

Dear potential applicant,

Thank you for your initial interest in the post of Head of Maths at Bridge Learning Campus.

I joined the school in September 2018 as Head of School (secondary) and was appointed as Headteacher of the campus from September 2019. Over this time, I have been privileged to lead the school to rapid but sustainable improvements in student outcomes. These improvements are the results of the hard work, skill and commitment of a great team of staff at all levels. In the two years leading up to Summer 2019, our Progress 8 score rose from -0.92 to -0.06 and we have worked hard to maintain these standards in spite of the pandemic. We have seen similar improvements in some of our primary results e.g. at EYFS and in the Year 1 phonics check.

Our school mostly draws students from the areas of Hartcliffe, Whitchurch, Withywood, Filwood and Knowle West in which are some of the wards of highest deprivation in our city. We receive a pupil premium grant for over 60% of our students and many children join our school in nursery, reception or in Year 7 below the age-related expectations for personal and academic development.

Nevertheless, our pupils have ambition, manners, respect, loyalty and character. At times, they may find it difficult to demonstrate confidence and resilience but our vision, and that of our Trust, is to improve the personal development and outcomes for children and young people by promoting communities that trust in learning.

Our maths department has steadily improved over the last four years and we are looking for the right individual to continue this momentum. You will join us during the exciting process of implementing and reviewing our new curriculum. Our curriculum aims to instil our students with the confidence, knowledge and skills they need for life in modern Britain and this is anchored around our commitment to reading, oracy and the development of our students' cultural capital. Over the last 18 months, senior and middle leaders have thought carefully about the taught curriculum, how it is sequenced and how it promotes diversity, equality and inclusion so that it fully prepares our pupils to be confident, successful and responsible in their futures. Our new curriculum will encourage students to think critically, challenge and be challenged and develop confidence in their own ideas and abilities.

You will be working in a school that has invested heavily in its pastoral teams. We have a clear whole-school system for behaviour management and sanctions, including for incomplete homework, are centralised, rather than being the sole responsibility of individual teachers or departments. This ensures that our students receive the personal support and boundaries they need and also allows teachers and subject leaders to focus on the quality of teaching and learning within their classrooms.

The school is also committed to the professional development of its staff through in-house training programmes and cross-Trust professional development and learning. Our teaching and learning policy has Rosenshine's principles of instruction at its core, enhanced by evidence-based research into effective pedagogical practice. We have worked hard to build a collaborative culture of pedagogical improvement through low-stakes fortnightly

developmental drop-ins. High-stakes formal observations are a thing of the past. The successful candidate will receive individual training to enable them to lead this model of T&L improvement within the maths department.

Bridge Learning Campus was judged as having 'serious weaknesses' when Ofsted carried out a Section 5 inspection in May 2018. Since that time, one of the inspectors from that original team has returned to our campus for three monitoring inspections, commenting positively on the progress we are making and noting that:

- *"Pupils' attitudes are positive" and that leaders "...have confidence in the accuracy of teachers' assessments and continue to focus on developing teachers' skills" and "...remain ambitious for what the school has the potential to achieve in the future".* September 2019
- *"Prior to March 2020, leaders had thought carefully about the curriculum and how it is taught. This provided the foundation for school improvement. The drive for improvement has continued, despite interruptions caused by the pandemic."* February, 2021
- *"Leaders are curious about exploring the ways that pupils learn best, drawing on research to inform their decisions. They work closely with other school leaders in the trust."* February, 2021.
- *"Staff say that they feel valued"* February, 2021

We are seeking to appoint someone who is ambitious and driven, skilled and knowledgeable about pedagogy and cognitive science and who is keen to take on a role in a school where their commitment is valued. If this might be you, then I encourage you to look closely at this opportunity.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'R. Maule', with a stylized flourish at the end.

Mr Rupert Maule
Headteacher