



Headteacher Application Pack Freshford Church School



Headteacher Required Leadership L08 - L14 Permanent, Full-Time

Freshford Church School Freshford, Bath, BA2 7WE	
Key Information:	
NOR: 159	Age Range: 4 - 11
Ofsted outcome: Good (June 2022)	SIAMS outcome: Good (July 2019)
Are you an experienced senior leader who:	We can offer you:
Has a strong vision for inclusive and exciting learning and is aspirational for every child	An exciting opportunity to make your mark on a successful school with a creative and ambitious curriculum, a caring ethos and strong sense of community.
Brings curiosity about how our school achieves consistently excellent outcomes and has ambition to go further still	Dedicated, skilled and enthusiastic staff, who work tirelessly to get the best for every child.
Successfully engages, inspires and develops people	An experienced and committed Trust Local Committee who know the local community well and bring a range of relevant professional skills.
Leads with courage, integrity and passion, is resilient and confident	Happy children who appreciate school and the adults who support them.
Enjoys working with children, and wants to know and understand every child in the school	Great support from an effective MAT team and a collaborative group of local schools to work with.
Will inspire and develop our staff team, and is committed to going above and beyond to create outstanding learning experiences for pupils	High quality CPD to develop your leadership skills.
Will invest time and care in developing trusting relationships with families and the wider community	A highly engaged parent community and access to a beautiful natural environment, offering many inspiring ways to enrich children's learning.
Is committed to collaboration and Trust-wide working.	
For more information and to apply:	
To arrange a school visit	Please contact - enquiries@freshford.bwmat.org
Completed applications:	Please apply online via our website

Closing date: Sunday 2nd November 2025 at 11:59pm

Shortlisting date: 5th November 2025

Interview dates: A two-day interview process taking place on Wednesday 19th November (online) and Friday 21st November 2025 (on site at school).

This post will commence in September 2026

The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS and all relevant pre-employment checks.

Bath and Wells Multi Academy Trust

Welcome from our CEO

Dear applicant,

Thank you for your interest in our schools. The Bath and Wells Trust is a family of schools who work closely to support one another in order to deliver the highest quality experiences for our children. Leaders who apply to be part of our trust should be committed to our values, collaboration and working with other schools.

Our driving force is to ensure every school within our Trust provides an excellent education for every child, enhanced by a distinctively Christian ethos. We want to provide every child with an excellent education of the mind, body and spirit through a creative, innovative, engaging curriculum underpinned by the Christian values of kindness, respect, forgiveness, perseverance and love.

We are all striving to be the best version of ourselves. We all have an important role to play in ensuring our BWMAT family positively impacts on the life chances of our children.

I hope that the information provided helps you to see yourself as a leader in our trust.

Nikki Edwards
Chief Executive Officer





Letter from our TLC Chairs

Dear Applicant,

Thank you for your interest in the post of Headteacher at Freshford Church School. We hope that our information pack provides you with insight into our school.

Freshford is a popular and successful village school in which children and families flourish. It sits at the heart of our community, serving children who live in the adjoining villages of Freshford and Limpley Stoke and attracting families from the surrounding area. At Freshford we have created a trusted community in which every child is deeply immersed in their learning. Children in our school consistently achieve outstanding outcomes, testament to our nurturing environment, to the dedication and expertise of our staff team and the strong partnership between families and the school. At Freshford, **we care, we believe we can and we cheer each other on.** We inspire every child to be at the centre of their own learning - to experiment, to be curious, to let their imaginations guide their inquiry and sustain their effort.

Through many years of experience, observation and deep thinking about how children learn, our teaching staff have crafted our Big Question curriculum. This is built around a series of whole school Big Questions with which children in every class are concurrently engaged each term. The Big Questions create a framework for the acquisition of knowledge and skills across core subject areas while provoking our children to think deeply and develop a sense of agency about complex challenges in our changing world. We believe that effective listening, thinking, talking, reading and writing are our children's gateways to learning and their full participation in the world now and in their adult lives.

We are looking for a leader who will fully embrace our ethos, who wants to be part of a dynamic and exciting learning environment and who will bring fresh ideas and challenge to everyone in our school community to be even more ambitious for our children. We are looking for someone who has the capacity to inspire and to learn from colleagues, who will be inclusive, reflective and decisive in their leadership, who will bring empathy, curiosity and compassion to every interaction, and above all who will embrace the joy of getting to know every child in our school.



Letter from our TLC Chairs

Freshford is a small school which this year has its highest ever number of pupils on roll. In a challenging financial climate, relationships are fundamental to our ability to thrive. Our Headteacher is at the centre of these relationships acting with the utmost integrity and care, building deep and collaborative partnerships with parents and carers, local residents and community groups. Our PTA is an essential source of fundraising support and practical help – each year taking on ambitious projects to improve the school environment and create exciting opportunities outside the classroom to bring learning to life.

On behalf of our TLC Committee, thank you again for your interest in this position and we look forward to receiving your application.

Yours sincerely,

Sara Buchanan and Caroline Ford

TLC Co-Chairs



Key Information

About The Role and Application

Position	Headteacher of Freshford Church School
	Full-time
	Permanent
ISR	L08 - L14
Start date	September 2026
Address	High Street Freshford Bath BA2 7WE
Phone	01225 723331
Email	enquiries@freshford.bwmat.org
Closing date	Sunday 2 nd November at 11:59pm
Shortlisting date	Wednesday 5 th November 2025
Interview dates	Please note, this is a two-date process taking place on: Wednesday 19 th November 2025 (online) and Friday 21 st November (onsite at school)
To Apply:	Please apply online via our website
Arrange a school visit	enquiries@freshford.bwmat.org
For more information	Please contact the school ADE, Tom Morrison at tom.Morrison@bwmat.org

About the School:		Outcomes 2025:	
Pupil Numbers	159	EYFS GLD	85%
No of Classes	5	Year 1 Phonics	85%
		Year 4 MTC	23.2/25
% Pupil Premium	1.3%	KS2 Reading	96%
% SEN Support	8.8%	KS2 Writing	96%
% EHCP	1.9%	KS2 Maths	96%
% EAL	1.3%	KS2 Combined	96%



Staff

Pupil

voice

“ Freshford is a community where we listen to and notice every child. ”

“ Here, we are a group who LOVE working with children and families (and each other!) ”

“ We believe the open and trusting relationships throughout our whole community are a highly prized asset. ”

“ We are playful, curious, questioning, ambitious and are willing to go to extremes to create opportunities for our children. ”

“ The children learn deeply, widely and creatively through the connected thinking in our whole school Big Questions. ”

“ Someone who listens to pupils, is kind and takes actions to sort our problems. ”

“ I would like a Headteacher who notices you and makes everyone feel welcome. ”

“ I would like a Headteacher who talks to you, reads you stories and enjoys seeing your work. ”

“ Someone who is thoughtful, honest, encouraging and serious about their job, ”

“ I would like a Headteacher who brings everyone's spirits up. ”



Job description

Bath & Wells Multi Academy Trust	
Job Title:	Headteacher and Designated Safeguarding Lead
Location:	Freshford Church School
Salary Range:	L08-L14
Reports To:	Assistant Director of Education & Chair of Trust Local Committee (TLC)

The Aim of The Bath & Wells Multi Academy Trust:

To ensure that every school within the Trust provides an outstanding education for every child, rooted in its distinctively Christian ethos.

Bath & Wells Multi Academy Trust Mission Statement: John 10:10 'That they may have life, life in all its fullness'

The Bath & Wells Multi Academy Trust's mission is to provide an education which is life-enhancing for every child. We promise an experience which is lovingly inclusive to all pupils.

Job Purpose

The core purpose of the Headteacher is to provide high quality professional leadership and management for the school.

With the Trust Local Committee and the BWMAT Leadership Team, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher also seeks to secure the commitment of the wider community to the school by developing and maintaining appropriate networks and relationships, and particularly those that promote the school's Christian ethos and positive role in the local community.

The Headteacher is accountable to the Trust Local Committee and BWMAT Board of Trustees for ensuring the educational success of the school within the overall framework of the BWMAT strategic plan as well as the school's strategic plans. They are responsible for the quality of teaching and learning, the internal organisation, management of the school and for leading and managing staff. They should create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in all areas of the school's and wider organisations work.

You will be the DSL for the school and will have the legal responsibility for dealing with the Safeguarding issues as described in the main duties and responsibilities. You will also be expected to carry out some classroom teaching.

Main Responsibilities and Duties

The Headteacher shall carry out their professional duties in accordance with the most up to date School Teachers' Pay and Conditions Document (STPCD), National Standards of Excellence for Headteachers and the Burgundy Book, as amended or modified by the Bath & Wells Multi Academy Trust (hereafter referred to as the BWMAT).

The following duties are to be carried out in consultation with as appropriate, the Trust Local Committee, the BWMAT's Board of Trustees, BWMAT Central Senior Leadership Team and Central Team, the Diocese of Bath and Wells Officers, the staff and parents.



Strategic Direction and Development

- Develop a strategic view for the school within its Church and local community, identifying and determining its philosophy, overall aims and targets.
- Create and develop a strategic plan for the school, which is underpinned by sound financial planning and management, identifies priorities and targets aimed at raising achievement and is critical to sustaining school improvement.
- Consult, develop, implement, monitor, review and evaluate policies for the delivery of the overall aims and objectives, ensuring these take account of national and global trends, local and school data, and inspection and research findings.
- Create an ethos which provides a collaborative educational vision of excellence and direction which secures effective teaching and successful learning and achievement for pupils including sustained improvement in their spiritual, moral, cultural, mental and physical development.
- Ensure the commitment of all those involved in the school to its vision, aims and objectives.
- Ensure that the management and organisation of the school supports its vision and aims and objectives.

Learning and Teaching

- Determine, organise and implement a diverse, flexible appropriate curriculum for the school and implement an effective assessment framework.
- Create and maintain an environment and code of behaviour which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline.
- Secure and sustain effective teaching and learning throughout the school by monitoring and evaluating the standards of learning and teaching, ensuring that appropriate standards of professional performance are established and maintained and that underperformance at all levels is challenged and addressed.
- Assess, monitor and evaluate the curriculum in order to identify and act upon areas for improvement and to develop a personalised learning culture within the school which promotes independent learning.
- Produce and revise, as appropriate, a School Development Plan (SDP) relevant to the needs of the school, the development of the pupils and within the potential resources available to the school.
- Monitor and evaluate the quality of learning and teaching in the school, including those pupils with special educational needs, using data to support and implement strategies for ensuring inclusion, diversity and access.
- Develop and maintain effective partnerships with parents, carers, the community, other schools, clergy and the local worshipping communities. Extend pupils' learning experiences, their achievement and personal development, by creating effective links with business and industry, and promote outdoor learning through trips, residential visits and related opportunities.
- Participate, in consultation with the BWMAT Executive Leadership Team and the Trust Local Committee, in the teaching of pupils in the school, including the provision of cover for absent teachers.

Leading, Managing and Deploying Staff

- In consultation with the Trust Local Committee and the BWMAT Leadership Team, take the lead role in the selection and recruitment of the teaching and support staff in seeking to ensure the best available people are appointed.
- Manage the arrangements for the deployment and effective allocation of work to and supervision of all teaching and support staff in the school, to maximise their skills and



contribution to the improvement of the quality of the education provided and the standards achieved.

- In accordance with BWMAT policies implement and sustain effective systems for the effective induction of staff and the management of staff performance, participating in arrangements for the appraisal of own performance and the appraisal and performance management of teaching and support staff as appropriate.
- Lead professional development of the staff by example, ensuring that all staff have access to advice, training and development opportunities appropriate to their needs, including needs identified through professional growth systems in accordance with the policies of the Trust, the School Development Plan and the BWMAT, as appropriate.
- Ensure that teachers at the school receive information they need in order to carry out their professional duties.
- Ensure that professional duties and conditions of employment as set out in local and national conditions of service, as modified by the BWMAT, for Headteachers, teachers and support staff are fulfilled.
- Develop and maintain a decision-making structure providing opportunities for staff participation and establish channels of communication including the use of formal procedures to solve problems and resolve conflict.
- Foster and maintain relationships with organisations representing teachers and support staff.

Deployment of Resources

- In consultation with the Trust Local Committee and BWMAT Central Team, set appropriate priorities for expenditure, allocate funds and ensure effective administration and management of all resources including staff.
- Ensure the sound financial management of the school in accordance with BWMAT requirements and any overarching regulations
- Make arrangements for the security and effective supervision of the school buildings and their contents and of the school grounds ensuring that such resources are managed to meet the needs of the curriculum and to comply with all relevant Health and Safety Regulations.
- Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

Accountability

- Be accountable for the efficiency and effectiveness of the school to the Trust Local Committee, BWMAT Trustees, and the Diocese of Bath and Wells.
- Foster and maintain good community relations by implementing Diocesan policy and liaising with Diocesan officers.
- Comply appropriately with the expectations of the Trust Local Committee and the BWMAT in respect of the strategic management and direction of the school.
- Present a coherent, understandable and accurate account of the school's performance in a form appropriate to a range of audiences including directors, governors, parents and carers, maintaining and providing adequate and appropriate records, statistical data and returns.

Supporting the work of the BWMAT

- Develop and maintain the Christian ethos of the academy so that it is intrinsic and permeates all aspects of the academy's life and curriculum.
- Embed the Christian ethos in all aspects of academy life.
- Develop strong working relationships with BWMAT colleagues and contribute to collaborative working across schools.



Participate in BWMAT activities in order to share best practice, contribute to the development of BWMAT strategies and policies and promote the school and the wider organisation in a local and national context.

Designated Safeguarding Lead Job Description

The Designated Safeguarding Lead (DSL) must be an appropriate senior member of staff, from the school leadership team. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies. The DSL need not be a teacher but must have the status and authority within the management structure to carry out the duties of the post.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out below, remains with the designated safeguarding lead. This responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required.
- support staff who make referrals to local authority children's social care.
- refer cases to the Channel programme where there is a radicalisation concern as required.
- support staff who make referrals to the Channel programme.
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member.
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.



- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- ensure each member of staff has access to, and understands, the school's safeguarding policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure that all deputy safeguarding leads are trained to the same level
- ensure that all deputy safeguarding leads are equipped to undertake any activities delegated to them and that they have a good understanding of any cases or concerns
- ensure the school's safeguarding policies are known, understood and used appropriately.
- ensure the school's safeguarding policy is updated annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- ensure that all staff attend Basic Awareness training and then an annual safeguarding update training session each academic year
- ensure that all staff receive regular safeguarding CPD to consolidate and update knowledge
- link with the local LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child protection file

Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.



Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and the designated safeguarding [lead](#) to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Supervision and Management

You will be managed by the ADE and Chair of the Trust Local Committee and will have regular meetings

Key Contacts and Relationships

- Central Senior Leadership Team
- Central Team
- School's Trust Local Committee
- BWMAT's Board of Trustees
- The Diocese of Bath and Wells
- Headteachers of local secondary schools
- Headteachers of local primary and special schools, particularly those primary schools that are members of the BWMAT
- Early Years providers
- PTA
- Parish Council
- Other community groups
- Other services and agencies for children including social care, health care and the police

Working Environment

The majority of the work will take place in the school environment, there will also be some work undertaken off of the school site, including educational visits.





Person specification

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience	<ul style="list-style-type: none"> • Qualified teacher status • Recent safeguarding training • Recent experience in senior management within a school • Experience in teaching EYFS/KS1/KS2 • Proven track record of successful collaborative and inspirational leadership, and delivery of learning • Experience in ensuring ambitious standards for all pupils • Experienced in managing others and holding staff to account • Experienced in ensuring a collaborative approach where staff views are shared in bringing about improvement • Experienced in developing rigorous systems for measuring and managing performance • Experience in monitoring and improving the quality of teaching and learning • Experienced in analysing performance data to inform personalised target setting • Demonstrable experience in translating local and national policy into a school context • Experienced in creating, retaining and deploying effective staffing structures • Experience of developing good working relationships with all stakeholders • Evidence of continuous professional development • Experienced in motivating, challenging, inspiring and empowering teams and individuals to achieve high performance 	<ul style="list-style-type: none"> • NPQH • Up to date Safeguarding Training • Diocesan pre-headship training • Experience of working in more than one other school • Experienced in managing a variety of curriculum areas • Substantial leadership experience in more than one setting • Experienced in contributing to collaborative activities with partner schools • DSL trained or willing to undertake training upon appointment

Knowledge	<ul style="list-style-type: none"> • Knowledge of effective primary practices and effective assessment tools • Knowledge of efficient school governance and able to effectively support the school's local governing body • Knowledge of best practice / entrepreneurial approaches to school improvement, leadership and governance • Up to date knowledge of education, pedagogy, effective classroom management strategies, OFSTED requirements and school systems locally, nationally and globally 	<ul style="list-style-type: none"> • Understanding of community-based learning
Skills and Abilities	<ul style="list-style-type: none"> • Ability to instil a strong sense of accountability in staff • Ability to articulate clear values and moral purpose • Ability to lead by example, with integrity, creativity, resilience and clarity Ability to work with political and financial astuteness, with clear principles centred on the school's vision • Ability to compellingly communicate the school's vision and drive the strategic leadership, with a proven record of implementing strategies • Ability to ensure excellent teaching through an analytical understanding and knowledge of the core features of a successful classroom • Ability to establish an "open classroom" culture and sharing of best practice • Skilled in creating an environment where staff and pupils are motivated, supported and able to develop 	<ul style="list-style-type: none"> • Outdoor Learning

	<ul style="list-style-type: none"> • Ability to positively support the development and training of staff • Ability to oversee and ensure a safe and well-ordered environment, ensuring excellent and fully compliant safeguarding practices • Ability to effectively exercise curriculum led financial planning • Ability to work collegiately with other schools and organisations, championing best practice Outdoor learning • Ability to effectively challenge, inspire and influence others where appropriate • Ability to manage own workload and that of others • Ability to authentically promote the Christian ethos of the school • Ability to lead, manage and successfully implement change • Excellent organisational skills • Excellent problem-solving skills 	
<p>Work-related Personal Requirements</p>	<ul style="list-style-type: none"> • Committed to providing world class education for pupils • Enthusiastic about outdoor learning • Reflective, positive attitude and self-critical • Excellent interpersonal and communication skills at all levels Caring and respectful • Sympathetic to the Christian faith • Committed to supporting the aims of the wider BWMAT • Enthusiasm to participate in collaborative activities with other schools across the BWMAT and local community activities. 	

Vision & Values



Read more at [Bath and Wells Multi Academy Trust - Vision and Values \(bwmat.org\)](https://www.bwmat.org)

The BWMAT Trust Board has committed to 5 pledges in the Trust's 2023–2028 Strategic Plan to support our vision and values.



Read more at [Bath and Wells Multi Academy Trust - Strategic Plan 2023-28 \(bwmat.org\)](https://www.bwmat.org)

BWMAT – Support for Schools

Being part of the BWMAT family means that you get great support from our central team of experts.

School Improvement:

- Our school improvement approach is built on professional dialogue, strong insightful relationships and ambition for all children.
- We know our schools well, with professional conversations detailing and sharing evidence such as pupil, staff and parent voice, data analysis, first-hand feedback including school visits, triangulated with effective quality assurance.
- Through this relationship approach, priorities for continued improvement are collectively identified and owned. A family approach ensures expertise and learning is shared at all levels.
- We have an education strategy that focuses on pedagogy, shared values, collective ownership and ambition for excellence.

HR:

Our HR team provides a bespoke people service for your school, working collaboratively with central team colleagues where appropriate. This includes:

- Maximising your organisational capacity
- Support with school or team restructuring
- Hearing and acting on staff voice
- Advising on best practice for managing staffing issues, performance management and appraisal systems
- HR health check

Finance:

Our finance team supports school leaders with the following areas:

- Preparation of annual budgets and three-year budget forecasts to ensure financial sustainability for schools
- Preparation of monthly management accounts identifying key variances against budget and projected year-end outturn positions
- Use of market leading budgeting software to provide effective budget setting and real-time forecasting
- Support to key stakeholders including office staff, Headteachers and Trust Local Committees
- Support office staff with budgetary spend against budget set.

The central team also provides support with estates management, health and safety, IT, governance and media.

Employee offer

BWMAT recognises the importance of happy and healthy staff. We believe by involving, valuing and supporting staff in looking after their wellbeing that our staff feel a sense of belonging to our organisation

Health

Eye tests, contributions towards glasses for DSE use

Wellbeing

Wellness resources (e.g. mindfulness, resilience, work life balance monthly webinars).

We offer an Employee Assistance Programme (EAP) through Education Support which is free to all employees. This EAP offers a range of supportive options for both personal and work issues, such as:

- 24/7 helpline staffed by BACP accredited counsellors
- Counselling – up to 6 structured sessions either face to face, online or by phone
- Online computerised Cognitive Behavioural Therapy (CBT)
- Financial, general and legal advice and guidance

We work with an Occupational Health Provider to provide wellbeing support to staff.

Lifestyle Benefits

Annual staff survey and staff listening events– valuing our employees' opinions

Positive relationship with trade unions and professional associations, meeting termly with recognised TU Representatives

An extensive BWMAT benefits platform including:

- Gym discounts
- Retailer discounts
- Dental insurance
- Medical insurance
- Free Will Writing Service



mylifestyle



Employee offer

Support

- Parish support – our faith schools have strong connections with their local parishes which are also available to provide support.
- Diocese of Bath and Wells support – information, advice and support is available on all matters related to bereavement.
- Trust family – we ensure that every school within the Trust develops its own uniqueness, providing staff with a sense of belonging.



Career and training

- As an NPQ delivery partner, we encourage future leaders to access the official Church of England NPQ programmes.
- A comprehensive programme of induction for senior leaders who are new to the trust
- Leadership conferences for leaders at all levels, enabling and supporting career development
- Regular CPD events for leaders, teachers and support staff that are planned in response to emerging data and trends
- Designated Safeguarding Lead networks with regular training and updates
- SEND networks run and supported by serving SENCOs from across the trust along with central team support
- School Improvement curriculum networks led by internal and external experts, allowing subject leads across the trust to network and share good practice
- ECT training programme with one of our two chosen providers: Five Counties Teaching School Hub Alliance or Pickwick Learning.
- Leading Teachers support from expert teachers across the trust family of schools
- Continuous online learning through our training partner Educare. .
- Termly HR & Finance Networking events where Business & Office Managers are invited to attend a networking event led by both the Central team Finance & HR
- Apprenticeship Opportunities



Application process

We ask that all applications are received via our website.

We hope you find this pack will provide all the information you need in order to consider your application for this post. If, however, you have any further questions please email hr@bwmat.org

Privacy notice

You can read our privacy notice for job applicants [here](#)



BWMAT Schools

Our schools

45 schools
1511 staff
9000+ pupils

North Somerset
7 schools

Bath and North East Somerset (B&NES)
12 schools

Somerset
26 schools

Not just part of BWMAT,
they ARE BWMAT!



BATH & WELLS
Multi Academy Trust

"That they may have life, life in all its fullness" John 10:10