



# 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	
	<b>Royal Docks Academy (Secondary)</b>  <b>Mr John Blaney</b> Executive Headteacher

North Essex Hub	
	<b>Forest Hall School (Secondary)</b>
	<b>Mr S Hehir</b> Executive Headteacher
	<b>Mrs H Jones</b> Head Of School
	<b>Magna Carta Academy (Primary)</b>  <b>Mr M Solomonides</b> Headteacher

West Essex Hub			
	<b>Burnt Mill Academy (Secondary)</b>		<b>Freshwaters Academy (Primary)</b>
	<b>Ms L McGlashan</b> Head Of School		<b>Mrs S Laing</b> Executive Headteacher
	<b>Cooks Spinney Academy (Primary)</b>		<b>Little Parndon Academy (Primary)</b>
	<b>Mr S Pope</b> Executive Headteacher		<b>Mrs S Laing</b> Executive Headteacher
	<b>Epping St John's School (Secondary)</b>		<b>Mrs K Clark</b> Head Of School
	<b>Mr N Stirrat</b> Head Of School		<b>Roydon Academy (Primary)</b>
	<b>Sir Frederick Gibberd College (Secondary)</b>		<b>Mr S Pope</b> Executive Headteacher
	<b>Mrs D Conlon</b> Head Of School		<b>Mr M Clark</b> Head Of School
			<b>BMAT STEM Academy (Secondary)</b>
			<b>Mrs L Tooley</b> Head Of School



# The BMAT Way

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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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A photograph of two young women playing basketball outdoors. The woman on the left is in the foreground, wearing a dark blue and white basketball jersey, holding a basketball with both hands above her head. She is looking up at the ball. The woman on the right is slightly behind her, also wearing a dark blue and white basketball jersey, with her arms raised in a defensive stance. The background is a blurred outdoor setting with trees and a fence. The entire image is overlaid with a semi-transparent teal color.

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

**Name** Rikky Patel

**Joined** 2018

**Current role** Group Management  
Accountant, BMAT



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.

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**

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



## JOB DESCRIPTION

### 1:1 SEND Care Assistant

<b>REPORTS TO:</b>	Class Teacher / SENDCO / Head of School
<b>PAYSCALE:</b>	Band 2, Point 11 – 14 (£8,351.46 - £8,499.33 including fringe allowance pro rata per annum)
<b>LOCATION</b>	<b>Freshwaters Primary Academy</b>
<b>TERMS:</b>	20 hours & 15 minutes per week (Monday to Thursday 8.45am to 2pm (including 1 hour unpaid lunch break) Friday 8.45am to 12pm) 39 weeks per year (term time plus inset days)
<b>CONTRACT:</b>	Permanent, Part Time

#### PURPOSE OF THE JOB

- To provide efficient and effective support for students with special needs to assist in their integration with the main Academy.
- To ensure that the special needs of the student, as described in the statement of Educational Needs / Education, Health & Care Plans are supported.

#### Liaison with:

- The post-holder is expected to liaise with teaching staff, support staff, Head of School, Executive Head and parents.



## KEY RESPONSIBILITIES AND ACCOUNTABILITIES

This list is not exhaustive, but includes:

### Supporting the Student

- To assist the student with accessing their personalised curriculum.
- To establish a supportive relationship with the student(s) concerned.
- To encourage acceptance and integration of the student(s) with special needs.
- To develop methods of promoting / reinforcing student's self-esteem and independence.
- To attend to student's personal needs, including help with social, welfare and health matters, including first aid.
- To work under direction with individual students on planned programmes of social, emotional and behavioural development.
- To participate in the general supervision of student(s), ensuring that they adhere to acceptable standards of behaviour and personal hygiene.
- To respond to the material, physical and emotional needs of student(s).
- Some supervisory duties during lunchtime and break time(s).
- Regular Co-Educator duties to be assumed in hours not with statemented student(s).

### Supporting the Academy

- To liaise, advise and consult with other members of the team supporting the student(s) when asked to do so.
- To attend relevant in-service training.
- To fully implement all Academy procedures and policies.
- To attend, as required, meetings about individual students and/or matters affecting the general running of the school.
- To participate in staff training days and external courses as may be required by the needs of the post and as identified by the Head of School.

### Students Views

- To understand and respect students' views so they can be supported effectively.

### 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.

Burnt Mill Academy Trust 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 – 1:1 SEND Care Assistant			
		Essential	Desirable
<b>Qualifications and documentation</b>	<ol style="list-style-type: none"> <li>GCSE English and Maths (A* - C) or Equivalent (Level 2 Basic Skills Literacy/Numeracy)</li> <li>Enhanced DBS and validated references</li> <li>Eligibility to work in the UK</li> <li>NVQ Level 3 in Learning Support or other equivalent qualification / experience</li> </ol>	X X X	X
<b>Experience</b>	<ol style="list-style-type: none"> <li>Experience of working with young children</li> <li>Experience working in a school or community club environment</li> <li>Experience of working with safeguarding regulation</li> </ol>	X X	X
<b>Knowledge</b>	<ol style="list-style-type: none"> <li>Good knowledge of Microsoft Office</li> <li>An understanding of the expectations of Ofsted Framework regarding effective teaching and learning</li> <li>Current developments within all phases of education</li> <li>Understanding of safeguarding requirements</li> <li>Basic knowledge of first aid</li> </ol>	X	X X X X
<b>Skills / Competencies</b>	<ol style="list-style-type: none"> <li>Ability to relate well to children and adults</li> <li>Ability to work independently</li> <li>Ability to work constructively as part of a team, follow instructions, understand roles and responsibilities</li> <li>Attention to detail.</li> <li>Ability to work to deadlines</li> <li>Ability to prioritise tasks</li> <li>Good numeracy/literacy/ICT skills</li> <li>Good communication skills</li> <li>Good organisational skills</li> </ol>	X X X X X X X X X	
<b>Personal Qualities</b>	<p><b>Characterised as:</b></p> <ol style="list-style-type: none"> <li>Professional working attitude</li> <li>Shows initiative and demonstrates a 'can do' approach</li> <li>Sensitivity to the needs of others</li> <li>Flexible and adaptive approach to work</li> <li>Reliable and trustworthy</li> <li>Committed to safeguarding children</li> <li>Values and behaviours suitable for working with children and young people.</li> <li>Committed to equal opportunities</li> <li>Commitment to the overall success of the Academy</li> <li>Proactive, enthusiastic, optimistic and innovative.</li> <li>Reliable and resilient with a strong sense of gravitas.</li> <li>Emotionally intelligent and self-aware</li> <li>Calm under pressure and flexible in approach.</li> <li>A belief in the ability of children and young people to achieve and to overcome obstacles to their learning. Awareness of, and commitment to, equalities issues.</li> </ol>	X X X X X X X  X X X X X X	

