

Come and join Bridge Academy Trust and be part of our future



Mark Farmer, CEO

“We are a strategic and forward-thinking Trust and we recognise that our staff are a precious resource. We aim to appoint and develop professionals who are welcoming, compassionate, highly motivated and who can promote high expectations.

Being committed to excellence, our staff will work in collaboration to build strong partnerships, allowing us to achieve our vision.”

Bridge Academy Trust wants schools to work with each other in localities for the benefit of the local children and communities.

High quality continuity of every child’s journey through education

High quality and effective transition work between key stages and school transfers, ensures that children are ‘ready’, academically, socially and emotionally for the next stage of their learning journey.

A community and school-led school improvement system

All children and adults are positive citizens within the areas they live and the school it serves.



- ✕ **ENJOY** coming to school and learning experiences available to them;
- ✕ Are **ENRICHED** with a wealth of opportunities inside and outside of lessons and the curriculum, so that all talents are identified and nurtured;
- ✕ **ACHIEVE** high standards:
 - ✕ academically, in terms of examination results;
 - ✕ personally, through their respect for others and their environment;
 - ✕ socially, through their contribution to the life of the school and wider community

Our People Strategy



We aim to transform teaching, leading, and learning to fulfil our commitment to giving our children, young people and our communities, the high-quality education they deserve. Each facet of our improvement strategy recognises the need for schools and the wider MAT to recruit, nurture, grow and plan for the succession of a high-quality workforce.

We recognise the development (support and challenge) of leadership at all levels as the key to sustainable school improvement and this is evident in our ongoing financial and resource planning.

Frequent and regular time with core

improvement team members provides our school leaders and those with leadership responsibility with mentoring, coaching and additional capacity to drive school improvement day to day and over time. There is a shared understanding that school leaders will then work with us to similarly develop staff within their schools, creating a high-quality, committed workforce across our trust.





Moulsham High School

“In January 2020 Ofsted described Moulsham High School as ‘a nice place to be.’ For our staff this means belonging to a strong, supportive community whose members share the common goal of wanting to prepare all learners to make their next steps post-16 and post-18 successfully, both as well-rounded and well-qualified young people.

Our inclusive community is characterised by positive relationships between staff and students, high expectations for all and exemplary standards of behaviour. Teaching and learning is at the centre of all we do and the professional development of our staff is a priority.

Moulsham never stands still; we are always striving to be better and our staff thrive from being part of this exciting journey. “



Julia Mead
Headteacher



Moulsham High school in located in the heart of Chelmsford in a popular residential area.



We have 1584 children on roll



We have 200 members of staff



Ofsted rated Good (January 2020). Joined Bridge Academy Trust September 2017.

Moulsham High School is a secondary school and sixth form specialising in English and Humanities. It is a thriving inclusive community which welcomes everybody. The school has three core values which are inextricably linked: ‘Enjoy, Enrich and Achieve’.

Our students ENJOY coming to school and learning through the wide variety of experiences offered to them. Are ENRICHED by a wealth of opportunities both inside and outside of the taught curriculum, that also ensure all of their talents are identified and nurtured. ACHIEVE high standards: Academically, in terms of the qualifications they gain. Personally, through the quality of their relationships with others and their respect for the environment. Socially, through their contributions to the life of the school and wider community.

Key Stage 3 (age 11-13)

Year 7, 8 & 9

Key Stage 4 (age 14-16)

Years 10 & 11

Key Stage 5 (age 17-19)

Years 12 & 13

School Ethos

As a school community we...

- ✕ want all students of all abilities and backgrounds to feel valued so that they can reach their potential, not only as students but also as well-rounded individuals who are prepared for life in the modern world and can contribute positively to their local and wider communities.