

BMAT

Are you ready for BMAT?

An introduction to who we are and what we stand for

Supporting primary and secondary schools across Essex and East London, BMAT is a growing multi-academy trust with a singular vision...

Schools, teachers and pupils freed to succeed.

The BMAT Story

I never set about to start a Multi-Academy Trust. That simply wasn't the plan – at least not at first.

The journey towards that end began back in 2010 at Burnt Mill Academy in Harlow. At that time, this was a secondary school in dire straits, with just 27 per cent of students achieved five or more A* – C grades for GCSE.

To put it bluntly, it was a failing school.

When I arrived in the Summer of 2010, I knew that turning the school around would depend more than anything else on this: having excellent teachers motivated by what their children could achieve.

With that vision and focus in our minds, we went about reversing the fortunes of the school and its students. Within a year, the GCSE results lept to 55 per cent of students securing five or more A* – C grades – the best results in Harlow. By the time Ofsted visited in 2012, inspectors were genuinely wowed and we received an upgrade from Satisfactory to Outstanding.





Inspired by what we were seeing our students achieve – and with the gentle nudging of the Department for Education – we decided to embark on a mission to build a MAT for schools in need of a turnaround in the local area.

We quickly welcomed four Harlow-based primary schools – Freshwaters Primary Academy, Cooks Spinney Primary Academy & Nursery, Roydon Primary Academy and Little Parndon Primary Academy – into the family.

Above all, we remain committed to our core purpose: to lift the ceiling off our children and inspiring them to discover new possibilities.

Regardless of the next chapter of our story, that heartbeat will remain the same.

Helena Mills CBE
CEO of BMAT

We are BMAT

At BMAT, we believe in freedom.
In lifting the ceiling off our children.
In letting our teachers truly teach.
In letting our schools express who they are.

To be part of BMAT is to be part of something bigger.
It means joining with a multi-site team of talented teachers and support staff.
It means courageously and generously exercising your gifts.

Above all, it means sharing a common vision of what we are building: a place where teachers and children are freed to succeed.

Are you ready to be part of BMAT?



“To work together to smash through the barriers that prevent our children from becoming confident, high achieving and independent individuals.”

BMAT Mission



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The BMAT Vision and Values

Our Vision

To run a community of schools which provide an outstanding education for every individual attending a Trust school.

Our schools will be places of aspiration, where individuals matter and confidence flourishes so that achievement for all is outstanding.

Our Values

Courageous actions

We are courageous enough to make the tough decision, to do what's right, even if it's not what's popular.

High expectations

We are unswerving in expecting excellence of our teachers and more of our children – be that for behaviours, relational skills or academic results.

Servant leadership

We treat each other as peers, not superiors, and choose to adopt a leadership style that asks: 'How can I help?'

The BMAT Structure

BMAT is comprised of 11 schools across Essex and East London, broken into three distinct hubs:

East London Hub

Royal Docks Academy (Secondary)	
Mr John Blaney Executive Headteacher	

North Essex Hub

Forest Hall School (Secondary)	
Mr S Hehir Executive Headteacher	
Mrs H Jones Head Of School	
Magna Carta Academy (Primary)	
Mr M Solomonides Headteacher	

West Essex Hub

Burnt Mill Academy (Secondary)	Freshwaters Academy (Primary)
Ms L McGlashan Head Of School	**Mrs S Laing** Executive Headteacher
	Ms A Dias Head Of School
Cooks Spinney Academy (Primary)	Little Parndon Academy (Primary)
Mr S Pope Executive Headteacher	**Mrs S Laing** Executive Headteacher
Mr N Stirrat Head Of School	**Mrs K Clark** Head Of School
Epping St John's School (Secondary)	Roydon Academy (Primary)
Mr S Hehir Executive Headteacher	**Mr S Pope** Executive Headteacher
Ms J Daniels and Mrs E Ruffles Co-Heads Of School	**Mr M Clark** Head Of School
Sir Frederick Gibberd College (Secondary)	BMAT STEM Academy (Secondary)
Mrs D Conlon Head Of School	**Mrs L Tooley** Head Of School

The BMAT Way

Here at BMAT, we have a way of doing things – a culture, an approach that runs through the Trust and which marks each of our schools as 'BMAT schools'.

No limits attitude to children

We believe that no child should be limited by where they've come from; that every child within the BMAT family deserves the chance to move on from where they are now to somewhere better. This belief – this attitude – is a non-negotiable for us here at BMAT.

Letting our teachers truly teach

We believe in letting our teachers do what they're best at – teach. Our experience is that a strict scheme of works and carbon copy approach doesn't work. Why? Because, ultimately,





instinctive teaching is the kind of teaching that will inspire a child to see and discover new possibilities.

Local schools with local personalities

We are not in the business of making every school in our network look like each other. In fact, we celebrate the personality and character of each school that joins our network. Local schools by nature have local personalities – and we aren't afraid of that.

A close network of accessible peers

Joining the Trust or a local BMAT school means being part of something bigger than a single entity. It means being part of a network of peers; a large team of people within close proximity of each other, each of whom stands ready to share their expertise and provide support in times of need.

The BMAT Promise



So what can BMAT offer you, an aspiring teacher or professional looking to develop their career within the education sector?

Of course there is the 'package' – salary, annual leave, pension contributions, term-time working, childcare vouchers, etc. But the heart of what we offer our employees is not a set of terms and conditions. It is a bold promise – with five clear strands:

Participate in a vision

Regardless of role or location, every employee at BMAT is compelled by a common vision: to lift the ceiling off our children and inspiring them to discover new possibilities. We offer the passion and energy that this shared belief in what is possible brings.

Delight in success

BMAT is currently the top performing Trust in the UK for Primary outcomes. We have an exceptional record of teaching and academic results, often in the midst of challenging local circumstances. Come and taste success, and delight in what that means for our children.



Pursue new opportunities

We are courageous promoters here at BMAT. If we see potential – and there is an opportunity – we won't hesitate to move the right people into the right positions of responsibility, and quickly. Our network of schools in close proximity, along with our acclaimed teaching school, offers the perfect seedbed for personal and professional development.

Contribute to a peer network

Unlike many growing Multi-Academy Trusts, BMAT is marked by the clear geographical proximity of its schools, a feature that allows for collaboration and relationship of the kind few MATs can offer.

At BMAT, we share what we have with each other – whether experience, specialist teachers, or specialist resources. It is simply part of our DNA; the way things are done around here.

Build your career

We are still a relatively young Multi-Academy Trust having begun our journey as recently as 2013. This means new schools, growing schools, new staff – in short, we are a Trust on the move and are always looking for talented, committed people to help us forge the path ahead. Come build your career by helping us build our network of schools.

“I’m passionate about giving people opportunities when they come to BMAT. My vision is that this is a place where people can fulfil their dream of helping children be all that they can be, whilst at the same time experiencing success for themselves.”

Helena Mills, CEO





The BMAT People

Our success, our ethos, our opportunities have each been moved forward by individuals who have committed to making a difference within the Trust and the schools we are comprised of. Here are just a few of them...

Name Jennifer Taylor
Joined 2014
Current role Head of Science, Burnt Mill Academy

I was originally employed as an unqualified teacher. When we became part of BMAT, it really paved the way for people – myself included – to progress their careers. We've also really benefited from the culture of professional development we have, which I think is quite unique.

There's also a really good sharing culture here. We share staff, we share resources, we share equipment. There's a real sense that you don't have to struggle by yourself.

Name Rikky Patel
Joined 2018
Current role Group Management Accountant, BMAT

I'd never worked in education but when I came for interview, Mike Ford (Financial Controller) did a great job of selling BMAT. It seemed like somewhere I could push myself, achieve personal life goals. I could see myself growing with the Trust, as the Trust continues to grow.

I felt very welcomed from the start. Everyone is very friendly – it's a tight-knit community and really open environment. Even teachers regularly end up popping in for a chat! I also like that no idea is a bad idea. You don't always get that where you work...

The BMAT People



Name Luke Wildig

Joined 2012

Current role Assistant Headteacher, Cooks Spinney Primary Academy

It's all happened extremely fast for me. I joined as an unqualified teaching assistant and within 5 years found myself as an Assistant Head! The Trust is really good at spotting people who will work hard and have potential early on. My story really isn't that unusual within BMAT.

What I really like about BMAT is that all the schools are close together. It gives a sense of family and community, and allows other schools to really support each other – which is fantastic. I honestly don't think you'll find these sorts of opportunities and support somewhere else that you will get here. It's very rare...

Name Cristin Casey

Joined 2012

Current role Director of Performing Arts (across BMAT Schools)

I decided to come back to Burnt Mill Academy in 2012 after a stint of teaching practice two years earlier. It was the best thing I ever did for my career. Every year since I've received a new line of responsibility or qualification. Working across the Trust, the opportunities and support to push I've received have been amazing.

Being part of BMAT means being able to give students high quality experiences that wouldn't otherwise be available to them. As at teacher, you don't have to be a jack of all trades to deliver that – you just need to know who to draw upon.





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JOB DESCRIPTION

Head of Key Stage 5 Maths

REPORTS TO:	Head of Faculty
PAYSCALE:	Unqualified Scale, Point 1 – Main Scale, Point 6 (£18,339 - £36,157 per annum) + TLR relevant to responsibility/experience
LOCATION	Epping St John's
TERMS:	You will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Executive Head Teacher and Heads of School.
CONTRACT:	Permanent, Full Time

PURPOSE OF THE JOB

- Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Liaison with:

- Head of Department, Department Team, Teaching/Associate staff, external agencies, students and parents.

Oversight of

- Students' attainment, progress and outcomes.

Specific Responsibilities

- To lead KS5 Maths, reporting into the overall Head of Maths.
- To teach Maths across the 11 – 16 age range, including GCSE as required, under the direction of the Head of Department.
- To develop appropriate schemes of work, taking specific responsibility for KS5.
- To assess and report on students' attainment and progress in KS5 and on GCSE grades and progress in KS3/KS4, depending on lessons taught.
- To teach to the requirements of the National Curriculum programme of study for Maths.
- To be a form Tutor to an assigned Form Group and to carry out related duties.
- To carry out a share of supervisory duties.
- To communicate effectively with parents with regard to students' achievements and well-being.
- To know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- To set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- To have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour policy.
- To have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- To impart knowledge and develop understanding through effective use of lesson time.
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- To understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

Main Expectations of the role

- Being aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate a clear understanding of appropriate teaching strategies
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Encourage students to take a responsible and conscientious attitude to their own work and study.
- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Promote a love of learning and children's intellectual curiosity.
- Support strategies to promote high standards of behaviour.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.

Additional duties:

- To play a full part in the life of the School community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

- To develop a calm learning atmosphere by completing lunch duties each week as required by the Executive Head or the Head of School.
- To support student progress by completing one homework club session after school each week as required by the Executive Head or Head of School.

Other specific duties:

- To continue personal development as agreed.
- To assist with the carrying out of risk assessments as appropriate
- To ensure that Health and Safety policies and procedures are followed
- To actively engage in the performance review process.
- To undertake any other duty as specified by the Executive Head or the Head of School not mentioned in the above
- To comply with the School's Health and Safety Policy and undertake Risk Assessments as appropriate.
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
- To be aware of the responsibilities for all staff to protect personal data under the GDPR, work in accordance with the school's data protection policy and ensure that any suspected data loss or theft is reported immediately, as directed.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Executive Head & Head of School to carry out appropriate duties within the context of the job, skills and grade.

General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

BMAT Directors are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

Person Specification – Head of Key Stage 5 Maths			
		Essential	**Desirable**
Qualifications and documentation	Honours Degree Qualified Teacher Status in subject area relevant to the Faculty Enhances DBS & validated references Eligibility to work in the UK Evidence of further professional development relevant to the post	X X X X	X
Experience	Proven record as an outstanding teacher with a proven track record of securing outstanding outcomes for students over the last three years Experience of leading, managing and supporting activities in a classroom environment Experience of working with children and young people	X	X X
Knowledge	An understanding of the expectations Ofsted Framework regarding effective teaching & learning Good knowledge of Microsoft Office Knowledge of subject/curriculum area Understanding of assessment issues, including the practical use of data in planning and raising standards Understanding the qualities of good teaching, effective learning and how these can be applied to raise student attainment. Understanding of safeguarding requirements	X X X X X X	X
Skills / Competencies	Ability to relate well to children and adults Ability to work independently and manage workload Ability to communicate effectively to colleagues, students and parents Ability to form and maintain appropriate relationships and demonstrate personal boundaries with children and young people Attention to detail Can maintain and actively promote high standards of student behaviour Discretion, tact and diplomacy Good numeracy/literacy/ICT skills Work constructively as part of a team, follow instructions, understand roles and responsibilities	X X X X X X X X X	
Personal Qualities	**Characterised as:** A belief in the ability of children and young people to achieve and to overcome obstacles to their learning A high level of personal integrity Highly motivated and inspirational in the classroom	X X X	

	Committed to safeguarding children Commitment to the overall success of the school Calm under pressure and flexible in approach Emotionally intelligent and self aware Positive attitude to use of authority and maintaining discipline Enjoys working in new and challenging situations Reliable and trustworthy Proactive, enthusiastic, optimistic and innovative Flexible and adaptive approach to work Professional working attitude	X X X X X X X X X X	