



**BUTTERSHAW BUSINESS &
ENTERPRISE COLLEGE**

Application Pack

SCIENCE PROGRESS LEADER



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bdat
**Bradford Diocesan
Academies Trust**



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ENTERPRISE COLLEGE**

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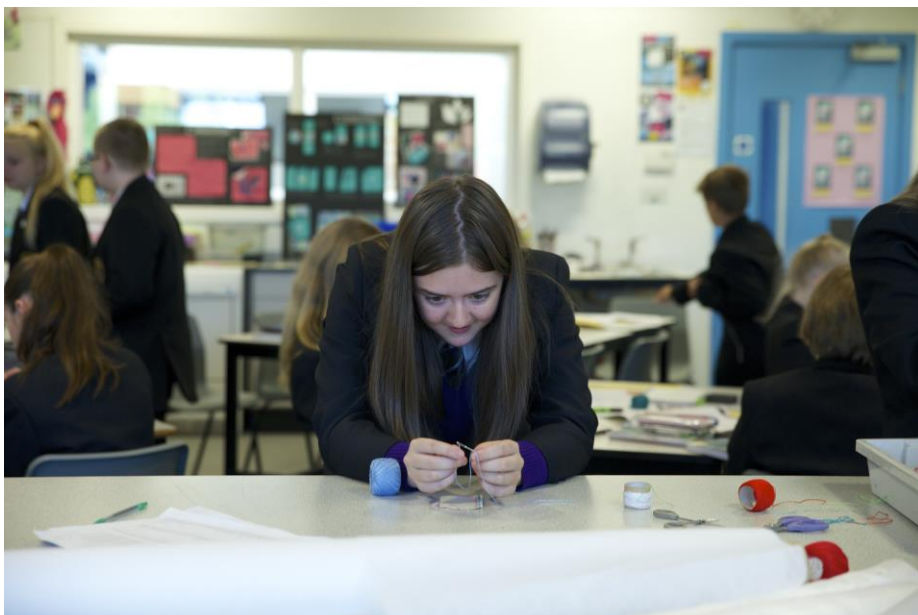
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WELCOME

The governors, staff and students of Buttershaw Business and Enterprise College (BBEC) warmly welcome you to our guide for prospective applicants for the role of Science Progress Leader. We put the individual student at the heart of all our endeavours and we strive to ensure that every young person is safe, happy and successful. It is a real privilege to introduce our vibrant school to you.

The school has undergone change over recent years; these changes have resulted in greater success for our students. We are on a trajectory of rapid improvement. We believe students' education is not a dress rehearsal; they only get one chance and it is important that our school provides a safe, happy environment where our young people feel valued and can learn and fulfil their potential. At BBEC we understand the importance of great teaching and our students being successful academically, but as well as this we offer fantastic opportunities for children to develop skills and interests beyond the classroom. We believe this helps students have a fully rounded, exciting learning experience so that they can thrive and be prepared for adult life.

We are a truly comprehensive school and we welcome all children. We have a fantastic mix of students with different skills and talents. The breadth of our curriculum is designed to include a range of academic and innovative courses for all abilities, from the university bound to those with additional learning needs. We are truly proud of our inclusive approach and our commitment to see every child reach his or her potential. We expect all staff to work hard to ensure that we fulfil this aim.

At BBEC, we recognise that our staff are our biggest asset. We believe that our children deserve only the best quality staff so recruit carefully and invest in training to ensure continued improvement and an excellent quality of education.

Although we are a large school we work very hard to ensure we retain our community, family ethos. We strongly believe education is a partnership between school, students and parents and work hard to develop this partnership.

In normal circumstances, we would be delighted to invite you to visit us in school. In current circumstances we would encourage you to arrange a conversation or Team meeting so you have a chance to meet us and we can share our vision with you.

Ruth Hartley
Head of School

ABOUT BBEC

Buttershaw Business & Enterprise College is an improving school. We are an ambitious, community-focused academy of just over 1400 students serving an area of social deprivation on the southern edge of Bradford and seven miles from Leeds. BBEC is popular locally and is rapidly becoming the school of choice for the community of Buttershaw; for the last three years we have been over-subscribed in Year 7.

BBEC has a cohesive, highly skilled and ambitious staff team who place student success at the heart of all they do. Many of our students face multiple challenges and it is through clarity of vision, professionalism and determined support for students and for each other that we are bringing about improvement. We have the highest expectations for all our students and expect that our staff teach to the very highest level. We have a rigorous approach to quality assurance and a significant commitment to Continuing Professional Development. Teachers have many opportunities to improve their teaching pedagogy and pedagogical subject knowledge and we expect them to make the most of these opportunities to ensure that the highest of standards are maintained.

BBEC is situated in a modern building. It has well-equipped departments that are arranged in suites of rooms. All teachers have a laptop, all classrooms are equipped with projectors and interactive whiteboards and all classrooms have access to student laptops.

All at BBEC are dedicated to raising the aspirations of our students and improving cultural capital through ambitious schemes of learning in all year groups and a varied offer of extra-curricular activities and opportunities. We run trips and visits to places in the UK and across the world, our students take place in a myriad of competitions and our CEIAG programme is exemplary. BBEC is unique in having five academies in Art and Design, STEM, Performing Arts, Sport and Enterprise, all of which aim to broaden the experiences and skills of our students.

BBEC is a harmonious community and the vast majority of our students are polite, pleasant and respectful. A new, more focused, behaviour policy has been introduced and is having a positive effect.

This exciting role offers great opportunities for the successful candidate and a chance to make a difference to some wonderful young people.

SCIENCE AT BBEC

The science department is poised for further rapid improvement, after a patient and effective building of the team in recent years.

The science department at BBEC intends to:

- deliver excellent outcomes both academically and practically by embedding scientific knowledge and understanding in our students
- develop a love of science and a passion for scientific knowledge
- develop a curiosity about the world and an appreciation of the relevance of science in our everyday lives and the ever-evolving technological world
- develop observational, practical, modelling, enquiry, mathematical, literacy, interpretative, analysis and problem solving skills, in the laboratory and other learning environments. Giving our students the skills to be successful scientists in school and to provide them with real competencies to succeed in the modern world.
- encourage students to make healthy lifestyle choices through educating them about how the human body works and the implications of choices they make
- develop knowledge and an appreciation of our local natural environment in Bradford and promote the importance of protecting our planet; how BBEC students can have a positive impact on their environment and how their actions have an impact on the natural world
- improve students' social and cultural awareness by exploring current affairs; science in the news
- encourage students to critically consider emerging moral and ethical issues using facts, evidence, and knowledge to form opinions whilst developing respect for others' views
- provide opportunities for students to extend their vocabulary and language, and for them to apply their mathematical knowledge in different contexts.

The staff have a well-developed team ethic and a shared passion for the subject. They are committed to developing practice to improve the learning experience of students. The department team consists of 12 teaching staff including:

- Achievement Leader (Head of Department)
- Senior Deputy Headteacher
- Two Assistant Headteachers
- Achievement Leader (Head of Year)
- Four Progress Leaders
- STEM Academy Leader

VISION AND ETHOS

The science faculty at BBEC is a progressive department with a focus on active student learning in which staff have high expectations of themselves, each other and our students. We teach science that stimulates our children's curiosity and provides them with a deeper understanding of how science will affect their future. Through science, students understand how ideas about the world are constantly developed and revised and how major scientific ideas contribute to technological change – impacting on industry, business and medicine and improving quality of life.

We have developed these main principles for our students:

- Students will be enthused by practical engaging learning
- Students use and understand scientific vocabulary
- Students ask questions and show resilience in learning
- Students can apply skills taught in other subjects effectively.

By continuing to maintain contact with parents and carers, we strive to achieve the best outcomes for all our students regardless of their religion, background and beliefs. We work hard to ensure that the experiences within science are challenging and enjoyable and will ultimately lead to successful learning.



ABOUT BDAT

Buttershaw Business and Enterprise College is an academy within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

GENERAL INFORMATION AND BACKGROUND

Bradford Diocesan Academies Trust (BDAT) is a Multi-Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford, as part of the Diocese of Leeds. BDAT is a charity governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at www.bdat-academies.org.

OUR MISSION STATEMENT

"The Trust's mission is to provide an education of the highest quality within the context of Christian belief and practice." We believe every child only has one chance at a good education. In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable our academies to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working.

OUR GROWTH

As of September 2019, the Trust has academy orders to support 17 Church and non-Church academies across Bradford. This includes four secondary academies (Immanuel College, Buttershaw Business and Enterprise College, Belle Vue Girls and Bradford Forster Academy) and 13 primary academies. We envisage we will continue to grow at a sustainable pace over the next few years, in line with the Government agenda that all schools will become academies by 2022, to a maximum size of approximately 20 schools. We believe this will mean we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we truly able to know, understand and support each other.

OUR CHRISTIAN ETHOS

BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the Academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England academies, as well as those within the faith.

THE BDAT EMPLOYEE PLEDGE

Bradford Diocesan Academies Trust recognises that if our schools are to succeed, our teachers and school staff are our most valuable asset. As such we work hard to be an employer and the schools of choice in Bradford.

WE DO THIS BY:

- Relentlessly only recruiting the highest calibre of teachers who share our aspiration and ambitions for our pupils to succeed;
- Developing our teams by talent spotting and rewarding our next generation of leaders
- Making sure BDAT is a good place to work so that retain and grow the expertise and skills of our people. Keep reading to find out more about our employee pledge which sets out what you can expect from us if you choose to join BDAT and what we will expect of you.

WE WILL OFFER YOU:

- Work in a values driven, student centred organisation where every child is supported to reach their academic potential and accomplish their individual goals. <http://www.bdat-academies.org/about-us/bdat-mission-statement/>
- The prospect of working for an increasingly successful and growing Trust which is committed to providing high quality education for all of its students and to be the schools of choice. www.bdat-academies.org
- A separate annual career development discussion with a senior leader resulting in a bespoke career development plan in addition to Performance Management.
- Ongoing assistance in developing your 'craft' of teaching
- Assistance with career progression both within and outside the Trust
- A competitive employees' benefit scheme <http://www.bdat-academies.org/about-us/employee-benefit-scheme/>

WE WILL PROVIDE YOU WITH THE OPPORTUNITY TO:

- Have a week's placement in one of the BDAT schools within the first two years
- Shape the curriculum developments in an ever-changing world
- Work with like-minded subject colleagues from the other trust schools
- Shadow colleagues both within the school and across BDAT
- Support the development of teachers new to the profession or to their role
- Gain the experiences required to meet external leadership qualifications such as Specialist Leadership in Education

THE BDAT EMPLOYEE PLEDGE (continued)

IN RETURN, WE EXPECT YOU:

To Model

- The values of BDAT and your school at all times
- Professional behaviours at all times

To Be

- A consistently good teacher on a day to day basis
- Committed to ongoing professional development
- A team player and to adopt a 'can do' attitude

To

- Place safeguarding of students at the heart of the work
- Engage in constructive professional dialogue, giving and listening to feedback
- Contribute to the development of students and staff
- Meet Teachers' Standards and Trust Leadership standards as appropriate to career stage expectation

Thank you for taking the time to read this information.



MAKING YOUR APPLICATION

We hope that having read this pack you are inspired to apply for the post.

In order to apply, please complete the BDAT application form. The application form can be downloaded from the school website www.buttershaw.net under Staff/BBEC Current Vacancies.

At BBEC our first priority is keeping our young people safe. Safeguarding is at the heart of all we do, and we work hard to ensure that all of our students are safe at all times and know how to keep themselves safe in a variety of situations. BBEC makes decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information.

If you would like to speak to someone about the vacancy, please contact Anna Krywyszyn at Buttershaw Business and Enterprise College on 07469 354516, or by email at alk@buttershaw.net.

Applications must be received by the closing date of 9am on Monday 8 February 2021. Interviews to be held on Thursday 11 February 2021.

SCIENCE PROGRESS LEADER - JOB DESCRIPTION

TLR 2a £7,017

1. JOB PURPOSE

To drive improvements in science to raise student outcomes.

2. PRINCIPAL ACCOUNTABILITIES

Student Progress and Achievement

- Be responsible and accountable for the learning, progress and achievement of science students in one or more year groups.
- Model and help establish an ethos of high expectations for student achievement.
- Recommend and agree data collection. Ensure rigorous assessment leads and accurate data.
- Organise and conduct, in conjunction with the Achievement Leader for Science:
 - data conversations with teachers and agree all teacher actions arising,
 - monitoring of teacher actions and their efficiency,
 - planning and co-ordinating of all additional support and intervention.

Teaching and Learning/Curriculum

- Model and ensure that teachers are achieving high standards of teaching, assessment and feedback.
- Ensure that the scheme of learning is clear and well-resourced, with appropriate assessments
- Ensure that all teachers are using the scheme of learning and differentiating work appropriately.
- Ensure that all teachers are assessing accurately and providing effective feedback.
- Assist the Achievement Leader for Science in assuring and developing the quality of teaching.

Management of Staff

- Hold staff accountable for the quality of delivery and outcomes.
- Participate in the statutory process for the performance management of staff in line with school policy.

Teaching

- Have a teaching load in the region of 25 out of 30 x 50 minute periods
- Work in line with the National Standards for Teachers
- Mark work, giving appropriate feedback and maintaining records of students' progress and development
- Plan, prepare and deliver lessons to a range of classes
- Select and use a range of different learning resources and equipment
- Manage student behaviour in the classroom and on school premises, and apply appropriate rewards and effective measures in cases of misbehaviour
- Prepare students for qualifications including external examinations and administering and invigilating
- Undergo regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD)
- Research new topic areas, maintaining up-to-date subject knowledge and then devising and writing new curriculum materials
- Devise and write new curriculum materials under the guidance of the subject leader
- Supervise and support the work of teaching assistants, trainee teachers and newly qualified teachers.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Support, uphold and contribute to the development of the school's equality policy and practices in respect of both employment issues and the delivery of services to the community.
- Undertake lunchtime and break supervisory duties as directed by the senior staff

SCIENCE PROGRESS LEADER - PERSONNEL SPECIFICATION

ATTRIBUTES	ESSENTIAL REQUIREMENTS	HOW IDENTIFIED
Qualifications	Qualified Teacher Status A degree in a relevant subject	Application
Experience	Experience of quality assuring teaching and learning Experience of holding teachers to account for quality of teaching and learning Experience of mentoring/coaching teachers in science Successful experience of assessment criteria to track progress and ensure effective intervention. Successful experience in a post of responsibility in a secondary school. Successful responsibility for raising attainment and progress beyond own teaching group. Successful experience of teaching science at KS3 and KS4 Successful experience of teaching a range of abilities Successful experience of teaching in a comprehensive school with a significant number of disadvantaged students Successful experience of teaching science at KS5 is desirable	Application References Interview
Training	Evidence of relevant training or willingness to undertake such training Achieved (or has desire to achieve) NPQML or equivalent	Application Interview
Knowledge, Skills and Ability	Knowledge of current developments in science curriculum and pedagogy. Knowledge of intervention strategies. Ability to develop and maintain records to monitor and evaluate the effectiveness impact of teaching and learning. Ability to manage a classroom effectively, maintaining firm but fair discipline Ability to drive and enthuse staff. Ability to develop good professional relationships with both teachers and associate staff. Ability to contribute to professional development of teachers and associate staff. Excellent organisational skills.	Application Interview
Personal Circumstances	Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) Able to satisfy the requirements of safeguarding recruitment checks in line with Keeping Children Safe in Education (2019) Must have the ability to be flexible and work to the requirements of a busy school Interest in the school's wider role in the community	Application Interview
Disposition and Attitude	A passion for education and a deep-felt desire to make a difference for young people. Possessing educational vision underpinned by values Emotionally intelligent: knowing when to direct, when to challenge and when not to; being able to inspire, present a positive perspective at all times; being able to listen and show awareness of other's sensitivities; having personal pride and leading by example. Understands the importance of work/ life balance. Enthusiastic, flexible, team player who enjoys hard work and takes constructive criticism. Good oral and written communicator.	Application Interview References
Physical	Resilient Physically able to cope with the demands of a multi-level building	References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview