



# 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)



May 2022

Dear Applicant,

## Science Teacher

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

In this pack you will find information about the position, 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 <https://bottishamvc.org/about-us-2/>

The closing date for all applications is Midnight, Sunday 22 May 2022. Interviews are likely to be Wednesday 25 May – shortlisted candidates will be contacted on Monday 23 May. Please send your completed application form, together with a letter of application to Stacey Turner (HR Officer) [hr@bottishamvc.org](mailto:hr@bottishamvc.org). Only completed application forms will be considered – CVs will not be accepted.

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

Yours sincerely

**Jenny Rankine**  
Principal

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

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



## Information for applicants

### Welcome from the Chief Executive Officer



I am delighted to be able to introduce you to Anglian Learning. We are an ambitious, outward looking multi-academy trust. We are passionate in our belief that all young people deserve to have access to an outstanding education; we are determined that this will be the case for all those in our school communities. Our motivation in establishing Anglian Learning was based on a strong underlying belief that we can simply achieve more together. We've tried to encapsulate that within our over-arching goal:

*'To create self-sustaining, community based clusters of schools that celebrate individuality, creativity and innovation and actively pursue a collective responsibility for achieving excellent outcomes for all learners across the trust.'*

We are convinced that the chances of achieving this goal will be strongly enhanced by working together across the whole age range, enabling us to collectively enhance the experiences, achievements and ultimate life chances for all of the children and young people in our care. We are therefore delighted with the establishment of our first Primary Hub, which will complement and enhance the work of existing secondary schools.

We understand that staff are our most important resource. Quite simply, we want to recruit, develop and retain colleagues who share our vision. We are committed to offering high quality, personalised professional learning and developmental opportunities to support career development and personal growth.

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, professional challenge and alternative perspectives. We are firmly committed to maintaining the individual ethos and identity of each school, matched to the needs of each local community, whilst all sharing the same core trust values and goals.

I hope that you find the information in this booklet helpful and if you have any queries then please do not hesitate to make contact with either the school or [hr@anglianlearning.org](mailto:hr@anglianlearning.org).

We very much hope that you will consider working with us and that we can be instrumental in developing your career.

Kind regards  
*Jonathan Culpin*  
**CEO Anglian Learning**

## Anglian Learning, a unique multi academy trust

All members of our Trust share the firm belief that successful learning communities are underpinned by ambitious vision, trust and strong inspirational leadership at all levels of the organisation. Through membership of Anglian Learning, these values are reinforced by working with like-minded schools, leaders and teachers, to make a difference to the lives of our young people. We believe that we have a shared responsibility, through support and challenge, to ensure that all our academies can offer an outstanding education to all students. We are committed to the best financial planning and clearest governance structure with a rigorous system of checks and balances to ensure our future development and growth.

Anglian Learning was initially created by three highly successful Cambridgeshire secondary school academy trusts, with similar visions of enhancing the capacity of mutual support and challenge, formally joining together as a Trust. A further secondary school joined Anglian Learning in March 2016 with an Ofsted rating of Requires Improvement, which had been held for several years. In October 2018, due to the work undertaken by the staff, the Principal and the Trust, the school successfully achieved a rating of Good in all areas.

In March 2018 Anglian Learning established a Primary hub with three primary schools choosing to join the Trust, forming a collaborative and supportive primary network. Anglian Learning has also won the contract for a new primary school The Marleigh School which is currently due to open in 2022. Further information about each of our schools can be found by visiting their websites:

- <http://www.bassingbournvc.net/>
- <http://www.bottishamvc.org/>
- <http://www.netherhall.org/>
- <http://www.sawstonvc.org/>
- <http://www.bottisham.cambs.sch.uk/website/home/>
- <http://www.fenditton.cambs.sch.uk/>
- <http://www.staplefordprimaryschool.org/>
- <http://www.jfan.org.uk/>
- <http://www.lvc.org/>
- <https://www.icknielprimary.co.uk/>
- <https://www.lintonheightsschool.co.uk/>
- <https://www.themeadowbalsham.co.uk/>
- <https://www.thepinesprimary.co.uk/>

We are committed to ensuring that all Anglian Learning schools aspire to achieve consistently improving progress measures that are significantly above national expectations and place them in the top 10% of schools nationally.

We aim to achieve this by raising the educational attainment of all our young people and using the collective energy and cross school educational fertilization 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, students 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 CPD opportunities for staff at all levels in the Trust*

The Trust Leadership Team comprises of a CEO, supported by a Deputy CEO who is a trained Ofsted Inspector, a Primary Executive Headteacher who oversees and supports the Primary Hub and highly qualified and experienced Directors advising on Finance, ICT, Operations and Human Resources.

The operational structure of the central team is constantly being reviewed to ensure that it delivers the maximum and desired support to the schools within Anglian Learning.

## Our Core Values

- Anglian Learning is ambitious and aspirational for all those in our community, pupils, staff and parents, to be the best they can be.
- Anglian Learning is inclusive, working always in the best interests of all of our children and young people, whatever their background or ability, underpinned by mutual respect and care for others.
- Anglian Learning acts with integrity, probity and honesty in the relationships within the Trust and with the wider educational and non-educational landscape.

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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## Joining Anglian Learning as an NQT



At Anglian Learning, we are always excited at the prospect of working with NQTs in our schools. We are committed to your success and to ensuring you receive the support you need to be successful in your first year of teaching and beyond. We understand that the first year of teaching as a newly qualified teacher can feel a daunting process with so much to learn and take account of. This is in addition to the steep learning curve involved as all the theory you have learnt is implemented on a daily basis along with increased responsibility. We are keen to ensure that the rewarding life you will experience as a new teacher can be balanced with a fulfilling life outside of the school.

The Trust and leaders in our schools will support you through your learning, celebrating talent and success and ensuring you have the right mentoring and access to the necessary expertise to enable you to be effective in your work.

### Familiarisation

The first stage for any NQT is to familiarise themselves with their host school and with the Trust. Leaders will plan this in collaboration with you depending on your commitments in the term before you start work. If you are new to the area we can help you to get settled into your accommodation and to find your way about. In some circumstances, for those new to the area Anglian Learning can sometimes help with temporary accommodation and can help you to find more permanent lodgings.

Each of our schools has a distinct personality and context. As an NQT you will have the opportunity to

visit all our schools and to work with other newly appointed as well as more experienced colleagues. Staff at the schools enjoy social events outside of school which you would be welcome to join and participate in. The Trust, as a wider employer also provides an increasing number of social initiatives and benefits such as free membership to the Sport Centres situated at the secondary schools. This can aid you to make friends and to integrate yourself into the wider community.

Opportunities for promotion will exist in your own school and in schools across the Trust. As you become familiar with Anglian Learning's ethos and values, we will encourage you to share your skills more widely and to grow professionally across the Trust schools.

## **Development**

Once you are settled at your school, your ongoing development becomes a major priority for both school leaders and for the Trust. The support you can expect as a minimum is:

You will be able to work with and observe staff in your own and in other Trust schools as part of your planned programme of development.

As your employer, the Trust and your school will ensure that you will receive your 10% timetable reduction as well as planning, preparation and assessment time so that you have opportunities to reflect, to research and to learn.

A personal training budget of up to £1,000 where school funding allows.

Although we do not expect to use them, clear procedures through which you can air any necessary grievances about your induction provision and a named contact at the Appropriate Body should you be unhappy with the support you receive.

## **Career Progression**

In a very short space of time you will feel that your career as a teacher is flourishing and you may well be interested in developing your role further to become perhaps a leader in a subject area or in an element of school practice. This could be across a school and maybe across schools. Leaders and the Trust will encourage you to share your aspirations so that you can be effectively supported to achieve your ambitions. Once we understand your talents and aspirations, your training and professional development will be adapted to ensure you are equipped with the skills you need to pursue the career steps you would like to take. 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.





## About Bottisham Village College

Bottisham is 5 miles East of Cambridge, just off the A14 trunk road. The Village College is a eight form-entry mixed 11-16 comprehensive school and serves twenty one villages in the area bordering Cambridge and east to Newmarket. The school is heavily oversubscribed with 1160 students on roll, rising to 1500 in next 5 years.



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. We have extremely high expectations and work with commitment and dedication to enable all students to have the opportunity to achieve their full potential, both academically and socially. The school community values all our staff, students, parents and carers and their contribution to our successes and achievements. <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. Bottisham Village College continues to aspire to this vision.



This is an exceptionally exciting time for the college for a candidate to join us. Following a very busy 18 month period, the College's £17 million Capital build has been completed giving the College additional

resources including a large performance hall, new dining facilities, larger music department, dance studio, new library and English and maths classrooms. The build has also provided a new and convivial reception area, new offices, the large Henry Morris hall and conference space as well as a Trust central office suite.

## Ofsted

Our most recent Ofsted inspection took place in June 2012, when we were judged to be outstanding in all areas: Overall Effectiveness, Achievement, Quality of Teaching, Behaviour & safety and Leadership and Management.

We are very proud of this achievement which was the culmination of the talents, dedication and enthusiasm of all our staff. 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

Post 16, students have a very wide choice of educational opportunities in and around Cambridge. The overwhelming majority of our students, approximately 97% continue in full-time education.

## 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 vibrant and 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 as well as drawing on external expertise.

Bottisham is a member of a SUPER ( School University Partnership in Educational Research) network of schools working with the University of Cambridge, Faculty of Education which provides opportunities for staff to undertake classroom-based action research.

Our staff-room is a vibrant, sociable and supportive atmosphere. We enjoy College events such as concerts or staff socials; there is very little 'standing on ceremony'.

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.

## The Locality Team

We are very fortunate to have a Locality Team based on our college site. This Local Authority service offers a broad range of support services for both students and their parents/carers, including, Educational Welfare Officer, In-School Student Support workers, Youth Workers and Parent Support Advisors. College staff have developed very close working relationships with our colleagues in the Locality Team to ensure that the varied needs of all young people in our care are met.

## The Community Dimension

Bottisham has no village hall, and no village green. The Village College fulfils both of those functions and our Sports Centre, adult learning provision in the evenings and community library are at the heart of our community life.

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

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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## 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                    |
| Julian Fox            | Teacher of Chemistry and Physics                                  |
| Vanessa Drayton       | Teacher of Biology  |
| Jack McLean           | Teacher of Chemistry  |
| Emily Brooke          | Teacher of Biology  |
| Anita Armitage        | 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 2019, 99% of students achieved 9-5 in biology (60% 7+), 93% of students achieved 9-5 in chemistry (53% 7+), 96% of students achieved 9-5 in physics (56% 7+), and 37% 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](http://www.bottishamvc.org)

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

### **Application Process**

**Closing date for applications: Midnight, Thursday 24 February 2022.** Interviews will be week commencing 28 February.

Please apply using the application form provided and send to the HR Team together with a letter of application to [hr@bottishamvc.org](mailto:hr@bottishamvc.org)

**CVs will not be accepted.**

### **Equal Opportunities**

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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**