



Welcome to our Trust

Head of REP
Recruitment Pack



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Welcome to Anglian Learning

Thank you for your interest in the position of Head of Religion, Ethics and Philosophy.

Anglian Learning is an ambitious, forward-looking multi-academy trust. Our members share the firm belief that all young people deserve to have access to an excellent education and exciting opportunities, which in turn will help prepare pupils to thrive in their local, national and global communities.

This is reflected in our Core Purpose of Transforming Together to enable inclusive and aspirational learning in every classroom, empower leaders across every academy, and ensure inspiring opportunities and educational success for our learners, people and communities.

Our organisation has been founded on strong collaborative and trusting relationships, where everybody is committed to sharing their successes, but equally open to innovative ideas and alternative perspectives. We also passionately believe that our most valuable resource is our people, and if you apply and are successful in your application, we promise to develop and support you in your career, as well as provide a caring, friendly environment in which to work.

For an informal discussion regarding this role, please contact hrhub1@anglianlearning.org to make arrangements.

I hope that you find the following information useful. If you wish to make an application for this vacancy, please see the instructions within.

We look forward to hearing from you.

Jonathan Culpin

CEO, Anglian Learning



Our Values:

Aspiration

We are ambitious for ourselves and all those in our community to be the best we can be.



Community

We underpin our relationships with a culture of support, respect and trust, recognising we are stronger together.



Empowerment

We enable our academies, staff and learners to embrace new ideas and think creatively.



Inclusivity

We believe in equality of opportunity, celebrating everyone's differences and supporting learners of all abilities from all backgrounds.



About Anglian Learning

Founded in September 2016 by four community-facing secondary schools committed to sharing knowledge and providing mutual support, Anglian Learning has grown to become one of the leading school trusts in the region.

Educating more than 9000 pupils and employing over 1000 staff across three counties, pupils, their families and the wider community benefit directly from the resources, time and expertise given by our Trust. While each school retains its own unique identity and ethos, we are collectively passionate in our belief that we are stronger together.

Alongside this, our Trust remains committed to its heritage, which is rooted in local communities. Several of our schools provide adult learning opportunities and support for local groups and societies. We also operate our own sports centres under Anglian Leisure. Local, high-quality quality and representative governance of schools is a key aspect of our leadership structure.

In addition to our commitment to celebrating our community ethos, we believe strongly in empowering our people. The role of our Trust is to provide the environment in which colleagues can grow, develop and flourish in their role. Our central team provides extensive, expert and rapid advice and support in human resources, curriculum development, inclusion, finance, ICT, business support and operations. Therefore, our schools have the capacity and focus to drive school improvement in the curriculum, teaching, behaviour and in establishing the healthy culture and ethos that underpins this.



Educating more than

11,100

pupils

Employing over

1,650

members of staff

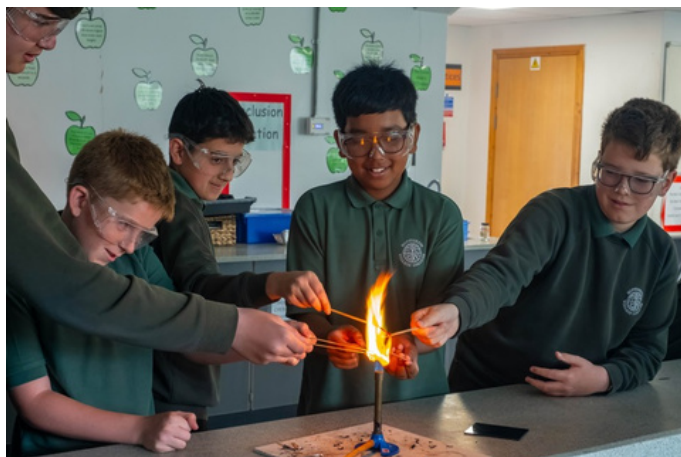
3

counties

22

academies

About Bottisham Village College



We are an ambitious and innovative comprehensive school for up to 1500 students, based in the heart of rural East Cambridgeshire and we take great pride in our vision: to inspire, to care for and to enrich the lives of every student within our community.

We are committed to providing an outstanding education to all of our students, enabling them to develop into mature, independent young people, ready to take their place in society.



In addition to our academic rigour, our relationship-driven approach permeates throughout all aspects of college life, from the maths classroom to the sports field, from the music room to the ICT suite and from the library to the auditorium, this is a college where we recognise the transformative power of positive relationships. Students will only succeed if they are happy and we make every effort to achieve this.

The College was opened in 1937 as the second of the Cambridgeshire Village Colleges. These were the forerunners of community education in this country and are still committed to lifelong learning in its widest sense. The vision of their founder, Henry Morris, was that schools should be at the heart of their communities, open to all and that they should offer an attractive and stimulating environment for learning. This vision still resonates today with both Adult Learning and a Sports Centre actively used by the whole community.



About Bottisham Village College



Our Staff

We are committed to supporting the professional development of all members of staff. To this end, we have a varied Continual Professional Development programme, which is personalised each year to support both our main college priorities and the individual needs of staff. This programme includes opportunities to share excellent practice between colleagues across the Trust as well as drawing on external expertise. Colleagues with management responsibilities are given appropriate time within their timetable to fulfil these duties, and ECTs have a reduced timetable in order to support them in their early stages of their career. The Trust's network of leaders and schools will be able to support you with a range of opportunities and enhancements. We are equally keen to nurture, grow and celebrate teachers who are willing to share effective pedagogy and practice to support their colleagues.

Staff give freely of their time to the broad extra-curricular programme which includes sports, music, drama and a host of trips, exchanges, clubs and other activities. There is a blend of youth and experience among the staff and newcomers have always commented on the warm welcome they have received.



Our Students

Our catchment area is one of rich contrasts: areas of social deprivation on the fringes of Cambridge, rural communities, some very isolated, areas connected with the stables at Newmarket and pockets of expensive housing in some villages. We have a truly comprehensive intake in every sense, and the inclusive ethos of the College means that we are able to form very positive relationships with them all. We are absolutely committed to supporting each individual student; we want them to feel safe, in an environment where they can grow and thrive and leave us confident in their ability to play a meaningful role in society, as global citizens.

About Bottisham Village College

Our Humanities Faculty

A Strong, Supportive Team As a member of the Humanities Faculty at Bottisham, you will be part of a friendly, hard-working and supportive team. There is a well-established culture of innovation: the sharing of good and outstanding practice is emphasised, and the development of teaching and learning is our main focus.

Within the Faculty, a model of distributed leadership is adopted, so you will be provided with many opportunities to develop professionally and to contribute to our success. We have an excellent record of working with, and developing the skills of, early career teachers. The Faculty also enjoys its involvement with Initial Teacher Training, in partnership with the Cambridge University Faculty of Education. All Humanities rooms are equipped with networked interactive screens, Apple TV docks, iPads and speakers. The College has an excellent library, with resources specifically purchased to support independent learning in the Humanities Faculty.

The Humanities Faculty plays a central role in students' spiritual, moral, social and cultural (SMSC) development and in the school's promotion of fundamental British values. Across Geography, History and REP, students explore questions of identity, belief, justice, democracy, migration, conflict and community — equipping them with the cultural capital and critical perspective they need to thrive as informed, thoughtful citizens. Diversity of experience, belief and worldview is woven through our schemes of work rather than treated as a bolt-on. Students engage with a wide range of cultures, faiths and historical perspectives, and classroom discussion is structured to model mutual respect, tolerance and reasoned disagreement. Our curriculum is regularly reviewed to ensure it remains representative, relevant and intellectually challenging.

At Key Stage 3, students are taught Geography, History and REP as discrete subjects each week.

REP at Bottisham is taught as a discrete subject in all years and makes a distinctive contribution to SMSC, personal development and British values. The department is well-resourced, with innovative and enquiry-based schemes of work.

Students study a wide range of topics during Key Stage 3, organised thematically across the year groups. In Year 7, students explore philosophical themes including arguments for the existence of God, Islam, and the importance and significance of religious festivals. In Year 8, the theme of religious identity is developed through the study of Judaism and the place of religion in contemporary society. In Year 9, an ethical theme provides a light introduction to the GCSE course, including how religion is represented in the media, alongside Buddhist beliefs and philosophy.

The REP classroom is a space where students are encouraged to discuss and debate challenging philosophical, ethical and topical ideas. There is a strong emphasis on critical thinking, on developing students' knowledge and understanding of people and the world around them, and on building the analysis and evaluation skills needed to make clear, informed judgements. Through this dialogic approach, students learn to listen carefully, disagree well, and recognise the diversity of views held within and between religious and non-religious traditions.

GCSE Religious Studies is growing in popularity, and we currently teach the AQA Religious Studies A course. Students study two world religions — Sikhism and Christianity — and engage with challenging Christian philosophical and ethical topics that invite genuine debate.

Working for Anglian Learning

One of our core design and decision-making principles is that we constantly strive to build a healthy organisational culture, central to which is making sure we are a learning community where everyone can achieve their potential. We create a strong sense of belonging and a place where staff feel appreciated and fairly rewarded for the work they do. We are a flexible employer that supports colleagues to balance their lives and recognises how staff give back to our young people.

Staff survey

Our most recent staff survey indicated that a high proportion of staff:

- Feel as though they belong within Anglian Learning
- Agree that they are provided with relevant opportunities for professional development
- Feel that there is a positive culture of psychological safety within their school
- Have high levels of job satisfaction and happiness at work
- Would recommend our organisation as a great place to work
- Almost all staff who responded to the survey feel part of a team within their school and can rely on colleagues for support when needed.

Joining Anglian Learning comes with a range of benefits, fostering both personal and professional growth. Our coaching and mentoring programmes are designed to offer tailored support that enhances your skills and career development. For further information about the opportunities available for this role please contact hrhub1@anglianlearning.org

Benefits

Other benefits and support available to all Trust employees include:



Career Average Revalued Earnings Pension Scheme (CARE)



Cycle to Work Salary Sacrifice Scheme



Free membership to all Anglian Learning Sports Centres



20% discount on Anglian Learning Adult Education Courses



Professional Development Scheme Policy



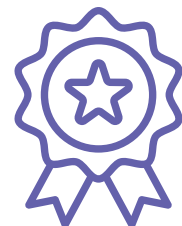
Employee Assistance Programme offering a range of services to staff and their families



Specsavers VDU Vouchers



Boots Flu Vouchers



Access to a wide range of discounts on high street and online shopping via 'Teacher Discounts' and the 'Blue Light' card



Role Summary

We are seeking an ambitious, inspiring and intellectually curious leader to join our school as Head of REP. This is an exciting opportunity for an exceptional teacher and leader to shape a thriving department where philosophical enquiry, ethical debate and critical thinking are at the heart of the curriculum.

The successful candidate will provide strategic leadership for the department, ensuring outstanding teaching, high achievement and a broad, ambitious curriculum for all learners.

We are looking for someone who:

- Is an outstanding classroom practitioner with a passion and strong knowledge of their subject
- Has the vision and leadership skills to inspire both students and colleagues
- Believes in inclusive education and high expectations for every learner
- Can foster a positive, collaborative and supportive departmental culture
- Is committed to continuous professional development and innovation in teaching and learning
- Has the organisational skills to lead curriculum planning, quality assurance and departmental improvement effectively

In return, we can offer you:

- Enthusiastic students who enjoy discussion and intellectual challenge
- A well-resourced, supportive and collaborative department
- High-quality CPD and leadership development opportunities
- A school culture that values wellbeing, professional trust and innovation
- The opportunity to shape the future direction of an important and flourishing subject area

Job Description

Head of REP
Bottisham Village College



SALARY:	Teacher Pay Scale (Main or Upper) with a TLR 2.1 for the Head of Department responsibilities (£3527 FTE)
HOURS:	Part time - 60% (ideally 3 days per week)
PENSION:	Teachers Pension Scheme
DISCLOSURE LEVEL:	Enhanced DBS plus Barred List and prohibition check
LOCATION:	The post holder will be based at Bottisham Village College but will be expected to work across the Trust and to travel between sites.
RESPONSIBLE TO:	Deputy Principal

MAIN RESPONSIBILITIES

Leading & Managing:

1. Lead and manage the department
2. Lead and manage the development of the department
3. Lead and manage review of the department and any identified areas for improvement
4. Maintain and develop a shared ethos, positive and professional culture, vision and ambition for the department
5. Act as a role model for excellent classroom practice and maintain and share personal subject knowledge and pedagogical expertise.
6. Provide leadership, management, support and professional development (including appraisal) of staff within the department, promoting best practice and consistency.
7. Ensure staff wellbeing and workload are considered in department developments, policy and practice
8. Ensure that the department meets inspection, curriculum and statutory requirements including safeguarding, health and safety (including risk assessments) and GDPR
9. Contribute to the strategic development of the College, helping to develop, implement and evaluate systems, policies and procedures.
10. Actively promote the College, attend meetings and events as required and liaise with outside agencies to support the delivery of the school's aims.
11. Maintain a presence around the College site to ensure that the highest standards of behaviour are upheld, supporting and contributing to the operational needs of the school as required.
12. Evolve and develop personal leadership skills, contributing to and leading whole school initiatives as appropriate.
13. Allocate and manage resources (staff, budget, materials) to support effective delivery and value for money.

Curriculum:

1. Ensure the curriculum is suitable for the full range of pupils, including those with Special Educational Needs and those disadvantaged in line with the school's policies and the AL Frameworks
2. Ensure the curriculum is appropriately broad, balanced, relevant, ambitious, inspiring, well sequenced, accessible, inclusive and takes into account British values
3. Ensure the intent and implementation of the curriculum leads to appropriate progress and successful outcomes for all pupils

1. Ensure digital technology is used effectively and appropriately
2. Promote CEIAG opportunities and information relevant to the subject
3. Provide extra-curricular opportunities and curriculum enrichment to broaden pupils' cultural experiences and promote wider personal development.

Assessment, Recording and Reporting

1. Ensure all relevant subject examinations are administered in accordance with JCQ regulations including implementation of subject access arrangements
2. Keep accurate assessment and progress records for all pupils, enabling timely and purposeful reports for parents, pupils and school leadership
3. Maintain oversight of assessment, intervention and data-driven approaches for the department.

Working with Stakeholders

1. Liaise with primary schools and post-16/18 providers to ensure effective curriculum transition and partnership.
2. Contribute to school-wide improvement strategies and initiatives, linking the department to wider priorities.
3. Act as the main link for the subject/area with senior leadership, governors/trustees, external agencies and stakeholders, including parents.
4. Engage with AL Subject Improvement Networks and Trustwide initiatives relevant to the department
5. Develop, maintain and promote strong partnerships with parents and other stakeholders to support teaching and learning standards.
6. Manage parental complaints and concerns, respond to Subject Access Requests and Freedom of Information requests.

Quality Assurance

1. Monitor, evaluate and report on the quality of teaching and learning, progress and outcomes within the area of responsibility.
2. Maintain and act upon accurate self-evaluation of the department's performance through rigorous quality assurance
3. Keep up-to-date with latest expectations, best practices and debates in relation to the areas of responsibility, eg internal CPD and external providers, exam boards, subject associations etc.

Pupil behaviour, support and intervention

1. Lead and coordinate departmental intervention programmes.
2. Maintain a productive and inspiring learning environment in which pupils are ready, respectful and safe.
3. Foster a positive climate for learning based on the principles of positive regard, instilling a sense of pride, worth and achievement.
4. Ensure high behaviour for learning standards in line with the Code of Conduct and support colleagues to develop behaviour management skills.
5. Support colleagues with classroom and behaviour management
6. Promote and maintain the school's child protection and safeguarding policies and procedures at all times.
7. Lead and coordinate departmental behaviour management systems.
8. Oversee the support the wellbeing and personal development of pupils within the subject including through the use of data tracking, pupil engagement and parental engagement.

Specific Duties

1. Lead at least 2 full departmental meetings per term; maintain minutes and action plans.
2. Lead quality assurance which may include learning walks, book looks, pupil voice, staff voice, surveys, etc.
3. Create, implement and review Department Improvement Plan
4. Analyse assessment data for subject across key stages and plan interventions/additional support
5. Conduct lesson observations, conduct appraisal meetings and complete appraisal documentation
6. Support recruitment processes of department appointments
7. Mentor, support and induct new staff
8. Ensure continuing professional development (CPD) programme for department team, allocate roles and monitor impact.
9. Set cover and manage all essential tasks
10. Engage with role-specific CPD opportunities (e.g. engagement with subject/phase communities, reading journals, attending webinars, external courses as budgets allow)
11. Complete health and safety documentation and maintain safe working practices.

Professional Expectations

1. The postholder will carry out the professional duties of a teacher as set out in the STPCD, teaching standards and the AL staff code of conduct.
2. The postholder will display behaviours in line with the Anglian Learning Leadership behaviours framework.
3. In addition, the postholder will fulfil the expectations of a TLR position: sustained responsibility, accountability for others beyond own classes/ groups.
4. The postholder will engage fully with school and Trust improvement initiatives, and participate in self-evaluation, internal review and external inspection as required.
5. The postholder will comply with all school and Trust policies, including safeguarding, equality & diversity, health & safety.

Staff Management Responsibility

Directly line manage: 1

Teaching Staff in team: 11 (Humanities as a whole)

Curriculum responsibility

Responsibility for designing/developing the curriculum, schemes of work, etc.

Responsibility for interventions within dept/faculty/subject.

Responsibility for assessment framework.

Responsibility for setting cover.

Person Specification

Head of REP
Bottisham Village College



Qualifications and Training

Essential:

- Qualified Teacher Status (QTS)
- Good honours degree in relevant subject
- Successful teaching experience as a qualified teacher

Desirable:

- Postgraduate qualification (e.g. NPQ) or other training in education leadership, subject specialism, teacher development (including ITT or ECT mentoring)

Experience, Skills and Knowledge

Essential:

- Excellent teaching, pastoral and behaviour management skills leading to evidence of excellent pupil outcomes
- Able to work collaboratively in a team
- Reflective and analytical approach to professional activities, including personal professional growth
- Expertise in the teaching of the relevant subject including evidence of excellence in own work as a practitioner
- Experience of coaching or mentoring other staff and improving teaching & learning
- Ability to establish productive working relationships and work well in a team
- Ability to interpret assessment data and use it to inform curriculum development, guide interventions and raise attainment
- Excellent organisational, communication and interpersonal skills with the ability to meet deadlines
- ICT competency
- Commitment to high standards and continuous improvement
- Integrity, honesty and fairness with a commitment to equal opportunities for all
- Liking and respect for young people

Desirable:

- Experience of leading curriculum development across key stages 3 and 4
- Experience undertaking relevant QA activities (e.g. lesson observations, data analysis, work scrutiny, pupil voice, stakeholder surveying)
- Experience of leading others
- Experience of budget management
- Engagement with relevant professional communities and training opportunities (e.g. subject associations, NPQs, HEIs, Chartered College, etc.)
- Willingness to get involved in the broader life of school (eg extra-curricular activities)

How to apply

Dates

CLOSING DATE:	18 May 2026 - but please apply early!
INTERVIEW DATES:	TBC
START DATE:	1 September 2026

PLEASE NOTE: We hope to interview before May half term where possible. Therefore please send your application without delay - applications will be reviewed upon receipt and strong candidates will be contacted to arrange an interview.

We reserve the right to close this advert prior to the publicised closing date if we receive a high volume of suitable applications. Applications will be reviewed as received so please apply early to avoid disappointment!

If you are passionate about this role and meet the person specification we invite you to apply for this exciting opportunity via our [online recruitment platform](#).

To find out even more, have an informal discussion or arrange a visit to the Trust, please contact the Trust's HR Team via hrrhub1@anglianlearning.org.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment and undergo appropriate checks. Therefore, all posts within the Trust are subject to robust pre-employment checks including but not limited to an enhanced Disclosure and Barring Service check

This job entails work that is considered regulated activity i.e. work which involves regular close and unsupervised contact with children or vulnerable adults. As such additional pre-employment checks will be required and communicated to the successful candidate at the offer stage.

This post is exempt from the Rehabilitation of Offenders Act. Our policies for Ex-Offenders, GDPR, Safeguarding and Recruitment can be found on our website: www.anglianlearning.org.

We value diversity and welcome applications from all, including those with protected characteristics under the Equality Act. Should you require reasonable adjustments to support your participation in an Anglian Learning recruitment campaign please do not hesitate to get in contact as we are happy to discuss your requirements.'

Flexible working, including part-time hours and job shares, will be considered for all Anglian Learning roles with the exception of where this is not compatible with the business needs. Should you be interested in flexible working please indicate this on your application.

Privacy Notice for Job Applicants - <https://anglianlearning.org/information/data-protection-policies/>

Please note the photo(s) of pupils attached to this notice were used under the legal ground of consent, for the purpose of preparing publications that promote the schools.



Get in touch

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