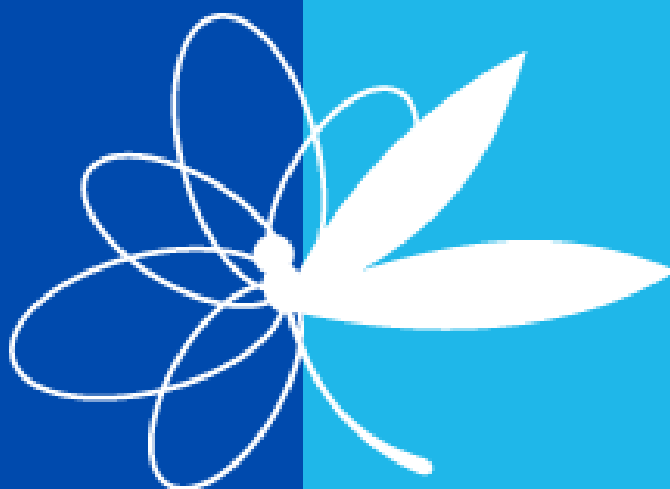
BET VALUES

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

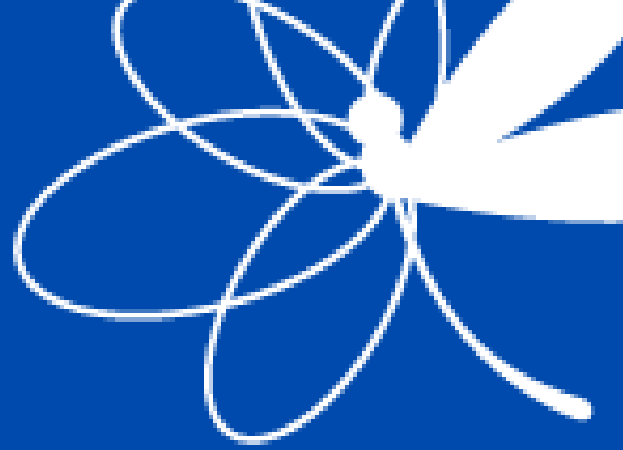
Our philosophy is to have schools working as effectively as possible and serving their community. We err towards independence but never forget we are one organisation working together. Our schools welcome the support of the Trust and its collective ethos but relish their remit as local schools and the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

SALARY: MPS1-6 £31,350 to UPS Fringe area - £44,579 + TLR

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.

Main purpose

In addition to:

- Fulfilling the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions document
- Meeting the expectations set out in the Teachers' Standards

The EYFS leader, under the direction of the headteacher, will take lead responsibility of the EYFS to:

- High-quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all
- Supports other staff to make continuous improvements to their practice
- Lead staff within a phase team to maintain high quality teaching and learning
- Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate
- Have a belief that all children are capable of great things and learning should be fun
- Have high aspirations for all children rooted in the belief that every child has the potential to succeed
- Be keen to develop and grow their leadership skills through the role
- Have knowledge and understanding of effective behaviour management strategies and the ability to put these into practice
- Be confident in establishing sound professional relationships with children, colleagues, parents and our community
- Promote the vision, culture and ethos of the school
- Have high expectations of everyone within the school community
- Be committed to safeguarding and protecting children and young people.

Duties and responsibilities

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.

- Strategic direction
- Develop and implement policies for the EYFS in line with our school's commitment to high-quality teaching and learning
- Have a good understanding of how well the EYFS is being delivered and the impact on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the EYFS
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values
- Consult pupils, parents and staff about the EYFS and its effectiveness, and assess the feedback against the school's vision, values and aims
- Work with the special educational needs coordinator (SENCO)/Inclusion lead to ensure the curriculum meets the needs of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities
- Work with subject leaders to understand how their subject is developed at the EYFS Liaise with the local authority (LA) and multi-academy trust (MAT) on EYFS-related projects and activities
- Share outstanding EYFS practice, knowledge and expertise throughout the school as appropriate
- Leading the curriculum
- Develop and review regularly the vision, aims and purpose for EYFS
- Monitor changes to EYFS teaching, learning and school improvement, and share with staff as appropriate
- Oversee the planning of a curriculum that:
 - Is diverse and inclusive
 - Meets the needs of all pupils and the requirements of the EYFS framework
 - Is well sequenced to promote pupil progress towards the early learning goals (ELGs)
 - Is effectively and consistently implemented across the EYFS
- Make sure there is an effective system of assessment that meets the requirements of the EYFS framework and tracks the progress of pupils to check the curriculum has a positive impact on learning
- Have an overarching responsibility for pupils' achievement and standards in the EYFS

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.

Leading and managing staff

- Hold regular team meetings on the EYFS to keep staff informed of developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the EYFS
- Monitor teaching and learning to assess how well the EYFS is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the EYFS
- Take a leading role in inducting new EYFS staff and making sure they uphold expected values and teaching standards
- Coach and model team teaching
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
- Monitor staff wellbeing, working with senior leaders to address wellbeing challenges as appropriate

Efficient and effective deployment of resources

- Provide support with textbooks and library books in the EYFS
- Create a safe, welcoming environment and take care of the classroom accommodation
- Audit the indoor and outdoor learning spaces in the EYFS to evaluate the quality of the overall learning environment
- Ensure resources used are diverse, inclusive and accessible
- Provide support with classroom displays for the EYFS across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Support continuous provision in the EYFS, which allows pupils to play independently and gives them a sense of ownership over their environment
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage the EYFS budget effectively to ensure it is spent on resources that add value and enhance the learning experience
- Prepare appropriate resources for remote learning to ensure the EYFS can be delivered at home

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the EYFS leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.

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

- Degree
- Qualified teacher status

Experience

- Successful experience of EYFS leadership (desired)
- Teaching experience in EYFS

Skills & Knowledge

- Expert knowledge of the EYFS statutory framework and handbook
- Understanding of high-quality teaching and learning strategies in the EYFS, and the ability to model this for others and support others to improve
- Awareness of local and national organisations that can support delivering the EYFS
- Ability to build effective working relationships with staff and other stakeholders
- Ability to adapt teaching to meet pupils' needs
- Ability to build effective working relationships with pupils
- Knowledge of guidance and requirements around safeguarding children
- Good IT skills
- Effective communication and interpersonal skills
- Ability to communicate a vision and inspire others

Personal qualities

- Commitment to getting the best outcomes for all pupils
- Uphold and promote the ethos and values of the school
- Ability to work under pressure and prioritise effectively
- Maintain confidentiality at all times
- Commitment to safeguarding, equality, diversity and inclusion

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 Thursday 18th 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 Monday 22nd 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.