



# Teacher of Geography

## Bottisham Village College

### Candidate Information Pack



#### Contents

Page 2	Welcome from Chief Executive Officer
Page 3	Anglian Learning, a unique multi academy trust
Page 5	Bottisham Village College – about us
Page 10	The vacancy
Page 12	Job Description
Page 15	Person specification

## Welcome from the Chief Executive Officer

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

We are an ambitious, outward looking school trust consisting of six secondary schools and ten primary schools, the latest to join our community being Wimbish Primary Academy in September 2023. 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.

For an informal discussion regarding this role, please contact the HR team on [hr@bottishamvc.org](mailto:hr@bottishamvc.org)

I hope that you find the following information useful. If you wish to visit our school or make an application for this vacancy, please see contact information within.

We look forward to hearing from you.

Yours sincerely



Jonathan Culpin  
Chief Executive Officer



## Anglian Learning

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 over 1000 members of staff in 16 schools across three counties, with a 17<sup>th</sup> school due to open in the near future. 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.

The core Vision of Anglian Learning is to enable:

Dynamic, empowered learners who thrive and lead in their communities: locally, nationally, and globally.

Our four core values and principles guide our work to achieve our vision:



### 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

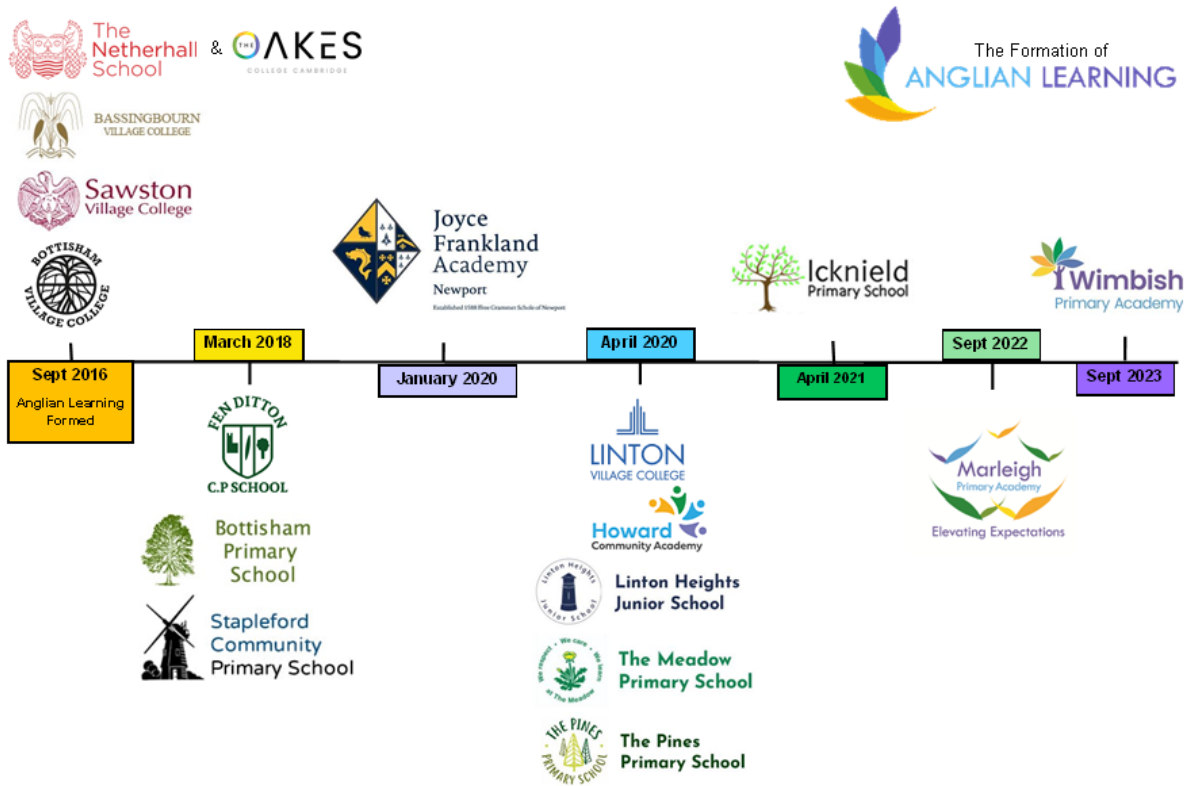
We enable our academies, staff and learners to embrace new ideas and think creatively



### Inclusivity

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

**This is our Anglian Learning community. It is an exciting time to join our growing Trust.**



We are committed to providing outstanding academies which are a source of pride for the communities that they serve.

We aim to achieve this by raising the educational attainment of all our young people and using the collective energy and cross-school educational fertilisation within the Trust to improve life chances by:

- Developing a dynamic and inspirational culture for teaching and learning excellence.
- Providing pupils with stimulating and valuable enrichment opportunities across the curriculum.
- Building a curriculum and assessment structure that will enable teachers, pupils, and parents to celebrate success and respond swiftly to challenge.
- Encouraging innovation and risk-taking through a focus on research and best practice locally, nationally, and internationally.
- Promoting, enabling, and supporting leadership at all levels to flourish in individual schools and across the Trust.
- Providing high quality professional learning opportunities for staff at all levels in the 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.

## 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!**



## **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 distributive leadership is adopted, so you will be provided with many opportunities to develop your own professional development and to contribute to our success. We have an excellent record of working with, and developing the skills of, newly qualified teachers.

The Faculty enjoys its involvement with Initial Teacher Training, in partnership with the Cambridge University Faculty of Education.

### **Excellent Facilities and Resources**

All the Humanities rooms are equipped with networked interactive screens, Apple TV docks and iPads, and speakers. The College has an excellent library, containing resources that have been specifically purchased to support independent learning in the Humanities Faculty.

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

### **Geography at Bottisham**

Students study a variety of topics during Key Stage 3. These include Antarctica, Weather and Climate, Sustainable Living, Plastic Waste, Africa, Tectonics, Dark Tourism and Development. A core concept running through our schemes of work is sustainability.

Within the classroom, students are encouraged to make geographical connections, link theory with the real world around them and reflect upon the complexity and multi-faceted nature of geographical situations. Through this, students develop not just their knowledge of the world around us, but their ability to make and support geographical decisions. We are particularly committed to challenging students and developing their ability to think critically about the world around them, using challenging questions to frame the curriculum and lessons, providing many opportunities for extended and reflective writing and integration geographical skills and an evaluative mind-set throughout the curriculum.

Geography is a popular option at Key Stage 4; currently, there are 3 classes in year 10 and 4 in year 11. We currently teach the new AQA specification.

A key part of being a good geographer is being able to carry out fieldwork beyond the classroom. We have expanded our fieldwork studies and the number of trips we run at both KS3 and KS4. We are therefore keen for new colleagues to be committed to participating in the planning and running of a range of fieldwork trips.

### **History at Bottisham**

At Key Stage 3 Students study events from 1066-2000 in a broadly chronological manner, stopping at moments to look back and reflect on the thematic trends that are emerging. Over the last couple of years we have undergone a dramatic period of curriculum redevelopment, aiming to expose students to a broader, more diverse range of historical stories.

Students are encouraged to work as historians, to reflect upon the nature of their discipline and to offer new ideas on how history should be understood and studied. This is an ambitious aim, but we are firmly committed to every student participating in this adventure.

History is a popular option at Key Stage 4; currently, there are 5 GCSE classes in both Year 10 and Year 11. We currently teach the Edexcel specification: Henry VIII, Medicine, Germany 1918-1939 and the Cold War.

Field trips are an important aspect of our work. We take Y7 to Framlingham Castle, Y9 to the Somme, Y10 to Hampton Court Palace and Y11 to the Imperial War Museum, London. We are keen to continue to develop these trips in innovative ways, and to increase our repertoire of visits, helping students to consider the relationship between learning in the field and their classroom work

### **REP at Bottisham**

REP is taught as a discrete subject in all years. The department is well-resourced with innovative and enquiry-based schemes of work.

Students study a wide range of topics during Key Stage 3 which are split into themes for the different year groups. Year 7 explore philosophical themes such as arguments for the existence of God, Islam and demonstrating belief in God and the importance and significance of festivals. In year 8 we explore the theme of religious identity, studying topics such as



Judaism and the place of religion in society. In year 9 there is an ethical theme as a light introduction to the GCSE course. They study how religion is presented in the media, as well as Buddhist beliefs and philosophy.

Students are encouraged in the REP classroom to discuss and debate the different topical ideas studied. There is emphasis on developing critical thinking skills and teaching students to develop their knowledge and understanding of people and the world around them. They are also encouraged to develop their analysis skills and evaluation with the intention to make clear and informed judgements about the difficult philosophical and ethical ideas studied.

GCSE Religious Studies is growing in popularity and we currently teach the AQA Religious Studies A course. Students enjoy studying two different world religions. For this exam specification we study Sikhism and Christianity. Students also enjoy studying and debating the different Christian philosophical and ethical topics studied and are able to engage with some challenging and debateable ideas.

As an REP department we are continuously working to develop the curriculum and make it relevant and up to date. We have spent time during department meetings discussing different ways to modernise the curriculum and use a range of different teaching styles to ensure innovative and inspiring teaching.



**Teacher of Geography**  
**Full or part time applications welcomes**  
**Required from Easter 2025 or September 2025**

Anglian Learning is a high-performing multi-academy trust responsible for 15 schools in West Suffolk, Cambridgeshire, and Essex, educating over 8,000 pupils and employing more than 1000 staff.

Our vision is for dynamic, empowered learners who thrive and lead in their communities: locally, nationally, and globally. Our schools are at the heart of their communities and as well as providing a broad, rich, and vibrant curriculum to pupils they also provide sporting, community education and other facilities and opportunities to their local community.

We're committed to making Anglian Learning a place where everyone feels valued and has equal access to the opportunities our Trust offers. We are always open to discussing flexible working opportunities or making adjustments to ensure you thrive in your role with us.

As a result of the changes to the UK immigration rules which came into effect on 1 January 2021, Anglian Learning have the potential to offer sponsorship for a skilled worker visa under the points-based system, where a role has been deemed to be business critical'. Do contact us to discuss further.

**The Vacancy:**

We are seeking to appoint an excellent teacher to join us with the energy and enthusiasm needed to inspire and motivate students. The Geography department is part of the Humanities faculty, a team that prides itself on supporting one another and collaborating effectively in our shared goal of providing our students with an experience that embodies the school ethos: Inspiring, Caring, Enriching.

We want to appoint a Geography teacher who can help us to:

- **Inspire** every student with the awe-inspiring explanations of how the physical and political world works, through to encouraging the next generation of leading geographers.
- Support our students to be thoughtful, compassionate, **caring** individuals by asking and discussing the social and moral questions that geography raises
- **Enrich** every students' whole school experience through a range of geography-themed extracurricular opportunities including clubs, trips and a well-stocked library to read for pleasure.

We seek a teacher who has a thirst for excellence and the drive to continually improve, with high expectations of themselves and students, and with a commitment to continually improve their classroom practice. The successful candidate will be expected to deliver a varied curriculum, both in terms of content and pedagogy.

## Employee Benefits

Anglian Learning offers the following benefits to staff.

- Generous Pension Scheme – Teachers Pension
- Employee Assistance Programme via Health Assured
- Free membership to all [Anglian Leisure](#)'s Sports Centres - Bassingbourn, Bottisham, Sawston, Joyce Frankland, Linton and Netherhall
- 20% Discount on Adult Education Classes run by Anglian Learning Schools
- Cycle To Work Salary Sacrifice Scheme
- Discounted Eye Care Vouchers
- Annual Flu Jab Vouchers
- Perkbox
- Investment in Personal Development

## Application

Please submit your application online: Please submit your application [online here](#)

The online application process will give you the opportunity to provide a statement outlining how your key skills and experience will enable you to succeed in this role.

Please note that due to our Safer Recruitment procedures, CVs will not be accepted and only fully completed online applications can be considered.

Closing date for applications: **Midnight, Sunday 2 February**  
Interview date: **TBC, likely to week commencing 10 February**

*\* We reserve the right to close this advert prior to the publicised closing date should we receive a high volume of suitable applications. Applications may be reviewed as received so please apply without delay to avoid disappointment – strong candidates may be contacted to arrange an interview before the closing date.*

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Anglian Learning is committed to safeguarding and promoting the welfare of young people and vulnerable adults. 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 and online checks. Certificate of Good Conduct and other applicable checks may be requested. 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](http://www.anglianlearning.org)  
We value diversity and welcome applications from all, including those with protected characteristics under the Equality Act. Flexible working will be considered for all roles deemed suitable.

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## Teacher – Job Description

<b>Salary</b>	MPS / UPS
<b>Hours</b>	Full or part time
<b>Disclosure Level</b>	Enhanced DBS
<b>Location</b>	Bottisham Village College
<b>Responsible to</b>	HOF

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.

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We value diversity and welcome applications from all, including those with protected characteristics under the Equality Act. Flexible working will be considered for all roles deemed suitable.*

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## Class Teacher - Person Specification

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

	Essential	Desirable
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience during ITT placements and/or as a fully qualified teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Ideally experience in a secondary school setting</li> </ul>
<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>• 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> <li>• Clear indication of leadership potential</li> </ul>
<b>Qualifications and Training</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>Personal Attributes</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 enhanced DBS check, Medical Clearance and 2 References.</li> </ul>	



## Anglian Learning

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