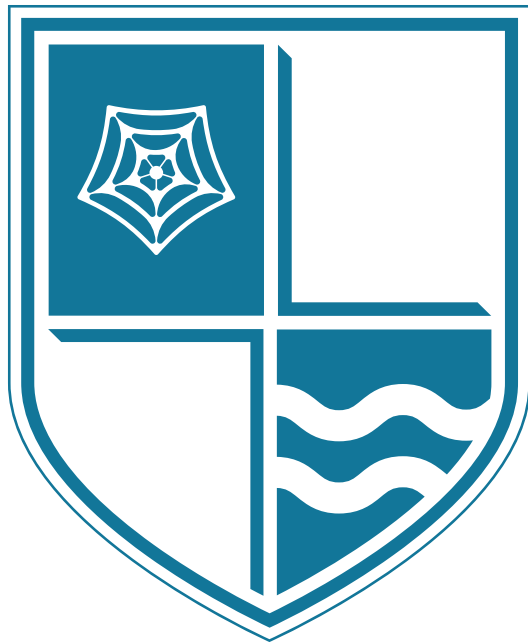


Working with us at Testbourne Community School



Testbourne
Community
School

Achievement • Excellence • Integrity



This booklet aims to answer the question “Why choose Testbourne?” It is focused on the ethos and culture we have developed together to ensure that staff wellbeing, workload and development are priorities for the school. We believe that only a well-looked after and well-trained staff can deliver excellent education for our students.

At Testbourne, we place value on every member of staff irrespective of their role. Much of what we do as leaders is about treating people fairly, with dignity, compassion and respect while modelling that behaviour for our students. Staff testimonials throughout this booklet explain how effective our work has been.

We hope that you will apply to join us in the near future. If you would like to find out more please see our website: www.testbourne.school or get in touch to arrange a conversation or visit using admin@testbourne.school

Our Context

“The school is a calm and purposeful environment. Pupils feel safe and most behave very well. They are respectful of each other and have warm relationships with staff.” - Ofsted, November 2023

Testbourne Community School is in Whitchurch: a beautiful small, rural town in Hampshire surrounded by stunning countryside and famous locations such as the Silk Mill, Beacon Hill, Highclere Castle (famous for its use in Downton Abbey), Watership Down and the Bombay Sapphire distillery.

Our school feels like a small school despite there being over 950 students. Most students know several other children and many staff know students and their families. There is a genuine community ethos.

Students at Testbourne are able, articulate, well-behaved and friendly. They are a pleasure to teach and talk to; they can engage in mature conversation and debate. Exceptions to this are rare. They help shape the direction of their education through our established prefect system, student council, student learning surveys and focus groups. They contribute to our community by being reading buddies, transition prefects, peer mentors, ‘eco’ ambassadors, equalities leads and anti-bullying mentors amongst other things.

They also volunteer in the community and over 200 of them volunteer each time for events at school such as Open Evening, helping us demonstrate to our culture and ethos to visitors.

When our students are representing the school at external events such as trips, visits and sporting events, their conduct is impeccable and anecdotal feedback is always very positive. Behaviour at internal events such as our whole school Remembrance or our Festival of Sport and Wellbeing is also extremely good.

Older students look after the new arrivals and are very caring. When participating in external events, or when visitors come to work with our students, organisers and members of the public always tell us how impressed they have been with our students.



Our Context - continued

“Testbourne is a great place to work, teamwork plays a big part in this for me. Through some difficult times, the senior leadership team have been amazing, always there to listen & support any way they can. Everyone genuinely cares & that makes school a happy place to be.” - BA, Medical Welfare Officer.

Many of our students complete their Bronze Duke of Edinburgh Award with us with some going onto Silver before they leave. Some get involved in the National Citizenship Award and others directly participate or volunteer in Scouts, Guiding, Army Cadets, sports, the arts or in other areas.

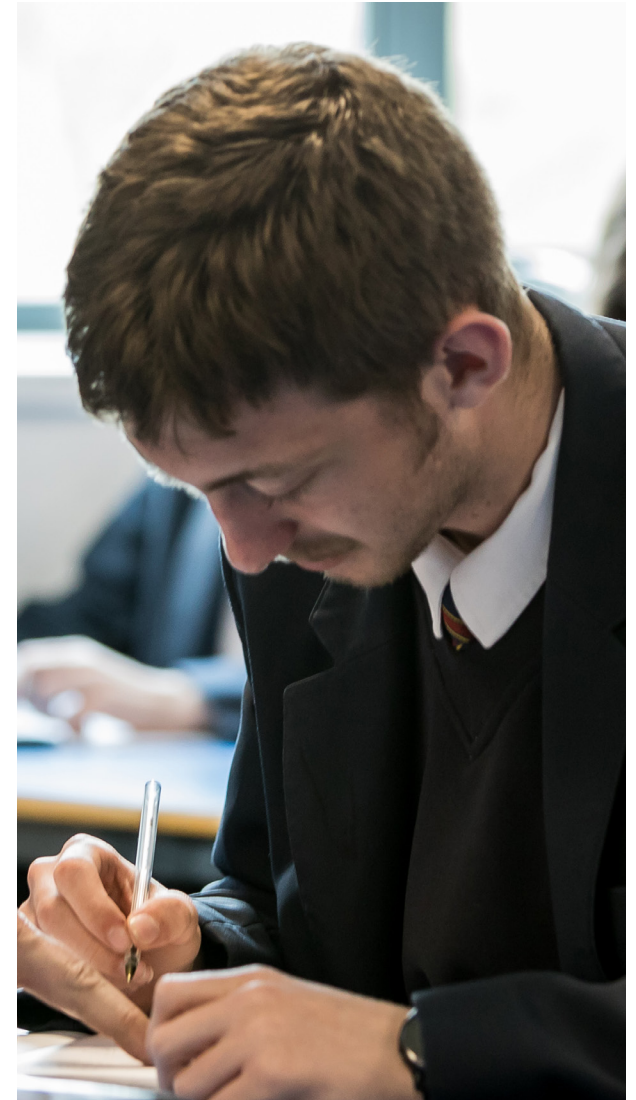
Progress has been positive every year since 2018 with students making more progress on average than their peers do nationally. This is a tremendous source of pride to the school because it has been achieved with good teaching and without the use of relentless intervention.

We have supportive parents and an active parent association that raises considerable sums of money for the school.

Our staff are friendly, approachable and supportive. There is a real sense of being part of a team with staff working collaboratively to share ideas and implement new ways of working. Staff have a genuine pride in the school, are dedicated and hard-working and are driven by doing the best by our students.

Our Leadership Team are highly visible leaders who are not afraid to ‘roll their sleeves up’ to assist students and staff. Each member of the team, including the headteacher, has break and lunch duty every day, takes a turn on bus duty, detention rotas and the on-call rota.

“As a member of the Support Staff, I am valued and my department is very well supported by senior leaders. . . The school is a great place to work; I would highly recommend it!”
- LW, Learning Coach



Our Highest Common Denominator Philosophy

At Testbourne, we know that the vast majority of people working in education are dedicated, hardworking and want to do the best job they can for the children. In our collective experience, we have found that too many times in our careers, school policy or decisions are based on the lowest common denominator. That is, the people who are not dedicated or hardworking or who have tried to exploit generosity. For example, in some schools, because one or two staff have significant levels of absence, the absence policy is tightened up so everyone else is at a disadvantage.

We have the opposite philosophy at Testbourne. We make our decisions based on the highest common denominator, preferring to treat everyone like the professional, dedicated and hardworking people they are while managing those that do not reach that standard at an individual level. We never give collective reprimands; we never make policy decisions based on the worst-case scenario. We always make our decisions on the best-case scenario choosing to give our staff our professional trust.

We find that nearly all our staff appreciate our generosity with things like personal absence while not exploiting it. In our

view, this helps staff to be more effective while improving general wellbeing and aiding retention.

Our staff get given a lot of development, experience, trust and professional autonomy. We have high expectations but we do everything we can to make those expectations realistic and achievable.

"I have benefitted from the compassionate nature of the SLT and was granted time off for personal reasons. The school were flexible in my employment hours and were very helpful in adjusting my working hours when I needed some short-term changes to my contracted hours. I had a very smooth return to my normal hours and was treated in a very kind and professional manner. The school is a great place to work; I would highly recommend it!"

- LW, Learning Coach

"The leadership team understand that we all have personal priorities as well as professional ones and will treat you with compassion and kindness when life takes you away from school, whether that be by request or something that is out of your control - this is so important in making you feel valued and respected as a member of staff."

- LC, English Teacher





*"I really enjoy working at Testbourne. The leadership team are highly supportive, kind, and compassionate. Senior leaders consider staff workload and care about staff wellbeing."
- SB, Head of Year*

Workload

We believe in spending time doing things that have the most impact. We are not obsessed by the latest buzzword. We do not frequently radically overhaul our systems and processes. We concentrate our efforts on the big issues and usually these are about promoting good planning and teaching.

We are very research-driven when formulating our strategy for the school. When we do make changes, we carefully consider the expected impact of a new initiative and weigh this up against workload implications. We listen to our staff and respond dynamically to manage workload where needed. For example, where an art teacher might be struggling to moderate the art portfolios due to staff absence, we will provide covered time to do this. Or if a part-time teacher is able to volunteer flexible time to help mark papers we will employ them on their day off to do so. We do everything we can to provide every resource possible for our staff to succeed in their roles.



Recent additions to the School Teachers' Statutory Pay and Conditions document, exemplifying tasks that should not be done by teachers, have not required any adjustments to our practice. When the first Workload Advisory Group report was published in 2017, we ensured that the school met all of the recommendations. Since then, further reviews of workload carried out by the various advisory panels and task forces have been thoroughly analysed to ensure that we are minimising workload where

possible. We have open, pragmatic and collaborative relationships with our union representatives meaning we can have productive discussions about proposed changes or issues that staff may be facing. Similarly, we use the wellbeing and workload audit tools provided by the main unions to regularly evaluate our practice.

We use technology to reduce administrative burdens. We are almost one hundred percent paper free and use software such as SAMPeople to streamline workflow for things like absence requests. We established the use of Teams and SharePoint long before the pandemic and these are thoroughly embedded to maximise our administrative efficiency and provide easy access to resources and help for staff. We create apps in house to help streamline processes such as Year 6 induction meetings and "book looks" and we use SISRA to analyse data and PowerBI to produce detailed live analysis of key metrics. Once staff get used to our systems and processes, they report that they find them extremely helpful and efficient.

We never ask staff to transfer data from one form to another. For example, subject leaders have an examinations discussion with the Headteacher each September but are not asked to produce a report. They are simply asked to be familiar with the data and we use SISRA to save everyone involved a huge amount of unnecessary work. We have only two very simple data collections a year.

Workload - continued

We do not collect information that we do not use and have stripped back any complexity in data collection. We do not attempt to predict grades until Year 11, preferring instead to use broader terms to describe progress, as we do not believe that anyone can accurately predict a GCSE outcome before that point.

We do not have a marking policy at Testbourne. We do not believe that marking has enough efficacy to warrant the amount of time teachers spend on it. We still mark formal assessments, and some teachers and departments choose to mark specific work, but classwork marking is neither expected nor monitored.

Our directed time budget is carefully crafted. We weigh up the benefit of each aspect of directed time ensuring that we get maximum value for all of our staff. We over direct staff. For example, we will direct staff for multiple evening events when, in reality, they will not attend all. This gives us an unwritten buffer and gives staff some breathing space.

We are interested in working efficiently to provide the maximum impact for our students. We are not concerned with proving how hard we are working or measuring things that bear little resemblance to how children are learning.

“Workload is managed effectively, to ensure that time is spent focusing on the well-known school improvement priorities.” - Ofsted, November 2023



“Life as a teacher is often busy but workload is considered here. Staff are often asked to give feedback and adjustments are made where needed. There is a real sense of everyone is 'in it together' working alongside each other as a team.”

- LK, Head of Geography

“Testbourne takes the individual into account and really values its staff. They make every effort to consider the impossible work/life balance in teaching and genuinely care for staff.”

- KD, English Teacher and Mental Health Lead.

“SLT listen to staff and respond to demands on our workloads, giving us time during 'pinch points', e.g. during mock marking, to manage our workload.”

- JM, Head of Year

Wellbeing at Testbourne

Wellbeing is the state of being healthy and happy and having physical, psychological and moral welfare. We do not place great value on tokenistic and overly demonstrative provisions; these are most effective for virtue signalling, wellbeing “branding” or short-term gain. We believe that the culture and ethos of the school and its leaders are the most important factors in promoting a sense of wellbeing. How we feel every day is more important than how we feel on occasion.

Some of the things we do to support wellbeing are more subtle than others. We provide free tea and coffee in the staffroom and main office. We have a termly “staff nominations” process where staff nominate each other with a citation to go into a prize draw. Staff receive a copy of their citations and some lucky staff also receive a prize. We had over 600 nominations in our latest round. At the end of each term, we have a short get together, with seasonal refreshments, to say farewell to those leaving us and to round off the term. We keep this informal and short because we know people want to get away to spend time with friends and families and many of our staff travel long distances. Staff finish early or engage in a wellbeing activity on our final INSET day of the year. Many staff participate in staff sports and socials and some access our well-quipped gym.

Many of our staff have enjoyed generous allowance for paid time off when family needs have emerged or health concerns have arisen. We are as supportive as we can be and seek to take away at least one worry at times of crisis.

It is our day-to-day commitment to wellbeing that makes the school a happy place to work. Our staff’s wellbeing is shaped by our leaders’ core beliefs.

These beliefs are also held and supported by governors. They are:

1. Operational efficiency and consideration of workload
2. Recognising professionalism
3. Improving working life
4. Being human

OPERATIONAL EFFICIENCY AND CONSIDERATION OF WORKLOAD

- Ensure that systems and processes are as efficient as they can be.
- Ensure that time is not spent doing things that make little impact.
- Carefully plan directed time to ensure that we provide contingency, capacity and some room to respond to in-year issues.
- Automate as much as possible, using technology to help.
- Avoid sending emails over weekends or during evenings. If they are sent, ensure that there is no expectation that they are reviewed or answered.
- Where time is being asked of people, plan it carefully – e.g. CPD, staff meetings, INSET days.
- Ensure there are opportunities for professional development of support staff that are equal in quality to those of teaching staff.
- Continue to action all recommendations in the Workload Advisory Group report evaluation, focusing on developing “amber” areas.
- Continue to action all areas of the NEU workload audit, focusing on developing “amber” areas.
- Continue to action all areas of the Education Staff Wellbeing Charter, focusing on developing “amber” areas.

RECOGNISING PROFESSIONALISM

- Understand that the people make the organisation.
- Treat people as professionals, have high expectations and recognise professional autonomy and expertise.
- Operate on a “highest common denominator” principle.
- Provide quality opportunities for professional development, reflection and implementation.
- Use research to inform decision making and policy.
- Avoid micromanagement.
- Seek to analyse, evaluate and improve without seeking to allocate blame.
- Encourage all to take opportunities to refine and learn.
- Encourage risk taking and innovation.

IMPROVING WORKING LIFE

- Be as generous as possible with paid leave.
- Seek feedback, listen and respond.
- Abide by the principles of intelligent accountability.
- Have the courage to stop doing things that do not work.
- Praise in public, deal with issues in private.
- Wherever possible, support ad hoc or more permanent flexible working arrangements.
- Adjust working environment if needed or requested and make the workplace as user-friendly as possible.

BEING HUMAN

- Treat people with dignity, respect and compassion.
- Seek feedback, listen and respond.
- Protect staff from harassment including aggressive parents, carers or others.
- Provide support and listen when needed. Signpost professional support where issues are more complex.
- Act with integrity and fairness.
- Model the behaviours we wish to see.
- Speak plainly and seek to be transparent.
- Treat all staff equally, irrespective of role. Everyone is important.
- Be cognisant of the impact of our words and actions and aim to reduce negative impacts on wellbeing wherever possible.

“I enjoy working in a school which makes staff wellbeing a priority and people are treated with compassion. I have always felt supported by the senior leadership team and appreciate the opportunities that I have had to develop my career here.”

- JM, Assistant Headteacher

“Best school for students and staff. Everyone is friendly and approachable. Inset days are well planned and SLT recognise the importance of department time. I feel valued and trusted as a professional.”

- FL, MFL Teacher



New Staff Induction and professional development

“Staff benefit from carefully targeted training. A comprehensive professional development programme provides frequent opportunities for staff to share best practice and improve their teaching knowledge to help pupils achieve.” - Ofsted, November 2023

At Testbourne we look after our staff from day one. We provide comprehensive induction which is highly valued by participants. We ensure there is ongoing support as required. We provide important resources on induction, such as education theory textbooks that we use to develop our teaching, so that new staff can quickly familiarise themselves with the theory that sits behind our practice.

Staff at Testbourne have many opportunities to develop their skills and their careers. We provide both external and in-house opportunities for staff to take on new roles or gain further qualifications. We have opportunities to join the



Leadership Team as Associate Assistant Headteachers; to take on additional responsibilities to develop leadership skills; to receive internal promotions into exciting new roles; to complete accredited training such as the SENDCo training or an NPQ course. We are highly rated for our teacher training provision and have strong links to the local teacher training providers. We employ many of our trainees who are very keen to stay with us to begin their careers.

Our teaching staff CPD programmes, including full INSET days, are focused on pedagogy and based around genuine research findings – not the latest fad, political distraction or buzzword. Staff are given information, time to discuss, reflect and develop. A great deal of INSET time is given to work in departments as we know that this time can have significant impact on outcomes and trust our middle leaders to lead these sessions. We have such high levels of trust of our staff that sometimes, on INSET days, we have given staff reading time to read the latest book we are working through or catch up with the latest research. We also provide complementary membership of the



Chartered College so that staff can keep up to date with the latest thinking.

Support staff have opportunities to learn new roles and progress into promoted positions within the school. They spend training time learning new skills or developing in teams. Many of our support staff have developed additional specialisms over their time with us and those who leave us often do so to commence promoted roles in other establishments.

“TCS is somewhere which empowers you to be the best you can be and trusts you to deliver.”
- RW, Associate Assistant Headteacher

“I am very grateful to the school for all of the extra CPD and opportunities I have been given to further my career whilst at Testbourne.”
- RM, Second in Charge of Science

Intelligent Accountability



Although we have high expectations of our staff, we provide professional autonomy and support to achieve them. We ensure that we are intelligent in how we hold staff to account and monitor and evaluate the school so that we do not generate unnecessary workload or bureaucracy; we want staff spending time on being effective, not spending time on proving how effective they are.

Teaching staff are not formally observed for performance management. We are more interested in the day-to-day experiences of our students so do not see much value in a pre-arranged observation that is more about staff jumping through hoops than it is about good education. Middle and Senior Leaders are frequently present around the school and often drop into lessons. Our staff know that we look for patterns in our findings and do not draw any conclusions from one short visit to lessons. We do not over-

react if things have not been going as well as they hoped. Longer observations happen roughly once per term, for 20 minutes or so, and are not pre-planned. They have no impact on performance management grades. We find our staff like the fact that what is seen is a more realistic representation of what students experience and that these observations do not generate additional work or stress. They trust that should any issues arise, they will be dealt with supportively and sensitively.

A key factor at Testbourne is a complete absence of marking policy. Leaders never monitor marking and from their research, have concluded that the efficacy of marking is too uncertain to warrant the amount of time spent on it. We do look at books so we can evaluate children's learning and progress and the effectiveness of teaching. We will never expect staff to prove they have checked

children's work instead believing that the quality of children's work will speak for itself.

A lot of the monitoring and evaluation we do is achieved by direct interaction with our students. We have focus groups, learning surveys and book looks that help us build a picture of the effectiveness of our provision without causing undue stress and workload for staff.

We do not micromanage our staff and do not engage them in spurious tasks to "monitor" them. We support, challenge and develop our staff so that they are enabled to do the best job they can. We know our school very well and this has not been achieved by excessive control or meaningless admin tasks.

We encourage our staff to be innovators and risk-takers as we know that will best serve them and our school.





Integrity

The school's strapline is "Achievement, Excellence and Integrity." Integrity is very important to us and is perhaps the most important value in our strapline. We believe in being honest and direct and in doing the right thing not the easy thing. We know that honesty and directness is valued and helps provide certainty and reassurance for our staff.

You will find that everything we do is driven by the same moral compass, shared by all leaders and the governing body. We do things because we believe they are the right thing to do. We carefully consider the moral and ethical factors, alongside the impact on wellbeing and workload, when making decisions and this is how we manage to sleep at night.

Employee Testimonials

We encourage you to take the time to read some testimonials from our team members who have shared their first-hand experiences, providing valuable insights into what it's like to work at our school.

"I have found since working at Testbourne that the staff members here are extremely supportive and friendly. There have been a number of opportunities for me to develop as a practitioner, through both CPD and new and exciting job roles within the school."

- EP, Dance Teacher

"I enjoy coming to work, and I can honestly say I haven't always thought that in my 20-year teaching career!"

- JC, Head of Drama

"Since joining TCS I've been able to take up a host of opportunities to make a real difference both in the classroom and with whole-school initiatives: TCS is somewhere which empowers you to be the best you can be and trusts you to deliver."

- RW, Associate Assistant Headteacher

"I have found Testbourne to be an incredibly supportive environment to work in. The school have always listened to both my concerns and ideas and I am always encouraged to develop my skills and work towards my strengths. I feel that I am a valued member of the staff team. When I needed time off to deal with a difficult family situation the school were very understanding."

- HB, Learning Coach

"Testbourne is a place where staff are encouraged to develop through professional challenge and support. There is very much a community feel to the school where everyone is working together to give our students the best possible experience."

- IW, Business Manager

"Testbourne Community School is a nurturing professional environment. The Senior Leadership Team really invest time into progressing and developing staff. Whilst I had previous school experience I hadn't worked as a Personal Assistant before. The Leadership team have been kind, patient and given me gentle but clear direction. I have learnt lots and continue to do so on a daily basis. TCS are always thinking about the wellbeing of their staff and looking at ways to develop staff strengths and skills in a supportive collaborative manner. I feel lucky to be working here and I can truthfully say that I've not worked with such a fantastic SLT before; I think that the strength of the school comes from them because they are all inspiring leaders that work in unity together to lead the teachers and support staff alike with the students education and staff and students wellbeing at the core of their decision making in very challenging economical and political climates."

- KM, PA to Headteacher/ Senior Deputy Headteacher

"Testbourne is a great place to work, teamwork plays a big part in this for me. Through some difficult times, the senior leadership team have been amazing, always there to listen & support anyway they can. Everyone genuinely cares & that makes school a happy place to be."

- BA, Medical Welfare Officer.

"Testbourne Community School is a wonderful place to work. As a member of the Support Staff I am valued and my department is very well supported by SLT. During my five years of employment at Testbourne Community School, I have enjoyed the ethos of teamwork that the school runs on; senior leaders are approachable, teaching staff are communicative with the support staff and there is a very friendly feeling amongst all of the staff, both teaching and support side."

I have benefitted from the compassionate nature of the SLT and was granted time off for personal reasons. The school were flexible in my employment hours and were very helpful at adjusting my working hours when I needed some short-term changes to my contracted hours. I had a very smooth return to my normal hours and was treated in a very kind and professional manner."

The school is a great place to work; I would highly recommend it!"

- LW, Learning Coach



"As a long serving member of staff, I can honestly say that Testbourne is a warm and supportive place to be. We all work together to support each other and there is always a smiling face around the corner, even on the most challenging of days – that is what makes Testbourne a fabulous place to work!"

The leadership team understand that we all have personal priorities as well as professional ones and will treat you with compassion and kindness when life takes you away from school, whether that be by request or something that is out of your control – this is so important in making you feel valued and respected as a member of staff."
- LC, English Teacher

"Having only recently joined Testbourne Community School, after working in my last School for almost 10 years, I have been made to feel welcome and supported. I was apprehensive moving schools as an established member of staff, but it has been a successful move, and I am enjoying teaching here. We regularly complete staff CPD as well as being offered opportunities to develop our skills and practice further."
- CC, PE teacher

"Working at Testbourne community school has been, an incredibly rewarding career that has enabled me to develop professionally. Being compassionately supported by the senior leadership team during life changing events highlights the supportive culture found within the school."
- SM, Technician

"As a former student of the School, I am proud to say that the values and standards that were embedded within my cohort, which have served us all so well over the past 50 years, are still at the forefront of the School today. In an ever-changing world, these standards and values have provided a sound educational bedrock and allowed myself and my peers to live rich and full lives, achieving goals and dreams we had in childhood and those that change as we grow. There is no better recommendation."
- JS, Cover Teacher

"I really enjoy working at Testbourne and have worked here for 8 years. During this time I have had a family and have been given opportunities to progress in my career and also take a step back when it has been needed. I have been listened to by Senior Leadership and feel supported and valued."

Life as a teacher is often busy but workload is considered here. Staff are often asked to give feedback and adjustments are made where needed. There is a real sense of everyone is 'in it together' working alongside each other as a team."
- LK, Head of Geography

"I really enjoy working at Testbourne. The leadership team are highly supportive, kind, and compassionate. Senior leaders consider staff workload and care about staff wellbeing. Testbourne School has a lovely atmosphere for staff and students alike. The school has a calm and purposeful atmosphere and it is a wonderful school to work in."
- SB, Head of Year

"I joined Testbourne Community School nearly twenty years ago as a main scale newly qualified Teacher of Mathematics. I have always felt supported both in my development as a teacher and as a member of the 'Testbourne Community'. Initially I hadn't intended to stay at one school for such a long period of time, but I immediately appreciated the supportive and friendly nature of all of my teaching colleagues and of all the staff employed at the school. Staff have always willingly shared good practice for the benefit of the student's education and the vast majority of students that attend Testbourne have, over this time, been very enthusiastic and willing to learn. The supportive nature of parents and that of the differing Senior Leadership teams under which I have run the Mathematics Department, has resulted in me remaining at this excellent school for such a long period of time. The super working relationship between the members of Testbourne staff make it a place where you want to stay and teach."
- CR, Head of Maths

"Testbourne School is a 'special place'. With nearly 30 years of teaching experience at all levels gained in 8 schools, I am still given the opportunities to take part in valuable CPD and the time to assist at National level in the delivery, marking and quality assurance of the English GCSE. Personal wellbeing, appreciation of family commitments and a high level of trust of teaching professionals are valued here, you are not a number."
- SM, Head of English

"Testbourne takes the individual into account and really values its staff. They make every effort to consider the impossible work-life balance in teaching and genuinely care for staff. We are given opportunities to contribute to the wider school; how the school is run and school policies – as a staff, we have a voice. CPD opportunities are not only available but encouraged and the trust in our professionalism and decisions made within our departments and curriculum is truly valued by staff."

- KD, English Teacher and Student Counsellor

"Working at Testbourne has meant that I am finally doing what I trained to do, Teach!"

Every day my pedagogical practices are challenged in a positive way and I feel I have the support from all levels of leadership."

- CR, Lead Practitioner

"I feel very lucky to work at TCS and have worked here longer than any other school in my career. I highly value the amount of autonomy I am granted for my role and the professional trust which is placed in all staff. It allows us to constantly evaluate, adapt, try new ideas and the freedom to innovate. I enjoy working in a school which makes staff wellbeing a priority and people are treated with compassion. I have always felt supported by the senior leadership team and appreciate the opportunities that I have had to develop my career here."

- JM, Assistant Headteacher.

"Since I have joined TCS I have enjoyed the refreshing attitude of SLT – they trust us to do our job but are on hand to offer support when we feel we need it. I have been given opportunities to develop and am completing an NPQ. Any ideas I put forward are not 'poo-pooed' and if not taken on board it is explained why. We are encouraged to share ideas and work collaboratively."

SLT listen to staff and respond to demands on our workload, giving us time during 'pinch points,' e.g. mock marking, to manage our workload."

When I needed time off for a bereavement, SLT were understanding and supportive of this."

There is a strong team ethos here and nothing is too much trouble for my colleagues."

- JM, Head of Year

"I love working at Testbourne. I came to Testbourne at the start of my career and found the school to be an incredibly welcoming and supportive environment. I received a comprehensive induction which has allowed me to become invested in the genuine team ethos we have here. Leaders have supported me to develop in my role and have provided multiple opportunities for progression. Leaders have equally been compassionate and encouraging when they have needed to be. Hard work is never overlooked at Testbourne, and I feel immensely proud to be a member of staff here."

- LC, Pastoral and Safeguarding Manager.

"Since joining TCS 18 months ago, my role as a Learning Coach has been incredibly rewarding. Working with children across the entire school, I have managed to build confidence in both my specific role, and as an individual. The staff as a body are thoughtful and highly skilled, and have made me feel welcome, valued and supported. The role of Learning Coach really does make a difference to so many students, and therefore is incredibly gratifying in so many ways."

- GJ, Learning Coach

"Testbourne is a very welcoming and supportive school. I have felt that support from the start during my induction and when I trained to teach here, right up to this day many years later. I like how the leaders focus on evidence-based teaching practices and the no marking policy is incredible for a reduced workload. I am very grateful to the school for all of the extra CPD and opportunities I have been given to further my career whilst at Testbourne."

- RM, Second in Charge of Science

"I have worked at TCS for many years due to the welcoming and supportive staff, children who want to learn and the continuing support for my personal development. A huge benefit is that any new initiative will be research driven and consideration for workload will have been a priority factor in the planning by SLT."

- SR, Science teacher and ITT Lead.



“Working at Testbourne is an absolute breath of fresh air. There is a real team spirit in our school and sense of community. I have been able to connect with staff members across all departments and all roles with ease due to the welcoming and supportive approach the school fosters.

I joined the school a first time Head of Department which was fairly daunting! However, the induction I received was comprehensive and the support and kindness shown from the senior leadership team has been second to none. I feel empowered everyday walking through the school gates knowing my team and subject are valued, and we will always be supported.

I have been treated with the utmost compassion and empathy when times have been difficult. Lessons have been covered for me if I've needed, I have been able to spend time with our school dog Hernando as and when needed, and the leadership team are very considerate of our work-life balance.

There are so many opportunities at Testbourne for staff. I have been sailing with KS3 pupils, partaken in free staff yoga, been on international trips, received a wealth of high-quality CPD and enjoyed plenty of free pastries!

Reflecting on this has made me feel even more proud to be a part of team TCS and I would absolutely encourage you to visit our wonderful school and see what we are all about!”

- BM, Head of MFL

“I did not think I would be able to take on a middle leader role as early morning childcare was not an option for our family. Having an employer who has worked with me to create a working day that suits my family commitments has helped me to develop my career and be ambitious for myself. I think more schools should follow this lead.”

- KM, Head of Music

“As a new member of staff at Testbourne I have been well supported through the transition into my new role as Head of Department. SLT have allowed me the scope to develop my own subject vision including curriculum content and the methods for its successful delivery. I am excited about the future here and the opportunities available to both staff and students.”

- DJ, Head of Art.

“Testbourne is a great school to work in, where staff have professional autonomy and are given numerous opportunities to develop and network. Teachers are likeminded, focussed on teaching to the highest standard, with the teaching and learning CPD programme based on the latest developments in educational research. Staff feel genuinely cared for - welfare and teacher workload is prioritised, with time allocated to activities that will actually make a difference to students and staff.”

- RW, Assistant Headteacher

“Best school for students and staff. Everyone is friendly and approachable. Inset days are well planned and SLT recognise the importance of department time. I feel valued and trusted as a professional.”

- FL, MFL Teacher

“What attracted me to want to work at Testbourne was not only that student learning and support was central to everything that happens at the school, but also that the school continually fosters a supportive culture where leaders at all levels ensure staff are supported. As a relatively new member of staff, I was immediately welcomed by both staff and students alike and this was extremely helpful in ensuring my transition into the school was a smooth one.”

- LW, Lead Practitioner

How to Apply

If you are interested in applying for a position at Testbourne Community School, please visit our website and navigate to the “Vacancies” section to view our current opportunities; or alternatively, type <https://testbourne.school/vacancies/> into your web browser. From there, you can review the job descriptions and requirements and submit your application materials online. We require all applicants to submit their applications using the Hampshire County Council application form word documents (found at the bottom of the webpage).

Please follow the instructions for applying for each role and ensure that your application explains how you meet the job specification and person specification for the role.

If you have any questions, please do not hesitate to contact us.

Contact Information

The school serves the town of Whitchurch and the surrounding area and is within easy reach of Winchester, Newbury, Basingstoke and Southampton with good transport links to the M3 and A34.

For general enquiries, or if you would wish to arrange a visit, please do not hesitate to contact us via telephone: 01256 892061, or email: admin@testbourne.school.

For more specific questions about an advertised role, please email: recruitment@testbourne.school





Testbourne Community School

Contact us on 01256 892 061
or visit

<https://www.testbourne.school/home/contact/>

“Students act with integrity; achieve excellence together; enjoy and value their education; feel and demonstrate respect for themselves and others and become highly skilled learners prepared for a successful future.”



Working with us at Testbourne Community School



**Testbourne
Community
School**

Achievement • Excellence • Integrity

Testbourne Community School
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