



BUTTERSHAW BUSINESS &
ENTERPRISE COLLEGE

Application Pack

TEACHER OF ENGLISH



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bdat
Bradford Diocesan
Academies Trust



BUTTERSHAW BUSINESS &
ENTERPRISE COLLEGE

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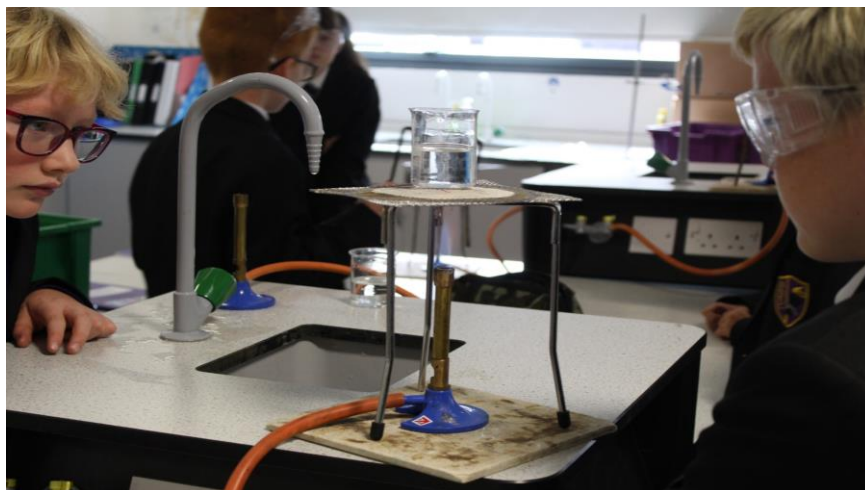
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WELCOME

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 Teacher of English.

Our vision is that we will all work to ensure that our students will be the **best** they can be and can achieve great things. They will be **ambitious, resilient** and **determined** in their learning and **respectful, courteous** and **kind** in their relationships.
We will thus prepare our students to lead **happy** and **successful** lives.

We live this vision every day. It is a real privilege to introduce our vibrant school to you.

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. 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. 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.

The intent of the curriculum at BBEC is to:

- develop the whole child to ensure that they embody BBEC's values, both in and out of school, by being ambitious and resilient in their work and courteous and kind in their interactions with other people.
- provide an all-round education that delivers excellent outcomes in terms of academic success, improved cultural capital and increased ambition in order to counter social disadvantage.
- create a school where everyone belongs and equality of opportunity is actively and effectively promoted.
- develop an understanding, appreciation and respect for diversity while recognising and celebrating difference as well as all we have in common.
- ensure students are compassionate, courteous and kind by guiding their moral, intellectual and creative development.
- secure high levels of literacy, oracy and numeracy to enable students fully to participate in their acquisition of knowledge at BBEC and (the world) beyond.
- nurture academic habits and skills, emotional intelligence and creativity across a wide range of subjects including the arts, music, performing arts, IT, technology and sport.
- foster confidence, delight, resilience and discipline in seeking knowledge; a buzz for learning!
- develop knowledge of, and pride in, Buttershaw and Bradford as well as developing ambition and awareness of the possibilities outside the local environment.

At BBEC, we recognise that our staff are our biggest asset. We believe that our children deserve only the best quality staff, so we 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.

We would be delighted to invite you to visit us in school so 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 four years we have been over-subscribed in Year 7.

**We all belong
at BBEC**



BBEC is an **inclusive school**, our school motto is 'We all belong at BBEC'. We celebrate our differences and our similarities and do not tolerate discrimination of any type. We have a bold approach to inclusion and work so that all students and staff can bring their authentic selves to school.

ability culture gender identity
mental health race hobbies personality
gender expression physical health nationality
sexual orientation fertility appearance ethnicity age
occupation political affiliation language
marital status religion location education class

BBEC has a cohesive, highly skilled and ambitious staff team who work hard to ensure that every student is successful. 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.

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

ENGLISH AT BBEC

The English Department has sustained significant improvements in teaching and learning over the last few years. KS3 schemes and GCSE specifications have been chosen to allow all students to succeed in both English and English Literature with staff enthusiasm and commitment to students at BBEC ensuring students make good progress and attainment.

The department team consists of the equivalent of fourteen full-time teaching staff. There are also an Oasis literacy leader and a specialist teaching assistant who deliver literacy intervention. The teaching staff have a well-developed team ethic, commitment and a shared passion for the subject and to develop their pedagogy. They are all committed to developing the learning experience of all students in the school. The team consists of a mixture of experienced and younger staff including two deputy headteachers.

The department has a suite of classrooms which all have smartboards and visualisers. Dedicated laptop trolleys are also available within the department. Two class sets of tablets are kept in the library for Reading Plus sessions with Key Stage 3 classes.

The department vision is to create an environment and ethos where all students can excel. We will support those students that want to attain the best possible outcome and help those that need extra guidance to achieve, whilst fostering a love of literature and the English language.

Transition is increasingly effective and we have a formal relationship with our main primary partner schools through the innovative Futures Learning Partnership. English practice in Years 7 and 8 is being enriched by these links and the department is developing joint moderation and joint models of work with the primary schools.

The department works closely with the other three BDAT English departments and the sharing of good practice is a real strength of the MAT.

CURRICULUM INTENT - ENGLISH

The English curriculum at BBEC intends to:

- ensure that all students become confident and courteous communicators, therefore limiting any barriers to their future, enabling them to thrive in the real world and ensuring equal opportunities for all
- deliver excellent outcomes through developing genuine enthusiasm, understanding and appreciation of the English language, specifically through the acquisition and application of ambitious new vocabulary
- build resilience and deepen students' knowledge by engaging with the highest quality of literature, by a diverse range of authors, that will inspire, challenge and motivate them
- use the study of a diverse range of literature to explore and develop students' ability to empathise, to demonstrate kindness and to celebrate our differences
- actively promote diversity and inclusion by modelling compassionate and courteous communication and through the development of their moral, intellectual and creative development
- encourage all students to let their imagination, personality and ambition shine through in their writing
- actively encourage resilience, creative development and independence in students by using a range of exciting stimuli, including books, film clips, visitors, real-life experiences and home learning to teach students about the nuances of the English language
- to foster ambition in all BBEC students, by improving their cultural capital through experiences such as texts in performance, writing workshops, guest speakers and visits
- develop social and cultural awareness by exploring current affairs (local, global and national) through non-fiction texts and contemporary poetry



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 are 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/aboutus/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 01274 676285, or by email at anna.krywyszyn@bbec.bdat-academies.org.

Applications must be received by the closing date of 9am on Monday 27 June 2022. Interviews to be held in week commencing 27 June 2022.

INCLUSION

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation or disability. The person specification sets out the criteria used to assess candidates through the selection process.

TEACHER OF ENGLISH – JOB DESCRIPTION

1. JOB PURPOSE

To teach and facilitate learning to a range of students including preparing them for qualifications where appropriate.

2. PRINCIPAL ACCOUNTABILITIES

Teaching

- Working in line with the National Standards for Teachers
- Marking work, giving appropriate feedback and maintaining records of students' progress and development
- Planning, preparing and delivering lessons to a range of classes including putting up displays in the classroom
- Selecting and using a range of different learning resources and equipment
- Managing student behaviour in the classroom and on school premises, and applying appropriate rewards and effective measures in cases of misbehaviour
- Preparing students for qualifications including external examinations and administering and invigilating
- Undergoing regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD)
- Researching new topic areas, maintaining up-to-date subject knowledge and then devising and writing new curriculum materials
- Devising and writing new curriculum materials under the guidance of the subject leader
- Supervising and supporting the work of teaching assistants, trainee teachers and newly qualified teachers.

Tutoring

- Undertaking pastoral duties in the role of form tutor, and supporting students on an individual basis through academic or personal difficulties
- Encouraging high standards of work, behaviour and dress in students
- Creating a positive ethos and acting as a good role model
- Monitoring and reviewing students' current progress across the curriculum using data provided
- Keeping parents fully involved regarding students' progress, including curriculum related or behavioural concerns
- Participating in parents' evenings and report writing
- Being aware of social and personal factors relevant to students within and outside of school.

Support for the School

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all students have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending and participating in relevant meetings as required
- Participating in and organising extra curricular activities, such as outings, social activities and sporting events
- Participating in departmental meetings and whole school training events
- Liaising with other professionals, such as learning mentors, careers advisors, educational psychologists and education welfare officers.
- Participating in training and other learning activities and performance development as required.
- Supporting, upholding and contributing to the development of the School's Equality Policy and practice in respect of both employment issues and the delivery of services to the community
- To undertake lunchtime and break supervisory duties as directed.

TEACHER OF ENGLISH PERSONNEL SPECIFICATION

ATTRIBUTES	ESSENTIAL REQUIREMENTS	HOW IDENTIFIED
Qualifications	Qualified Teacher Status A degree in a relevant subject	Application
Experience	Successful experience of teaching English 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	Application References Interview
Training	Evidence of relevant training or willingness to undertake such training	Application Interview
Knowledge, Skills and Ability	Ability to develop good professional relationships with both teachers and associate staff Ability to manage a classroom effectively, maintaining firm but fair discipline Excellent organisational skills. Knowledge of current developments in English 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 relate well to students, setting clear and high expectations of behaviour, effort and achievement	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