



THE **BOURNE** ACADEMY



*'The school is a calm, yet vibrant, place to learn. Pupils are respectful friendly and polite.' Ofsted 2019*

# Recruitment Information

## 2024









Dear Candidate,

### **Welcome**

We want to continue to appoint teaching staff who are passionate about their subject and who want to make a difference for the students in our care. At The Bourne Academy students study French and Spanish and your language specialism will lie with Spanish. **This role will commence September 2024 or in July if you are an ECT1 teacher.**

The Bourne Academy has received wide recognition for the improvement that has taken place in recent years and our GCSE results in English are particularly strong.

At The Bourne Academy we will develop literate, numerate global citizens who ASPIRE, i.e., are: Ambitious, Self-confident, Physically Literate, Independent Learners, Resilient, and Emotionally Literate.

### **We will achieve this Vision by:**

- Raising aspirations of students, their parents/carers and the community, to foster a sense of self-worth, and reducing absence,
- Developing a culture of Rights & Responsibilities where outstanding behaviour allows all learners to achieve success and all members of the Academy treating each other with respect
- Delivering increased learning opportunities for children resulting in increased opportunities to succeed and improved outcomes and life chances for all so that all leaving students are in employment, education or training
- Raising standards including attainment for all years and in English and Mathematics and other core subjects.
- Ensuring inclusive learning, namely the highest standards of learning and teaching, and a relevant and personalised curriculum for all students
- Being active in the wider education system by sharing the great practice, skills, expertise and facilities that exist within The Bourne Academy and our partner school, Canford to increase the pace of school improvement and deliver improved outcomes; equally seeking out and learning from great practice elsewhere
- Developing great staff and creating opportunities for our staff to contribute to and influence the outcomes of more children more widely that will enhance their learning and further develop effective leaders at all levels
- Ensuring that leadership skills and attributes are fostered and displayed throughout the Academy by staff and students
- Increasing the sharing of facilities, services and provision that enables greater opportunities for our children, their families and our communities to benefit from enrichment activities and that will deliver efficiencies that enable funds to be directed towards Teaching and Learning
- Increasing our resilience and capacity to better plan for, and respond to, the changes needed in education as we all learn to adapt and create new ways to teach and support students and their families.

The Academy was last inspected by OFSTED in November 2019 and concluded that The Bourne Academy was a 'good school'. The report highlighted the following:

- *The Bourne Academy is a welcoming and inclusive school. Pupils and staff are proud to be members of the school community. The views of many pupils are reflected in the comment, 'Theschool helps me to be the best version of myself'*
- *The school is a calm, yet vibrant, place to learn. Pupils are respectful, friendly and polite*
- *Leaders' ambition for pupils to 'aspire' runs deeply throughout the school. It is reflected in the design of the curriculum and pupils' subject choices*
- *Sixth-form lessons have many strengths. Teachers have good subject expertise. Students are scholarly and ask and answer complex questions in class. Sixth-form leaders and staff know students well. Staff carefully track students' attendance, wellbeing and progress. The careers lead provides effective guidance for students' futures. Staff value all pathways equally and celebrate their students' successes.*





Students ASPIRE competencies are assessed through subject led ASPIRE DAYS. They spend the day working in teams on various projects, and they take part in many various activities, according to the theme. Several schools have a House system underpinning their pastoral care. Ours, are small enough that the Heads of House, each of whom is only on a 50% timetable, can get to know each student and their parents/carers personally.

Relationships within the House are strengthened through regular House assemblies and internal competitions which also provide an opportunity for friendly rivalry between the Houses.

The Academy's House system is named after the lighthouses standing at various points along the south coast, providing illumination, aide navigation and safe harbour for mariners and wayfarers. At The BourneAcademy we aspire to do likewise for all our students.

Every individual, their needs and aspirations, are important. The Academy values every child and every adult associated with it. We aim to create a culture in which every person is treated with dignity and respect. Accordingly, good behaviour is expected.

Please do get in touch if you would like to have a tour of the Academy prior to submitting your application. We would be delighted to show you around. Our website, [www.thebourneacademy.com](http://www.thebourneacademy.com) will also provide further information on the Academy.

These are very exciting times for The Bourne Academy. Whilst there has been a lot of improvement in recent years, there can be no room for complacency. We aim for excellence. This is a wonderful opportunity to join a strong and dedicated team of professionals and to help enhance the successes in this important subject area. This post will be demanding and very rewarding. If you possess the qualities listed above and have the necessary skills and experience, we will welcome your application.

**Yours sincerely**

**Mr Mark Avoth**  
**Principal**



## The Bourne Academy Person Specification

Knowledge and Experience	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Graduate with honours degree</li> <li>• Experience of leading a subject within Humanities at KS3 and KS4</li> <li>• Ability to teach Spanish</li> <li>• Ability to use ICT as a teaching and learning tool</li> <li>• Knowledge of functional skills</li> </ul>	<ul style="list-style-type: none"> <li>• Further qualifications</li> <li>• Commitment to organise and participate in extracurricular activities</li> <li>• Ability to offer French</li> </ul>
Personal Qualities and Skills	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Commitment to achieving high standards for all students</li> <li>• Passion for the subject and a willingness to experiment with new approaches</li> <li>• Fluent communicator who likes and can motivate children and young people</li> <li>• Able to command respect and has good classroom management</li> <li>• Committed and hard-working</li> <li>• Excellent attendance and punctuality record</li> <li>• Team player</li> <li>• Energetic</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible and enjoys embracing change</li> <li>• Interested in participating in action research in the Academy</li> <li>• Capacity to respond to demanding situations with a sense of humour</li> </ul>