



BEDFORD  
FREE SCHOOL

# WHY WORK FOR BEDFORD FREE SCHOOL

## ABOUT US

Joining Bedford Free School as a teacher or one of our valued support staff, is a fantastic opportunity to be part of our story - providing transformational experiences for thousands of pupils, developing our staff to be the very best they can be, and influencing the wider system by demonstrating first-hand what is achievable.

This is a truly career-defining opportunity to make a real difference through your teaching of an incredible school with a national reputation for excellence. You will work as part of a team, and closely with the trust education team and school staff, to ensure Bedford Free School continues to be an excellent place for pupils to learn and staff to work.

## SAFEGUARDING

"We believe in the safeguarding and welfare of children and expect all staff to share this view."

The academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department of Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding. Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.

## WE LOOK FORWARD TO HEARING FROM YOU

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on: [www.advantageschools.co.uk/join-us/work-for-us](http://www.advantageschools.co.uk/join-us/work-for-us)

If you have any questions about the role or would like to visit the academy, please contact **HR Recruitment, Jay Powell on 01582 211 226** or [jpowell@advantageschools.co.uk](mailto:jpowell@advantageschools.co.uk)

If you decide to apply, you should include a supporting statement with your application form giving your reasons for applying for the post, addressing information you have read in the pack with particular reference to the person specification and outline any relevant experience you would bring to Advantage Schools. Thank you, we appreciate how much energy goes into it.



# MEET OUR LEADERSHIP

---

Dear Applicant,

Thank you for your interest in working at Bedford Free School. This is an exciting opportunity to join a school which believes in empowering all young people with the knowledge they need to achieve extraordinary things.

Founded by local teachers, BFS opened in September 2012 with the aim of offering the families in our community a distinctive, world-class choice for their children. Our school values of respect, honesty and high expectations drive what we do every single day to ensure that we give our pupils the best possible education. We are a very successful school, achieving a Progress 8 of +0.89 in 2022, and +0.99 in 2023. We are ambitious to do even better in a sustainable and manageable way. In January 2020 BFS was graded as 'Outstanding' by Ofsted.

Bedford Free School is different. Each day starts with a silent address of the whole school, focused on our values where we always remind the pupils to "work hard and be nice". Extended time is given to numeracy, literacy, and reading. We have silent, purposeful corridors and the highest expectations of pupil behaviour, and extra-curricular activities that every pupil takes part in during the school day. Teacher workload is carefully considered: we have centralised detentions and do not have onerous marking policies or graded lesson observations. We are outward facing, with partnerships across the country: our staff contribute to the delivery of New Professional Qualifications, the Early Career Framework and, as a lead school, the Behaviour Hub programme. At the same time, we are always seeking to learn from some of the most innovative schools in the country.

My leadership team and I are highly visible, ensuring we are supportive of teachers and maintain order. It is the leadership team that addresses the whole school in silence every morning and ensure the ethos in the school is productive. Colleagues who visit BFS describe it as revelatory and unlike any school they've ever been in. I believe teachers should be able to teach unhindered by bureaucracy or poor behaviour and should be specialists in their subjects.

We are unashamedly ambitious for those in our care and our GCSE results put us among the top performing schools in the country. These results have been achieved through excellent teaching and hard work. We therefore expect great things: very good outcomes, based on research-informed teaching, and a coherent curriculum that means that every pupil is inducted into the best ideas in design. We also expect you to work hard and to muck in where things need to be done.

In exchange, we offer a great deal of autonomy, fantastic opportunities, brilliant support, and the opportunity to work in a school that is genuinely transformational and doing things that challenge the orthodoxy, and also an unrivalled perspective that values subject-specificity. We know how frustrating it is for teachers to have their subject impoverished by generic teaching and learning policies or the whims of senior leaders or Principals. In our school, the subject-specialist is trusted to know their subject and to develop it accordingly.

You will be working in a highly supportive school with teachers and staff that share our values who are willing to work hard and spend time mastering their craft – and who really believe in the power of education to transform pupils' perspectives and opportunities.

If you would like a confidential discussion about the position or to arrange a visit, please contact my PA Esther Logan to arrange an appointment on 01234 332290 or [elogan@bedfordfreeschool.co.uk](mailto:elogan@bedfordfreeschool.co.uk)

I look forward to answering any questions you might have, and to receiving your application in due course.

Regards,

**Jane Herron**  
**PRINCIPAL Bedford Free School**



# VALUES



## INTEGRITY, AMBITION, EXCELLENCE

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve the very highest standards.

At Advantage Schools, we provide exceptional opportunities for all to be knowledgeable with experiences that broaden horizons. We ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people.

Our commitment to this vision can be demonstrated by our values.

### INTEGRITY

We provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.

We act honestly and transparently, advocating for pupils even when this causes difficulties.

We work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff.

We focus on the development of all our colleagues through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

### AMBITION

We provide exceptional lessons enabling our pupils to be highly successful.

We share the most impactful approaches to teaching, curriculum and assessment, ensuring an interesting, inclusive and challenging education is on offer in each of our schools.

Our aim is to guarantee excellent 2-19 provision, with clear progression routes for all. You can expect excellent behaviour and conduct at all times, allowing all to make progress and achieve.

### EXCELLENCE

We enable all of our pupils to develop and flourish, through close working and regular communication with our families and local community.

Our Cross-Trust focus is to ensure children are supported to meet ambitious targets and to provide exciting opportunities both inside and outside of the classroom.



# ABOUT BEDFORD FREE SCHOOL

We believe that the quality of education in the United Kingdom can be significantly better and are determined to show how.

We emphasise the importance of kindness, civility, and inclusivity in a text-rich, teacher-led learning environment. We want our pupils to leave our schools equipped for success in the next stage of their educational journey, and to achieve this we teach an academic curriculum enhanced by an entitlement to enrichment for all. We prioritise the teaching of powerful knowledge (Michael Young) in our curriculum; knowledge that is transformational, taking children and young people beyond learning that can be easily acquired through their everyday experience, and providing them with the tools they need to make sense of and navigate the world around them as educated citizens.

This means ensuring pupils develop a solid foundation of knowledge and skills that they can build on throughout their education. We place a strong emphasis on securing the fundamentals of literacy and numeracy and focus on developing an understanding of distinct subject disciplines in the wider curriculum. We believe this knowledge is fascinating, beautiful and worthy in its own right, and use the knowledge itself to foster curiosity and creativity in our pupils.

Because powerful knowledge is not easily acquired through everyday experience, we know our pupils are novices in much of this learning, and that novices learn best through explicit and direct instruction rather than inquiry based or discovery learning. In our experience, this promotes the motivation of success, and enables high levels of pupil interest, inclusivity, participation and thought.

Our teachers break down learning, planning backwards from clearly defined curricular goals. We value formative assessment and responsive teaching, whereby we actively diagnose and act to address gaps, errors or misconceptions in pupils learning in a timely manner. We ensure learning is revisited regularly to help pupils remember. We know that doing this well requires strong subject knowledge, not just of the current unit but of the coherent picture of the wider curriculum in each subject area, so we ensure we have detailed curriculum plans and resourcing in place and invest time in subject specific professional learning.

We believe in supporting pupils to successfully achieve high standards of conduct, resulting in very high expectations, and a calm and consistent learning environment where pupils feel safe, valued and can thrive. We think this makes for a warm and happy school, but moreover enables us to give pupils the foundations they need to lead happy and fulfilling lives. Therefore, these are the aspects of our schools we prioritise enacting well and focus on through professional development.

Our staff work together to ensure we deliver on our promise to local families – that high expectations, superb behaviour and great teaching will be hallmarks of our school. You will benefit from our strong systems, processes and standards which will enable you to focus on the job you love – teaching. Our staff are supportive of pupils and one another, which ensures our schools offer families a genuine choice of an excellent education for their child, including:

- Rigorous and effective safeguarding practice
- High quality wrap-around care
- A disciplined “can do” culture that allows every student to be known, feel safe, and be cared for
- An intensive focus on the basics of reading, writing and maths
- An academic, knowledge-rich curriculum that values distinct subject disciplines
- Excellent quality, evidence-based classroom practice
- High quality PSHE provision
- Plentiful enrichment opportunities, including trips, visits, after-school clubs and sporting fixtures
- A focus on preparing every single pupil to be prepared for success in their education



# STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. From an extensive **Wellbeing package**, you can be reassured that we have your best interests at heart.



Staff social events, including 5-a-side football and BBQs



Free eye test vouchers



Refer a friend £500 bonus scheme



Staff recognition with reward shopping vouchers



Enhanced pension employer's contribution & death in service payment



We are in the process of a big benefit review. Watch this space!



Support for all staff with an experienced licensed counsellor



Cycle to work scheme

## CAREER PROGRESSION

Offering all our colleagues the opportunity to progress and flourish within their careers is paramount at Advantage Schools.

To continue our support for all our colleagues we offer the opportunity of professional development by studying for NPQs which are all completely funded and offer tailored middle leader training for those who are eligible.

We also offer CPD through The National College, offering a huge variety of CPD courses to all staff.



## EMPLOYEE ASSISTANCE PROGRAMME

All colleagues have access to our Employee Benefits Programme, offering them a huge range of perks from vouchers, to free hot drinks or sausage rolls, from online gym classes to free online movies and a substantial **wellbeing package**.



# RECRUITMENT BOOKLET



BEDFORD  
FREE SCHOOL



SEE MORE AT

[WWW.ADVANTAGESCHOOLS.CO.UK](http://WWW.ADVANTAGESCHOOLS.CO.UK)



## Design Technology Teacher / Head of Design Technology

Bedford Free School have an excellent opportunity for a dedicated and passionate Teacher of Design Technology to join our growing department, a teacher who is able to deliver engaging lessons that ignite curiosity and inspire the students to achieve. We are aiming to recruit a person who can teach exceptionally well, contribute to the development of the curriculum, and ensure that outcomes in the subject are exceptional.

Pupils are currently studying Pearson Edexcel Design and Technology at GCSE with a focus on papers and boards, and most lessons take place in our workshop, which is fitted with a 3D printer and laser cutter, along with typical tools such as pillar drills and disk sanders. A bank of new laptops is available for design work. You would be the sole teacher of design technology, giving you the freedom as subject expert, working with our technician, to secure success for our pupils.

We welcome applications from candidates of all levels of experience and the successful candidate would have the opportunity to work closely with colleagues in the art department, and colleagues across the trust, to review and develop the design curriculum to ensure that it is ambitious and rich with knowledge.

### Key Duties

- Be able to develop, plan and deliver effective and high-quality learning experiences to all students.
- Be an aspirational professional who is enthusiastic, influential, and committed to working in pursuit of success for the academy and its learners.
- To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
- To assess pupils' work systematically and use the results to inform future planning, teaching, and curricular development.

### Job Specifics

**START DATE:** September 2025

**SALARY:** AST 1-12 £31,756-£49,544 dependent on experience plus £3,214 Head of Department Allowance if applicable

**CONTRACT:** Full time, permanent

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.





## Job Description

### Class Teacher for Secondary

#### PURPOSE OF POST

The appointed candidate will be qualified and experienced in Secondary teaching. We are looking for candidates with a passion for securing pupil success, and proven track record of working with children.

Applicants should have a clear understanding about effective teaching, raising and sustaining achievement and the support required for well-motivated pupils. They should be good communicators and should be able to engage effectively.

Following the role and professional responsibilities of teachers. This job description is set within that framework and on the National Standards for Qualified Teachers and is aligned with teacher's expectations for Performance Management.

Responsibilities	Key Tasks	Task Evidence
Teaching and curriculum delivery	<ul style="list-style-type: none"> <li>• Set goals that stretch and challenge pupils of all backgrounds and prior attainment.</li> <li>• Consistently demonstrate the positive attitudes, values and behaviours which are expected of pupils.</li> <li>• Plan and prepare lessons to meet the learning needs of all pupils.</li> <li>• Teach lessons in alignment with The Stockwood Park Academy playbook and to ensure approaches to teaching are supported by robust research evidence and professional judgement.</li> <li>• Use teaching time and resources effectively</li> <li>• Set/mark appropriate, challenging work and monitor completion.</li> <li>• Record and report on the progress and attainment of pupils.</li> <li>• Set and monitor the completion of appropriate homework.</li> <li>• Work with colleagues within the school and wider trust to develop, implement and review effective curriculum plans, schemes of work, course materials and assessments</li> <li>• To work with other teachers and staff to identify, develop and if appropriate deliver staff training</li> <li>• To remain up to date with national trends in education and in RE teaching and to implement developments in curriculum design and delivery to reflect these, promoting the value of disciplinary scholarship</li> <li>• Promote and contribute to high standards of literacy and to proactively teach disciplinary literacy as appropriate to RE</li> <li>• Where appropriate, to mentor staff new to teaching, staff undertaking teacher training programmes and other staff as appropriate</li> </ul>	<p>Planning file. Lesson observations.</p> <p>Work sampling.</p> <p>Tracking date and pupil report</p>



	<ul style="list-style-type: none"> <li>To target and monitor individual pupil progress and use data proactively to identify and drive individual and group improvement to maximise achievement</li> <li>To propose actions based on data related to pupil learning to the Senior Leadership Team</li> </ul>	
Pastoral Care and Supervision	<ul style="list-style-type: none"> <li>Form Tutoring</li> <li>Contribute and uphold the school culture to ensure a safe and purposeful environment for pupils, rooted in mutual respect</li> <li>Have high expectations of pupil behaviour, working within the school behaviour policy to use praise, sanctions and rewards consistently and fairly</li> <li>Provide guidance to pupils on social and behavioural issues.</li> <li>Supervise pupils in lessons, transitions, breaks, moving around the school and off-site.</li> </ul>	<p>Lesson observations.</p> <p>Planning file and behaviour logs</p>
Communication and Liaison	<ul style="list-style-type: none"> <li>Inform parents of half-termly curriculum plans.</li> <li>Plan and lead parent consultation sessions at parent evenings, with a focus on curriculum issues and pupil progress.</li> <li>Liaise with parents and outside agencies to support pupils.</li> <li>Provide relevant information to other schools as necessary.</li> <li>Provide information for trustees if necessary</li> <li>Attend staff meetings and professional development sessions and to work collaboratively with colleagues.</li> <li>Work in partnership with support staff and provide clear guidance for additional adults in the classroom to support learning.</li> </ul>	<p>Parent meetings. Communication to parents.</p> <p>Liaison meetings/transfer forms. Committee/staff meeting minutes. Communication books.</p>
School culture	<ul style="list-style-type: none"> <li>To be responsible for promoting and safeguarding the welfare of pupils and for raising any concerns in line with School procedures</li> <li>Make a positive contribution to the wider life and ethos of the school</li> <li>Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>Communicate effectively with parents with regards to pupils' achievements and well-being</li> <li>Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> <li>Attend agreed professional development courses/school and trust training</li> <li>Participate in staff development conversations and reviews.</li> <li>Adhere to GDPR, H&amp;S and EDI responsibilities</li> </ul>	<p>INSET/Training record.</p>



### **Expectations of teachers paid on the Advantage Schools Pay Scale at points 7 to 12 (equivalent to Upper Pay Scale)**

Advantage Schools Teacher Pay Scale (7-12) is the equivalent to Teachers on the Upper Pay Scale who are expected to accept additional responsibilities that make a substantial and sustained contribution to the success of the school. This includes:

Significant contribution to the implementation of work-based policies and practice.

- Consistently exemplifying high quality enactment of The Stockwood Park Academy Playbook within teaching
- Ensuring all pupils achieve in line with school expectations, with many exceeding them.
- Play a proactive role in the professional development of colleagues within the school and wider trust. This may take the form of coaching/mentoring colleagues, modelling practice to colleagues within and beyond the classroom, and/or contributing to or leading on structured professional development sessions
- Taking full advantage of professional development opportunities and using the outcomes effectively to improve pupils' learning.

*This list is by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by the Principal to undertake any other duties commensurate with this role.*





## Person Specification

Candidates will be assessed on the following:

Essential	Desirable
<p><b>Qualifications/training:</b></p> <ul style="list-style-type: none"> <li>• First degree</li> <li>• Qualified Teacher Status</li> <li>• GCSE maths and English at Grade A* to C or equivalent</li> <li>• An enhanced DBS certificate</li> </ul>	<p>Evidence of continued engagement in professional development, including safeguarding training</p> <p>Subject related degree at 2:1 or higher</p> <p>Master's degree</p>
<p><b>Knowledge and experience:</b></p> <ul style="list-style-type: none"> <li>• Successful, recent experience of teaching within Secondary education</li> <li>• A track record of achieving successful outcomes for pupils at all prior attainment levels</li> <li>• Knowledge of the principles of assessment and the role assessment plays in informing teaching and learning</li> <li>• Experience of collecting and analysing pupil data to set, monitor and achieve pupil performance targets</li> <li>• Experience of successfully supporting pupils as a form tutor or in a pastoral role</li> <li>• Experience of working constructively to achieve team objectives Knowledge of developments curriculum models for your subject, including knowledge of the National Curriculum</li> <li>• Computer literate</li> </ul>	<p>Experience of contributing to curriculum planning, creating and delivering engaging and challenging programmes of study</p> <p>Experience of peer observation and peer coaching processes</p>
<p><b>Skills &amp; Aptitude:</b></p> <ul style="list-style-type: none"> <li>• Ability to consistently provide a high quality, welcoming and supportive learning environment for all pupils</li> <li>• An ability to communicate clearly and accurately both orally and in writing</li> <li>• A willingness to work constructively with parents, encouraging an interest in their child's education</li> <li>• Ability to communicate effectively with colleagues, making a positive contribution to a</li> <li>• team, whilst valuing and respecting the expertise and the contribution of others</li> <li>• Ability to reflect upon one's practice, to evaluate performance (both strengths and areas for development) and to seek further professional development</li> </ul>	



**Personal:**

- Willingness to work efficiently and effectively within the school framework for teaching and learning, codified in The Stockwood Park Academy Playbook
- Responsibility for promoting and safeguarding the welfare of children, young people and vulnerable adults and for raising any concerns
- Ability to form and maintain appropriate relationships and personal boundaries with children, young people and vulnerable adults
- Willingness to continuously update skills and knowledge
- Emotional resilience and a flexible approach accommodating changing priorities and working patterns
- Awareness of health and safety requirements relevant to the job
- Well organised and efficient
- Ability to work on own initiative
- Ability to work as part of a team within a busy environment – good team player
- Excellent verbal and written skills
- Enthusiastic with a positive approach to new ideas and developments
- Flexible to meet the changing needs of the school
- Energy, drive and enthusiasm to support change in the future development of the school
- Self-motivated
- Demonstrate commitment
- Approachable and compassionate
- Aspirations for the future

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.