



# Teacher of Music

## Bottisham Village College

### Candidate Information Pack



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## Welcome from the Chief Executive Officer

Thank you for your interest in the position of Teacher of Music at Bottisham Village College, part of Anglian Learning.

We are an ambitious, outward looking school trust consisting of six secondary schools and ten primary schools, the latest to join our community being Wimbish Primary Academy in September 2023. While each of our academies retains very clearly their own identity and ethos, we are collectively passionate in our belief that all young people deserve to have access to an outstanding education, and which crucially enables them to thrive in the local, national, and global communities in which they live.

Anglian Learning has been founded on strong collaborative and trusting relationships, where everybody is committed to sharing their successes, but equally open to new ideas and alternative perspectives. We also firmly believe that our most important resource is our people, and if you apply and are successful in your application, we promise to develop and support you in your career, as well as providing a caring, friendly environment in which to work.

For an informal discussion regarding this role, please contact the HR team on [hr@bottishamvc.org](mailto:hr@bottishamvc.org)

I hope that you find the following information useful. If you wish to visit our school or make an application for this vacancy, please see contact information within.

We look forward to hearing from you.

Yours sincerely



Jonathan Culpin  
Chief Executive Officer



## Anglian Learning

Our mission is to build an innovative partnership of academies that excites, inspires, and empowers our people – pupils, staff, and the community in which we work - to be the very best they can be, to have the confidence to think creatively, and embrace new challenges. Through this we will seek to support and inspire our young people to be dynamic learners who will live, grow, and thrive in the local, national, and global community in which they live and will work.

Currently, the Trust educates more than 8000 pupils and employs over 1000 members of staff in 16 schools across three counties, with a 17<sup>th</sup> school due to open in the near future. Several of our schools provide adult education opportunities, reflecting our commitment to lifelong learning and we also operate our own sport centres, under the banner of Anglian Leisure. We are recent winners of the NGA Outstanding Governance Award; have a unique partnership with Arts Council England, reflecting our commitment to arts education; and are one of the eight National Creativity Collaborative pilot hubs. We are strategic partners in the local teaching school hub, working closely to provide with other trusts to provide professional qualifications in addition to own very extensive professional learning programmes.

We provide school improvement support to our schools, alongside finance, human resources, ICT, and estates support. Many of our leaders, teachers, and professional services staff are involved in networks across the Trust to share best practice and build skills and knowledge, with some taking on cross-trust leadership positions.

Our most recent staff survey indicated that a high proportion of staff:

- ✓ Feel as though they belong within Anglian Learning
- ✓ Agree that they are provided with relevant opportunities for professional development
- ✓ Feel that there is a positive culture of psychological safety within their school
- ✓ Have high levels of job satisfaction and happiness at work
- ✓ Would recommend our organisation as a great place to work
- ✓ Almost all staff who responded to the survey feel part a team within their school and can rely on colleagues for support when needed.

**The core Vision of Anglian Learning is to enable:**

Dynamic, empowered learners who thrive and lead in their communities: locally, nationally, and globally.

**Our four core values and principles guide our work to achieve our vision:**



### Aspiration

We are ambitious for ourselves and all those in our community to be the best we can be



### Community

We underpin our relationships with a culture of support, respect and trust, recognising we are stronger together



### Empowerment

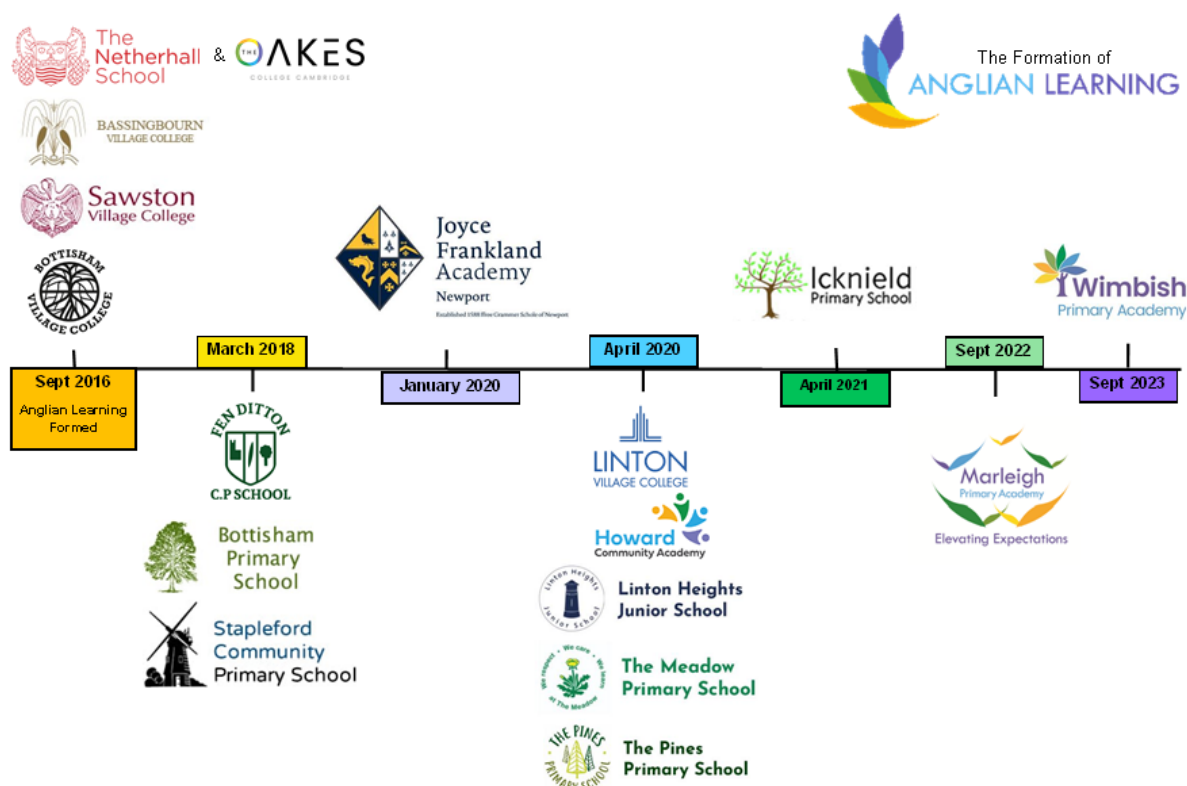
We enable our academies, staff and learners to embrace new ideas and think creatively



### Inclusivity

We believe in equality of opportunity, celebrating everyone's differences and supporting learners of all abilities from all backgrounds

**This is our Anglian Learning community. It is an exciting time to join our growing Trust.**



We are committed to providing outstanding academies which are a source of pride for the communities that they serve.

We aim to achieve this by raising the educational attainment of all our young people and using the collective energy and cross-school educational fertilisation within the Trust to improve life chances by:

- Developing a dynamic and inspirational culture for teaching and learning excellence.
- Providing pupils with stimulating and valuable enrichment opportunities across the curriculum.
- Building a curriculum and assessment structure that will enable teachers, pupils, and parents to celebrate success and respond swiftly to challenge.
- Encouraging innovation and risk-taking through a focus on research and best practice locally, nationally, and internationally.
- Promoting, enabling, and supporting leadership at all levels to flourish in individual schools and across the Trust.
- Providing high quality professional learning opportunities for staff at all levels in the Trust



## About Bottisham Village College

We are a highly-ambitious, highly-innovative and over-subscribed comprehensive school, based in the heart of rural East Cambridgeshire and we take great pride in our vision: to inspire, to care for and to enrich the lives of every student within our community. The pupil admission number is 300 for September 2022 and last year we received 455 applications of which 281 were first preference, meaning we are currently a school of 1410 students.



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.

In addition to our academic rigour, our relationship-driven approach permeates throughout all aspects of college life, from the maths classroom to the sports field, from the music room to the ICT suite and from the library to the auditorium, this is a college where we recognise the transformative power of positive relationships. Students will only succeed if they are happy and we make every effort to achieve this. Further information about us can be found here <https://bottishamvc.org/about-us-2/ethos-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. This vision still resonates today.

The college is a focal point for village life and a community ethos: a comprehensive adult education programme, a community sports centre and extensive provision for the arts and physical education as well as a well developed enrichment programme for all. In essence, the facilities, open 364 days a year, are the gateway to connecting all our catchment communities. Our adult learning courses run during the week, offering a rich selection of education for our wider community, from Maths GCSE to Level 2 qualifications in Horticulture. Additionally, our sports facilities help grow sport at grass roots level, with swimming clubs and FA affiliated football clubs all benefitting. Importantly, the college's commitment to the on-site charity "Red to Green" is evident. Working with adults with disabilities and special needs, the college provides the supportive framework for this important community work to take place.

Having undergone significant development since 2018, our new resources are best exemplified by the new "Morris Wing": auditorium, dance studio, modern bright classrooms and a spacious dining hall. In the same way, our new library, ICT suites, conference spaces

and reception area are symbolic of a college embracing the future and providing for its community.



As our college grows, we shall never lose sight of the Henry Morris ideal: community is at the heart of all we do.

## Ofsted

Our most recent Ofsted inspection was in June 2012. We are very proud to have been judged to be outstanding in all categories: Achievement, Quality of Teaching, Behaviour & Safety and Leadership & Management. As an ambitious and aspirational College, we are excited at the prospect of building on this success in the future.

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

## 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 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 across the Trust as well as drawing on external expertise. Colleagues with management responsibilities are given appropriate time within their timetable to fulfil these duties, and ECTs have a reduced timetable in order to support them in their early stages of their career. The Trust's network of leaders and schools will be able to support you with a range of opportunities and enhancements. We are equally keen to nurture, grow and celebrate teachers who are willing to share effective pedagogy and practice to support their colleagues.

Our staff-room is a vibrant, sociable and supportive atmosphere and we encourage all staff to come together when possible to build relationships across faculties. We enjoy College events such as staff socials, sporting events (eg charity sports matches) and concerts.

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.

**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!**



## **THE PERFORMING ARTS FACULTY**

The Performing Arts team has a strong collaborative approach, supporting each other, sharing resources and developing and implementing new ideas and initiatives together, often across subject areas. Relationships within the faculty are very good and characterised by hard work, passions and an enthusiasm for teaching creative subjects always with a good sense of humour. The faculty has a regular and busy schedule of performance opportunities, including whole school shows such as our recently production of We Will Rock You, which starred students from every year group and included a live band and student production teams. We are actively working towards Arts Mark Platinum accreditation and hope to be fully accredited in later this year.

We enjoy effective in class support from TAs from the Learning Support Faculty and enjoy mentoring ITT students from our teaching school and Faculty of Education.

### **GOOD FACILITIES AND RESOURCES**

We aim to discover and develop the full potential of each individual student, give them a positive attitude to Performing Arts subjects and an understanding of their place and use in society. We organise many varied opportunities outside the classroom to inspire students to reach their potential and beyond.

In 2018 the College completed its capital build which brought significant investment to the site and incorporated new dining facilities, a full-size performance space with bleacher seating and a state-of-the-art Drama studio. The three new music classrooms, eight practice rooms and recording studio upstairs overlook the sports field and local countryside, and we also have a large drama studio with full lighting facilities.

The music department is enhanced by an established team of 8 instrumental teachers and more than 100 students have individual lessons to develop their skills throughout the working week. There has been a tradition of 3 concerts a year with a range of musical styles being showcased. Extra-curricular activities at present include junior & senior orchestras, soul band, junior and senior choir, ukulele club, and music technology club. The department is well equipped with electronic keyboards, guitars and ukuleles, and Apple laptops for composition. The Music Department has been part of the pilot scheme for introducing one-to-one devices at Bottisham Village College and each member of staff has an iPad with GarageBand and a range of other music apps.

Our specialist staff create a positive, inclusive working ethos and have high expectations of all students. We have a vibrant, exciting range of after school activities, performances, trips and workshops to help inspire students of all ages, abilities and interests and all subjects are incredibly popular at GCSE, with a strong uptake each year.

Each member of the faculty has their own wireless enabled laptop and the faculty schemes of work and resources are located centrally on the school's network drive. Every classroom is equipped with a data projector and staff share resources and ideas on how to make the most effective use of the technology. The college has 4 ICT rooms and there are trolleys of laptop computers that are based around the school.

The school has a wireless network with a broadband internet connection. Staff and students have remote access to subject software at home.



## **MOTIVATED AND SUCCESSFUL STUDENTS**

Our students are motivated and well behaved: they respect the environment in which they work and the specialist equipment they use. The students speak positively about their lessons and the environment in which they work and are at their very best when they are involved in productions, concerts and workshops.

## **HOW LEARNING IS ORGANISED**

Music is taught as a subject in its own right, but also is included as part of English in the National Curriculum. In years 7, 8 and 9 students are taught in a modular capacity with mixed gender and ability groupings. In Years 10 and 11, music is available as a GCSE option and is always very popular. In recent years, music outcomes at KS4 have been consistently the highest in the college. KS3 Lessons have a practical focus and students are encouraged to create ideas both individually and within groups.

### **Years 7, 8 and 9**

Each year group will work on a number of appropriate projects selected by their teacher. For example:

Year 7 - Development of musicianship; Vocal and keyboard skills; Music for a visual image; Samba

Year 8 - Music of Black Origin: Blues, Rock & Roll & Reggae, Developing Instrumental Skills, Protest Songs

Year 9 - Musical Futures (band ensemble performance); Song writing and composition

All students will complete 'deep dive' assessments for each project: they receive detailed feedback and are given opportunities to further develop their skills and knowledge based on this feedback.

### **Years 10 and 11**

Students who opt for Music follow a GCSE course examining 4 key areas of study. The aim of the course is to build skills and understanding so that by the end of the course students are able to undertake performances on their chosen instrument which will allow them to access the highest grades. They develop composing skills through integrated workshop sessions, and through listening to the works of the 'great composers' across genres. Students develop a deep understanding of the history of music and an ability to recognise, describe and interpret complex musical features in a range of styles.

### **Current syllabus: GCSE Music - OCR**



## **Teacher of Music**

**Full time preferred but part time actively considered**

**Main or Upper pay scale**

**Suitable for ECTs**

We are looking to appoint an outstanding, enthusiastic and passionate teacher to join our highly successful Performance Art Faculty as a Teacher of Music - the ability to offer a second subject would be advantageous, but not essential. The successful candidate could be an ECT or an experienced Teacher, and will join our strong, established and supportive faculty of specialists where continuing professional development is a priority.

As a faculty we are continually exploring new ways to develop our provision, raise the profile of the Performing Arts, and increase opportunities for all students. We are seeking a team member who shares in this vision and will be proactive in supporting curriculum development and engaging with the local community and other outside agencies. Over the last 3 years we have increased participation in our extra-curricular ensembles and the successful candidate will be passionate about music making and keen to take an active role in leading and developing our ensembles.

Our ECTs have said this about our team: *"From the first day, the school community has made me feel that I was a member of the team. I have felt respected in the same way as my colleagues with the additional consideration of the support I might need as an Early Career Teacher"*.

Anglian Learning is a high-performing multi-academy trust responsible for 15 schools in West Suffolk, Cambridgeshire, and Essex, educating over 8,000 pupils and employing more than 1000 staff.

Our vision is for dynamic, empowered learners who thrive and lead in their communities: locally, nationally, and globally. Our schools are at the heart of their communities and as well as providing a broad, rich, and vibrant curriculum to pupils they also provide sporting, community education and other facilities and opportunities to their local community.

We're committed to making Anglian Learning a place where everyone feels valued and has equal access to the opportunities our Trust offers. We are always open to discussing flexible working opportunities or making adjustments to ensure you thrive in your role with us.

As a result of the changes to the UK immigration rules which came into effect on 1 January 2021, Anglian Learning will offer sponsorship for a skilled worker visa under the points-based system, where a role has been deemed to be business critical'. Do contact us to discuss further.

## **Employee Benefits**

Anglian Learning offers the following benefits to staff.

- Career Average Revalued Earnings Pension Scheme (CARE)
- Free membership to all [Anglian Leisure](#)'s Sports Centres - Bassingbourn, Bottisham, Sawston, Joyce Frankland, Linton and Netherhall
- 20% Discount on Adult Education Classes run by Anglian Learning Schools
- Employee Assistance Programme via Health Assured
- Cycle To Work Salary Sacrifice Scheme
- Discounted Eye Care Vouchers
- Annual Flu Jab Vouchers
- Perkbox
- Investment in Personal Development

## Application

Please submit your application online: <https://mynewterm.com/jobs/136677/EDV-2024-BVC-64930>

Within the online application, there is space for your personal statement – this should be written in the format of a letter of application, outlining how your skills and experience will enable you to be successful in this role.

Please note that due to our Safer Recruitment procedures, CVs will not be accepted and only fully completed online applications can be considered.

Closing date for applications: **Midnight, Wednesday 17 April**

Interview date: **Likely to be Monday 29 April 2024**

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*Anglian Learning is committed to safeguarding and promoting the welfare of young people and vulnerable adults. We expect all staff to share this commitment and those in regulated activity will be subject to an Enhanced DBS Check and online checks. Certificate of Good Conduct and other applicable checks may be requested.*

*This post is exempt from the Rehabilitation of Offenders Act. Our policies for Ex-Offenders, GDPR, Safeguarding and Recruitment can be found on our website: [www.anglianlearning.org](http://www.anglianlearning.org)*

*We value diversity and welcome applications from all, including those with protected characteristics under the Equality Act. Flexible working will be considered for all roles deemed suitable.*

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## Class Teacher – Job Description

<b>Salary</b>	MPS
<b>Disclosure Level</b>	Enhanced DBS
<b>Location</b>	Bottisham Village College
<b>Responsible to</b>	Head of MFL

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.

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## Class Teacher - Person Specification

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

	Essential	Desirable
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful teaching experience during ITT placements and/or as a fully qualified teacher</li> </ul>	
<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>Qualifications and Training</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>Personal Attributes</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 enhanced DBS check, Medical Clearance and 2 References.</li> </ul>	



## Anglian Learning

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