



Balcarras School



Applicant Pack



The Balcarras Trust came into existence on December 1st 2020. We are a Multi Academy Trust based in Gloucestershire. Prior to this the company (Balcarras School) was a Single Academy Trust.

The Mission Statement of The Balcarras Trust:

The Balcarras Trust is committed to delivering outstanding inclusive, comprehensive education in each of its schools. Every child within the Trust will be expected, encouraged and supported to reach their full potential and, when they leave school, to be fully equipped to go on to be successful in the next phase of their lives.

The Trust will establish and maintain high standards of teaching, pastoral care and behaviour in its schools. No child will be "left behind." There will be excellent opportunities for extra-curricular activities.

Each member of staff in the Trust's schools will be an excellent role model and will play their part in ensuring that each school in the Trust will have its own special ethos. Students will feel proud of their school.



Balcarras is a co-educational 11-18 comprehensive school situated in Charlton Kings on the Eastern side of Cheltenham. Consistently rated outstanding by Ofsted, it has also been recognised by The Sunday Times as the highest performing comprehensive school in the Southwest. Balcarras's performance at A level and GCSE is amongst the highest for any school in the country.





Currently there are two schools in the Trust:

Balcarras: an 11-18 coeducational academy with 1402 pupils on roll. Consistently rated outstanding by Ofsted, the school secures superb outcomes at both GCSE and A level. Recently the school was awarded the Sunday Times Southwest State School of the Decade Award. The school is led by Dominic Burke (Headteacher) who combines this role with CEO of the Trust. Balcarras is the lead school in the GLOW Maths Hub and the Balcarras Teaching School Partnership. Balcarras is located in Charlton Kings and is currently where the Trust's registered office is located.

The High School Leckhampton: a brand new 11-16 coeducational comprehensive academy with an eventual capacity of 900. The school opened in September 2021 initially on the Balcarras site. It transferred to its own purpose built accommodation in September 2022. It now occupies a beautiful campus at Farm Lane in Leckhampton. This facility cost £35 million and is state of the art. The school is led by Helen Wood and has for the first two years of its existence been oversubscribed.

In addition the Trust has a wider role as a system leader:

Outreach work: The Balcarras Trust is a leading provider of professional development for educators. The Trust runs the GLOW Maths Hub which is responsible for leading maths education in this region. GLOW has an annual turnover of close to £1 million. The Trust has the contract to run the Teaching School Hub for Cheltenham, Stroud and The Cotswolds.

The Trust runs its own School Direct teacher training programme working alongside the Gloucestershire Initial Teacher Education Programme (GITEP) which is run by the Gloucestershire Association of Secondary Headteachers Limited (GASH). In 2024 Balcarras will become the lead school for GITEP.

We mention these initiatives because we believe it demonstrates our commitment to professional development and the importance of collaboration.





Balcarras Aims and Values

We provide our pupils with an education of the highest quality so that they leave us with the qualifications, skills and personal qualities they need to lead a successful life.

To achieve this, we will ensure:

- Our commitment to the highest academic standards
- A caring and stimulating environment
- A wide range of extra curricular activities
- A partnership with parents, business and the local community



What is it like working at Balcarras?

It is a very exciting and rewarding time to be working at Balcarras. Our latest GCSE grades were extraordinary and put us in the Top 10 comprehensive schools in the country in the Daily Telegraph tables. It is this commitment to the highest academic standards whilst at the same time being a caring and stimulating environment that makes Balcarras feel different from anywhere else.



What is the surrounding area like?

Members of staff moving into the area to join Balcarras have a wide variety of locations from which to choose. There are the large urban areas of Cheltenham and Gloucester together with the many modern housing developments clustered around them, the older market towns such as Cirencester and the smaller villages and hamlets of the Cotswolds. Within a short distance of the school it is possible to find both the facilities of a thriving urban area and the tranquility of unspoiled countryside.

Balcarras occupies an attractive site at the very edge of Charlton Kings. The woods and fields of the Cotswold escarpment rise up to the east and south east, while in other directions there is housing surrounding the old village centre.



General Job Description

Each teacher has a responsibility for, at all times, safeguarding the students in their care. They must also ensure that the students receive an outstanding teaching and learning experience.

We expect all teachers working at Balcarras School to take great pride in, and play their role in, creating a positive ethos based upon the school's values shared by all. These values are reinforced by all staff, and staff are expected to support a happy, positive and successful environment where students of all abilities can grow, develop and succeed.

All teachers can expect to work within a number of teams, including their Subject area, their Tutor and House team.

Teachers working at Balcarras School are expected to carry out their professional duties in accordance with the Trust's Code of Conduct, The Trust's Pay Policy and National Teachers' Standards. The specific responsibilities outlined below reflect this guidance.

Specific Teacher Responsibilities

Teaching:

- Have high expectations of all pupils including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- To prepare, plan and deliver lessons appropriately and in line with the school's Teaching and Learning Policy, including planning for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Adhere to departmental, school and/or Trust-wide, curriculum and examination curriculum mapping and assessment schedules.
- Embed e-learning into their teaching strategies and deliver remote teaching when required.
- Be aware of the potential of students and the targets set for them and to ensure that the work planned for them is at a suitably challenging and progressive level.
- Be aware of the school's Special Educational Needs Policy and practice and to oversee the work of those who receive help in this direction.

General Job Description continued

Assessment, Feedback and Record keeping:

- Mark work arising from lessons on a regular basis and in such a way as to ensure that judgements about student progress can be made easily
- Provide learners, colleagues, and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas of development
- Provide learners with regular, sharp, diagnostic marking and feedback in line with the Department's marking and feedback policy.
- Attend Parents' Evenings/meetings to discuss progress as required by senior staff
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being
- Write reports in as positive a way as possible as and when requested by senior staff, observing the guidelines of the school's Reporting Policy
- Monitor, evaluate and assess students' work in line with the department's Assessment Policy
- Keep records accurately and efficiently as directed by Heads of Department, Heads of House and the Senior Management Team.
- Ensure that an accurate attendance register is taken at the start of every lesson.

Behaviour Management:

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the school's behaviour policy/systems
- Promote learners' independence and cooperation through developing their social, emotional and behavioural skills
- Actively seek opportunities to reward pupils for their effort and attainment, in line with the school's systems (Epraise)

General Job Description continued

Professional Development and Standards:

- Have a secure knowledge and understanding of subjects/curriculum areas and related pedagogy including: the contribution that your subjects/curriculum areas can make cross-curricular learning; and recent relevant developments
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for your subjects/curriculum areas and other relevant initiatives across the age and ability range they teach
- Know how to use skills in literacy, numeracy and ICT to support teaching and wider professional activities
- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences
- Know how to make effective personalised provision for those you teach and how to take practical account of diversity and promote equality and inclusion in your teaching
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies
- Show commitment to ongoing professional development (i.e. training, mentoring etc.)
- Ensure that all school equipment - text books, tools etc. are maintained in good order when used by the class
- Ensure the safety of students in potentially hazardous situations, eg laboratories, workshops etc in line with the school's Health & Safety Policy

Specific Pastoral Responsibilities (Being a Form Tutor in the House System)

Our tutors play a vital part in promoting the positive ethos

Above all, Balcarras School is a school that takes pride in the promotion of a positive ethos. In this, the Tutor is a vital part; this ethos is supported by the knowledge the Tutor has about each and every member of the Tutor group and the kind and caring way in which each student is supported and encouraged.

It is with the Form Tutor that the student has the first formal contact every day. The Form Tutor has a key role in safeguarding, since they may often be the first person to identify a potential issue or concern in relation to an individual student.

As well as being a classroom teacher, the Form Tutor is also part of a House team, working at the direction of the Pastoral Assistant Head and/or House Head, putting into practice the necessary tutorial activities.



General Job Description continued

Specific Pastoral (Tutor) Responsibilities

- Attend assemblies and oversee the Tutor group there.
- Deal with routine administration, e.g. letters to parents/carers, issue examination timetables.
- Co-ordinate school reports for the Tutor group and write an appropriate Tutor's report.
- Monitor standards of uniform/hair, etc and deal with any infringements.
- Mark the register accurately each day and inform the pastoral team of any patterns of lateness or repeated incidents of lateness.
- Get to know students in the Tutor group as individuals and so establish a positive relationship in order to exert a constructive influence.
- Promote the House System, including competitions.
- Encourage pupil involvement in the extra-curricular programme.
- Take an interest in the pastoral care of each student in the Tutor group.
- Support and encourage each student's learning.
- Attend Tutor and House Meetings as and when required.
- Attend the Year 7 Tutor Evening if appropriate.
- Deliver the PSHE and Personal Development programme to your tutor group.



Person Specification

The person appointed to this post will:

- Hold positive values and attitudes and adopt high standards of behaviour in your professional role
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity
- Be totally committed to and accept responsibility for the safeguarding and welfare of children
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people, including reading and implementing the academy's key safeguarding materials which include:
 - ⇒ The School's Safeguarding and Child Protection Policy
 - ⇒ The School's Behaviour Policy
 - ⇒ Possess qualifications at good degree level or equivalent.
 - ⇒ Have excellent subject knowledge to the appropriate level as specified in the job advert.
 - ⇒ Be capable of teaching outstanding or good lessons on a regular basis.
 - ⇒ Carry out the duties and responsibilities of the post, in accordance with the School's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
 - ⇒ Be committed to being a first-rate tutor.
 - ⇒ Have excellent classroom organisation and behaviour management skills.
 - ⇒ Be honest, reliable and trustworthy.
 - ⇒ Be capable of building excellent relationships with students of different abilities and outlooks.
 - ⇒ Have an excellent attendance record.
 - ⇒ Be prepared to liaise with other staff in school and act as part of a team.
 - ⇒ Be comfortable with setting and accepting challenging targets for students' achievement and for personal achievement.
 - ⇒ Be committed to professional self-improvement both by In-Service Training and "learning on the job".
 - ⇒ Be prepared to commit to extra-curricular activity (ies) of some sort.
 - ⇒ Be willing to be a presence around the school and be an excellent role model for young people.
 - ⇒ Undertake other duties appropriate to the post that may reasonably be required from time to time.



Selection Process

- ⇒ After the deadline for the position has passed there will be a shortlisting meeting with the Headteacher, Head of Department/Line Manager to review the applications.
- ⇒ Qualifications, experience and suitability for the post will be considered during the shortlisting process.
- ⇒ Unsuccessful applications will be notified by email. Unsuccessful candidates can request feedback by email.
- ⇒ Successful applicants will be invited for interview by telephone or email.
- ⇒ References will be requested at this stage.
- ⇒ A formal letter confirming the interview arrangements and plan for the day will then be emailed to candidates including details of documentation that will be required to be presented on the day.
- ⇒ One of the requirements of the day will be to complete a "Declaration of Criminal Record and other information" check.
- ⇒ If you have a DBS certificate from your current work place, you will be required to show this.
- ⇒ Candidates will be required to teach a lesson, undergo a departmental interview, formal interview (including safer recruitment questions) and where appropriate a pupil panel. All information concerning the day will be provided in the formal letter.
- ⇒ A decision will be made on the day where possible.
- ⇒ Both successful and unsuccessful candidates will be notified by telephone where possible.