



# Bottisham Village College

Achievement through Inspiring, Caring, Enriching

**Principal: Mrs Jenny Rankine**

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JR/kl

June 2018

Dear Applicant

## Teaching Assistant Level 2

Thank you for your enquiry about the post of Temporary Teaching Assistant Level 2 at Bottisham Village College. I hope that this pack gives you all the information that you need at this stage and that we can look forward to your application.

The closing date for all applications is 12 noon, Monday 25 June 2018. Please send your completed application form, together with a letter of application to Katy Limmer (HR Officer) [hr@bottishamvc.org](mailto:hr@bottishamvc.org).

Yours sincerely

**Mrs Jenny Rankine**  
**Principal**





## Information for applicants



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

An Anglian Learning School



National Support School



## BOTTISHAM VILLAGE COLLEGE

### About Us

Bottisham Village College is a very successful comprehensive school, with over 1135 students from our local community. We became an Academy in April 2011. 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.

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.

Bottisham is 5 miles East of Cambridge, just off the A14 trunk road. The Village College is a seven 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, and the local authority manages a waiting list each year.

In the Autumn term, following a period of consultation we established the Bottisham Multi Academy Trust (BMAT), with Bottisham Village College as the founding academy, with The Netherhall School, Cambridge joining as a sponsored academy in February 2016. Subsequently we joined with Bassingbourn Village College and Sawston Village College from 1 September 2016 to form Anglian Learning; we are very excited at the increased opportunities for collaboration and career development that this new development will bring.

### 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.



In the summer of 2017 we once again achieved fantastic GCSE results:

70% of students gained five- A\*-C grades including English and Maths  
48% of PP students gained a pass at both English and Maths GCSE  
74% of students gained an English and Maths GCSE pass  
26% A- A\*grades  
37% students gained their EBacc qualification.

### **Anglian Gateway Teaching School Alliance**

The Teaching School initiative began in 2011, marking a very significant shift towards school-centred training and development.

Following our successful Ofsted inspection in June 2012, we have successfully applied to be a National Teaching School and National Support School. In partnership with two outstanding local primary schools, we have formed the Anglian Gateway Teaching School Alliance. This alliance consists of a large group of cross-phase schools in Cambridgeshire & Suffolk, together with a range of other highly regarded organisations:

- University of Cambridge, Faculty of Education
- Eastern Leadership Centre
- Cambridgeshire County Council
- Suffolk County Council

As a Teaching School we have the freedom and autonomy to work collaboratively with our partners to deliver high quality support for teachers and leaders at all stages in their career. We are involved in the following areas:

- providing a strong supply of high quality new teachers through the development of school-based initial teacher training programmes
- providing high quality continuing professional development programmes that significantly improve the quality of serving teachers and support staff
- developing great leaders and the next generation of headteachers
- working with schools in need of additional support

We are very excited about the professional and leadership development opportunities that this designation offers to our staff. For example, a growing number of colleagues have the opportunity to be directly involved in the training of new teachers, others are working as Specialist Leaders of Education, sharing their expertise by supporting staff in other schools.

### **Bottisham Education Partnership**

The Bottisham Education Partnership was established in September 2010 with the aim of utilising the skills and experiences of a range of local organisations to help us to meet our core responsibilities and priorities, as summarised in the Every Child Matters agenda. Our seven external partners are all committed to getting involved in the day to day life of the college. They are:

- Cambridgeshire & Peterborough NHS Trust
- Cambridge Building Society
- Faculty of Education, University of Cambridge



- John Lewis
- The Marshall Group of Companies
- The National Stud
- Red 2 Green

All partners have made a commitment to get actively involved in the life of the college by bringing their knowledge and expertise to enhance and complement our college curriculum. Each year, partners are involved in a wide range of activities, many during Personal Social & Health Education collapsed days.

For example, our Year 10s, who all undertake two weeks of work experience, were well prepared when John Lewis and Cambridge Building Society joined together to give the students the opportunity to complete 'live' application forms. The companies then delivered workshop sessions where the students were given feedback on their applications and were able to practice interview techniques.

The Cambridge and Peterborough Health Trust have helped us explore the range of mental health issues that can affect teenagers. They also shared strategies for dealing with stress and anxiety.

The Red2Green charity, which cares for adults with learning difficulties, has a base on our site. We have worked with them closely, supporting the charity by fund raising and they have spoken to our students about diversity and difference so that our students understand how we can all work together in society.

All of this work is helping our students to understand the range of skills, qualities and attributes that they need to develop to be able to be successful in the workplace.

## **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. In addition, as part of this programme, each year a number of colleagues embark on a Masters degree.

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.





## **College Leadership Team**

Mrs J Rankine	Principal
Mr E Compton	Deputy Principal
Mr D Griffiths	Deputy Principal
Mr A Gee	Assistant Principal
Mr M Merry	Assistant Principal
Mr D Fullman	Assistant Principal

## **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 a number of local meetings are held here. Most of the drama, art, sport and adult education in the area takes place here; many of these activities are taking place during the school day, though not in the same classrooms as students. We offer a broad and popular adult education programme, with a wide range of courses and activities available both during the school day and into the evening. The facilities are open 364 days a year.

## **Equal Opportunities**

Bottisham Village College is an Equal Opportunities employer.





## **The Learning Support Department**





## **The Inclusion Team**

Bottisham Village College is an inclusive school, with a significant number of students with a range of additional needs. The inclusion team provide support for students and teachers within lessons as well as extra provision to enable highly individualised timetables.

### **Structure and Roles**

The SENCo leads the inclusion team, which includes the Learning Support Department and the Alternative Provision department. Both departments have a number of highly skilled and experienced teaching assistants in a variety of roles, who impact hugely on the school experiences and lives of vulnerable young people.

A number of staff have more specialist roles within the inclusion team. These include responsibilities for specialist and catchup literacy and numeracy intervention, alternative provision, emotional, social and mental health development, communication programmes and meeting sensory and physical needs. The Learning Support Administrator coordinates timetabling and all aspects of SEND administration.

### **Provision**

Working alongside teachers, teaching assistants provide support for students within lessons, enabling progress in learning and inclusion with their peers.

A range of extra provision is offered, which include the following:

- Supported base for small groups of students at break and lunchtimes, with a range of clubs and activities
- A range of literacy interventions, including reading, spelling, touch-typing and revision techniques
- A range of numeracy interventions, including Numicon
- Study Support, including supported prior learning and consolidation and supported homework
- Language programs for students who have EAL
- Sensory exercise programmes with input from physiotherapists and occupational therapists
- Communication programmes, with input from speech therapists
- Arts Award programmes, where students are in small nurture groups, working on projects that they have chosen
- Engineering projects, where students develop design and construction skills
- Fitness programs in the gym
- Resilience programs



- Horticulture lessons
- Life skills activities in the local community and in the food technology rooms
- Bespoke Alternative Curriculum for those students who are not able to manage in the mainstream classroom, or who need an adapted timetable due to medical needs.
- Alternative KS4 Curriculum, incorporating study with external providers and within our Alternative Provision department for those students unable to access a full GCSE curriculum.

### **Resources**

The Inclusion bases include a suite of rooms for small group learning and support, during lessons and break and lunch times. ICT resources include computers and laptops, with various literacy and numeracy programs and interactive whiteboards. There is a wealth of schemes, games and equipment to support students with a range of special educational needs and disabilities.

### **Application Process**

**Closing date for applications is 12 noon, 25<sup>th</sup> June 2018**

Please apply using the application form provided and send to Katy Limmer (HR Officer) together with a letter of application ([hr@bottishamvc.org](mailto:hr@bottishamvc.org)). CVs will not be accepted.

### **Equal Opportunities**

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# BOTTISHAM VILLAGE COLLEGE

## JOB DESCRIPTION

**POST TITLE:** Teaching Assistant

**GRADE:** Level 2

**RESPONSIBLE TO:** SENCO

### PURPOSE OF THE JOB:

- *To support the classroom teacher to facilitate the active participation of children in the academic and social activities of the school. Contribute to raising standards of achievement for all students.*

### MAIN RESPONSIBILITIES:

#### 1. Support for children

- In conjunction with the classroom teacher, adapt lessons to meet the needs of individual students and small groups.
- Take responsibility for delivering learning activities with small groups who would benefit from a different learning approach as agreed.
- Establish and maintain supportive relationships with individual students, small groups and parent/carers to ensure they understand and can achieve the tasks.
- Provide learning support as required for students with special needs, or where English is not their first language.
- Support students with a range of different learning difficulties and disabilities.
- Encourage and promote inclusion in the classroom and during breaks and lunchtimes, ensuring all students feel involved with tasks and activities.

#### 2. Support for the curriculum

- Support students across the whole school curriculum.
- Provide targeted support to enhance learning and improve attainment, including literacy and numeracy programs.

#### 3. Support for the teacher

- Assist in maintaining class records and contribute to reports on student progress and development as directed.
- Monitor and track progress and provide feedback to assist in Learning plans for students with special educational needs and disabilities.
- Contribute to the planning and evaluation of work programmes for individual students and groups.
- Organise the learning environment and develop classroom resources as required.
- Undertake support activities for the teacher as required, e.g. photocopying, preparation of materials, mounting displays.

# **BOTTISHAM VILLAGE COLLEGE**

- Contribute to the management of student behaviour, including anticipating and taking action to prevent potential problems arising.

## **4. Support for the school**

- Develop and maintain effective working relationships with other staff and parents or carers.
- Contribute to the maintenance of a safe and healthy environment.
- Attend and actively participate in staff meetings.
- Participate in and support the professional development of other teaching assistants as required.
- Assist in facilitating school events, e.g. school plays, events.

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**BOTTISHAM VILLAGE COLLEGE  
PERSON SPECIFICATION  
POST: Teaching Assistant Level 2**

<b>Attribute</b>	<b>Essential</b>	<b>Desirable</b>
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• A good general education including GSCE Maths &amp; English, grade C or above, or equivalent</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Worked or have experience of working with children with complex needs e.g Aspergers.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant experience in working in an education environment</li> </ul>
<b>Skills, Knowledge and Aptitudes</b>	<ul style="list-style-type: none"> <li>• A positive interest in working with children</li> <li>• Ability to get the best out of children</li> <li>• Adaptability</li> <li>• Ability to build good working relationships with a range of colleagues.</li> <li>• Clear communication</li> <li>• Ability to work calmly and with patience</li> </ul>	<ul style="list-style-type: none"> <li>• Competent with the use of ICT</li> </ul>
<b>Other requirements</b>	<ul style="list-style-type: none"> <li>• Sense of humour</li> <li>• Willingness to fit into the ethos of the college</li> </ul>	

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**A reflective learning community committed to achieving and sharing excellence in an environment in which every child matters**