

# Buttershaw Business and Enterprise College



## TEACHER OF GEOGRAPHY

CLOSING DATE FOR APPLICATIONS:

Monday 3 February 2025 – 9am

INTERVIEW DATE:

Wednesday 5 February 2025

START DATE:

Easter 2025

## WELCOME

Thank you for your interest in the post of Teacher of Geography at Buttershaw Business and Enterprise College (BBEC.)

Our vision is that we will all work to ensure that our students will be the best they can be and can achieve great things. They will be **ambitious**, **resilient** and determined in their learning and respectful, **courteous** and **kind** in their relationships.

It is a privilege to serve our diverse community and I am extremely proud of what we have achieved along our journey of school improvement to date.

All leaders are passionate about the students who attend this vibrant school, and we demonstrate this by teaching them well and expecting the very best from them. The appointment of a dynamic and ambitious Teacher of Geography is crucial in order to raise standards, whilst developing the skills and potential of all students, so that they can lead happy, healthy, confident and responsible lives as individuals and members of society.

We are a fully inclusive school and we welcome all children and their families. We have a great mix of students with different skills and talents, and we are truly proud of our inclusive approach, with our commitment to see every child reach their potential. We expect all staff to work hard to ensure that we fulfil this aim.

**The intent of the curriculum at BBEC is to:**

- develop the whole child to ensure that they embody BBEC's values, both in and out of school, by being **ambitious** and **resilient** in their work and **courteous** and **kind** in their interactions with other people.
- provide an all-round education that delivers excellent outcomes in terms of academic success, improved cultural capital and increased ambition in order to counter social disadvantage.
- create a school where everyone belongs and equality of opportunity is actively and effectively promoted.
- develop an understanding, appreciation and respect for diversity while recognising and celebrating difference as well as all we have in common.
- ensure students are compassionate, **courteous** and **kind** by guiding their moral, intellectual and creative development.
- secure high levels of literacy, oracy and numeracy to enable students fully to participate in their acquisition of knowledge and skills
- nurture academic habits and skills, emotional intelligence and creativity across a wide range of subjects including the arts, music, performing arts, IT, technology and sport.
- foster confidence, resilience and discipline in seeking knowledge.
- develop knowledge of, and pride in, Buttershaw and Bradford as well as developing ambition and awareness of the possibilities outside the local environment.

At BBEC, we recognise that our staff are our biggest asset. We believe that our young people deserve the best, therefore we recruit carefully and invest in training to ensure continued improvement and an excellent quality of education.

Although we are a large school, we work very hard to ensure we retain our sense of community and family ethos. We strongly believe that education is a partnership between school, students and parents and work hard to develop this partnership.

This post would offer an exciting challenge to someone seeking to broaden their experience and career prospects. High expectations and a determined focus on continuous improvement are essential.

In return, you will receive the support of a strong team of Senior Leaders and Governors, with well-motivated staff, students and parents.

If you decide to apply for this post, please complete the application form, together with a formal letter of application addressing the relevant points on the person specification.

I very much hope to welcome you to BBEC to experience first-hand our vision, values and commitment to our young people and to our community.

Yours sincerely



Andrew Taylor  
Headteacher

## ABOUT BBEC

Buttershaw Business & Enterprise College is an **improving school**. We are an ambitious, community-focused academy of just over 1400 students serving an area of social deprivation on the southern edge of Bradford and seven miles from Leeds. BBEC is popular locally and is rapidly becoming the school of choice for the community of Buttershaw; for the last four years we have been over-subscribed in Year 7.

**We all belong  
at BBEC**



BBEC is an **inclusive school**, our school motto is 'We all belong at BBEC'. We celebrate our differences and our similarities and do not tolerate discrimination of any type. We have a bold approach to inclusion and work so that all students and staff can bring their authentic selves to school.



BBEC has a cohesive, highly skilled and ambitious staff team who work hard to ensure that every student is successful. Many of our students face multiple challenges and it is through clarity of vision, professionalism and determined support for students and for each other that we are bringing about improvement. We have the highest expectations for all our students and expect that our staff teach to the very highest level. We have a rigorous approach to quality assurance and a significant commitment to Continuing Professional Development. Teachers have many opportunities to improve their teaching pedagogy and pedagogical subject knowledge and we expect them to make the most of these opportunities to ensure that the highest of standards are maintained.

BBEC is situated in a modern building. It has well-equipped departments that are arranged in suites of rooms. All teachers have a laptop, all classrooms are equipped with projectors and interactive whiteboards and all classrooms have access to student laptops.

All at BBEC are dedicated to raising the aspirations of our students and improving cultural capital through ambitious schemes of learning in all year groups and a varied offer of extra-curricular activities and opportunities. We run trips and visits to places in the UK and across the world, our students take place in a myriad of competitions and our CEIAG programme is exemplary.

This exciting role offers great opportunities for the successful candidate and a chance to make a difference to some wonderful young people.

## GEOGRAPHY AT BBEC

*"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."*Barack Obama

### VISION

We want to inspire students to learn to love the world in which we live, recognise their place in the world so that they become active global citizens equipped with the knowledge and power to shape the future for the better. Our ultimate aim is for our students to become active global citizens who are empowered to act on current global challenges such as plastic pollution, inequality, and climate change.

### INTENT

Through our Geography curriculum we intend to:

- Equip students with a balanced understanding of the physical and human world, as well as ensuring they have an appreciation of how interconnected systems are in the world
- Embed geographical skills, graphicacy and literacy across the 5 years
- Improve student knowledge of key geographical processes and how human actions impact on these processes
- Improve students' locational knowledge building on knowledge acquired at KS2
- Give students the knowledge and skills to become active global citizens and enable them to confidently identify and respond to the current complex issues our planet faces
- Provide opportunities for BBEC students to personally experience the geography taught in lessons through fieldwork, learning to compare and contrast experiences
- Equip students with the substantive knowledge to "speak like a geographer", and the disciplinary knowledge to "think like a geographer", including overseas visits which build cultural capital
- Ensure our students are aware where they belong in our ever-changing world, and how they can be the change they want to see.

Key strengths of the Geography curriculum:

- Full National Curriculum coverage
- Breadth and depth of knowledge: a wide body of knowledge is covered across a range of human and physical topics. Up to date case studies are used to explore key geographical themes that draw on accurate, current data.
- Mastery of knowledge: we want students retain knowledge and understand the interconnected nature of Geography. Units are sequenced so that concepts and processes are interleaved across the 5 years, constantly building on previous knowledge and skills. Topics are revisited with increasing depth across KS3 and KS4.
- Graphical skills: we want students to have a range of geographical skills, including interpretation and analysis of maps, graphs, GIS, photographs, satellite images, and diagrams so interleave and revisit this across the curriculum with increasing complexity.
- Fieldwork skills – we believe all Geographers need to be able to carry out fieldwork so we introduce this in contrasting environments from Year 7.
- Application of skills and knowledge to the real world: we focus on giving our students flexible knowledge that they will be able to apply to new geographical concepts beyond the

classroom and know the value of the study of geography and the range of careers opportunities that it can open up.

## OUR VALUES IN GEOGRAPHY

**AMBITION** in geography means:

- Using skills and knowledge to think deeply about key Geographical concepts and processes, and applying this to answer complex questions developing skills of critical thinking, analysis and evaluation.
- Having the capability to use a range of geographical skills including analysis of data, manipulation of data and interpretation of a range of sources.
- Committing to understanding a wide range of content incorporating mathematical and scientific concepts.
- Being able to write at length as a geographer using subject specific vocabulary and appropriate case studies and data to support arguments.

**RESILIENCE** in geography means:

- Participating in discussions where a range of ideas and opinions are presented.
- Being prepared to tackle commonly held misconceptions about the world in which we live.
- Committing to making effective use of feedback to develop understanding.

**COURTESY** and **KINDNESS** in geography mean:

- Embracing and celebrating diversity through exploring a range of global places, cultures and traditions.
- Realising that we are all global citizens and therefore we all have a part to play in protecting the planet.
- Exploring connections and commonalities between varied people and places.
- Aiming to reduce our own environmental impact on the planet, treating it with courtesy and kindness.
- Being role models for our school, local and global environments.

# TEACHER OF GEOGRAPHY – JOB DESCRIPTION

## JOB PURPOSE

To teach and facilitate learning to a range of students including preparing them for qualifications where appropriate.

## PRINCIPAL ACCOUNTABILITIES

### Teaching

- Working in line with the National Standards for Teachers
- Marking work, giving appropriate feedback and maintaining records of students' progress and development
- Planning, preparing and delivering lessons to a range of classes including putting up displays in the classroom
- Selecting and using a range of different learning resources and equipment
- Managing student behaviour in the classroom and on school premises, using the school's rewards and behaviour policy to maintain high standards
- Preparing students for qualifications including external examinations and administering and invigilating internal examinations
- Undergoing regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD)
- Participating in parents' evenings and reporting to parents

Under the guidance of the subject leader:

- Researching new topic areas, maintaining up-to-date subject knowledge and then devising and writing new curriculum materials
- Supervising and supporting the work of teaching assistants, trainee teachers and early careers teachers as appropriate.

### Tutoring

- Undertaking pastoral duties in the role of form tutor, and supporting students on an individual basis through academic or personal difficulties
- Delivering the PHSCE curriculum to students as part of the curriculum and personal development agenda
- Supporting heads of year in the implementation of school policies around rewards, attendance and behaviour
- Creating a positive ethos and acting as a good role model
- Monitoring and reviewing students' current progress across the curriculum using data provided
- Keeping parents fully involved regarding students' progress, including curriculum related or behavioural concerns
- Being aware of social and personal factors relevant to students within and outside of school.

### Support for the School

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all students have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending and participating in relevant meetings as required
- Participating in and organising extra-curricular activities, such as school trips, social activities and sporting events
- Participating in calendared meetings including: departmental meetings, year team meetings and whole school training events
- Liaising with other professionals, such as learning mentors, careers advisors and educational psychologists
- Participating in training and other learning activities and performance development as required
- Supporting, upholding and contributing to the development of the School's Equality Policy and practice in respect of both employment issues and the delivery of services to the community
- Undertaking lunchtime and break supervisory duties as directed.

## TEACHER OF GEOGRAPHY – PERSONNEL SPECIFICATION

ATTRIBUTES	REQUIREMENTS	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Qualifications	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• A degree in a relevant subject</li> </ul>	✓ ✓		Application
Experience	<ul style="list-style-type: none"> <li>• Successful experience of teaching geography at KS3 and KS4</li> <li>• Successful experience of teaching a range of abilities</li> <li>• Successful experience of teaching in a comprehensive school with a significant number of disadvantaged students</li> </ul>	✓  ✓	✓	Application References Interview
Training	<ul style="list-style-type: none"> <li>• Evidence of relevant training or willingness to undertake such training</li> </ul>	✓		Application Interview
Knowledge, Skills and Ability	<ul style="list-style-type: none"> <li>• Ability to develop good professional relationships with both teachers and associate staff</li> <li>• Ability to manage a classroom effectively, maintaining firm but fair discipline</li> <li>• Excellent organisational skills.</li> <li>• Knowledge of current developments in technology curriculum and pedagogy</li> <li>• Knowledge of intervention strategies</li> <li>• Ability to develop and maintain records to monitor and evaluate the effectiveness impact of teaching and learning</li> <li>• Ability to relate well to students, setting clear and high expectations of behaviour, effort and achievement</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓ ✓		Application Interview
Personal Circumstances	<ul style="list-style-type: none"> <li>• Must be legally entitled to work in the UK (Asylum &amp; Immigration Act 1996)</li> <li>• Able to satisfy the requirements of safeguarding recruitment checks in line with Keeping Children Safe in Education</li> <li>• Must have the ability to be flexible and work to the requirements of a busy school</li> <li>• Interest in the school's wider role in the community</li> </ul>	✓ ✓ ✓ ✓		Application Interview
Disposition and Attitude	<ul style="list-style-type: none"> <li>• A passion for education and a deep-felt desire to make a difference for young people.</li> <li>• Possessing educational vision underpinned by values</li> <li>• Emotionally intelligent: knowing when to direct, when to challenge and when not to; being able to inspire, present a positive perspective at all times; being able to listen and show awareness of other's sensitivities; having personal pride and leading by example.</li> <li>• Understands the importance of work/ life balance.</li> <li>• Enthusiastic, flexible, team player who enjoys hard work and takes constructive criticism.</li> <li>• Good oral and written communicator.</li> </ul>	✓  ✓ ✓  ✓ ✓ ✓		Application Interview References
Physical	<ul style="list-style-type: none"> <li>• Resilient</li> </ul>	✓		References Interview
Equality	<ul style="list-style-type: none"> <li>• A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.</li> </ul>	✓		Application Interview



## MAKING YOUR APPLICATION

We hope that having read this pack you are inspired to apply for the post.

In order to apply, please complete the application form on MyNewTerm. The application form can be downloaded from the school website <https://www.buttershaw.net/work-for-bbec>

**At BBEC our first priority is keeping our young people safe. Safeguarding is at the heart of all we do, and we work hard to ensure that all of our students are safe at all times and know how to keep themselves safe in a variety of situations.** BBEC makes decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information.

If you would like to speak to someone about the vacancy, please contact Mrs Krywyszyn at Buttershaw Business and Enterprise College on 01274 676285, or by email at [anna.krywyszyn@bbec.bdat-academies.org](mailto:anna.krywyszyn@bbec.bdat-academies.org).

## INCLUSION

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation or disability. The person specification sets out the criteria used to assess candidates through the selection process.

## ABOUT BDAT

Buttershaw Business and Enterprise College is an academy within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

### General Information and Background

Bradford Diocesan Academies Trust (BDAT) is a Multi-Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford and is part of the Diocese of Leeds. BDAT is a charity, governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at [www.bdat-academies.org](http://www.bdat-academies.org).

### Our mission statement

At BDAT we want every child to have a happy and high-quality education enabling them to grow and flourish during their time at school.

In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable them to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working. We believe this means we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we are truly able to know, understand and support each other.

### Our Christian ethos

BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England academies, as well as those within the faith.

### ICARE

At BDAT we have considered the importance, effectiveness and sustainability of how we tackle issues like racism and other types of discrimination across all areas of our MAT and within each of our schools. We have led a Trust wide consultation to ensure we understand what we mean by inclusion and to look at what we can do differently centred around the Trust values: "ICARE". To download our ICARE consultation documents please [click here](#)

### BDAT People: Our Faculty of Professional and Career Development

BDAT People brings together into a single entity all that we currently do to recruit, develop and retain our staff. It provides the strategic direction to ensure that our professional and career development supports school improvement and drives our vision of BDAT as an employer of choice.

By bringing all our work in this area under 'one umbrella' it ensures our staff know about BDAT's development offers and how they can be accessed. <https://bdat-people.org/>

## CONTACT DETAILS

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