



# Bottisham Village College

Achievement through Inspiring, Caring, Enriching

Principal: Mrs Jenny Rankine M.Ed LLCM

Lode Road, Bottisham  
Cambridge CB25 9DL  
Tel: 01223 811250  
[www.bottishamvc.org](http://www.bottishamvc.org)  
[enquiries@bottishamvc.org](mailto:enquiries@bottishamvc.org)



JR/kl

May 2019

Dear Applicant

## Teacher of Geography (Maternity Cover)

Thank you for your enquiry about the post of 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**

**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





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 a teacher to join us with the energy and enthusiasm needed to inspire and motivate students. The teacher must have high expectations of themselves and their students and be able to establish a good working relationship with students. They will be expected to deliver a varied curriculum, both in terms of content and pedagogy.

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.



# Class Teacher Job Description

**Post:** Class Teacher  
**Responsible to:** Head of Faculty

In accordance with the school's policies and under the direction of the Principal:

## **Teach**

Having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the students in any class or group assigned to you:

- 1 Plan and prepare courses and lessons
- 2 Teach, according to their educational needs, the students assigned to you
- 3 Set and mark work to be carried out by the pupil in school and elsewhere
- 4 Assess, record and report on the development, progress and attainment of students

## **Other activities**

- 5 Promote the general progress and well-being of individual students and of any class or group of students assigned to you
- 6 Provide guidance and advice to students on educational and social matters and, where appropriate, on their further education and future careers, include information about sources of more expert advice on specific questions; make relevant records and reports
- 7 Make records of and reports on the personal and social needs of students
- 8 Communicate and consult with the parents of students
- 9 Communicate and co-operate with persons or bodies outside the school and
- 10 Participate in meetings arranged for any of the purposes described above

## **Assessments and reports**

- 11 Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students

## **Appraisal or review of performance**

- 12 Participate in arrangements made in accordance with the 2002 Regulations or the 2006 Regulations for the appraisal or review of your performance and that of other teachers

## **Review, induction, further train and development**

- 13 Review from time to time your methods of teaching and programmes of work
- 14 Participate in arrangements for your further training and professional development as a teacher including undertaking training and professional development which aims to meet needs identified in planning and review statements

## **Educational methods**

- 15 Advise and co-operate with the head teacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

**Discipline, health and safety**

- 16 Maintain good order and discipline among the students and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;

**Staff meetings**

- 17 Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements;

**Cover**

- 18 To supervise, and so far as is practicable teach any students, whose teacher is not available to teach them (you will not be required to provide such cover for more than 38 hours in any school year).

**External examinations**

- 19 Participate in arrangements for prepare students for external examinations, assess students for the purposes of such examinations and record and report such assessments; and participate in arrangements for students presentation for, and conduct, such examinations;( you are not required routinely to participate in any arrangements that do not call for the exercise of a teacher's professional skills and judgement, such as invigilation)

**Management**

- 20 Contribute to the selection for appointment and professional development of other teachers and support staff, include the induction and assessment of new teachers and teachers serving induction periods
- 21 Assist the head teacher in carry out threshold assessments of other teachers for whom you have management responsibility;
- 22 Co-ordinate or manage the work of other staff; and
- 23 Take such part as may be required of you in the review, development and management of activities relate to the curriculum, organisation and pastoral functions of the school;

**Administration**

- 24 Participate in administrative and organisational tasks related to such duties as are described above, include the direction or supervision of persons provide support for the teachers in the school; and
- 25 Attend assemblies, register the attendance of students and supervise students, whether these duties are to be performed before, during or after school sessions.
- 26 You are not required routinely to undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgment.

**Management time**

- 27 A teacher with leadership or management responsibilities shall be entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharge those responsibilities.

**BOTTISHAM VILLAGE COLLEGE  
PERSON SPECIFICATION  
POST: Subject Teacher**

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

<b>Attribute</b>	<b>Essential</b>	<b>Desirable</b>
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Degree in related subject</li> <li>• QTS</li> </ul>	<ul style="list-style-type: none"> <li>• Further qualification &amp;/evidence of continuing professional development</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience during ITT placements &amp;/as a fully qualified teacher</li> </ul>	Experience in a fully comprehensive school across the spectrum of age and ability
<b>Skills, Knowledge and Aptitudes</b>	<ul style="list-style-type: none"> <li>• Able to work collaboratively with others</li> <li>• Able to form good relationships with students.</li> <li>• Able to motivate students</li> <li>• Energy and enthusiasm</li> <li>• Flexibility</li> <li>• Excellent organisational and classroom management skills</li> <li>• Excellent communication and interpersonal skills</li> <li>• Expertise in the teaching of the relevant subject including evidence of excellence in own work as a practitioner</li> <li>• Good knowledge and understanding of current issues in learning and teaching</li> <li>• A reflective practitioner</li> <li>• Clear indication of leadership potential</li> <li>• Able to conduct a conversation and answer questions for an extended period of time where necessary in English</li> </ul>	<ul style="list-style-type: none"> <li>• ICT competency</li> <li>• Willingness to get involved in the broader life of the college through extra-curricular activities</li> <li>• Excellent time-management</li> </ul>
<b>Other requirements</b>	<ul style="list-style-type: none"> <li>• High standards of behaviour in the professional role</li> <li>• Commitment to form and maintain appropriate relationships and personal boundaries with young people</li> <li>• Commitment to safeguarding and promoting the welfare of young people</li> <li>• Satisfactory DBS check, Medical Clearance and References.</li> </ul>	

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