



# Bottisham Village College

Achievement through Inspiring, Caring, Enriching

Principal: Mrs Jenny Rankine M.Ed LLCM

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JR/kl

May 2019

Dear Applicant

## Head of Faculty (Humanities) – Teacher of Geography

Thank you for your enquiry about the post of Head of Faculty (Humanities) – Teacher of Geography 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 10.00am Monday 20 May 2019. 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



## 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*

### About Us

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.

<http://www.bottishamvc.org/college-information/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.

<http://www.bottishamvc.org/college-information/teaching-at-bottisham/>



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 (Phase one) 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.

Phase two of the project has recently been completed providing a new and convivial reception area, new offices, the large Henry Morris hall and conference space as well as a Trust central office suite.

In September 2016 we became part of the Anglian Learning Trust and continue to enjoy the increased opportunities for collaboration and career development that working in collaboration brings.



## 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.

**Anglian Gateway Teaching School Alliance**



Following our successful Ofsted inspection in June 2012, we successfully applied to be a National Teaching School and National Support School. In partnership with two outstanding local primary schools and 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 such as the University of Cambridge, Faculty of Education.

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.

## 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.



**A National Teaching School  
and National Support School**

**Head of Humanities (Teacher of Geography)**



## **THE HUMANITIES FACULTY**

### **A Strong Supportive Team**

As a member of the Humanities Faculty at Bottisham, you will be part of a friendly, hard-working, and supportive team. There is a well-established culture of innovation: the sharing of good and outstanding practice is emphasised and the development of teaching and learning is our main focus.

Within the Faculty, a model of distributive leadership is adopted, so you will be provided with many opportunities to develop your own professional development and to contribute to our success. We have an excellent record of working with, and developing the skills of, newly qualified teachers.

Clare Eastwood      Head of Humanities Faculty, Acting Assistant Principal

Jon Gilbert	Head of Geography
Tom Cartwright	Teacher of Geography
Lauren Ness	Teacher of Geography
Katie Neville Jones	Teacher of Geography
Sarah Kennedy	Teacher of Geography and Business Studies
Phil Burgess	Teacher of Business Studies; Assistant Principal

Keeley Hill	Head of History
Andrew Gee	Teacher of History; Assistant Principal
Annie Camp	Teacher of History
Jonny Sellin	Teacher of History
Sally McDiarmid	Teacher of History

Steph Derbyshire	Head of REP
Raymond Mitchell	Teacher of REP & SMSC coordinator

The Faculty enjoys its involvement with Initial Teacher Training, in partnership with both Cambridge University Faculty of Education and the Cambridge Teaching School Network.

### **Excellent Facilities and Resources**

All the Humanities rooms are equipped with networked interactive whiteboards and speakers. The College has an excellent library, containing resources that have been specifically purchased to support independent learning in the Humanities Faculty.

At Key Stage 3, students are taught Geography, History and REP as discrete subjects each week.

### **Geography at Bottisham**

At Key Stages 3 and 4, students study Geography in mixed ability groups. Students study a variety of topics during Key Stage These include Antarctica, Weather and Climate, Sustainable Living, Plastic Waste, Africa, Tectonics, Dark Tourism and Development. A core concept running through our schemes of work is sustainability.



Within the classroom, students are encouraged to make geographical connections, link theory with the real world around them and reflect upon the complexity and multi-faceted nature of geographical situations. Through this, students develop not just their knowledge of the world around us, but their ability to make and support geographical decisions. We are particularly committed to challenging students and developing their ability to think critically about the world around them, using challenging questions to frame the curriculum and lessons, providing many opportunities for extended and reflective writing and integration of geographical skills and an evaluative mind-set throughout the curriculum.

Geography is a popular option at Key Stage 4; currently, there are 6 classes in year 10 and 5 in year 11. We currently teach the new AQA specification.

A key part of being a good geographer is being able to carry out fieldwork beyond the classroom. With the change to the GCSE courses, we are expanding our fieldwork studies and the number of trips we run at both KS3 and KS4. We are therefore keen for new colleagues to be committed to participating in the planning and running of a range of fieldwork trips.

### **History at Bottisham**

At Key Stages 3 and 4, most students study history in mixed ability groups. Students study events from 1066-2000 in a broadly chronological manner, stopping at moments to look back and reflect on the thematic trends that are emerging. Events focus on the history of the British Isles as a central thread, but European and world events are often studied to enhance, to contrast and to throw fresh understanding on historical problems.

Students are encouraged to work as historians, to reflect upon the nature of their discipline and to offer new ideas on how history should be understood and studied. This is an ambitious aim, but we are firmly committed to every student participating in this adventure.

History is a popular option at Key Stage 4; currently, there are 4 GCSE classes in Year 11 and 3 classes in Year 10. We currently teach the Edexcel specification: Henry VIII, Medicine, Germany 1918-1939 and the Cold War.

An important aspect of our work is field trips. We take Y7 to Framlingham Castle, Y9 to the Somme, Y10 to Hampton Court Palace and Y11 to the Imperial War Museum, London. We are keen to continue to develop these trips in innovative ways, and to increase our repertoire of visits, helping students to consider the relationship between learning in the field and their classroom work.

### **REP at Bottisham**

REP is taught as a discrete subject in all years. The department is well-resourced with innovative and enquiry based schemes of work and teaching is regularly judged as good or outstanding.

In Key Stage 3 and 4 students are mostly taught in mixed ability group. In Y8 and 9 of Key Stage 3, there are 2 small sets for those lower attaining students who require more intensive teaching. Students study a wide range of topics during Key Stage 3 and is split into themes for the different year groups. Year 7 explore philosophical themes such as arguments for the existence of God, Islam and demonstrating belief in God and the importance and significance of festivals. In year 8 we explore the



2019-2022 Anglian Gateway TSA





theme of religious identity and focus on different units such as creation and the purpose of humanity, how people experience God and exploring religion in the media. In year 9 there is an ethical theme as a light introduction to the GCSE course. They study the role of identity, responsibility and duty in Sikhism, how religion can be used to tackle social injustice and how Buddhist philosophy tries to solve the problem of evil.

Students are encouraged in the REP classroom to discuss and debate the different topical ideas studied. There is emphasis on developing critical thinking skills and teaching students to develop their knowledge and understanding of people and the world around them. They are also encouraged to develop their analysis skills and evaluation with the intention to make clear and informed judgements about the difficult philosophical and ethical ideas studied.

GCSE Religious Studies is growing in popularity and we currently teach the AQA Religious Studies A: course. Students enjoy studying two different world religions. For this exam specification we study Sikhism and Christianity. Students also enjoy studying and debating the different Christian philosophical and ethical topics studied and are able to engage with some challenging and debateable ideas.

All students in Key Stage 4 are required to undertake Core REP and during this time will cover the short course qualification with the same exam specification AQA Religious Studies A: short course. Students will have the opportunity to explore and debate different Christian ethic topics and start to form their own judgements on certain global issues.

As an REP department we are continuously working to develop the curriculum and make it relevant and up to date in order to make it more accessible. We have spent time during department meetings discussing different ways to modernise the curriculum and use a range of different teaching styles to ensure innovative and inspiring teaching. We also use outside speakers and other networks to try and help our students understand religion both inside the classroom and its impact upon the world in terms of political, social and historical disciplines.

### **The Vacancy**

We are seeking to appoint an outstanding geography practitioner to take on the role of Head of Humanities demonstrating experience, energy and enthusiasm needed to inspire and develop an already brilliant faculty. As a leader the candidate must have high expectations of themselves and their students and be able to establish good working relationships with those around them.

The successful candidate will be responsible for delivering Geography lessons at KS3 and GCSE. As Head of Humanities the successful candidate will oversee the management and development of Geography, History and REP at KS3 and KS4 and Religious Studies and Business Studies at KS4.

Due to the College's outstanding Ofsted status and designation as Lead School in the Anglian Gateway Teaching School Alliance, this post offers many opportunities for staff to take on additional responsibilities and gain valuable experience.

If you are ambitious and want to move your career forward, Bottisham is for you. Equally, if you are a new entrant to the profession, you can rely on a supportive and dynamic environment in which you can develop outstanding practice.



## **Application Process**

Please apply using the application form provided and send to Mrs Katy Limmer, HR Officer together with a letter of application. CVs will not be accepted. Please note that this contract is offered as a maternity cover contract.

**Closing date for applications: 10.00am Monday 20 May 2019**

## **Equal Opportunities**

Bottisham Village College is an Equal Opportunities employer.



# Head of Humanities Job Description

**Post:** Head of Faculty  
**Responsible to:** CLT Line Manager

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

## Leadership and Management

- Be responsible for all developments within the faculty, including budgets and the management of curriculum change
- Ensure that the curriculum on offer is suitable for the full range of students, including those with Special Educational Needs, including gifted pupils and accommodating a variety of learning styles.
- Manage the planning, implementation and monitoring of Schemes of Work, making sure that there is clear provision for:
  - Work Related Learning
  - The use of ICT to enhance learning
  - Social, moral, cultural, spiritual dimension
- Ensure the success of any specialist school developments
- Lead a faculty team and ensure that their duties are fully met, for example,
  - Following faculty policies on marking and homework
  - Following whole school policies on behaviour for learning
- Monitor, assess and develop the roles of subject teachers and non-teaching staff
- Update subject teachers of changes to school policy
- Ensure that subject teachers run their lessons effectively
- Ensure that appropriate work is set when staff are absent
- Ensure that any educational visits are planned with reference to the College policy and in consultation with the CLT member in charge of educational trips and visits
- Be involved in the decision making and policy development across the school
- Support the professional development of subject teachers and others
- Liaise with the timetabler regarding deployment of staff and allocation of pupils to appropriate groups
- Help staff to achieve constructive working relationships with students
- Establish clear expectations and constructive working relationships among staff involved in teaching the subject;
- Sustain their own motivation and that of other staff involved in the subject
- Participate in the college's performance management system;
- Audit training needs of subject staff and lead professional development of subject staff;
- Enable subject teachers to achieve expertise in their subject teaching;
- Work with SENCO and other staff to ensure that individual education plans are implemented;

- Ensure that the Principal, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets and other subject related development plans.

## **TEACHING AND LEARNING**

- Ensure curriculum coverage, continuity and progression in the subject for all students at KS4;
- Ensure that teachers are clear about the learning objectives of the lesson, understand the sequence of teaching and learning in the subject and communicate this information to students in KS4;
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students in KS4;
- Ensure effective development of student's literacy, numeracy, personal learning and thinking and ICT skills;
- Establish clear policies and practice for assessment at KS4, recording and reporting and use these effectively to ensure students are making good progress;
- Set expectations and targets for staff and students at KS4 in relation to standards of student achievement and the quality of teaching and learning;
- Evaluate the teaching of the subject in the college, use this analysis to identify effective practice and areas for improvement and take action to further improve the quality of teaching and learning;
- Develop effective links with the local community in order to extend the subject curriculum, enhance teaching and learning and develop student's wider understanding

## **EFFICIENT AND EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES**

- Establish staff and resource needs for the subject and advise the Principal and senior managers of likely expenditure priorities and allocate available resources with maximum efficiency to meet the objectives of the college and subject plans and to achieve value for money;
- Deploy subject staff to ensure the best use of expertise;
- Ensure the effective and efficient management and organisation of learning resources;
- Maintain existing resources and explore opportunities for the development of new resources;
- Use accommodation to create an effective and stimulating environment for teaching and learning the subject;
- Ensure that there is a safe working environment in which risks are properly assessed.

## **Pupil Progress**

- Ensure that individual pupil targets and estimated grades are standardised and up-to-date
- Set and monitor targets for the performance of each class

- Develop a clear intervention process, outlining the actions that will occur if a pupil falls beneath their target grades.
- Scrutinise assessment data in the contexts of the performance of individuals, classes and departments, intervening as required. Arrange the monitoring/mentoring of individual pupils, involving parents at all stages of the process.
- Ensure the quality of end of Year reports
- To raise standards of student attainment and achievement within the curriculum area and support student progress
- To be accountable for student progress and development within the subject area
- To develop and enhance the teaching of others
- To ensure the provision of an appropriately, broad and balanced relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the school and the curricular policies determined by the governing body and Principal of the school
- To be accountable for leading, managing and developing the subject area
- To effectively manage and deploy teaching/support staff financial and physical resources within the department to support the designated subject area
- To communicate and liaise effectively with a range of stakeholders including governors, parents, students and Local Authority about the work of the subject area

### **Pupil Guidance and Support**

- Provide information to pupils and parents regarding:
  - Options choices at Year 9
  - Further education opportunities at 16+

**Pupil Behaviour** – To ensure that Behaviour for Learning principles are presented and applied across the faculty

- Lead Behaviour for Learning within the faculty, including:
  - Establishing clear discipline standards / codes
  - Maintaining a referrals system
  - Developing a faculty response to behavioural incidents, including the contacting of parents, Heads of Learning and Form Tutors. Liaise with in-house inclusion provision and external agencies as appropriate
  - Managing systems to record and monitor behavioural incidents
  - Discussing individual pupils with CLT line managers
  - Sharing good practice within the faculty
- Share successful practices with other Heads of Faculty at regular meetings

### **PASTORAL RESPONSIBILITIES:**

- To monitor and support the overall progress and development of students within the department



- To monitor student attendance together with student's progress and performance in relation to targets set for each individual; ensuring that follow up procedures are adhered to and that appropriate action is taken where necessary
- To act as a form tutor and carry out the duties associated with that role as outlined in the generic job description
- To contribute to PSHE citizenship and enterprise education in line with the aims of the school
- To ensure the Rewards and sanctions policy of the school is implemented in the subject area so that effective learning can take place

### **Other duties and responsibilities**

- Encourage a range of activities which will help to motivate and inspire pupils in your faculty area. e.g. trips or visiting speakers
- Take every opportunity to celebrate successes within your faculty
- Facilitate the development and upkeep of a faculty area on the Bottisham Village College website
- Ensure that all communications with parents take place as detailed in the College's communication policy.
- Fulfil the obligation of self evaluation as outlined in the College Self Evaluation policy
- To play a full part in the life of the school, community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by Teacher Pay and Conditions document not mentioned in the above

**BOTTISHAM VILLAGE COLLEGE**  
**PERSON SPECIFICATION**  
**POST: Head of Faculty**

This specification is informed by the TDA Professional Standards for Teachers

Attribute	Essential	Desirable
<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> <li>Outstanding track record of attainment and progress with students</li> <li>Effective middle-management curriculum leadership</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>Outstanding knowledge about the new curriculum</li> <li>A reflective practitioner</li> <li>Track record of high-impact teaching and leadership</li> <li>An interest in leading and managing targeted intervention for students of all abilities</li> <li>Able to converse at ease with members of the public and provide advice in accurate spoken English</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>Ability to teach A-Level Mathematics</li> <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> </ul>	

**BOTTISHAM VILLAGE COLLEGE  
PERSON SPECIFICATION  
POST: Head of Faculty**

**This specification is informed by the TDA Professional Standards for Teachers**

	<ul style="list-style-type: none"><li>• Satisfactory DBS check, Medical Clearance and References.</li></ul>	
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**Bottisham Village College is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment**