



Forest Hall School Candidate Information Pack

Contents

1. **Welcome from the CEO**
2. **About Our Trust**
3. **About the Role**
4. **Job Description**
5. **Person Specification**
6. **How to Apply**



Welcome from the CEO

I never originally set out to establish a Multi Academy Trust. That simply was not the plan – at least not at first.

The journey began in 2010 at Burnt Mill Academy in Harlow. At that time, the school faced significant challenges and required rapid improvement. From the outset, it was clear that transforming outcomes for children depended on having talented, committed staff who shared a strong belief in what young people could achieve. With a clear vision, high expectations and a relentless focus on improving teaching and learning, the school quickly began to flourish, leading to significantly improved outcomes for pupils and recognition from Ofsted.

Inspired by what could be achieved through strong leadership, collaboration and a shared commitment to excellence, BMAT Education was established with a clear purpose: to provide exceptional educational opportunities for children and young people across our communities.

Today, our schools work closely together to share expertise, develop staff and create the very best experiences for pupils. While each school retains its own unique identity and strengths, all are united by a commitment to high standards, inclusion, ambition and continuous improvement.

At BMAT, we believe exceptional staff transform lives. Whether in teaching, leadership or support roles, every colleague plays an important part in helping children thrive academically, socially and emotionally. We are committed to attracting and developing talented professionals who are passionate about making a positive difference.

This candidate pack has been designed to give you an insight into Forest Hall School, the role of a Geography teacher, and the values and culture that underpin our work. We hope it provides a clear understanding of our ambitions for our pupils, staff and wider community.

If you are inspired by what you read in this pack and share our commitment to delivering the very best for children and young people, we would be delighted to hear from you.

I wish you all the very best with your application and thank you again for your interest in Forest Hall School and BMAT Education.

Helena Mills CBE

Welcome from the Executive Headteacher

Forest Hall School is a welcoming and inclusive mainstream secondary school for students in Years 7 to 11, where high expectations, strong relationships and personal ambition are at the heart of everything we do. Our unique size allows us to provide both a broad and ambitious curriculum alongside the opportunity to truly know and support every student as an individual. We are proud to offer a nurturing environment where young people feel safe, valued and encouraged to challenge themselves, discover their strengths and develop the confidence to achieve their aspirations for the future.

At Forest Hall School, we believe that every student can succeed when they are supported, inspired and empowered to be their very best. Our dedicated staff work tirelessly to ensure students receive not only a high-quality education, but also the pastoral care and encouragement they need to thrive academically, socially and emotionally. We recognise that every child is unique, and we are committed to helping students grow into confident, resilient and independent young adults who are fully prepared for life beyond school.

Personal development is central to our vision. We are passionate about broadening students' experiences, raising aspirations and helping every young person identify meaningful future pathways. Through a carefully planned personal development programme, enrichment opportunities, leadership experiences and careers education, students are supported to explore their interests, understand the wide range of post-16 opportunities available to them and develop the skills, knowledge and confidence needed for future success. We aim to ensure that every student leaves Forest Hall School with clear ambitions, high aspirations and the belief that they can achieve their goals.

Strong partnerships between students, families, staff and the wider community underpin our school culture. We believe that learning is a collaborative journey, and by working together we create a positive, respectful and supportive environment where everyone feels a strong sense of belonging. Alongside academic achievement, we place great importance on wellbeing, inclusion and character development, ensuring students are equipped to make a positive contribution to society.

As part of BMAT Education, we benefit from collaboration across the Trust, shared expertise and high-quality professional development, enabling us to continually strengthen the opportunities and experiences available to both students and staff. Together, we are committed to providing an inspiring education that enables every young person to realise their potential and look towards a bright and successful future with confidence.

Dustin Schuyler

About Our Trust

BMAT Education runs a community of schools which provide an outstanding education for every individual attending a Trust school. Our schools are places of aspiration, where individuals matter and confidence flourishes so that achievement for all is outstanding.

The trust currently oversees seven secondary academies and five primary academies, located in Harlow, Newham and Stansted. BMAT's vision is to work together to smash through the barriers that prevent children from becoming confident, high achieving and independent individuals.

Core to our ethos is that we believe that exceptional leaders create exceptional schools, and our leaders are given the support they need to serve these communities at the highest level. BMAT is driven by the ambition to be the best.

Our Schools:

- Burnt Mill Academy
- Cooks Spinney Primary Academy and Nursery
- Epping St Johns Church of England School
- Freshwaters Primary Academy
- Forest Hall Academy
- Little Parndon Primary Academy
- Magna Carta Primary Academy
- Mark Hall Academy
- Royal Docks Academy
- Roydon Primary Academy
- Sir Frederick Gibberd College
- STEM Academy



About the Role

We are seeking an enthusiastic, dedicated, and passionate individual for a Science Teacher position who is committed to making a difference in the lives of students. You should have a strong understanding and subject knowledge of Science and a desire to support the growth of every child. The ideal candidate will be a team player, adaptable, and eager to contribute to a thriving learning environment. Whether you are an experienced educator or looking to take the next step in your career, you will be expected to bring a positive, proactive attitude to your work and a commitment to continuous improvement.

Job Description

Job title	Teacher of Science
Reports to	Subject Leader for Science
Pay scale	UQT 1 to Main Scale Point 6
Location	Forest Hall School
Terms	You will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Executive Head/Head of School
Contract	Fixed term initially for one year, 1 st September 2026 until 31 st August 2027 with a view to extend/become permanent

Purpose of the Job

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Liaison With

- The post-holder will be expected to network and liaise with the Subject Leader, the Science team, Teaching / Associate Staff, School Representative, External Agencies, Students and Parents.

Specific Responsibilities

- To teach Science across the 11 – 16 age range, including GCSE, under the direction of the Subject Leader.
- To participate in the development of appropriate schemes of work, taking specific responsibilities in some areas.
- To assess and report on students' attainment and progress in KS3 and on GCSE grades and progress in KS4.
- To teach to the requirements of the National Curriculum programme/Forest Hall curriculum plan.
- To be a form Tutor to an assigned Tutor Group and to carry out related duties.
- To carry out a share of supervisory duties.
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- Know when and how to scaffold appropriately, using adaptive approaches which enable pupils to be taught effectively
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- To impart knowledge and develop understanding through effective use of lesson time.
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

Main Expectations of the role

- Being aware of students' capabilities, their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate a clear understanding of appropriate teaching strategies.
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support students' education at different stages of development.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.

- Encourage students to take a responsible and conscientious attitude to their own work and study.
- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Promote a love of learning and children's intellectual curiosity.
- Support strategies to promote high standards of behaviour.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.

Additional duties:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To develop a calm learning atmosphere by completing lunch duties each week as required by the Executive Head/Head of School.
- To support student progress by completing one homework club session and/or one Science enrichment/booster session after school each week as required by the Executive Head/Head of School.

Other specific duties:

- To continue personal development as agreed.
- To assist with the carrying out of risk assessments as appropriate
- To ensure that Health and Safety policies and procedures are followed
- To actively engage in the performance review process.
- To undertake any other duty as specified by the Executive Head/Head of School not mentioned in the above
- To comply with the School's Health and Safety Policy and undertake Risk Assessments as appropriate.
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Executive Head/Head of School to carry out appropriate duties within the context of the job, skills and grade.

General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

BMAT Directors are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

Person Specification

Teacher of Science

Qualifications	Essential	Desirable
Honours Degree	✓	
Qualified Teacher Status in subject area relevant to faculty	✓	
Enhanced DBS and validated references	✓	
Eligibility to work in the UK	✓	
Evidence of further professional development relevant to the post		✓
Experience		
Proven record as an outstanding teacher with a proven track record of securing outstanding outcomes for students over the last three years		✓
Experience of leading, managing and supporting activities in a classroom environment e.g. teaching		✓
Experience of working with children and young people	✓	
Knowledge		
An understanding of the expectations of the Ofsted framework regarding effective teaching and learning		✓
Good knowledge of Microsoft Office	✓	

Knowledge of curriculum	✓	
Understanding of assessment issues, including the practical use of data in planning and raising standards	✓	
Understanding of safeguarding requirements	✓	
Understanding the qualities of good teaching, effective learning and how these can be applied to raise student attainment	✓	
Skills and abilities		
Ability to relate well to children and adults	✓	
Ability to work independently and manage workload	✓	
Ability to communicate effectively to pupils, colleagues and parents	✓	
Ability to form and maintain appropriate relationships and demonstrate personal boundaries with children and young people	✓	
Attention to detail	✓	
Can maintain and actively promote high standards of student behaviour	✓	
Discretion, tact and diplomacy	✓	
Good numeracy/literacy/ICT skills	✓	
Good organisational skills	✓	
Work constructively as part of a team, follow instructions, understand roles and responsibilities	✓	
Relationships with Stakeholders		
Builds and maintains positive, professional relationships with students, parents, colleagues and external stakeholders to support student achievement and wellbeing	✓	

Personal Qualities		
A belief in the ability of children and young people to achieve and to overcome obstacles to their learning	✓	
A high level of personal integrity	✓	
Highly motivated and inspirational in the classroom	✓	
Committed to safeguarding children	✓	
Committed to the overall success of the school	✓	
Calm under pressure and flexible in approach	✓	
Emotionally intelligent and self-aware	✓	
Positive attitude to use of authority and maintaining discipline	✓	
Enjoys working in new and challenging situations	✓	
Reliable and trustworthy	✓	
Proactive, enthusiastic, optimistic and innovative	✓	
Flexible and adaptive approach to work	✓	
Professional working attitude	✓	

How to Apply

Dear Candidate

We look forward to hearing from you.

Closing date for applications: midnight on Sunday 31st May 2026

Interviews: week commencing Monday 1st June 2026

Please carefully review the following information before submitting your application.

Application form

To apply for this position, you must complete the official application form in full via MyNewTerm. Please note that CVs will not be accepted as part of the application process. We recommend retaining a copy of your completed application for your records should you be shortlisted for interview.

The application form includes several sections relating to your employment, education, and personal history. The information you provide will be used to assess your suitability against the requirements and competencies outlined for the role. Please ensure your full employment history is included, with clear explanations for any gaps in employment. You should also highlight any relevant skills, qualifications, and achievements that demonstrate your suitability for the position.

Supporting Statement

Please submit a letter of application or supporting statement of no more than 1,000 words. In your statement, outline your motivation for applying for this role and demonstrate how your experience, skills, training, and personal attributes align with the job description and person specification.

You should also include clear examples from your current or previous roles that evidence your impact. This may include, for example, measurable outcomes such as improvements in pupil progress and attainment within teaching roles, or reductions in exclusions and improved outcomes for pupils within pastoral roles.

Disclosure of Relationships

All prospective employees are asked to declare any personal or professional relationships with trustees, governors, senior leaders or employees of the Trust. This ensures BMAT Education can uphold transparency and fairness throughout the recruitment process.

Safeguarding Commitment

BMAT Education is committed to safeguarding and promoting the welfare of children and young people. All staff are expected to share this commitment and undergo appropriate checks, including enhanced DBS checks.

Pre-Employment Checks

Applicants must provide details of two referees, one of whom should be their current or most recent employer. References from relatives or friends will not be accepted. References will normally be requested for all shortlisted candidates unless otherwise stated.

This role is exempt from the Rehabilitation of Offenders Act 1974 and is therefore subject to an enhanced Disclosure and Barring Service (DBS) check. Any information disclosed will be treated in the strictest confidence. A criminal conviction will not automatically prevent appointment; however, it will be considered in relation to the requirements of the role and suitability to work with children.

Under the Criminal Justice and Court Services Act 2000, it is a criminal offence for individuals who are disqualified from working with children to apply for, or undertake, a role that involves such work.

Fluent spoken English is a requirement for this role in line with Part 7 of the Immigration Act 2016.

Thank you for taking the time to review this information. We look forward to receiving your completed application form and supporting documentation. Should you have any questions regarding the process, please do not hesitate to contact us.

BMAT Education is committed to safeguarding children; successful candidates will be subject to an Enhanced Disclosure and Barring Service check. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties, in accordance with Keeping Children Safe in Education (KCSIE)





Supporting primary and secondary schools across Essex and East London, BMAT is a growing multi-academy trust with a singular vision: **schools, teachers and pupils freed to succeed.**