



Bottisham Village College

Achievement through Inspiring, Caring, Enriching

Principal: Mrs Jenny Rankine

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JR/kl

March 2018

Dear Applicant

Teacher of English

Thank you for your enquiry about the post of Teacher of English 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.

If you would like to know more about what a great place this is work, 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 noon, 20 April 2018. Please send your completed application form, together with a letter of application to Katy Limmer (HR Officer) 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 College
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.





TEACHER OF ENGLISH



THE ENGLISH FACULTY

The English Faculty at Bottisham is a vibrant and friendly and forward thinking team; we work together to share resources and teaching ideas. Our role is very clear: enthuse and engage students in the subject so that they can achieve and surpass their goals. The college's 2012 OFSTED inspection stated that teaching is exceptionally strong within our faculty. It is our commitment that there is outstanding practise demonstrated on a daily basis. As we know, this only happens in an environment that is both collaborative and supportive on every level.

Reasons to join us:

Committed and Experienced Team

You will join a strong team of teachers with a range of skills and experiences:

Tina Lawton Head of Faculty and associate CLT
Charlotte Baxter – 2nd in Faculty
Stephen Dove – 3rd in Faculty
Ed Compton – Deputy Principal
Dan Griffiths – Deputy Principal (Teacher of English and Music)
Heather Wayman – Part-time Teacher of English – Pedagogy Lead
Kerry Cross – Teacher of English Part- time Teacher of English
Cameron Hawes – Teacher of English
Harriet Thorp – Teacher of English
Dawn Hook – Teacher of English
Chloe James – Library Co-ordinator

High Standards

Given the current context of English examinations, our results are testament to the hard work and dedication of the faculty. GCSE results for grades A*-C in both English and English Literature were also considerably above national averages in 2016 with 85% of our students achieving grade 'C' or above in English Language and 85% A*-C grades in English Literature. This means that 90% of students achieved a C grade in either Language or Literature. All students' progress across the range of abilities is monitored so that we can support and intervene when and where necessary. We achieve good contextual value added with students between Key Stage 2 and 4.

Strong Curriculum Provision

We regularly evaluate our curriculum provision, developing new practices and resources to engage students and enhance their progress. We have comprehensive schemes of work and accompanying resources that are shared electronically. In Years 8 – 11, students are set according to their ability in English and TAs support lower attaining students within their lessons. Year 7 are divided into mixed ability cohorts with 6 upper ability and 4 lower ability classes. This enables students in Year 7 to settle into secondary school before we set them for Year 8.

We follow the new reformed AQA GCSE specification. All students are entered for both English Language and Literature GCSEs. All classes follow a carefully planned outline of



study, catering for the new 100% examination assessment model. We have established schemes of work for all year groups which deliver the requirements of the National Curriculum whilst emphasising the importance of individual reading and personal response. Long term plans outline half-termly programmes of study for both KS3 and 4.

Intervention Practices

Students entering Year 7 below level 4 have a reduced timetable and follow a course suited to their needs. We also have a teaching assistant whose main purpose is to ensure that all students achieve a level 4 by the end of year 7. In addition to their regular English lessons, lower attaining Year 8 and 9 students have extra English lessons each week to consolidate their language skills, and a number of Year 8 students have KS4 reading mentors that work with them during registration time. Underachieving students in KS3 benefit from 1-2-1 tuition; borderline 3/4 KS4 students also receive additional 1-2-1 or small group provision.

We have recently invested in a literacy scheme: Sound Training. This 6 week programme is used to improve the reading skills of all abilities and has proved to be incredibly successful.

Good Facilities and Resources

The Faculty moved into a new purpose-built accommodation block in March 2010 that has 6 well-equipped rooms with Smart boards and integrated audio/visual equipment. There is also access to a large bookable space for drama performances and break out rooms for small group work.

Each teacher has a laptop with wireless internet connection. The College has 4 ICT rooms with broadband Internet connection; these are regularly used by English classes studying Media or ICT units. There is an excellent College library with its own suite of computers holding an extensive range of fiction and non-fiction texts. We have a wide range of children's literature within the Faculty and regularly update our stock with new fiction texts.

A Rich Language Environment

There is a Media film club, which runs on a Tuesday as part of the extended school programme. We also raise a large sum of money every year from the National Readathon. There is a very vibrant and well-attended debating society where students from all Year groups debate together. This is run on a weekly basis after-school by English teachers and Year 11 students. As a result, students have had the opportunity to attend debating competitions at the Houses of Parliament.

We encourage theatre visits, poetry competitions and a wider audience for students' work through attractive displays. Extra-curricular such as activities GCSE revision classes in the lead up to exams and KS3 masterclasses held in the summer term once Year 11 have left.

Extra Links

We have always enjoyed our involvement with the Cambridge University Faculty of Education's Initial Teacher Training partnership; we have trainees each term. We also train teachers through School Direct Training Programme as part of the Anglian Gateway Teaching School Alliance. We have strong links with our feeder Primary schools and develop transition work each year.

The Vacancy

This is an excellent opportunity for an outstanding and ambitious teacher looking for the next step in their career. You would be working within a very supportive, positive, reflective, and continually improving English Faculty. We hope you will be able to contribute not only to the Faculty but to the life of the whole school. We are looking for an outstanding and enthusiastic English teacher to join us at this exciting time in the school's development. We wish to appoint a hard working teacher with imagination and vision. A passion for teaching language and literature and the ability to motivate young people are among the qualities we seek. A sense of humour will also be important.

Application Process

Closing date for applications: 12 noon, Friday 20 April 2018

Please apply using the application form provided and send to Mrs Kate Limmer, HR Officer together with a letter of application – 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

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. 	

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