



**Bligh**  
Primary  
A School with Heart

# Bligh Primary School

## Candidate Information Pack



Maritime  
Academy  
Trust



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Dear Applicant

Firstly, I would like to thank you for the interest you have shown in working at Bligh Primary School. Bligh Primary is an ambitious school which serves a mixed socio-economic community in the north of Strood in Kent.

We believe that the greatest educational gift we can give our children is choice over their futures.

We believe that a solid academic foundation matched equally with strong personal and social traits will allow our children to succeed in school and therefore have the ability to make choices about their future careers and lives. This forms our school's vision.

Our school uses the three C's of Communication, Collaboration and Community to drive our school curriculum. We believe that these three elements should be visible in our curriculum and help us to deliver on our vision.

Our school values also underpin our ethos. Bligh is a school with 'HEART'. We expect all our children to demonstrate our school values of Honesty, Empathy, Achievement, Resilience and Teamwork in all they do. These are more than just words. They are behaviours that we believe will achieve our school vision.

Most of our schools work is underpinned by CPD. We expect the whole school team to see the value in CPD and be self directed as learners. We acknowledge that practice changes over time and as a school we embrace and welcome this.

More than anything, Bligh Primary School is an exciting and happy place to work.

The school is located just off the M2 in Strood. It has excellent transport routes and is located on a main bus route as well as being approximately 2 miles away from Strood and Rochester stations.

In September 2020, Bligh Primary School became part of the Maritime Academy Trust. Maritime consists of 12 primary schools across Kent and the London. It is the Maritime's mission "to empower schools with the means to drive greater and more enjoyable outcomes for children".

I hope that you find this candidate pack useful and I urge you to look on our website ([www.blighprimary.com](http://www.blighprimary.com)) for further details about the school. If you would like further information about the post or would like to arrange a visit prior to submitting your application, please contact the main [school office](#).

Christian Markham  
Headteacher

# Welcome to Bligh

At Bligh Primary School we are committed to providing excellence in education by:

- Raising standards through effective teaching and learning, by delivering a broad, balanced and relevant curriculum, differentiated to meet the needs of all pupils.
- Developing confident and motivated learners by engaging pupils in their learning through a range of interactive, meaningful and enjoyable experiences.
- Creating an inclusive school, raising self-esteem by valuing and encouraging everyone and promoting respect for others.
- Developing the independence and creativity needed for our children to play an active role in their future lives by encouraging children to be creative and independent in both thought and action.
- Establishing and maintaining positive partnerships with parents and the local community.
- Maintaining a safe, secure and pleasant learning environment.

## Bligh Values

### Vision

Our vision is to give every child the opportunity to make positive choices about their lives especially when they are adults.

### Mission

Our mission is to provide an education which unlocks children's potential by being truly fun, engaging and active.

### Values

We believe that our school values represent our expectations of how all children and adults at our school behave. Our values are talked about daily and form the most important part of school life.

## Bligh Primary School is a school with a **HEART.**



**Honesty**

We believe that we must always tell the truth and act in an honest way.



**Empathy**

We believe that understanding others and treating them kindly is important.



**Achievement**

We always aim to achieve the best we can, in and outside the classroom.



**Resilience**

We never give up. When something is difficult we try even harder.



**Teamwork**

We understand that we are all part of the Bligh team.  
Working together helps us achieve more.

# Bligh Photo Gallery



# What our parents say about Bligh Primary School

"The support and encouragement from the teachers has been amazing."

"The ease of communication between teacher and parent helps make a good team for the children."

"We are really pleased and compared to friends with children in other schools, Bligh is miles ahead."

"The amount of flexibility and support offered is outstanding. Also, the teacher's dedication of looking after the well-being of children and recognising if a child is having an 'off' day and offering further support if required has been brilliant."



# Maritime Academy Trust

Maritime is a charitable education trust with schools across London and the South East and led by the CEO – Nick Osborne.

As an education charity, Maritime are fully committed to advancing education for the public benefit. It is our mission to empower our schools with the means to drive ever greater and more enjoyable outcomes for children.

This is done by seeking out the intersection between logic and magic; between the knowledge children need, the skills that will enable them to navigate a future world of work that doesn't exist yet, and a journey through education that will stick with them as they grow.

Our Maritime Entrepreneurial Curriculum brings this all together, weaving essential skills and knowledge into a thematic approach to learning that is embraced by all of our schools. It culminates with our Maritime Expeditions: child-led learning showcases that demonstrate how children have found solutions to real-world challenges.

Like our name suggests, Maritime draws on the heritage of our original Greenwich home. We are explorers and adventurers who believe that our community grows stronger the more people we meet and the more we learn from them. Our whole approach to what we do, our whole mindset, is that through strong collaboration we can most effectively spark innovation throughout our schools. Collaborate, Innovate, Educate.

We are very proud of how we work together, approaching everything through the lens of our Maritime Behaviours, the ways of working that build towards our vision and make it enjoyable to be a part of the team.

As an employee of the Maritime Academy Trust you can expect:

- a positive working environment
- national terms and conditions
- tailored programmes of CPD with cross trust development opportunities
- a generous package of staff benefits.

You can find out more information about Maritime Academy Trust on the [website](#).

# Our ECT Offer



Maritime  
Academy  
Trust



Maritime  
ECT Offer

Click on the link above to find out what you can expect as an ECT at Bligh Primary school.

# Staff Benefits

The Maritime Academy Trust is able to provide our children with a phenomenal education because we employ the very best Teachers and Support Staff, who share our vision, values and behaviours. We want our employees to feel valued and offer a competitive package of benefits.

## Your Maritime Benefits

The Maritime Academy Trust is able to provide our children with a phenomenal education because we employ the very best Teachers and Support Staff, who share our vision, values and behaviours. We want our employees to feel valued and offer a competitive package of benefits.

National Terms & Conditions



Mental Health First Aiders



Enhanced maternity & paternity benefits



CPD & Progression opportunities



Early salary access & financial advice



Interest free Travel Work Loans



Access to face to face counselling sessions



Annual Flu Vaccinations



Eyecare Vouchers



Local Government & Teachers Pensions Schemes



Cycle to Work Scheme



Comprehensive Employee Assistance Programme



# Application Guidance

Thank you for your interest in working with the Maritime Multi-Academy Trust. This Application Guidance has been developed to help you to complete your application. Please take a few minutes to read through the information before filling out the application form.

Your application will be your first point of contact with the Trust and the school you would like to work with. The content of your application will determine whether or not you will be invited to interview, therefore it is essential that you complete it as fully as possible. We will not make any assumptions about your abilities and do not take into account any previous applications.

CVs are not acceptable in the place of a completed application form and all candidates are required to address the criteria on the person specification for the post. However, you may submit a CV in addition to your completed application form.

## Personal Details

Enter fully and clearly your name, address and telephone number(s) so that you can be easily contacted in the event that you are shortlisted to attend an interview.

## Employment

State clearly your current or most recent employer's name and address. Include details of the post held and (if applicable) reason for leaving.

## Previous Employment

Enter names and addresses of all previous employers, starting with the most recent. You can also include work experience placements, holiday jobs or voluntary work in which you have developed skills relevant to the job you are applying for. It is very important that you complete this section in chronological order, and detail accurately any gaps between employment and other activities.

## Education

Provide full details of your education at secondary level and above along with details of degrees/diplomas and any other qualifications, including those that you are currently studying for. Make sure you give all the information required, including levels and grades of any examinations taken. If a required qualification has been specified for the role, make sure you give all the information required and levels of any examinations taken. You will be expected to provide documentary evidence if you are invited for an interview.

## Supporting Statement

This section is very important. It gives you the opportunity to detail why you feel you are the best person for the job and why you are applying, and is the key information that is used for shortlisting. Before completing this section refer to the Job Description and Person Specification for the role.

# Application Guidance

Focus on how your skills, knowledge and experience meet each role requirement, detailed in the person specification giving specific examples. In completing this section you may refer to both paid and voluntary work and your experience within any school or any relevant experience outside work.

## Referees

Provide the names, addresses and email addresses of two people who are willing and able to provide references in support of your application. One of these must be your current (or most recent) employer.

As you are an ECT we suggest you ask the Headteacher of your most recent placement and your university or college tutor, as they will be able to comment upon your teaching skills.

If you are not currently working with children but have done so in the past, the second referee should be the employer by whom you were most recently employed in work with children. Please note that family members, friends and relatives are not acceptable referees.

Referees will be asked about past disciplinary actions or allegations excluding those that were deemed to be unfounded, unsubstantiated or malicious when assessing your application.

If you are subsequently made a conditional offer of employment, further information may be sought about health and absences.

## Eligibility to Work in the UK

If you are selected to attend for an interview you will be asked to provide documentary evidence of your right to work in the UK.

## Declarations

If you are appointed, you will be required to complete an Enhanced Disclosure and Barring Service (DBS) application. The DBS will provide a report to you confirming whether you have any history of criminal convictions, including cautions and bind-overs.

All posts in schools are exempt from the Rehabilitation of Offenders Act 1974; this means you must declare all convictions, including those that would normally be regarded as 'spent'. The existence of a criminal background does not automatically mean that you cannot be appointed but it may do so.

We need to know if you have a close relationship with and/or are related to any employee, governor or anyone else connected to the school, in order to ensure a fair selection process.

If you have a disability please provide details of any adjustments that you will require if shortlisted for an interview. Any details you provide regarding a disability will be dealt with sensitively and will only be disclosed to staff involved in the selection process when it is considered appropriate and necessary.

# Application Guidance

## Submitting Your Application Form

Before submitting your application form ensure that you take time to read it through to check for any errors, gaps in employment history & fully completed referee contact details.. You may find it useful to keep a copy of your submitted application form to refer to if you are short listed for the post you are applying for. Your completed application must be submitted before the specified closing date.

## Next Steps

You will be notified whether you have been shortlisted to attend an interview. It is the policy of the Trust that feedback is not provided to candidates at the shortlisting stage

## Online Checks

In line with KCSIE 2024 guidance, as part of the shortlisting process, the Trust reserves the right to conduct an online search on shortlisted candidates as part of our due diligence and to share any pertinent information found concerning a candidate's suitability to work with children with Hiring Managers to be discussed at interview stage

## Safeguarding

It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children. See our policy statement re ex-offenders

Maritime Academy Trust is committed to recruiting with care and safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to a satisfactory enhanced DBS check.

**[A copy of the recruitment of ex-offenders policy can be found here](#)**

**[A copy of the Maritime Child protection and safeguarding policy can be found here](#)**

If you are shortlisted you will be asked to complete a Criminal History declaration form

## Privacy

**[A copy of our privacy notice for applicants can be found here](#)**

## Diversity

**Maritime Academy Trust embraces diversity and equal opportunity in a serious way. We are committed to building a team that represents a variety of backgrounds, perspectives and skills. The more inclusive we are, the better our work will be.**

# Job Description

Job Title:	Teaching Assistant
Grade:	Grade D2 (points 4 - 11)
School/Team:	Bligh Primary School
Reporting To:	TBC
Direct Reports:	None

## **Purpose of Job:**

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes or enable access to learning with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

To lead and maintain positive and enjoyable break times for pupils including organising and participating in physical games and activities.

To contribute to the whole school ethos, environment and organisation both practically and as a positive role model for pupils and colleagues.

Staff may also supervise whole classes (with a colleague if requested) during the short term absence of teachers (e.g.1 session) and to provide cover for PPA time. The primary focus will be to maintain good order and to keep pupils on task. In providing cover supervision Teaching Assistants will need to respond to questions and generally assist pupils to undertake set activities.

## **Specific Responsibilities:**

### **Support for Pupils**

To support pupils' development and promote independence in a safe, secure, challenging environment employing strategies to recognise and reward achievement of self-reliance

To support the learning of individuals and groups of pupils as identified in the weekly curriculum planning and to act as a role model, setting high expectations

To focus on individual pupils to ensure their needs are being met within the group  
To work with other staff to develop and implement the ILPs for pupils

To encourage pupils to interact and work cooperatively with others

# Job Description

To observe, record and support the development and progress of pupils to identify individual needs and difficulties and to feedback to pupils in relation to their progress and achievement

To promote the inclusion and acceptance of all pupils within the classroom

To meet the physical/medical needs of the pupil according to a pupil's individual care plan whilst encouraging independence wherever possible. Medical needs include the administration of medicines by mouth or other medical procedures provided appropriate training has been given by an appropriate person.

To participate in pupils' play and extend and stimulate language through conversation

## **Support for Teachers**

To plan with teachers the daily/weekly programme of lessons, activities and events in order to support pupils and adjust lessons/work plans as appropriate

Occasional supervision of the class in the course of short term absences of teachers and to provide cover for PPA time, focusing on maintaining good order and to keep pupils on task under the guidance of teaching staff and within an agreed system of supervision

To liaise with other professionals to ensure an appropriate learning environment

To set out, prepare, use and tidy equipment

To promote home school partnerships

To listen, support and discuss issues sensitively with parents and carers under the teacher's supervision and to participate in feedback sessions/meetings with parents

To monitor and evaluate pupil's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives

To provide objective and accurate feedback and reports as required to the teacher on pupil achievement progress and other matters ensuring the availability of appropriate evidence

To be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as required in class to undertake marking of pupils work as agreed with the teacher and accurately record achievement/progress

# Job Description

Job Title:	SENDCo
Grade:	MPS/Upper Pay Range
School/Team:	Bligh Primary School
Reporting To:	Headteacher, & members of the Senior Leadership team
Direct Reports:	The post holder will be responsible for the deployment of teaching assistants relevant to their responsibilities

## Core Purpose

The SENCO, under the direction of the Head of School, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and coordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

## Specific Responsibilities

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- Work closely with the DSP lead to ensure an inclusive curriculum is being implemented

## Operation of the SEN policy and coordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment

# Job Description

- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

## Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Coordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- **Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities**
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

## Leadership and management

- Work with the Head of School and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants working with pupils with SEN or a disability and those delivering interventions
- Lead and manage learning mentors
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

## General

- To undertake any other work appropriate to the level and general nature of the post's duties.
- To undertake all duties with due regard to the provisions of health and safety regulations and legislation, the Trust's Equal Opportunities, Data Protection and statutory obligations in respect of safeguarding children.

# Person Specification

Job Title:	SENDCo
Grade:	MPS/UPS
Academy/Team:	Bligh Primary School

**Method of Assessment:** AF = Application Form, T = Test, P = Presentation, I = Interview  
**Shortlisting Criteria:** Essential criteria assessed via application form should be used to shortlist.

Criteria	Method of Assessment	Essential/ Desirable
<b>Knowledge &amp; Experience</b>		
Educated to Degree level.	AF	E
Qualified teacher status.	AF	E
National award for SEN Coordination	AF	E
Successful primary teaching experience.	AF/I	E
	AF/I	E
Experience of working at a whole school level	AF/I	E
Experience of conducting training/leading INSET	AF/I	E
Experience of line managing staff	AF/I	E

# Person Specification

Skills and Abilities		
Good knowledge of the SEND code of practice	AF/I	E
Understanding of what makes 'quality first' teaching and of effective intervention strategies	AF/I	E
	AF/I	E
Ability to plan and evaluate interventions		
Ability to form positive relationships with children, colleagues and parents.	AF/I	E
Data analysis skills, and the ability to use data to inform provision planning	AF/I	E
Effective communication and interpersonal skills	AF/i	E
Ability to build effective working relationships Ability to influence and negotiate	AF/I	E
Good record keeping skills		
Ability to effectively manage own workload		
General		
Commitment to the highest standards of child protection and safeguarding.	AF/I	E
Commitment to contribute to the strategic goals of the School and Trust.	AF/I	E
+ Understanding of and commitment to the Trust's/School's equal opportunities policies and ability to put into practice in the context of this post.	AF/I	E
Understanding of and commitment to the Trust's obligations in respect of the General Data Protection Regulations (GDPR) 2018.	AF/I	E



## Contact Us



[@BlighPrimary](https://twitter.com/BlighPrimary)



[@BlighPrimarySchool](https://www.facebook.com/BlighPrimarySchool)



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**Honesty**

We believe that we must always tell the truth and act in an honest way.



**Empathy**

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**Achievement**

We always aim to achieve the best we can, in and outside the classroom.



**Resilience**

We never give up. When something is difficult we try even harder.



**Teamwork**

We understand that we are all part of the Bligh team.  
Working together helps us achieve more

Please apply online  
using the link below



<https://mynewterm.com/jobs/144915/EDV-2026-BPS-10120>



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[@MaritimeAcademyTrust](https://www.facebook.com/MaritimeAcademyTrust)



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