



EDWARD PEAKE CHURCH OF ENGLAND (vc) SCHOOL

RECRUITMENT PACK

'LIVE, LOVE, LEARN'

"I WILL INSTRUCT YOU AND TEACH YOU IN THE WAY YOU SHOULD GO;
I WILL COUNSEL YOU WITH MY LOVING EYE ON YOU."

PSALM 32:8

INTRODUCTION

Welcome to Edward Peake Church of England (VC) School. Thank you for expressing an interest in our current vacancy.

This recruitment pack should provide you with all the information you need to enable you to apply for this role. However, if you would like any further information or would like to arrange a visit to the school, please contact:

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Edward Peake Church of England (VC) School

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LETTER FROM THE HEADTEACHER

Dear Potential Colleague,

Thank you for your interest in working at Edward Peake C of E (VC) School. You are invited and encouraged to visit the school for a tour at any time during the application process.

Edward Peake is in the process of transitioning from a middle school (9-13) to a secondary school (11-16) as part of Central Bedfordshire Council's 'Schools for the Future' program. Starting September 2024, we will no longer have a year 5 intake and will retain our year 8 pupils into year 9. The transition will then continue until we take in our first new cohort of year 7 pupils in September 2026 and have our first year 11 cohort sitting their GCSEs in the summer of that academic year.

September 2025		7	8	9	10	
September 2026		FIRST NEW YEAR 7 INTAKE	8	9	10	11

We are excited about the unique opportunity that we have to build the school that we, as a community, choose. Subject leaders have an enormous amount of autonomy with regards to choosing and creating the curriculum for year 9 and Key Stage 4. The whole community has the opportunity to contribute towards the future of our school. We will be receiving some fabulous new facilities in addition to our already impressive facilities that were updated in 2020. It's an exciting time to join our school!

Our school has a very well established ethos where relationships are prioritised. Please take the time to review our behaviour policy which is very much based on trauma-informed relational and restorative practice. This can be found on the policies page of our school website:

<https://www.edwardpeake.beds.sch.uk/statutory-information/school-policies/>

It is far more nuanced than the traditional punitive approach and places a high degree of professional trust in colleagues. Thoughts on this are explored at every interview.

As a Church of England School, we use collective worship time and other moments during the day to reflect on our values and how we might live them, regardless of our personal beliefs as it is our shared humanity that binds us.

We are actively looking to improve the diversity of our staff and welcome applications from those who feel that this may be the perfect role for them but they're "not quite there yet". We offer support and training and a comprehensive induction package so please do contact us if you have any questions regarding the role. Help us to become an even more inclusive school as we continue on our journey of never-ending self improvement.

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SCHOOL ETHOS AND VALUES

Live – Love – Learn

"I will instruct you and teach you in the way you should go and teach you in the way you should go; I will counsel you with my loving eye on you"

Psalm 32:8

The community of Edward Peake C of E School share a vision for our young people. We work hard to make sure that our faith supports each individual at Edward Peake to flourish and challenges us all to live life to the fullest. We believe that pupils should enjoy their learning as much as their teachers enjoy teaching them and that everyone should strive to do their very best.

Live, love, learn – our guiding principles that children should be educated for life, contributing to their community regardless of their background and loved unconditionally, able to love others in return. Together we learn how to put our relationships first and reconcile if things go wrong. Moments of silence, prayer and reflection are golden times in a busy day when we deeply consider our values and how to live them.

We are determined that by the time Edward Peake pupils leave us, they will be confident and proficient in the core curriculum, independent learners, curious about the world around them and with a well-developed sense of personal responsibility. Our vibrant sense of community and our values-driven education really come alive on a daily basis.

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SCHOOL INFORMATION

Edward Peake C of E (VC) School was named in honour of a local philanthropist who, in the days when education was by no means a right for our local children, made a permanent bequest by which a school teacher could be paid and children from poor families receive an education.

Although little else is known about Edward Peake, it is right that his generosity and far-sightedness is commemorated in the name of our school. Edward Peake Church of England School has served the communities of Biggleswade, Caldecote, Dunton, Northill and Ickwell for over forty years and has always had a reputation for inclusiveness.

This is a very exciting time to join Edward Peake. We begin the transition from a middle school to a secondary school from September 2024. We have our first cohort of Year 9 pupils in September 2024 and will begin our key stage 4 curriculum in September 2025. Our first cohort of new Year 7 pupils will join the school in September 2026.

To accommodate these changes our facilities are in the process of being enhanced and updated to compliment those created when the school was expanded in 2020.

We are very proud of our curriculum which provides a broad, balanced and knowledge rich education to ensure that every child is offered challenging and engaging learning experiences with Christian values at their heart. Our curriculum has been specifically designed to suit the needs of our pupils and to ensure all pupils are able to achieve their very best.

Our main aims are to:

- **Live:** Ensure pupils develop skills and personal qualities for lifelong learning so that they can make an active contribution to society
- **Love:** Broaden pupils' horizons by giving them opportunities to explore the wider world
- **Learn:** Develop independent, confident and successful learners who achieve the best possible academic standards, whatever their starting point.

We are committed to ensuring equality of opportunities for all pupils regardless of their starting point or any possible barrier to learning and specifically seek opportunities to enhance our provision for pupils who might otherwise not have these opportunities. We believe that expanding pupils' cultural capital by providing opportunities to learn about and explore cultures beyond our own is a vital part of our curriculum.

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APPLICATION PROCESS

We use an application form, rather than asking for CVs, for most vacancies. This ensures all applicants present their information in the same standardised format and tell us only what we need to know.

Apply online via the MyNewTerm website at www.mynewterm.com before the closing date.

Closing date: Friday 20 February 2026

Interview date: Thursday 26 February 2026

Start date: April 2026

Edward Peake is an equal opportunities employer and we are committed to encouraging equality, diversity and inclusion among our workforce.

We are committed to safeguarding and promoting the welfare of children. All offers of employment will be subject to satisfactory pre-employment checks and references, including enhanced Disclosure and Barring Service (DBS) clearance.

We look forward to receiving your application.

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JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title	Subject Leader for Religious Studies
Salary	MPS/UPS dependent upon experience TLR: 2a (£3,214)
Hours	Full time
Responsible to	SLT line manager
Role	To lead or assist in the leadership of the subject team providing class teachers with expert subject knowledge
Purpose of job	Promote a positive learning environment within the wider curriculum team. Deliver high quality teaching and pastoral support to all students.

To be an excellent classroom practitioner and committed to becoming an expert in the relevant subject specialism and supporting class teachers to develop their expert subject knowledge. All teachers are required to be form tutors with the associated pastoral responsibilities.

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Responsibilities and Accountabilities as a Subject Leader:

- Lead on the delivery of the specific subject area, monitoring and evaluating the quality of teaching practice across the subject.
- Lead on the Performance Management of subject teachers, supporting their professional development.
- Keep all subject teachers informed of changes to curriculum and pedagogical developments at both local and national level.
- Monitor and evaluate the progress of all students ensuring that they are appropriately taught and prepared for all external exams.
- Oversee the reporting of students' progress to parents ensuring that parents are informed of issues affecting the progress of their child and supporting teachers with any issues that arise.
- Ensure the efficient and effective use of resources across the subject and advising the Curriculum Lead / SLT of any issues including timetabling, classrooms, groupings and deployment of teaching and support staff.
- Lead on team meetings and subject specific assemblies.
- Be the representative for the subject by expressing views, concerns and interests to the Curriculum Lead / SLT.

In addition to the responsibilities listed below there is an expectation that those paid on Upper Pay Scale:

Will be expected to demonstrate that their level of competence and performance is:

- highly competent in all elements of the relevant professional standards; and
- achievements and contributions to the school are substantial and sustained.

Responsibilities and Accountabilities as a teacher:

Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

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Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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Adapt teaching to respond to the strengths and needs of all pupils:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- 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.

Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment:

- 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 high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

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Fulfil wider professional responsibilities:

- 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.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

Staff expectations:

- Attend staff meetings and training, in line with directed time allowance
- Develop and maintain effective working relationships with other staff and parents/carers.
- Adhere to the schools' ethos and values.
- Follow school policies, practices and procedures.

Data security:

- Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations.
- Health and Safety:
 - Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
 - Co-operate with the Trust on all issues to do with Health, Safety & Welfare.
 - To work/operate all equipment within Health and Safety and other legal regulations, including risk assessments.
 - Contribute to the maintenance of a safe and healthy environment.

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Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the school.
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping.
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice.

Child Protection and Safeguarding:

- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.
- To inform the Designated Safeguarding Lead of any issues relating to the safety and wellbeing of students.

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

All staff will be subject to an enhanced check with the Disclosure and Barring Service.

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JOB DESCRIPTION AND PERSON SPECIFICATION

Attributes	Essential	Desirable
Education/ Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Relevant First degree • Understanding of child safeguarding issues and successful measures that promote and ensure safeguarding of children • Knowledge of current legislation, guidance and developments relating to the subject area. 	<p>Relevant CPD</p> <p>Willingness and desire to undertake further professional development and training</p> <p>Experience of teaching at KS4</p>
Knowledge and Skills	<ul style="list-style-type: none"> • The ability to demonstrate excellent subject and curriculum knowledge • Successful experience in teaching specified subject • The ability to manage behaviour effectively to ensure a good and safe learning environment • An understanding of the principles of good classroom management and planning • Ability to challenge and support all students to do their best • Having an extensive knowledge and well informed understanding of a range of learning, teaching and behaviour management strategies • Ability to manage and lead a team to achieve the best outcomes for pupils 	<ul style="list-style-type: none"> • Knowledge of recent initiatives and issues in education • Using IT as a curriculum tool to improve standards • Involvement in and organisation of wider school activities, including extra-curricular activities • Evidence of previous curricular or pastoral responsibility.

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Attributes	Essential	Desirable
Professional Attributes	<ul style="list-style-type: none"> • Holding positive values and attributes and adopt high standards of behaviour in a professional role • An understanding of, and commitment to, equal opportunities for all students • Genuine commitment to high quality teaching Developing, supporting and leading other members of staff 	<ul style="list-style-type: none"> • A willingness to participate actively in the life and work of the school to support its ethos and culture
Personal Skills	<ul style="list-style-type: none"> • Highly effective communication skills with both children and adults • Effective time management skills and an ability to meet deadlines and work under sustained pressure • Commitment to implementing whole school policies relating to the safeguarding of children 	Proven track record of successful teamwork

The above will be evidence by a variety of means including: Application Form, Letter of application, References and Interview process

THANK YOU

We hope you have found the information in this pack useful. We look forward to your application and welcoming you to #TeamPeake

Check out our curriculum pages to learn more about how we support our learners for the future



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