



SAYES COURT PRIMARY SCHOOL

PART TIME EYFS/KS1 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.

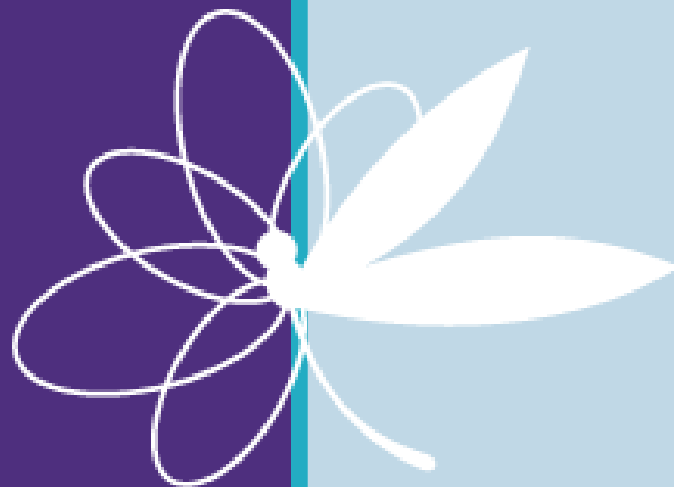
BET VALUES

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

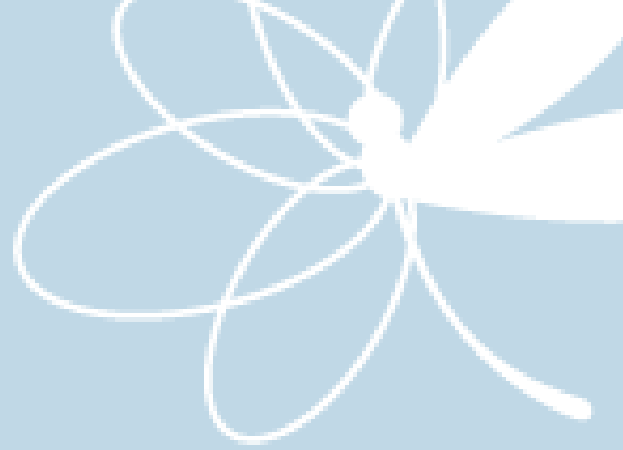
Our philosophy is to have schools working as effectively as possible and serving their community. We err towards independence but never forget we are one organisation working together. Our schools welcome the support of the Trust and its collective ethos but relish their remit as local schools and the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

JOB

DESCRIPTION



Role information

Location: Addlestone, Surrey
Contract: 1 year fixed term Wednesdays, Thursdays and Fridays from September 2024
Salary: Main Scale M1 - M6 £18,810 - £25,613 (depending on experience)
Benefits: Condensed school year; workplace pension; 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

Reporting to: Headteacher

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 3pm Sunday 2nd June 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 Wednesday 12th June 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.