



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 Science

Thank you for your interest in our vacancy for Teacher of Science 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, Sunday 29 January, and we are intending to interview the week commencing 06 February, likely on the Monday. Please send your completed application form, together with a letter of application to Stacey Turner (HR Officer) 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



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.

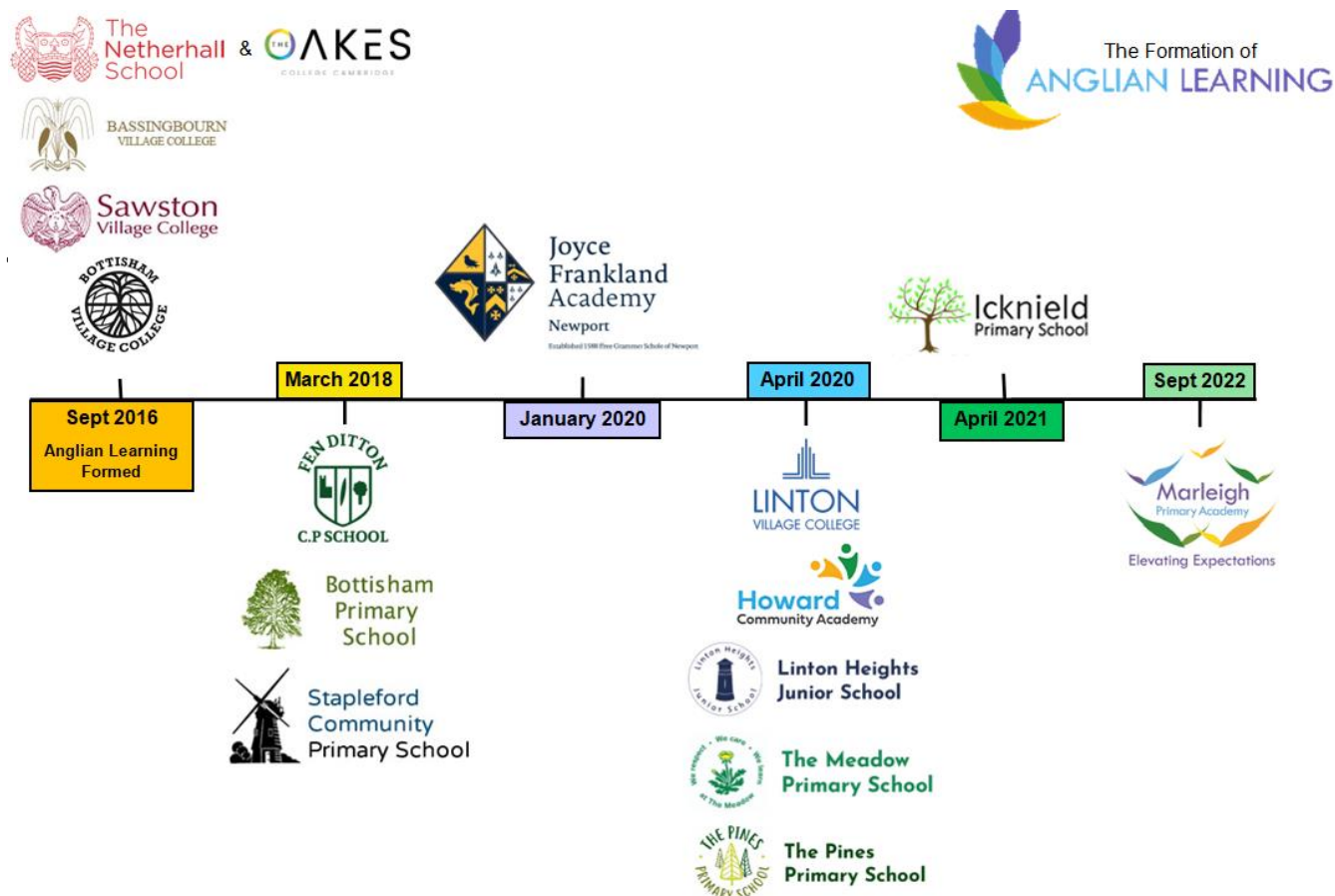
We very much hope that you will consider working with us and look forward to receiving your application.

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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SCIENCE FACULTY

Why work with the BVC Science Department?

In the BVC Science Faculty we all share the same belief that science plays a pivotal role in each of our students becoming thoughtful, compassionate, and responsible members of society by the time they take their next steps beyond secondary school.

We know that to achieve our goal we need to have the best teachers, and to accomplish this we are committed to improving our classroom practice and building a science curriculum that meets the needs of all our students. Bottisham provides the environment and support to make our ambition a reality through an evidence-informed Teaching and Learning Strategy, a Cohesive Curriculum and access to the excellent Anglian Learning Professional Learning Programme that provides bespoke CPD for all staff.

We have a stable and experienced team of science specialists from all three science disciplines who are not only exceptional classroom practitioners but also highly regarded members of the school community; this enables us to effectively develop both the subject knowledge and pedagogy of trainees, ECTs and each other. A new member of staff joining our team will find themselves part of a friendly and supportive group, where colleagues share ideas, give advice, and work together to create a high-quality learning experience for our students.

At Bottisham we believe that the subject experts should have ownership of the curriculum, expectations, and professional development in their area; this means that in the science faculty we are able to identify and work on areas that will have the greatest impact on providing the best possible education for our students. The College ethos of Inspiring, Caring and Enriching sits at the heart of the [BVC Science Faculty curriculum](#):

- **Inspiring:** We believe that to inspire students they need to develop an appreciation of how the world around them works. We achieve through our carefully sequenced curriculum that builds logically on prior knowledge, understanding and skills, and forges links within and across science disciplines to construct the complex schema of science. We use a range of assessment strategies to identify students' current position in the learning journey and ensure that each lesson links seamlessly to secure deeper understanding, and as a result, the confidence and enthusiasm of students for science grows.
- **Caring:** In science students study a wide range of topics; many of which influence their understanding of themselves, from healthy lifestyles to reflecting on their moral compass when discussing ethical issues such as energy resources and life cycle assessments. At Bottisham students have the freedom to choose whether to pursue Separate Sciences or Combined Science at GCSE enabling each individual student to tailor their 'Pathway to the Future' to meet their career aspirations.
- **Enriching:** Students' experience in science is enriched in the classroom through the contextualisation of their learning from historical discoveries to current cutting-edge scientific research. We offer further enrichment through our extra-curricular science club, STEM competitions and enrichment day activities all of which expose students to science beyond the prescribed curriculum.

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

Helen Slipper	Head of Faculty / Associate CLT, Teacher of Chemistry and Physics
Josh Bailey	Second in Faculty, Teacher of Physics
Dom Fullman	Teacher of Physics, Deputy Principal
Matt Merry	Teacher of Physics, Assistant Principal
Clare Eastwood	Teacher of Biology, Assistant Principal
Megan Goldman-Roberts	Teacher of Biology, Head of Learning
Hayley Tydeman	Teacher of Biology, Assistant Head of Learning
Emily Brooke	Teacher of Biology, Assistant Head of Learning
Vanessa Warburton	Teacher of Biology
Jack McLean	Teacher of Chemistry
Lisa Damant	Teacher of Biology
Amy Howell	Teacher of Biology (p/t)
Andy Higgins	Teacher of Chemistry (p/t)
Debbie Morgan	Senior Science Technician
Dawn Robinson	Science Technician

The science 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 science and a positive encouraging ethos. We are supported admirably in class by TAs and teachers from the Learning Support Faculty. We enjoy our involvement with Initial Teacher Training in partnership with Cambridge University Faculty of Education.

Good Facilities and Resources

All lessons are taught in science laboratories serviced by two technicians who have a wealth of experience in this field and demonstrate their flexibility and resourcefulness on a daily basis. All eleven of the laboratories are equipped with interactive screens; these have proved very effective in supporting learning through use of simulations, models, and other e-resources. The Science Faculty also has access to a range of computer suites that can be booked for use in lessons.

In addition, the department can offer:

- A high-quality Scheme of Work, [knowledge organisers](#) and suite of e-resources.
- A communal science workroom
- Access to science specific CPD alongside the exceptional offers from the Anglian Learning Trust
- Personal work laptop and potentially iPad.
- Science CPD library
- Collaborative time focused on Teaching and Learning
- Opportunities to lead enrichment activities that inspire you and the students.
- Induction programme
- Professional development of our ECTs 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.

We pride ourselves in providing a flexible curriculum that fits the needs of all our students. At KS4 students follow courses from the AQA exam board in Separate Sciences or Combined Science (Trilogy). These courses equip students with the knowledge and skills necessary to be a well-informed citizen as well as to successfully study science or science-related subjects post-16. Together with KS4 our KS3 curriculum focuses on a 5-year progression model for learning where we have brought

the KS3 and KS4 National Programmes of Study together in one coherent Learning Journey. We regularly reflect on our curriculum to ensure that we are enabling students to build the deep, complex schema that bring together a holistic understanding of science.

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 enter a cohort of students each year for the separate science GCSEs in biology, chemistry and physics; and a cohort of students for the combined science GCSE. In summer 2022, 98% of students achieved 9-5 in biology (60% 7+), 95% of students achieved 9-5 in chemistry (53% 7+), 96% of students achieved 9-5 in physics (56% 7+), and 45% of students achieved 99-55 in combined science.

College Information

Visit our website and Twitter feed to explore Bottisham Village College further:

Website: www.bottishamvc.org

Twitter: <https://twitter.com/bottishamvc>

Application Process

Closing date for applications: Midnight Sunday 29 January.

Interviews likely to be **Monday 06 February**

Please apply using the application form provided and send to the HR Team together with a letter of application to hr@bottishamvc.org

CVs will not be accepted.

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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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

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

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