

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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BMAT is a company limited by guarantee. Company No. 07843166

JOB DESCRIPTION

Lead Practitioner with responsibility for Maths

REPORTS TO:	Head of Faculty, Headteacher
PAYSCALE:	Leadership Scale, Points 1 – 5 (£41,065 – £45,216 per annum) (salary negotiable for an exceptional candidate)
LOCATION	Burnt Mill Academy
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

- To provide leadership in excellent teaching in your own curriculum area and other areas within the Academy.
- To provide leadership of outstanding learning and progress across the Academy.

Liaison with:

- The post-holder will be expected to network and liaise with the Head of Faculty, Faculty Team, Teaching / Associate Staff, School Representative, External Agencies, Students and Parents.
- The post-holder will be expected to network and liaise across a range of external providers, schools, community and coordinator networks to ensure a consistency of approach regarding standards, support, transition and high quality learning and teaching.

Specific Responsibilities

- To enable staff to plan high quality learning activities for Maths across the Academy.
- To create and lead the Academy's 'Maths teaching & learning team' to ensure outstanding progress.
- To monitor and evaluate the quality of learning for Maths for students.
- To create a classroom environment that facilitates research and independent learning.
- Contribute to the internal CPD programme for Maths and the wider Academy.
- To develop and lead a numeracy programme across all year groups in Maths lessons and outside Maths to raise attainment.
- To lead Maths intervention programmes in all years to improve the numeracy skills of those students who are below their chronological ages.
- To lead the year 7 numeracy, catch up grant curriculum to ensure students who enter the school below National Averages are at the required level at the end of the year. This involves planning, tracking, preparation, monitoring and evaluating the impact of the numeracy catch up grant programme.

Main Expectations of the role

1. **Shaping the Future**
   - Support the Headteacher and LAB members in establishing a vision for the future of the Academy; demonstrating inspirational leadership and creativity when developing teaching across the Academy.
   - Play a leading role in the Academy improvement planning process, in particular areas of Academy improvement in the area you lead.
   - Contribute to the identification of key areas of strength and weakness in teaching in the Academy.
   - Work to a high standard in implementing agreed policies, priorities and expectations, so as to set a good example to other colleagues.
   - Promote a culture of teamwork, in which views of all members of the Academy and community are valued and taken into account.
   - Contribute to the self-evaluation of the Academy and lead the self-evaluation of teaching within the Academy.

2. **Leading Learning and Teaching**
   - Provide detailed analysis of key Academy performance data to a variety of audiences, including SLT, LAB members and other groups.
   - Promote the active involvement of students in their own learning.
   - Contribute to target setting; including statutory procedures and targets for individuals and groups throughout the Academy.
   - Support strategies to promote high standards of behaviour.
   - Lead the monitoring of teaching.
   - Provide support for colleagues in improving the learning environment to enhance learning and increasing engagement.

3. **Developing self and managing others**
   - Promote and safeguard the safety and welfare of children and young people by being the lead on Health and Safety in the Academy.
   - Contribute to the creation of a positive Academy ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount.
   - Support the development of collaborative approaches.
   - Set high expectations for your own performance and that of others.
   - Engage in relevant professional development activity as necessary.

4. **Managing the organisation**
   - Contribute to a regular review of the organisation of the Academy to ensure it meets statutory requirements.

- Develop action plans in specified areas of responsibility, in order to bring about improvements.
- Contribute to the planning process for the distribution of resources, to ensure they meet the Academy's identified priorities.
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money.
- Being a presence in the Academy corridors at lesson change-over, break times and at two or more of the lunch sessions during the day.

5. Securing Accountability

- Support the LAB members in meeting its responsibility to ensure teaching is outstanding.
- Work alongside the Headteacher to secure improvement through Performance Management; take responsibility for the performance management of staff you directly line manage.
- Use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups.
- Contribute to the reporting of the performance of the academy to parents, carers, LAB members and other key partners.

6. Strengthening Community

- Contribute to; strengthening partnerships with other schools and services to enhance learning and teaching across the community.
- Gain an understanding and ensure that Specialisms, Extended School, Learning Environment add to the quality of teaching for learners.
- Contribute to policies and practices, which promote equality of opportunity and tackle prejudice through teaching of Learners.
- Contribute to the development of teaching of Learners.
- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement.

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 – Lead Practitioner with Responsibility for 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 and related education gained for example through involvement in wider professional networks associated with subject/curriculum area. Understanding of assessment issues, including the practical use of data in planning and raising standards Understanding of safeguarding requirements Understanding the qualities of good teaching, effective learning and how these can be applied to raise student attainment. Have a critical understanding of the most effective teaching, learning and behaviour management strategies including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential. Knowledge of effective strategies to include, and meet the needs of all students, in particular, underachieving groups and students with EAL and SEN. Understanding of safeguarding requirements	 X 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	X X X X X X X	

	Work constructively as part of a team, follow instructions, understand roles and responsibilities	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 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 X X X	