



**Teacher of English (Maternity Cover)**

**Bridge Learning Campus  
part of Trust in Learning (Academies)**

**Application Pack – January 2023**

Welcome Letter

Copy of the Advertisement

Trust in Learning (Academies) – Who we are

Bridge Learning Campus – Key background information

Job Description

Person Specification

Child Protection and Safeguarding

Explanatory Notes

How to Apply

Bristol – Location, Location, Location

[Bridge Learning Campus – Ofsted Inspection Report, October 2021](#)

Dear Applicant,

Thank you for your interest in the position of **Teacher of English (Maternity cover)** within Trust in Learning (Academies) at Bridge Learning Campus. Our school is a mixed, all-through academy for pupils aged 3-16 from wards across South Bristol. The school community reflects the richly diverse local community it serves, is growing in all phases and has improved rapidly and sustainably over the last four years. This improvement was endorsed by Ofsted in their inspection of our school in October 2021, judging the school to be "Good" in all areas.

Our vision is to be the UK's leading all-through school, investing in children's lives for their global futures. We have worked hard to raise standards and all staff have high expectations of what our pupils can achieve across the curriculum. Our community has already embarked upon the next phase of its improvement, and we are now looking to appoint a dynamic, skilled and dedicated teacher to cover the maternity leave of one of our colleagues. With an unshakeable belief in the potential of all young people, the successful candidate will be able to inspire, empower and build upon what has already been achieved within our department. Your commitment will provide outstanding education for all children and especially those who are more disadvantaged and/or have special educational needs and/or disabilities.

Despite the challenges of the last two years, school leaders across the Campus have designed and implemented a high-quality curriculum, with breadth, depth and shaped to meet our pupils' needs. Our curriculum aims to develop our pupils' skills and knowledge so that they have the confidence to stand shoulder-to-shoulder with pupils from any other school or background, feeling positively advantaged by their experience and education at Bridge Learning Campus. Reading, oracy and the development of our pupils' cultural capital are the pillars of our curriculum design. Teachers' pedagogy and curriculum knowledge is strong and pupils learn well.

As a teacher of English, you will be joining an experienced and highly successful team. You will have responsibility for classes in Years 7-11 and may also work alongside Primary colleagues to ensure a smooth transition between KS2 and KS3. Our school is committed to the professional development of its staff and promotes a research-led and evidence-informed approach to CPD and school improvement. Our teaching and learning policy has Rosenshine's principles of instruction at its core and we support teachers' pedagogical development through fortnightly developmental drop-ins. Our department is fully staffed with subject specialists, many of whom are experienced GCSE assessors; GCSE outcomes are regularly amongst the strongest across the school.

You will be joining a highly innovative, inspirational and ambitious organisation - at both school and Trust level – with investment in people at its core. We are seeking an outstanding candidate who can realise the highest possible quality of education to support our vision and enable the school and the Trust to achieve the best possible outcomes for students.

The post would suit an early career teacher – we have a strong record of success in facilitating teachers' development in the early stages of their career and a well-established ECT programme. Equally, an experienced teacher may be attracted by the opportunity to work in an all-through setting that actively promotes professional development. If this opportunity appeals to you, we look forward to receiving your application and all potential applicants are warmly welcomed to contact us at the school to arrange a visit.

Kind regards,

Rupert Maule  
Headteacher

# Advertisement

## Teacher of English (Maternity Cover) - Required for January 2023

Salary Range: M1 - UPS3

BRISTOL

We are seeking an enthusiastic Teacher of English to join our ambitious, research-informed school in South Bristol.

Bridge Learning Campus is

- ⌘ A rapidly improving, growing school, judged "Good" in all areas by Ofsted in October 2021
- ⌘ An all-through campus where 3-16 year olds grow into confident young adults
- ⌘ A school with an evidence-based and research-led approach to teaching, learning and CPD
- ⌘ Committed to long-term, sustainable strategies – not 'quick fixes'
- ⌘ A member of Trust in Learning (Academies)

Are you

- ⌘ A dedicated professional, keen to challenge your ongoing career development within a school that values staff well-being?
- ⌘ An effective English teacher with successful classroom experience at KS3 & KS4?
- ⌘ Passionate about your subject?
- ⌘ Committed to an unconditional belief in the potential of all young people?
- ⌘ Able to endorse, set and maintain the highest expectations for our pupils and their learning?
- ⌘ Ready to secure and build upon our recent improvements as part of a dynamic team?

Bridge Learning Campus is looking to appoint a Teacher of English to join our high-performing team. You will be joining a dedicated team of subject specialists who are working collaboratively to improve the outcomes of the young people of our community.

Visits to the school ahead of application are welcomed. If you would like to arrange a visit, please email us via [amcafee@blc.school](mailto:amcafee@blc.school) for the attention of Mrs Alex McAfee.

### Fluency Duty

The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken English is essential for the post.

Key Dates:

Closing Date – Monday 6<sup>th</sup> February 2023, 9.00am

Interview Date – Thursday 9<sup>th</sup> February 2023

Application packs can be downloaded from Eteach - Please send your completed application by email to [recruitment@tila.school](mailto:recruitment@tila.school) by 9.00am, Monday 6<sup>th</sup> February.

Trust in Learning (Academies) is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS disclosure.

## Trust in Learning - who we are

Trust in Learning (Academies) (TiLA) was created in order to improve the educational opportunities and outcomes for pupils and students in areas of disadvantage.

As a Multi Academy Trust, TiLA is totally committed to delivering an **inclusive** approach to education. It is therefore important that TiLA is able to support all schools and communities, but we will always seek to ensure the gaps that exist in learning between disadvantaged children and others are overcome.



Our goal is to help create **exceptional and distinctive** learning communities.

At the heart of our belief system is **our focus upon learning** – a commitment to the classroom and the core purpose of education. At TiLA our commitment to the learning process challenges all of our schools and academies to fully endorse the concept of collaborative learning. Just as our commitment to inclusion is a non-negotiable, so too is each school's contribution to inter-school learning and the development of a TiLA wide professional learning community.



To be part of TiLA is not to be part of a loose collection of schools; rather it is to be a community within a community, a partner within a partnership. TiLA believes whole heartedly in the importance of **localism** and supports the creation and development of Local Governing Bodies which can effectively support and challenge school leaders and who also understand and respond to the contextual needs of each community.

Yet localism does not equal isolationism – every Local Governing Body and their leaders will be held to account by a Board and our commitment is to seek a balance between **uniformity and uniqueness** in TiLA schools – uniformity in terms of central structures, services, policies, the alignment of TiLA and school values and vision; but balancing this with the uniqueness and distinctiveness of each school and its community.

If we all Trust in Learning, then in order to obtain outstanding outcomes in exceptional community focused schools, we need the **very best people** and the **very best leaders**.

At TiLA we are committed to recruiting and retaining the most able people into the best jobs. Integral to the growth, expansion and success of TiLA is our ability to develop, manage and retain talented people

and leaders. Within the Trust we have four academies:

- Orchard School Bristol (Secondary)
- Parson Street Primary School
- Filton Avenue Primary School
- Bridge Learning Campus (All through)

Our guiding principles are therefore to:

**TRUST in LEARNING    TRUST in LEADERSHIP    TRUST in LOCAL GOVERNANCE**

### **Our ambition and aspiration is...**

- To help support more children and young people by being an outstanding Multi Academy Trust – we aim to establish a successful Trust of between 10 and 20 schools
- To become a partner of choice for schools with similar moral purpose and who would wish to contribute towards an evolving and growing Multi Academy Trust
- To tackle underachievement and school to school variation of outcomes by promoting and leading on inter school collaboration and learning
- To establish a Multi Academy Trust of schools from all sectors of education, whose schools are fully inclusive, look to overcome disadvantage and aspire for the very best for all
- To inspire our staff to become education leaders who will challenge and innovate from the classroom to the boardroom
- To ensure we target funding to where it makes a difference via central services that will deliver economies of scale and enable us to protect pedagogy and student support



### **Geography...**

- Our commitment is to support schools that serve communities in the West of England
- Our commitment to sharing between our schools is a limiting, but important factor in our planned growth – we will look to support schools that lie within an hour and a half travel of Bristol



# Bridge Learning Campus – Key Background Information

**MISSION STATEMENT:** “Inspiring experiences to empower knowledge and confidence for generations across our global community”. At Bridge Learning Campus, we teach our children the skills and knowledge they need to be confident, resilient, respectful and responsible global citizens. Our curriculum has its foundations in reading, oracy and the development of cultural capital.

**OUR VISION:** "The UK's leading all-through school, investing in children's lives for their global futures."

As an all-through school, we have a unique opportunity to work with our pupils and alongside their families to build relationships with our local community and to empower our pupils to realise their aspirations and ambitions. It is our responsibility to ensure we provide for our community's needs, never accepting anything less than the highest standards of our pupils and for our pupils.



## What we have achieved over the last four years

- Improved Progress 8 measure to be in line with national standards (P8 in 2017 = -0.88; P8 in 2019 = -0.05)
- Fully redesigned curriculum from EYFS to Year 11
- Subject specialist teaching throughout the curriculum
- Student growth in all year groups, with the school returning to a six-form intake in Year 7 in September 2022.
- Ofsted judgement of Good in all areas (October 2021), representing rapid improvement from the judgement of 'Serious Weaknesses' in May 2018.

## What we aim to achieve by September 2024

- An excellent quality of education across the campus from EYFS to Year 11
- Pupils' personal development and well-being is prioritised, supported and enables them to be successful in their learning.
- Leadership and management (at all levels) maximises school effectiveness.
- Campus buildings and resources facilitate outstanding learning in all years.

We want our community to be a partner in all that we do to meet these aims. We work together to ensure a shared sense of social responsibility where equality is promoted, diversity is valued and discrimination is challenged.

## SOME INFORMATION FOR YOU

Bridge Learning Campus is organised into stages of development. Our Early Years Foundation Stage, (comprising a Nursery and two Reception classes), a two-form entry primary phase (KS1 and KS2) and a secondary phase of approximately 600 pupils in Years 7-11 (but growing). We anticipate approximately 160 pupils will join Year 7 in September 2022, organised across six tutor groups.



Approximately two-thirds of our pupils are in receipt of free school meals and 30% of all pupils are on the SEND register. Our primary need is Speech and Language Communication, with evidence of a growing community need in the area of SEMH. Alongside our mainstream curriculum, we run a Dual Curriculum to support pupils with high level and/or complex SEND needs.

## OUR VALUES

At Bridge Learning Campus we are proud of our school values and believe all stakeholders will embody them in all walks of life, whether that is inside our outside of the classroom. Our values could be lived thorough building our resilience by taking risks and learning from feedback; showing respect by listening when others are talking; inspiring ourselves to learn by taking an interest in different subjects, both in and out of the classroom; daring to take courage over comfort in the classroom; grafting to achieve our full potential setting our sights on being our very best; or empowering ourselves by debating and expressing our ideas and opinions.



**WORKING IN PARTNERSHIP** The school works to support the aspirations of the community it serves with young people and their families at the centre of all it does. We work with a wide range of community partners to achieve this, but the most important relationships are those with our children's parents and carers.



The school is a critical part of the work and development of TiLA and fully appreciates the advantages of working within a multi academy trust. The Trust operates ten inter-school groups and hubs and Bridge Learning Campus staff are enthusiastically engaged in these. The continued success of the school is very much inter-linked with the continuing strength of the Trust and vice-versa.

**TRUST IN LEARNING ACADEMIES BRISTOL**  
**JOB DESCRIPTION**

<b>Job Title:</b>	Teacher
<b>Job Level/scale:</b>	National Scales for Teachers
<b>Responsible to:</b>	Head of Department
<b>Job Purpose:</b>	To maximise the achievement of all children in your charge To be responsible for these children's safety and welfare To assist in the development of the phase/department & other staff within the Campus To deliver agreed teachers standards and expectations
<b>Duties:</b>	The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

**Generic responsibilities:**

- All members of staff at Trust in Learning have a collective responsibility for securing the vision of the Campus and the benefits of all-through and inclusive education
- All members of staff have a responsibility for helping to develop and secure continued improvement for their 'school' or phase of education
- To play a full part in the life of the Campus community, to support its distinctive vision & ethos and to encourage staff/students to follow this

**Part 1: Teaching**

<b>Responsibility for:</b>	<b>To include:</b>
<b>Teaching and Learning</b>	Prepare and teach lessons of a high standard to the students according to their educational needs: <ul style="list-style-type: none"><li>• Follow designated programmes of study, and lead contributions to new ones</li><li>• Secure engagement and enjoyment of learning by students in your charge</li><li>• Assess, record and report on attendance, progress, development and attainment</li><li>• Ensure effective and efficient deployment of classroom support</li></ul> Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions Maintain discipline in accordance with school policies and procedures and demonstrate good practice in the classes taught with regard to attendance, appearance, uniform, punctuality, behaviour, homework and maintenance of a pleasant subject focused learning environment. Contribute to and adhere to school quality procedures, including monitoring, evaluation and review Maintain regular and productive communication with parents about their child's progress and behaviour and development, including attending after school parent meetings as required

	Participate in the applications of the department homework policy which includes setting and marking of homework and monitoring homework diaries/planners.
<b>Curriculum knowledge</b>	<p>Demonstrate strong knowledge and understanding of</p> <ul style="list-style-type: none"> <li>• Your teaching subject(s)</li> <li>• Principles and practices of effective teaching and learning</li> <li>• Principles and practice of monitoring, assessment and evaluation</li> <li>• Preparation and development of schemes of work and resources to enhance the curriculum</li> <li>• The application of information and communications technology (ICT) to learning, teaching and assessment</li> </ul> <p>Contribute to the process of curriculum development, working closely with and consulting teachers who are responsible for similar curriculum areas, ensuring continuity and progression for students in line with the school's strategic priorities</p> <p>Organise and participate in exciting and motivating trips and events</p>
<b>Attributes and professional contribution to the community</b>	<p>Establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</p> <p>Contribute positively and effectively to your teams and to working relationships across the school through positive contribution in academic, pastoral and other school meetings</p> <p>Make a positive contribution to the wider life and ethos of the school</p> <p>Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>Communicate effectively with parents/carers and take part in liaison events with parents and agencies outside school, as appropriate</p>

## Part 2: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - Showing tolerance of and respect for the rights of others
  - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - Ensuring that personal beliefs are not expressed in ways which exploit students/pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the campus in which they teach, and maintain high standards in their own attendance and punctuality.

3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**Additional Duties**

Any other duty deemed reasonable, as directed by the Director of Phase.

**Review of Performance**

The Appraisal Cycle will focus on the post holders’ job as whole and particular responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of ‘continuous improvement’.

**Code of Conduct**

The campus expects all staff to ensure that their standards of conduct are, at all times, compliant with the Bridge Learning Campus Code of Conduct.

**Generic Responsibilities**

- To follow all Campus policies
- To work in a co-operative and polite manner with all stakeholders.
- To work with Students in a courteous, positive, caring and responsible manner at all times
- To follow the child protection procedures. To ensure that children’s safety and wellbeing is never compromised
- To be polite, cooperative and positive when communicating to other staff
- To take an active and positive role in the campus’s commitment to the development of staff, and their annual appraisal procedures
- To work with visitors to the campus in such a way that it enhances the reputation of BLC
  - To seek to improve the quality of the Campus’s service
  - To present oneself in a professional way that is consistent with the values and expectations to the campus.

**FLUENCY DUTY:**

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to speak English with confidence and be able to conduct a conversation and answer questions for extended periods of time.

Date of Job Description: .....

Signed:..... (Teacher)

## Person Specification: Head of Department

This specification describes the qualifications, skills and personal qualities needed by the successful applicant for the post

	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>Good Honours Degree</li> <li>Higher degree/qualification</li> </ul>
<b>KNOWLEDGE AND EXPERIENCE</b>	<ul style="list-style-type: none"> <li>Teaching experience in a mixed comprehensive school</li> <li>Knowledge of main subject curriculum at KS3 and KS4</li> <li>Strong understanding of evidence/research-based pedagogy that leads to high standards in learning.</li> <li>Experience of setting challenging and ambitious targets for all pupils and of developing strategies to improve the quality of teaching and learning in your subject</li> <li>Knowledge and understanding of how children learn</li> </ul>	<ul style="list-style-type: none"> <li>Teaching experience at KS3 (for primary-based roles)</li> <li>Teaching experience at KS2 or KS5 (for secondary-based roles)</li> <li>Experience of working in a school's pastoral system as a tutor</li> <li>Curriculum knowledge of a second subject</li> <li>GCSE examiner or moderator</li> </ul>
<b>ABILITIES AND APTITUDES</b>	<ul style="list-style-type: none"> <li>Excellent classroom management and high standards of classroom organisation.</li> <li>The ability to demonstrate strong practice of effective teaching and learning</li> <li>Creativity, originality and the ability to think and act innovatively</li> <li>Excellent communication skills using a range of media</li> <li>High level administrative and organisational skills</li> <li>Ability to work as a proactive team worker and independently</li> <li>Ability to listen, adapt and reflect</li> <li>A willingness to use ICT to enhance learning opportunities</li> <li>Ability to contribute to cross-curricular and enrichment work</li> </ul>	<ul style="list-style-type: none"> <li>Ability to speak one or more community languages</li> </ul>
<b>EDUCATIONAL VISION AND VALUES</b>	<ul style="list-style-type: none"> <li>Setting high expectations, maintaining high standards of participation, achievement and behaviour</li> <li>Understanding of how subject area contributes to the curriculum and the development of the individual.</li> <li>Commitment to inclusive education and belief that all students can succeed</li> <li>Commitment to continuing professional development and awareness of your own training needs</li> <li>Commitment to embedding equality in all aspects of your work</li> <li>A willingness to work across the whole school community, in support of BLC's ethos, vision and values</li> </ul>	
<b>PERSONAL QUALITIES</b>	<ul style="list-style-type: none"> <li>Personal integrity and sensitivity</li> <li>An enthusiasm to inspire students and their parents</li> </ul>	



	<ul style="list-style-type: none"><li>• Meets Fitness to Teach expectations</li><li>• The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken English.</li></ul>	
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## Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

**The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.** The policy can be found on our web site: [www.tilacademies.co.uk](http://www.tilacademies.co.uk)

The five main elements of our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

### **Safer Recruitment:**

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

## Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form. You will also be asked for a letter of application.

### Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form and your letter of application, so please read the information contained in this pack carefully before you complete your form, addressing the key criteria in the person specification.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience, or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

**You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.**

## How to Apply

To apply please complete the Trust in Learning (Academies) application form. Your **letter of application** should address how and why you feel that you are equipped to fulfil this role noting your personal values, attributes, your ability to lead others and your knowledge and experience to date.

Completed application forms should be uploaded to Eteach or returned to [recruitment@tila.school](mailto:recruitment@tila.school)

### Key dates:

**Closing date for applications:** Monday 6<sup>th</sup> February 2023, 9.00am

**Interview day:** Thursday 9<sup>th</sup> February 2023

### Visiting the school

It may be possible to arrange a visit to the school. To arrange a visit please contact Alex McAfee, PA to the Headteacher on 0117 3534472 or by email on [amcafee@blc.school](mailto:amcafee@blc.school) .



## Bristol – Location, Location, Location

We just wanted to tell you a bit about our City - Bristol has been named as one of the top ten cities to live anywhere in the world, and ranks alongside the likes of Tokyo, Amsterdam, Berlin and Barcelona.

The City has had the honour bestowed by the global glossy Forever Sports magazine, which says living in Bristol is on a par with life in New York or Melbourne.

Whilst this is a great accolade there is a whole lot more besides.

You will do your own research, if coming from outside Bristol but here are a few things we think make Bristol a great place to live and work.

- There are lots of green spaces in the city centre and the harbour is a good place for bars, cafes and a walk. There's street art all over the place (Banksy is from here, so no surprise) and during the summer, there are lots of festivals in the local area
- Bristol is a compact city in easy reach of the M4 and M5 motorways making London and the coast of Devon reachable for a day trip
- Surrounding the city is beautiful countryside scattered with picturesque villages with beating hearts of their own

So, whether you want country living with access to a cosmopolitan city or to be part of a vibrant cultural city, Bristol can deliver..... Oh! and the world heritage site of Bath on our doorstep.



**Bristol Cathedral**



**Park Street and Bristol University**



**The Harbourside and its festivals**



**Clifton Suspension Bridge and the city**