



# Bottisham Village College

Achievement through Inspiring, Caring, Enriching

Principal: Mrs Jenny Rankine M.Ed LLCM

Lode Road, Bottisham  
Cambridge CB25 9DL  
Tel: 01223 811250  
[www.bottishamvc.org](http://www.bottishamvc.org)  
[enquiries@bottishamvc.org](mailto:enquiries@bottishamvc.org)



January 2023

Dear Applicant,

## Teacher of Maths

Thank you for your interest in our vacancy for Teacher of Maths 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, Wednesday 01 February, and we are intending to interview on Thursday 09 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 cannot 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.

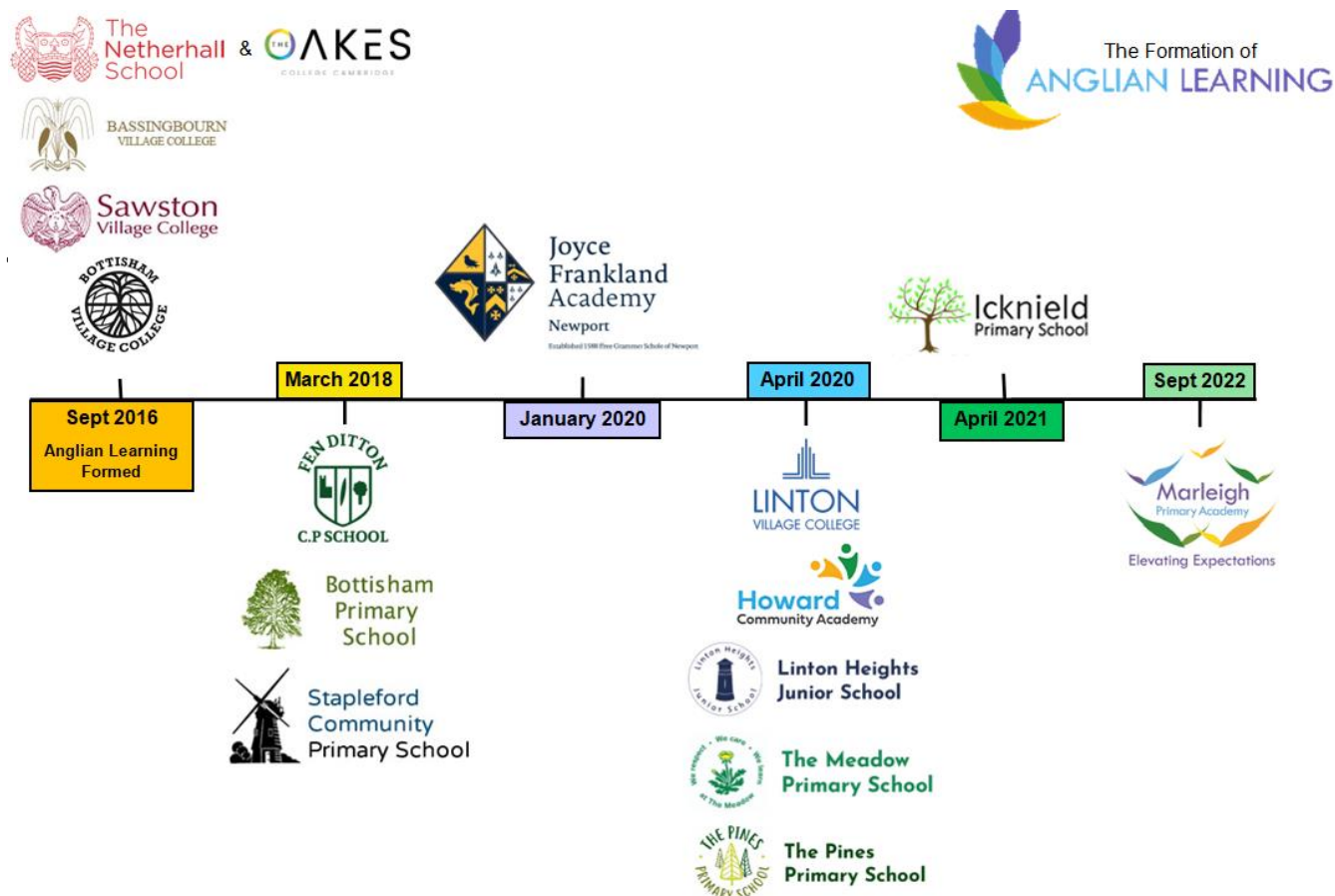
We very much hope that you will consider working with us and look forward to receiving your application.

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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## **Why work with the BVC Maths Dept?**

The best outcomes for students come from having the best teachers. The best teachers are those who are committed to improving their practice. Our job is to provide the environment and support where this can happen.

We have a stable and experienced team of maths specialists who are not only excellent classroom practitioners but also highly regarded for their work developing trainees, ECTs and RQTs. A new member of staff joining our team will find themselves surrounded by a group of friendly and supportive colleagues who share ideas, give advice and work together to develop resources. We are passionate about our subject and the beauty in it. We want to share this with our students and help them become mathematically and numerically literate members of society when they leave us.

At Bottisham we believe that subject experts should shape the curriculum, expectations and professional development in their area. This means that in the maths department we are able to work on the areas that we want to develop so that we can provide the best possible education for our students. We are lucky to have an NCETM Teaching for Mastery specialist in the team and we are working together to integrate TFM practices into our teaching by creating planning booklets.

The department can offer:

- Specialist maths classrooms in our new build fitted with Promethean Interactive Screens
- A communal maths workroom
- Access to maths specific CPD alongside the exceptional offers from the Anglian Learning Trust
- Personal work laptop and iPad
- Personal development fund to spend on reading or resources
- Maths CPD library
- Collaborative planning sessions
- Induction programme
- The professional development of our ECTs will be underpinned by the Early Career Framework (ECF). Early career teachers can expect access to an evidence-based support and training package, working alongside a dedicated school-based mentor.

If you are just starting your career or have been teaching for a number of years and want to work in a department that puts teaching and learning at the forefront of everything and will work hard to help you develop then we are the school for you!



### **A strong and supportive team**

Andy Cornick	Head of Faculty
Michael Lindsay	2 <sup>nd</sup> in Faculty – Yr 9-11
Toni Ogilvie	Acting 2 <sup>nd</sup> in Faculty – Yr 7-8
Kelly Beck	Teacher of Maths
Catherine Dimelow	Teacher of Maths and Enterprise & Marketing
Claire Parsons	Teacher of Maths
Barbara Vassalluzzo	Teacher of Maths
Karen Walker	Teacher of Maths
Jesse Parmar	Teacher of Maths
Stuart Hodgson	Teacher of Maths (Associate CLT)
Ruth Wadsworth	Teacher of Maths
Edd Harvey	Teacher of Maths
Hannah May	Teacher of Maths

The Maths Faculty has a supportive team approach where resources are shared and new ideas and initiatives are developed and implemented together. Relationships within the Faculty are strong and characterised by dedication, an enthusiasm for teaching mathematics and a positive supportive ethos.

We enjoy in-class support from TAs and teachers from the Learning Support Faculty. We are lucky to have a maths specialist TA who are assigned specifically to mathematics and undertake small group intervention work as well as supporting the learning of some groups. We enjoy our involvement with Initial Teacher Training in partnerships with Cambridge University Faculty of Education and the CTSN SCITT programme, hosted at Bottisham.

### **Good facilities and resources**

We aim to discover and develop the full potential of each individual student, give them a positive attitude to mathematics and an understanding of its place and use in society. We achieve this by making mathematics accessible to all. We encourage students to work co-operatively, independently and practically and help them to become confident users of mathematics.

The maths area consists of 11 brand new classrooms, and a faculty office. Each member of the Faculty has their own laptop and iPad and the Faculty schemes of work and resources are located centrally on the school's network drive. Every classroom is equipped with an interactive promethean whiteboard and staff share resources and ideas on how to make the most effective use of the technology.

Our schemes of learning at Key Stage 3 have been developed to introduce a mastery led approach, utilising manipulatives and visualisations to help support students develop a fluency with mathematical concepts. At Key Stage 4 we are following the AQA linear GCSE specification. As a team, we work together to continually update and refine the schemes of learning, ensuring that they represent best practice and allowing us to share successful ideas, resources and strategies.

Support for individual students, beyond their timetabled Maths lessons, is provided in a number of ways including use of a website, informal help at lunchtime, twilight revision lessons and Easter school classes.

Enrichment is specifically built into our schemes of work and we also offer a range of additional opportunities for enrichment including participation in local mathematical challenges and attendance for gifted students at the Royal Institution Mathematics Workshops. The college enters students in each year group for the intermediate and junior national challenges.

### **Motivated and successful students**

Our students are motivated and very well behaved. The school ethos encourages a positive atmosphere and relationships in the college are very good. Students engage with their learning; parents and carers are supportive and appreciative.

### **Student outcomes**

We achieved excellent outcomes for our students in 2019, progress was above average (0.25) and 77% achieving grades 4+ and 62% achieving 5+.

### **Application Process**

Please apply using the application form provided and send to the HR Team at [HR@Bottishamvc.org](mailto:HR@Bottishamvc.org), together with a letter of application. CVs not accepted.

**Closing date: Midnight, Wednesday 01 February**

Interviews likely to be: **Thursday 09 February**

### **EQUAL OPPORTUNITIES**

Bottisham Village College is an Equal Opportunities employer. We value diversity and welcome applications from everyone, including those with protected characteristics under the Equality Act. Flexible working considered.

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# 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.

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

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

<b>Attribute</b>	<b>Essential</b>	<b>Desirable</b>
<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**