



# Bottisham Village College

Achievement through Inspiring, Caring, Enriching

Principal: Mrs Jenny Rankine M.Ed LLCM

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January 2023

Dear Applicant,

## Teacher of English

Thank you for your interest in our vacancy for Teacher of English at Bottisham Village College.

In this pack you will find information about the vacancy, including a full job description and person specification, alongside information about our school. To find out more about us as a college, why it's great to work here, and to explore your development opportunities, please visit our website <http://www.bottishamvc.org/college-information/teaching-at-bottisham/>

The closing date for all applications is Midnight, Monday 30 January, and we are intending to interview Tuesday 07 February. Please send your completed application form, together with a letter of application to Anita Wilder (HR Assistant) [hr@bottishamvc.org](mailto:hr@bottishamvc.org). Due to our Safer Recruitment procedures, only completed application forms will be considered – CVs can not be accepted.

I hope that this pack gives you all the information that you need at this stage and we look forward to receiving your application.

Yours sincerely

**Jenny Rankine**  
Principal

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We expect all staff to share this commitment and undergo appropriate checks. Therefore, all staff in regulated activity will be subject to an enhanced Disclosure and Barring Service check as well as a Barred List check. Certificates of Good Conduct and other checks may be requested if applicable. We value diversity and welcome applications from everyone, including those with protected characteristics under the Equality Act. Flexible working considered.

This post is exempt from the Rehabilitation of Offenders Act. Our policies for Ex-Offenders, GDPR and Recruitment can be found at [www.anglianlearning.org](http://www.anglianlearning.org)





## Welcome from the Anglian Learning's CEO, Jonathan Culpin



Thank you for your interest in this position at Bottisham Village College, part of Anglian Learning.

We are an ambitious, outward looking school trust consisting of six secondary schools and nine primary schools, the latest to join our community being the new Marleigh Primary Academy which opened in September 2022. While each of our academies retains very clearly their own identity and ethos, we are collectively passionate in our belief that all young people deserve to have access to an outstanding education, and which crucially enables them to thrive in the local, national, and global communities in which they live.

Anglian Learning has been founded on strong collaborative and trusting relationships, where everybody is committed to sharing their successes, but equally open to new ideas and alternative perspectives. We also firmly believe that our most important 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 providing a caring, friendly environment in which to work.

Our mission is to build an innovative partnership of academies that excites, inspires, and empowers our people – pupils, staff, and the community in which we work - to be the very best they can be, to have the confidence to think creatively, and embrace new challenges. Through this we will seek to support and inspire our young people to be dynamic learners who will live, grow, and thrive in the local, national, and global community in which they live and will work.

Currently, the Trust educates more than 8000 pupils and employs 1000 members of staff in 15 schools across three counties, with a 16th school due to open in September 2024. Several of our schools provide adult education opportunities, reflecting our commitment to lifelong learning and we also operate our own sport centres, under the banner of Anglian Leisure. We are recent winners of the NGA Outstanding Governance Award; have a unique partnership with Arts Council England, reflecting our commitment to arts education; and are one of the eight National Creativity Collaborative pilot hubs. We are strategic partners in the local teaching school hub, working closely to provide with other trusts to provide professional qualifications in addition to own very extensive professional learning programmes.

We provide school improvement support to our schools, alongside finance, human resources, ICT, and estates support. Many of our leaders, teachers, and professional services staff are involved in networks across the Trust to share best practice and build skills and knowledge, with some taking on cross-trust leadership positions.

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 a team within their school and can rely on colleagues for support when needed.

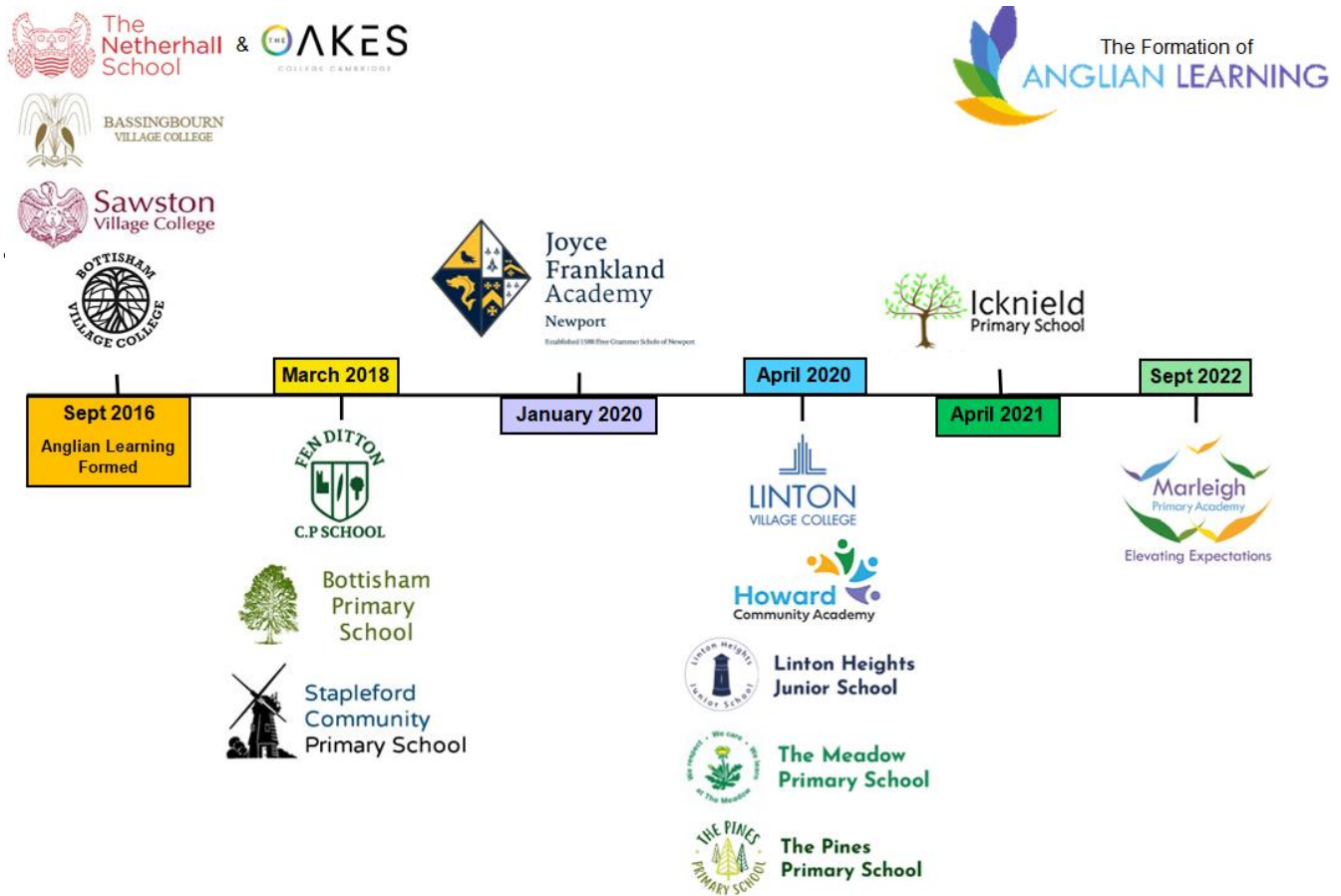
We very much hope that you will consider working with us and look forward to receiving your application.

Yours sincerely,



**Jonathan Culpin**  
**Chief Executive Officer**

This is how Anglian Learning currently looks. It is an exciting time to join our growing Trust:



## About Bottisham Village College

We are a highly-ambitious, highly-innovative and over-subscribed comprehensive school, 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. The pupil admission number is 300 for September 2022 and last year we received 455 applications of which 281 were first preference, meaning we are currently a school of 1410 students.



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. Further information about us can be found here <https://bottishamvc.org/about-us-2/ethos-cultural-values/>



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.

The college is a focal point for village life and a community ethos: a comprehensive adult education programme, a community sports centre and extensive provision for the arts and physical education as well as a well developed enrichment programme for all. In essence, the facilities, open 364 days a year, are the gateway to connecting all our catchment communities. Our adult learning courses run during the week, offering a rich selection of education for our wider community, from Maths GCSE to Level 2 qualifications in Horticulture. Additionally, our sports facilities help grow sport at grass roots level, with swimming clubs and FA affiliated football clubs all benefitting. Importantly, the college's commitment to the on-site charity "Red to Green" is evident. Working with adults with disabilities and special needs, the college provides the supportive framework for this important community work to take place.

Having undergone significant development since 2018, our new resources are best exemplified by the new “Morris Wing”: auditorium, dance studio, modern bright classrooms and a spacious dining hall. In the same way, our new library, ICT suites, conference spaces and reception area are symbolic of a college embracing the future and providing for its community.



As our college grows, we shall never lose sight of the Henry Morris ideal: community is at the heart of all we do.

## Ofsted

Our most recent Ofsted inspection was in June 2012. We are very proud to have been judged to be outstanding in all categories: Achievement, Quality of Teaching, Behaviour & Safety and Leadership & Management. As an ambitious and aspirational College, we are excited at the prospect of building on this success in the future.

We were particularly pleased that Ofsted commented on the positive relationships that underpin our ethos:



*This is an outstanding college, where a very strong ethos of community, high quality learning and aspirational academic achievement exists throughout. One student commented: 'Bottisham is inspirational. The college helps individuals to shape well, giving us the confidence, determination and skills to succeed.'* Ofsted 2012

## Our Staff

We recognise and value the skills, knowledge and expertise of all 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.

Our staff-room is a vibrant, sociable and supportive atmosphere and we encourage all staff to come together when possible to build relationships across faculties. We enjoy College events such as staff socials, sporting events (eg charity sports matches) and concerts.

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.

We are very keen to offer students every opportunity to take responsibility; the mentor scheme and the School Council, for example, are strengths of the College. Visitors, including OFSTED Inspectors, are always impressed by the courtesy and confidence of our students and their friendly, open nature. The Student Leadership Team plays a significant role in the life of the College.

## Working in Partnership with Parents and Carers

Parents and carers are very supportive and keen to attend information evenings, school plays and so on. They support the aims of the College and the vast majority send their children to school in correct uniform and with the proper equipment, ready to learn.

The 'Friends of the College' is our excellent PTA, but it is more than that, because it also has an extensive community role.

**It is very difficult to sum up Bottisham Village College in a few pages. Check out our [website](#), [twitter](#), [Instagram](#) and [facebook](#) pages to help bring the school to life or even better [contact us](#) to organise a visit!**



## Equal Opportunities

We value diversity and welcome applications from everyone, including those with protected characteristics under the Equality Act. Flexible working considered.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We expect all staff to share this commitment and undergo appropriate checks. Therefore, all staff in regulated activity will be subject to an enhanced Disclosure and Barring Service check as well as a Barred List check. Certificates of Good Conduct and other checks may be requested if applicable.

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## THE ENGLISH FACULTY

The English Faculty at Bottisham is a vibrant and friendly and forward-thinking team; we work together to share resources and teaching ideas. Our role is very clear: enthuse and engage students in the subject so that they can achieve and surpass their goals. The college's 2012 OFSTED inspection stated that teaching is exceptionally strong within our faculty. It is our commitment that there is outstanding practise demonstrated on a daily basis. As we know, this only happens in an environment that is both collaborative and supportive and inclusive on every level.

### Reasons to join us:

#### **Committed and Experienced Team**

You will join a strong team of teachers with a range of skills and experiences:

Tina Lawton - Head of Faculty  
Harriet Bennett– 2nd in Faculty  
Heather Wayman –Teacher of English / 3<sup>rd</sup> in Faculty / ITT mentor  
Dawn Hook – Teacher of English / ITT mentor / 3<sup>rd</sup> in Faculty  
Claire Boulanger – Teacher of English  
Ed Compton – Deputy Principal  
Kate Costello – Teacher of English  
Kerry Reynolds – Teacher of English (AHOL)  
Bryony Davies – Teacher of English  
Cameron Hawes – Teacher of English (HOL)  
Natalie Jacob – Teacher of English (AHOL)  
Emma Matthews-King – Teacher of English  
Faith Huggins - Teacher of English / SKITT mentor

Ben Ricketts– Library Co-ordinator

#### **High Standards**

Given the current context of English examinations, our results are testament to the hard work and dedication of the faculty. Despite the reformed 1-9 GCSEs, students are still performing well above the national average for both Language and Literature. The progress of all students, across the range of abilities, is monitored so that we can support and intervene when and where necessary. We achieve good contextual value added with students between Key Stage 2 and 4.

#### **Strong Curriculum Provision**

We regularly evaluate our curriculum provision, developing new practices and resources to engage students and enhance their progress. We have comprehensive schemes of work and accompanying resources that are shared electronically. Recently, we have completed some work on curriculum cohesion and sequencing, introduced a learning journey for each unit that, not only guides students through the learning journey, but also enables them to understand how to articulate their learning. We have also designed a new moderation booklet to support with marking at KSS to ensure consistency across all staff.





In Years 8 – 11, students are set in ability groups with TAs supporting lower attaining students within their lessons. Year 7 are divided into mixed ability cohorts with 6 upper ability classes, 2 mid ability classes as well as 2 nurture groups. This enables students in Year 7 to settle into secondary school before we set them in Year 8. We also aim for all students to have a library lesson once every two-week cycle.

The nurture groups in Years 8 and 9 have 10 English lesson per two-week cycle. Six lessons focusing on the core English curriculum and four lessons where we offer a nurture curriculum to support with both English and SEMH. The main aims of these extra sessions, which run four times per fortnight, is to help students improve their resilience and emotional literacy as well as their reading, writing and oracy. This is taught through relatable and recently published texts, such as Marcus Rashford's book 'You are a Champion'. Students also complete spelling interventions such as Spellzone, an online interactive platform which teaches vocabulary and spelling rules.

We follow the AQA GCSE specification. All students are entered for both English Language and Literature GCSEs. All classes follow a carefully planned outline of study, catering for the new 100% examination assessment model. We have established schemes of work for all year groups which deliver the requirements of the National Curriculum whilst emphasising the importance of individual reading and personal response. Long term plans outline termly and half-termly programmes of study for both KS3 and 4.

### **Intervention Practices**

Students entering Year 7 below level 4 have a reduced timetable and follow a course suited to their needs. We work alongside Learning Support to ensure that all students receive interventions to enable them to achieve a level 4 by the end of year 7. In addition to their regular English lessons, lower attaining Year 8 and 9 students have 4 extra English lessons over a two-week cycle to consolidate their language skills, and some Year 8 students have KS4 reading mentors that work with them during registration time. Underachieving students in KS3 benefit from 1-2-1 tuition; borderline 3/4 KS4 students also receive additional 1-2-1 or small group provision normally led by staff from the TA team.

### **Good Facilities and Resources**

The faculty moved into a new building in September 2019 that has accommodation over two floors. The 10 classrooms are well-equipped rooms with Smart boards and integrated audio/visual equipment. We are just about to install new screens in each of the English classrooms. There is also access to a large bookable space for drama performances, ICT rooms and break out rooms for small group work.

Each teacher has a laptop and iPad with wireless internet connection. The College has several ICT rooms with broadband Internet connection; these can be used by English classes. There is an excellent College library with 10 computers. We hold an extensive range of fiction and non-fiction texts. We have a wide range of children's literature within the faculty and regularly update our stock with new fiction texts.

### **A Rich Language Environment**

There is a very vibrant and well-attended debating society where students from all Year groups debate together. This is run on a weekly basis after-school by English teachers and some of the students. As a result, students have had the opportunity to attend debating competitions



at the Houses of Parliament. There are also other opportunities for enrichment with students participating in Debate-Mate run through Cambridge University and a variety of other debating opportunities.

We also have a very well attended creative writing group who meet one lunchtime a week. We encourage students to enter their work into competitions and some students have been successful in having work published.

We encourage theatre visits, poetry competitions and a wider audience for students' work through attractive displays. We have also welcomed an author to speak to students in the past year. Extra-curricular such as GCSE revision classes are held all year and a series of KS3 masterclasses are held in the summer term. The English team are encouraged to cover a range of topics, related to English, but are not linked to our curriculum.

### **Extra Links**

We have always enjoyed our involvement with the Cambridge University Faculty of Education's Initial Teacher Training partnership; we have trainees each term. We also train teachers through the SKITT programme through Anglian Learning. We have strong links with our feeder Primary schools and develop transition work each year as well as working alongside our other trust schools.

### **Testimonials**

The following are from two of our current English teachers who both joined us in their 1<sup>st</sup> year of teaching.

*"During my time at Bottisham Village College I have felt thoroughly supported as an Early Careers Teacher. Throughout the induction I felt welcomed, and the process was informative. From the first day, the school community has made me feel that I was a member of the team. I have felt respected in the same way as my colleagues however with the additional consideration of the support I might need as an Early Career Teacher."*

*"I have genuinely felt supported by the English Department even amongst difficult COVID times. I had regular catch up and social zooms to check on how I was coping. Regular mentor meetings and observations were very enlightening and allowed me to have a clear understanding of my successes/strengths and areas for improvement. As a result, these observations allowed me to improve on my own skills as a teacher. This is further supported through the research-led CPD that is available at Bottisham. This has fuelled my own aspirations in continuing my development as a teacher. My colleagues are always there to provide support when needed and share advice. I know that if there is ever a question I need to ask, there will always be someone there. I also feel a part of the team and that I am able to share my ideas and I am always listened and considered. I feel honoured that I can contribute to what is already a fantastic team and department."*

*"I have felt very supported throughout my time at Bottisham Village College. During my NQT year I found my department, especially my mentor, incredibly welcoming. I knew that I could approach anybody for support, even if they were not in a specific 'mentor' role. This support has continued into my RQT year and has been invaluable, especially as both my training year and NQT year were disrupted by the COVID-19 lockdowns. I have always found the whole school incredibly welcoming and friendly, and the support has helped me feel secure in my teaching and future career."*

*This year, I have had the opportunity of a TLR role which is closely aligned to my interests and linked to skills which I gained in my career before teaching. I feel that my career aspirations are listened to and that there are huge opportunities here at Bottisham in terms of career development.”*

## **The Vacancy**

This is an excellent opportunity for an outstanding and ambitious teacher looking for the next step in their career. You would be working within a very supportive, positive, reflective, and continually improving English Faculty. We hope you will be able to contribute not only to the faculty, but to the life of the whole school. We wish to appoint a hard-working and dedicated teacher with imagination, vision, and a passion for teaching language and literature.

Please send your completed application form and covering letter to our HR team at [hr@bottishamvc.org](mailto:hr@bottishamvc.org). Due to our Safer Recruitment procedures, only completed application forms will be accepted – CVs cannot be accepted.

Closing date for applications: **Midnight, Monday 30 January**  
Interview date: **Tuesday 07 February**

## **Equal Opportunities**

Bottisham Village College is an Equal Opportunities employer.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We expect all staff to share this commitment and undergo appropriate checks. Therefore, all staff in regulated activity will be subject to an enhanced Disclosure and Barring Service check as well as a Barred List check. Certificates of Good Conduct and other checks may be requested if applicable. We value diversity and welcome applications from everyone, including those with protected characteristics under the Equality Act. Flexible working considered.

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**BOTTISHAM VILLAGE COLLEGE  
PERSON SPECIFICATION  
POST: Subject Teacher**

**This specification is informed by the TDA Professional Standards for Teachers**

Attribute	Essential	Desirable
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Degree in related subject</li> <li>• QTS</li> </ul>	<ul style="list-style-type: none"> <li>• Further qualification &amp;/evidence of continuing professional development</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience during ITT placements &amp;/as a fully qualified teacher</li> </ul>	Experience in a fully comprehensive school across the spectrum of age and ability
<b>Skills, Knowledge and Aptitudes</b>	<ul style="list-style-type: none"> <li>• Able to work collaboratively with others</li> <li>• Able to form good relationships with students.</li> <li>• Able to motivate students</li> <li>• Energy and enthusiasm</li> <li>• Flexibility</li> <li>• Excellent organisational and classroom management skills</li> <li>• Excellent communication and interpersonal skills</li> <li>• Expertise in the teaching of the relevant subject including evidence of excellence in own work as a practitioner</li> <li>• Good knowledge and understanding of current issues in learning and teaching</li> <li>• A reflective practitioner</li> <li>• Clear indication of leadership potential</li> <li>• Able to conduct a conversation and answer questions for an extended period of time where necessary in English</li> </ul>	<ul style="list-style-type: none"> <li>• ICT competency</li> <li>• Willingness to get involved in the broader life of the college through extra-curricular activities</li> <li>• Excellent time-management</li> </ul>
<b>Other requirements</b>	<ul style="list-style-type: none"> <li>• High standards of behaviour in the professional role</li> <li>• Commitment to form and maintain appropriate relationships and personal boundaries with young people</li> <li>• Commitment to safeguarding and promoting the welfare of young people</li> <li>• Satisfactory DBS check, Medical Clearance and References.</li> </ul>	

**Bottisham Village College is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment**

# Class Teacher Job Description

**Post:** Class Teacher  
**Responsible to:** Head of Faculty

In accordance with the school's policies and under the direction of the Principal:

## **Teach**

Having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the students in any class or group assigned to you:

- 1 Plan and prepare courses and lessons
- 2 Teach, according to their educational needs, the students assigned to you
- 3 Set and mark work to be carried out by the pupil in school and elsewhere
- 4 Assess, record and report on the development, progress and attainment of students

## **Other activities**

- 5 Promote the general progress and well-being of individual students and of any class or group of students assigned to you
- 6 Provide guidance and advice to students on educational and social matters and, where appropriate, on their further education and future careers, include information about sources of more expert advice on specific questions; make relevant records and reports
- 7 Make records of and reports on the personal and social needs of students
- 8 Communicate and consult with the parents of students
- 9 Communicate and co-operate with persons or bodies outside the school and
- 10 Participate in meetings arranged for any of the purposes described above

## **Assessments and reports**

- 11 Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students

## **Appraisal or review of performance**

- 12 Participate in arrangements made in accordance with the 2002 Regulations or the 2006 Regulations for the appraisal or review of your performance and that of other teachers

## **Review, induction, further train and development**

- 13 Review from time to time your methods of teaching and programmes of work
- 14 Participate in arrangements for your further training and professional development as a teacher including undertaking training and professional development which aims to meet needs identified in planning and review statements

## **Educational methods**

- 15 Advise and co-operate with the head teacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

### **Discipline, health and safety**

- 16 Maintain good order and discipline among the students and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;

### **Staff meetings**

- 17 Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements;

### **Cover**

- 18 To supervise, and so far as is practicable teach any students, whose teacher is not available to teach them (you will not be required to provide such cover for more than 38 hours in any school year).

### **External examinations**

- 19 Participate in arrangements for prepare students for external examinations, assess students for the purposes of such examinations and record and report such assessments; and participate in arrangements for students presentation for, and conduct, such examinations;( you are not required routinely to participate in any arrangements that do not call for the exercise of a teacher's professional skills and judgement, such as invigilation)

### **Management**

- 20 Contribute to the selection for appointment and professional development of other teachers and support staff, include the induction and assessment of new teachers and teachers serving induction periods
- 21 Assist the head teacher in carry out threshold assessments of other teachers for whom you have management responsibility;
- 22 Co-ordinate or manage the work of other staff; and
- 23 Take such part as may be required of you in the review, development and management of activities relate to the curriculum, organisation and pastoral functions of the school;

### **Administration**

- 24 Participate in administrative and organisational tasks related to such duties as are described above, include the direction or supervision of persons provide support for the teachers in the school; and
- 25 Attend assemblies, register the attendance of students and supervise students, whether these duties are to be performed before, during or after school sessions.
- 26 You are not required routinely to undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgment.

### **Management time**

- 27 A teacher with leadership or management responsibilities shall be entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharge those responsibilities.