



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...

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- Schools,
teachers and
pupils freed
to succeed.**
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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 leapt 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.

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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

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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?



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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

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

East London Hub		West Essex Hub			
	Royal Docks Academy (Secondary) Mr John Blaney Executive Headteacher		Burnt Mill Academy (Secondary) Ms L McGlashan Headteacher		Freshwaters Academy (Primary) Miss J Diggle Headteacher
	Forest Hall School (Secondary) Mrs H Jones Head Of School		Cooks Spinney Academy (Primary) Mr N Stirrat Headteacher		Little Parndon Academy (Primary) Mr M Evans Headteacher
	Magna Carta Academy (Primary) Mr M Solomonides Headteacher		Epping St John's School (Secondary) Mr M Yerosimou Head Of School		Roydon Academy (Primary) Mr M Clark Headteacher
			Sir Frederick Gibberd College (Secondary) Mrs D Conlon Headteacher		BMAT STEM Academy (Secondary) Mr D Schuyler 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,

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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.

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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

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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...

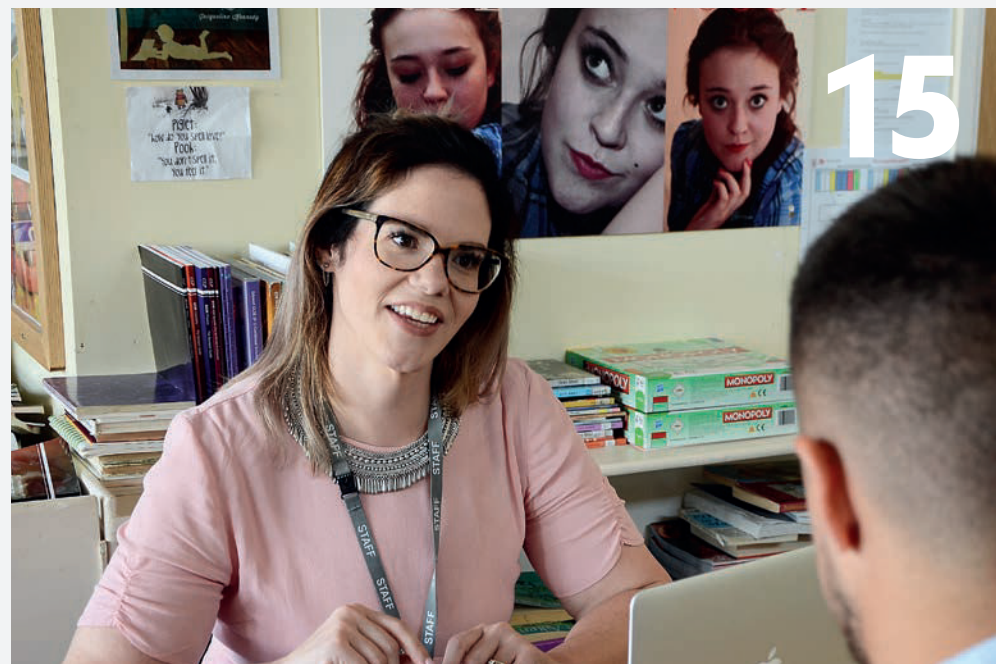
Name Cristin Casey

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 a teacher, you don't have to be a jack of all trades to deliver that – you just need to know who to draw upon.





BMAT STEM Academy

Velizy Avenue, Harlow
Essex CM20 3EZ

01279 621570
contact@bmat-trust.org

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JOB DESCRIPTION

Teacher of KS1

REPORTS TO:	Executive Head Teachers / Head Teachers / Heads of School of all phases.
PAYSCALE:	Mainscale 2 to 3 (£27,468 to £29,581 per annum)
LOCATION	Freshwaters Primary Academy, Harlow
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 Teachers, Head Teachers and Heads of School.
CONTRACT:	Fixed Term (Maternity Cover) until February 2021, Full Time

PURPOSE OF THE JOB

- Teachers make the education of their pupils 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 pupils.

Liaison with:

- The post-holder is also expected to liaise and interact with Pupils, Parents, Co-educators, Teachers, Head of school and Executive Headteacher.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

This list is not exhaustive, but includes:

Specific Responsibilities

- Be responsible for the learning and achievement of all pupils in the class and ensuring equal opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils

Main Expectations of the role

A Teacher must:

- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Evaluate their own teaching critically to improve effectiveness
- Have a secure knowledge of the relevant curriculum area, foster and maintain pupils' interest in the subjects, and address misunderstandings.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Keep up to date with the national developments in teaching practices and methodology
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Impart knowledge and develop understanding through effective use of lesson time.
- Provide clear structures of lessons maintaining pace, motivation and challenge
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Prepare and present informative reports to parents in the form of an annual written report

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.

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 Head of School not mentioned in the above
- 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 of all staff to protect personal data under the GDPR, work in accordance with the school's data protection policy and to ensure that any suspected data loss or theft is reported immediately, as directed

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 – Teacher of KS1			
		Essential	Desirable
Qualifications and documentation	<ol style="list-style-type: none"> 1. Honours Degree 2. Qualified Teacher Status 3. Enhanced DBS and validated references 4. Eligibility to work in the UK 5. Evidence of further professional development relevant to the post. 6. First Aid Qualification 	✓ ✓ ✓ ✓	✓ ✓
Experience	<ol style="list-style-type: none"> 1. Experience of successful teaching within the age range for which the applicant is applying 2. Experience in tracking and monitoring student progress. 3. Experience of parent/carers consultation meetings 4. Experience of using positive behaviour management strategies effectively 5. Experience of planning and managing the work of classroom support staff 	✓ ✓ ✓	✓ ✓
Knowledge	<ol style="list-style-type: none"> 1. Good knowledge of Microsoft Office 2. Knowledge of the SEND code of practices 3. An understanding of the expectations Ofsted Framework regarding effective teaching and learning. 4. Understanding of assessment and how it can best be used to extend children's learning 5. Understanding of safeguarding requirements 6. Knowledge of current procedures and strategies for raising standards 	✓ ✓ ✓ ✓ ✓	✓
Skills / Competencies	<ol style="list-style-type: none"> 1. Good numeracy/literacy/ICT skills 2. Good communication skills 3. Good organisational skills 4. Ability to relate well to children and adults 5. Ability to work independently 6. Ability to work constructively as part of a team, follow instructions, understand roles and responsibilities 7. Discretion, tact and diplomacy 8. Attention to detail. 9. High quality teaching skills <ul style="list-style-type: none"> • high expectations for all and committed to equalities • challenge underperformance and supporting improvements 10. be open, honest and firm but fair 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	
Personal Qualities	Characterised as: <ol style="list-style-type: none"> 1. Professional working attitude 	✓	

	2. Shows initiative and demonstrates a 'can do' approach 3. Sensitivity to the needs of others 4. Flexible and adaptive approach to work 5. Reliable and trustworthy 6. Committed to safeguarding children 7. Values and behaviours suitable for working with children and young people. 8. Committed to equal opportunities 9. Commitment to the overall success of the school 10. Reputation for firm and fair behaviour management. 11. Proactive, enthusiastic, optimistic and innovative. 12. Reliable and resilient with a strong sense of gravitas. 13. Emotionally intelligent and self-aware 14. Calm under pressure and flexible in approach. A belief in the ability of children and young people to achieve and to overcome obstacles to their learning.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	
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