



BEDFORD
FREE SCHOOL

WHY WORK FOR BEDFORD FREE SCHOOL

ABOUT US

Joining Bedford Free School is a fantastic opportunity to transform thousands of pupils' lives and the town of Bedford itself.

This is a truly career-defining opportunity to make a real difference in an incredible school with a national reputation for excellence. You will work closely with the trust's education and leadership team to ensure Bedford Free School continues to be an excellent place for pupils to learn and for staff to work.

SAFEGUARDING

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

The school 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.

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

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

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. We know how much work goes into an application and if you are to apply we are grateful. We do provide feedback on request.



Dear Applicant,

Thank you for your interest in working at Bedford Free School. This is an exciting opportunity to join a very successful school. In the last three years the measure has been available, pupils achieved progress 8 scores of 0.9, 0.99 and 1.11, placing us amongst the top 40 to 50 schools in the country. Our last Ofsted report, in January 2025, reaffirmed that we are outstanding in all categories.

Our school values of Respect, Honesty and High Expectations drive what we do every single day to ensure that we give our students the best possible education. If you are able to visit, you will see an address on our values delivered to the whole school in the playground at the start of the day, extended time given to numeracy, literacy, knowledge quizzes and reading, silent, purposeful corridors and other carefully planned, consistently implemented routines, impeccable student behaviour in lessons and around school, and extra-curricular activities which every pupil takes part in.

We have no onerous marking policies, graded lesson observations or appraisal, written reports or requirements to submit lesson planning. We centralise detentions so that teachers aren't all chasing their own. Our leadership team are highly visible, supporting teachers and maintaining order.

We value curricular thought and subject expertise, believing that every pupil is entitled to learn the best and most life-changing knowledge human cultures have to offer, and are unashamedly ambitious about the fact that our pupils deserve us to work hard so that they achieve some of the very best outcomes in the country.

We also know that we don't have everything right yet and are committed to learning from expert professionals and other schools who are doing things better than we are.

In short, this a unique opportunity to join a successful school where teachers can get on and teach—and pupils can get on and learn—unhindered by unnecessary bureaucracy, poor behaviour, or low expectations, and contribute your expertise to our mission to be one of the very best schools in the country.

This role would suit someone who has fantastic subject knowledge and is committed to going the extra mile for pupils because they believe all of them are capable of achieving extraordinary things. We will provide support, access to incredible CPD and hence opportunities to progress in your career.

If you are a well-qualified expert looking to work with truly wonderful students and staff, I would encourage you to visit and see how we do things for yourself. We are situated in the heart of Bedford, just 30 minutes from London, and welcome visitors at any time during the school day.

Tom Wood, Principal



Welcome to Advantage Schools and Bedford Free School

As part of the Executive Leadership Team for Bedford Free school, it is a pleasure to introduce you to Advantage Schools.

Our new, merged trust truly puts pupils at the heart of everything we do; we aspire to be a top performing organisation, providing the best education we can in every classroom coupled with high-quality opportunities outside of the classroom for every pupil too.

Bedford Free School encapsulates this; the quality of education here is outstanding. We are equally proud of the strong sense of belonging fostered amongst our staff and pupils. Our pupils here are young leaders and role models, who contribute to the collegiate ethos with maturity.

If you are inspired to apply for this post, I look forward to meeting you at interview.

Cathy Barr, Deputy CEO

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 pupils and colleagues 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 pupils and young adults feel happy, healthy and supported. With integrity at the heart of our values, our schools are safe and supportive environments where pupils develop courage, nurture strong ambition, and strive to be their very best.

We act honestly and transparently, advocating for pupils even when this is difficult.

Guided by our commitment to integrity, we absolutely invest in the growth of all our colleagues through high-quality recruitment and retention, providing 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, given the right circumstances, all children are capable of extraordinary things.”

This is the belief that underpins everything we do at Bedford Free School: the very high expectations of behaviour and academic achievement we have of our pupils; the relationships we build with parents and families; the conversations our staff have about curriculum, teaching and pupil progress; and the way we structure the school day to maximise opportunity for all pupils, but particularly the most disadvantaged.

Bedford Free School is different

The culture of the school, underpinned by our values of **respect, honesty** and **high expectations**, is deliberately constructed and maintained every day by our dedicated and hard-working staff. We value routines and structure, and this leads to impeccable behaviour and an environment where teachers can teach, pupils can learn, and parents can be reassured that their children are safe and happy. For example, we begin each day with a morning address, where the whole school community comes together to reflect on our school values and what it means to “go the extra mile”. Pupils transition with pace and purpose around the building with their subject equipment in hand, so no pupil is late and no lesson time is wasted. Every pupil carries an ‘achievement card’ as a record of their success throughout the day, and with which teachers consistently and effectively implement our behaviour policy. We structure the school day with support for our families and pupils foremost in our minds. We have an extended school day from 8.25 to 4pm and have academic interventions and space for supervised quiet work until 5.30pm. Teachers run ‘electives’ during the school day every Wednesday, so every pupil can participate in enrichment clubs.

An academic, knowledge-rich curriculum

We offer an unashamedly academic and ambitious curriculum to every pupil, sharing with them knowledge which will change the way they see and live in the world, taught so that they remember it. Extra time every morning is dedicated to literacy and numeracy activities, and pupils have an additional half an hour of tutor-led group reading daily, and forty minutes of supervised prep time so they can start their homework or do independent study. We value teachers as experts in their subjects and ensure they are given time each week to discuss, plan and review their curriculum in departments. We ensure they are able to focus on these important things by avoiding unnecessary or burdensome tasks: lesson content is organised into booklets in most subjects, we do not expect books to be marked in a particular way, have no written reports, an extra week in the October half-term for planning and preparation, and detentions are run centrally by the senior leadership team.

A BEACON OF EXCELLENCE IN THE HEART OF BEDFORD



Other features of Bedford Free School:

- A culture of genuine warmth and positivity where pupils’ success is celebrated all the time.
- We “sweat the details” on things like uniform, equipment, habits of attention and politeness.
- An open-door classroom culture where peer-to-peer feedback and support is expected and valued.
- Excellent teaching is supported by a framework of approaches codified in ‘The Advantage Schools Playbook’.
- We speak to our pupils about their ‘climb up the mountain of success’, and almost all pupils actually climb a mountain when they visit Eryri in year 7.
- We have the overwhelming support of our parents who share our vision for educating their children.

PERFORMANCE TABLES

<https://www.compare-school-performance.service.gov.uk/school/138228/bedford-free-school/secondary>

OFSTED report <https://reports.ofsted.gov.uk/provider/23/138228>

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.



Whole trust training events



Free eye test vouchers



Staff recognition with reward shopping vouchers



Enhanced pension employer's contribution & death in service payment



Refer a friend £500 bonus scheme



Support for all staff with an experienced licensed counsellor



Cycle to work scheme



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

CAREER PROGRESSION

At Advantage Schools, we are committed to helping every colleague grow, thrive, and achieve their full potential. Supporting career progression is at the heart of what we do.

To empower our staff, we provide fully funded opportunities to study for NPQs, along with tailored middle leader training for eligible colleagues. Additionally, we offer a wide range of CPD training through various platforms, including The National College, giving all staff access to an extensive selection of professional development courses.

Join us and take your career to the next level with our exceptional development opportunities!

The
National
College®

INTEGRITY, AMBITION, EXCELLENCE

Welcome to Advantage Schools; a high-performing family of ten schools.

We unashamedly believe in high attainment. Our schools seek to transform the life-chances of the young people in our care. We do this through very high expectations – of behaviour and conduct, of hard work and of determination and perseverance – alongside the very best knowledge-based curriculum.

At Advantage Schools, we commit to ensuring that pupils will be able to learn in an environment that is free from disruption so that they can chase their dreams and fulfil the aspirations they share with parents and colleagues. A broad curriculum places pupils in a strong position to question and debate the world around them, making them intellectually resilient and prepares them for citizenship in a democratic society. We believe this is a right of all pupils and one which is empowering.

We also pride ourselves on the additional opportunities available to pupils outside of the classroom. Our extensive extra-curricular programmes include residentials, sports and music so that we develop well-rounded young people.

Our schools work together to provide teachers and support staff with the best possible training. In partnership with families, we work hard to ensure that pupils have the widest possible opportunities in their lives.

Our schools' doors are open in every sense:

- we are in the centre of our communities, inviting them in regularly and celebrating the richness of our local area and those we serve;
- we collaborate with other professionals and schools, sharing our work to benefit pupils across the country;
- we celebrate what we do while maintaining humility in accepting feedback so that we can continue to improve.

We run our schools in the best interests of the pupils, guided by our principle that *"it must be good enough for our own children or those that we care deeply about to be good enough for our pupils"*.

"Educating children, serving the community, achieving exceptional outcomes."

Stuart Lock
Chief Executive



RECRUITMENT BOOKLET



BEDFORD
FREE SCHOOL



SEE MORE AT

WWW.ADVANTAGESCHOOLS.CO.UK



Teacher of Geography (Maternity Cover)

We have a great opportunity for a self-motivated Teacher of Geography to join our wonderful Humanities Faculty, 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.

This is an exciting opportunity to join a committed, friendly and professional team of teachers providing a transformational quality of education to the pupils in our thriving school. At Bedford Free School, our values of Integrity, Ambition, and Excellence, underpinned by very high expectations and drive in everything that we do. We have a powerful culture which is warm but strict, based on clear routines, systems, and structures. As a result, our teachers enjoy their teaching with impeccable behaviour in lessons and hardworking, highly motivated pupils.

Joining Bedford Free School as a Teacher of Geography 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

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.
- To implement school policies and procedures as appropriate in day-to-day activities.

The successful candidate will have

- QTS
- Knowledge and experience to teach an ambitious Geography curriculum to KS3.
- Experience of achieving successful outcomes in geography for pupils at GCSE
- Knowledge of how to assess pupils' understanding effectively and respond to any gaps immediately
- A commitment to exceptionally high expectations of pupil conduct and a track record of excellent behaviour management
- A willingness to 'go the extra mile' so that pupils have exceptional experiences
- Experience as a form tutor
- The ability to work in partnership with students, parents, staff, academy council and the wider community.
- Demonstrable commitment to inclusive teaching and learning.

JOB SPECIFICS

Start date: Easter/ September 2026

Salary: AST 1-12 (dependent on experience)

Job Role: Fixed Term Maternity Cover, Part Time, 3 days per week (days TBC)

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"> • Set goals that stretch and challenge pupils of all backgrounds and prior attainment. • Consistently demonstrate the positive attitudes, values and behaviours which are expected of pupils. • Plan and prepare lessons to meet the learning needs of all pupils. • Teach lessons in alignment with The Chalk Hills Academy playbook and to ensure approaches to teaching are supported by robust research evidence and professional judgement. • Use teaching time and resources effectively • Set/mark appropriate, challenging work and monitor completion. • Record and report on the progress and attainment of pupils. • Set and monitor the completion of appropriate homework. • Work with colleagues within the school and wider trust to develop, implement and review effective curriculum plans, schemes of work, course materials and assessments • To work with other teachers and staff to identify, develop and if appropriate deliver staff training • To remain up to date with national trends in education and in Geography teaching and to implement developments in curriculum design and delivery to reflect these, promoting the value of disciplinary scholarship • Promote and contribute to high standards of literacy and to proactively teach disciplinary literacy as appropriate to Geography • Where appropriate, to mentor staff new to teaching, staff undertaking teacher training programmes and other staff as appropriate • To target and monitor individual pupil progress and use data 	<p>Planning file. Lesson observations.</p> <p>Work sampling.</p> <p>Tracking date and pupil report</p>



	<p>proactively to identify and drive individual and group improvement to maximise achievement</p> <ul style="list-style-type: none"> To propose actions based on data related to pupil learning to the Senior Leadership Team 	
Pastoral Care and Supervision	<ul style="list-style-type: none"> Form Tutoring Contribute and uphold the school culture to ensure a safe and purposeful environment for pupils, rooted in mutual respect Have high expectations of pupil behaviour, working within the school behaviour policy to use praise, sanctions and rewards consistently and fairly Provide guidance to pupils on social and behavioural issues. Supervise pupils in lessons, transitions, breaks, moving around the school and off-site. 	<p>Lesson observations.</p> <p>Planning file and behaviour logs</p>
Communication and Liaison	<ul style="list-style-type: none"> Inform parents of half-termly curriculum plans. Plan and lead parent consultation sessions at parent evenings, with a focus on curriculum issues and pupil progress. Liaise with parents and outside agencies to support pupils. Provide relevant information to other schools as necessary. Provide information for trustees if necessary Attend staff meetings and professional development sessions and to work collaboratively with colleagues. Work in partnership with support staff and provide clear guidance for additional adults in the classroom to support learning. 	<p>Parent meetings.</p> <p>Communication to parents.</p> <p>Liaison meetings/transfer forms.</p> <p>Committee/staff meeting minutes.</p> <p>Communication books.</p>
School culture	<ul style="list-style-type: none"> To be responsible for promoting and safeguarding the welfare of pupils and for raising any concerns in line with School procedures Make a positive contribution to the wider life and ethos of the school Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support Communicate effectively with parents with regards to pupils' achievements and well-being Encourage pupils to take a responsible and conscientious attitude to their own work and study Attend agreed professional development courses/school and trust training Participate in staff development conversations and reviews. Adhere to GDPR, H&S and EDI responsibilities 	<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 Chalk Hills 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>Qualifications/training:</p> <ul style="list-style-type: none"> • First degree • Qualified Teacher Status • GCSE maths and English at Grade A* to C or equivalent • An enhanced DBS certificate 	<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>Knowledge and experience:</p> <ul style="list-style-type: none"> • Successful, recent experience of teaching within Secondary education • A track record of achieving successful outcomes for pupils at all prior attainment levels • Knowledge of the principles of assessment and the role assessment plays in informing teaching and learning • Experience of collecting and analysing pupil data to set, monitor and achieve pupil performance targets • Experience of successfully supporting pupils as a form tutor or in a pastoral role • Experience of working constructively to achieve team objectives • Knowledge of developments curriculum models for your subject, including knowledge of the National Curriculum • Computer literate 	<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>Skills & Aptitude:</p> <ul style="list-style-type: none"> • Ability to consistently provide a high quality, welcoming and supportive learning environment for all pupils • An ability to communicate clearly and accurately both orally and in writing • A willingness to work constructively with parents, encouraging an interest in their child's education • Ability to communicate effectively with colleagues, making a positive contribution to a • team, whilst valuing and respecting the expertise and the contribution of others • Ability to reflect upon one's practice, to evaluate performance (both strengths and areas for development) and to seek further professional development 	



Personal:

- Willingness to work efficiently and effectively within the school framework for teaching and learning, codified in The Chalk Hills 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.