

EPSOM & EWELL HIGH SCHOOL

CLASSROOM TEACHER - COMPUTING SPECIALIST

Application Pack



Bourne Education Trust





WELCOME MESSAGE

JAMES NEWMAN

Headteacher

Thank you for showing your interest in working at Epsom & Ewell High School, where I am immensely proud to be the Headteacher.

At Epsom & Ewell High School we recognise the importance of academic success whilst embracing our wider role in preparing students for their adult life beyond the formal examined curriculum.

With lower than average class sizes and specialist teachers in every area, the school provides a supportive yet vibrant environment through which we nurture confident, ambitious students who embrace community, tolerance and high aspiration.

Our students are challenged to think harder than they ever have before and we have created a student led learning identity to fully prepare them for the rigours of the new examination landscape. Students are encouraged to think for themselves and through their own hard work and expert support from our staff are progressing further than other students nationally.

We offer a broad and balanced curriculum and as a school encourage each student's particular abilities to ensure that no child slips through the net. The school's ethos is simple - our students are at the heart of everything we do and we truly believe that every child can achieve.

OFSTED

Epsom & Ewell High School had its last Ofsted inspection in March 2022. Overall rating - Good.

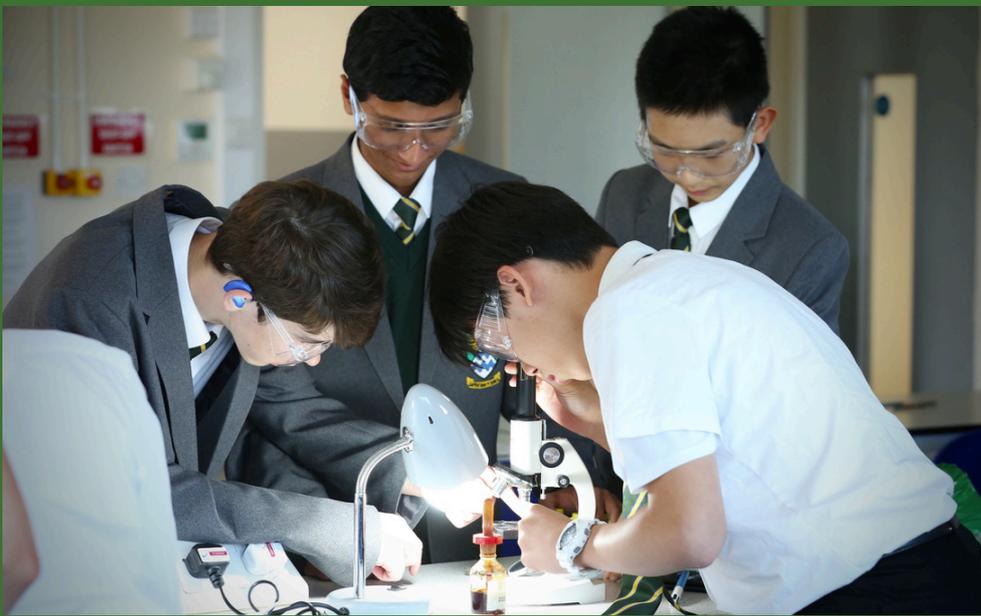
There are no areas that the Ofsted team felt we needed to improve on and their only point for development is for the school to take the time needed to embed the strategies that we have embarked on.

The inspectors were full of praise for the school and commented that “this is no ordinary secondary school”.

Some of the main highlights in our report are:

- Pupils are proud of their school and enthusiastic to learn.
- Their behaviour is calm and mature.
- Their attitudes are positive and enthusiastic.
- Pupils enjoy very good relationships with their teachers.
- There is a strong sense of community.
- Leaders and staff have high ambitions for all pupils.
- Pupils say that they are happy and feel safe.
- They make a positive contribution to the school.
- Leaders are innovative, creative and highly aspirational.





ABOUT US

The quality of teaching at Epsom and Ewell High School has consistently been graded as good or better in externally verified teaching and learning reviews.

The training that teachers receive is high quality and relevant with a sharp focus on improving the experience for students in the classroom.

We consistently have low staff turnover which means students have excellent teachers that know the students well and foster purposeful relationships.

Our teachers undertake weekly training sessions throughout the year to ensure that their practice remains relevant, dynamic and moves with the ever changing curriculum.

Teacher training takes place during twilight sessions, outside of school hours, which minimises the impact on pupils' contact time in school.

All of our teachers are specialists in their field. Their enthusiasm for their subjects permeates their lessons and many have gained experience in industry, prior to their teaching careers.

Our teachers benefit from the opportunity to visit other schools in the trust to share best practice and gain valuable experience that they are able to bring back to the school.

Leaders and teachers have high aspirations for pupils. Teachers consistently encourage and support pupils to do their best. Pupils are provided with many opportunities to discover options available to them after leaving school. Consequently, many more pupils are now applying for places at the top universities.



WELLBEING

Epsom & Ewell High School is the first school in the UK to achieve the Schools Mental Health Gold Award.

We were awarded the gold standard because of our fully comprehensive support and education programmes that have broken down the stigma surrounding mental health.

As a result, we have created a school environment where students and staff are confident to fulfil their potential both in and outside of the classroom.



LEADERSHIP

Epsom and Ewell High School has a strong tradition of growing its own leaders. This is possible due to successful in house leadership programmes and a commitment to accelerated career development at all levels.

For the 2025/26 academic year, we have a strong leadership team, which enables us to drive forward the strategies that we have previously introduced and allow us to be more outward looking in terms of supporting the local community and promoting our achievements

The new junior leadership team is led by the sixth form leaders and prefects. They work specifically in one of four areas: wellbeing, teaching, learning and community. These students from all year groups are actively engaged in the running of the school as well as the wider community.

BOURNE EDUCATION TRUST OVERVIEW



ABOUT BET

Bourne Education Trust ('BET') is a successful multi-academy trust made up of twenty three schools (plus four further associate schools), across primary, secondary and specialist school phases in Surrey, Hampshire and the London Borough of Richmond upon Thames.

Specialising in supporting schools to improve their performance, BET continues to grow a community of like-minded academies with the highest aspiration and dedication to achieving the best outcomes for their learners.

At BET, we are responsible for the education of approximately 13,000 pupils and employ a dedicated team of just over 1,500 staff members. Our organisational structure is designed to facilitate collaboration and innovation, with schools grouped into phases and clusters to further allow specialised and cross-phase work.

The size of our schools range from a one-form entry primary to an eight-form entry secondary school with a sixth form, however schools are equally important and carry the same influence in terms of decision-making in line with our commitment to inclusivity and fairness.

Central to our mission is the belief that every child, regardless of their background, deserves access to a high-quality education and as an employer we know that our people are the key to our success – so for this reason you will find a culture of excellence across our schools, inspiring confidence and belief in our communities.

EPSOM & EWELL HIGH SCHOOL



LOCATION: Epsom, Surrey

CONTRACT: Permanent, full or part time considered

START DATE: 1st September 2025

SALARY: MPS £33,074 - £45,037 or UPS £47,031 - £50,470
(dependent on experience)

BENEFITS: Workplace pension through TPS; occupational sick pay; recognition policies; ongoing training, learning and development opportunities; HR and wellbeing support; family friendly policies; on-site parking with electric car chargers; on-site gym and exercise classes including staff discount; A new multi-million-pound sports facility with world class indoor and outdoor facilities



JOB DESCRIPTION



ROLE PURPOSE

Responsible for the learning and achievement of all pupils in the class, ensuring equity of opportunity for all, achieving the highest possible standards in work and conduct. All teachers are required to carry out the professional duties and responsibilities of a school teacher as defined by 'Teachers' Standards' and set out in the current 'School Teachers Pay and Conditions Document'.

MAIN RESPONSIBILITIES

TEACHING AND LEARNING:

- Deliver the curriculum as relevant to the age and ability of the individuals and classes you teach, preparing and developing teaching materials, programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of all pupils within your class/es, planning effectively to ensure that pupils have the opportunity to meet their potential
- Be aware of pupils' capabilities, planning effectively to meet the needs of pupils with special educational needs and work in collaboration with the SENCo to make an appropriate contribution to and participate in the preparation, implementation, monitoring and review of SEN support arrangements
- Use an appropriate range of observations, assessment, monitoring and recording strategies as a basis for setting challenging learning for pupils with diverse abilities and experiences, monitoring pupil progress and attainment

- Make accurate and productive use of assessments to secure pupil progress and report to parents on the development, progress and attainment of pupils
- Establish and maintain engaging and effective relationships with parents, governors and the wider community
- Use relevant data effectively to monitor progress, set targets and plan lessons
- Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding that pupils have acquired
- Promote and facilitate extra-curricular activities, after school clubs, targeted boosters and residential trips where appropriate
- Provide pupils with regular feedback, both in real time and through accurate marking, encouraging pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude towards their own work and study
- Effectively and consistently apply school policies and guidelines
- Support initiatives directed by the Headteacher and the Senior Leadership Team
- Plan for, organise and direct the work of relevant support staff within the classroom. This will sometimes include direct line management of Learning Support Assistants/Teaching Assistants
- Participate in arrangements for examinations and assessments within the remit of the 'School Teachers' pay and conditions document'

BEHAVIOUR AND SAFETY:

- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns by following the relevant policies and procedures
- Establish a safe, purposeful and stimulating environment for pupils, ensuring high expectations of discipline which pupils respect, acting to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school
- Manage classes effectively, using approaches which are appropriate to the pupils' needs in order to inspire, motivate and challenge pupils
- Be a positive role model, and demonstrate consistently the positive attitudes, values and behaviour expected of pupils'
- Establish and maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

TEAMWORK, COLLABORATION AND PROFESSIONAL DEVELOPMENT:

- Actively participate in meetings and professional development opportunities
- Engage and make positive contributions as a member of the wider school team, planning collaboratively, sharing information, ideas and expertise, raising standards by sharing effective practice
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupil progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues

- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012
- Have professional regard for the ethos, policies and procedures of the school in which you teach
- Undertake a due share of duties according to the published rota
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Effectively collaborate across the Trust network and clusters, sharing best practice and facilitating benchmarking across schools where appropriate

KEY SKILLS REQUIRED

- Qualified Teacher Status or equivalent (E)
- Ability to demonstrate an awareness, understanding and commitment to the protection and safeguarding of children (E)
- Ability to evidence effective continuous professional development (E)
- Experience of teaching in relevant Key Stage and/or subject area (D)
- Ability to evidence effective communication with a wide audience / range of stakeholders (E)
- Proven track record in establishing effective relationships with parents, governors and the community (E)
- Ability to evidence excellent IT skills on a wide range of programmes & software (E)
- Ability to demonstrate an understanding of wider educational issues, knowledge of the appropriate key stage curriculum and national strategies (E)

PERSONAL QUALITIES

At Bourne Education Trust, our culture and our values are important to us, as outlined in our BET Behaviours which set out the key qualities we would expect any colleague to demonstrate. We foster a reflective, optimistic, and aspirational approach and we expect our colleagues to be collaborative, innovative, committed, engaged and professional. Diverse and inclusive, we encourage you to act as a positive force for equality, helping us create communities where everyone belongs. We encourage our colleagues to take part in school and cross Trust teams and we will invest in you through continuous professional development.



HEALTH AND SAFETY STATEMENT:

The board of trustees, local governing committees (LGC) and all leaders across Bourne Education Trust recognise and accept their responsibilities to provide a safe and healthy working environment for all employees, students and visitors. We expect all colleagues to take reasonable care of their own health and safety and that of others who may be affected by their actions at work. All BET employees must co-operate with us to access proper training and to make sure they understand and follow the Trust's health and safety policies and procedures, and to help everyone meet their legal requirements. All colleagues must take responsibility for reporting concerns relating to health and safety matters through appropriate channels.



APPLICATION PROCESS



Thank you for your interest in this role, we look forward to receiving your application. Candidates should be aware that the closing date for applications is midday on Friday 16th May 2025, however prompt applications are encouraged as we reserve the right to close this vacancy if sufficient applications have been received.

To apply for this position, you must complete a Bourne Education Trust online application form (CVs without a fully completed application form will not be considered). Candidates applying via other job sites should follow the instructions provided.

Shortlisting will take place as applications are received and you will be contacted by email if have been shortlisted for an interview.

SAFEGUARDING:

Bourne Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The appointment will be made subject to an Enhanced Disclosure and Barring Service approval ('DBS') as part of our rigorous approach to safeguarding our children.

EQUAL OPPORTUNITIES:

Bourne Education Trust is committed to equality of opportunity for all colleagues, pupils and other stakeholders. Applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.