



# Bottisham Village College

Achievement through Inspiring, Caring, Enriching

Principal: Mrs Jenny Rankine M.Ed LLCM

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JR/kl

16 January 2020

Dear Applicant,

## Maths Teacher

Thank you for your interest in our vacancy for a Maths Teacher at Bottisham Village College.

In this pack you will find information about the vacancy, including a full job description and person specification, alongside information about our school. To find out more about us as a college, why it's great to work here, 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 midnight on Thursday 23 January. Please send your completed application form, together with a letter of application to Stacey Turner (HR Assistant) [hr@bottishamvc.org](mailto:hr@bottishamvc.org). Only completed application forms will be considered – CVs will not be accepted.

I hope that this pack gives you all the information that you need at this stage and we look forward to receiving your application.

Yours sincerely

**Jenny Rankine**  
Principal

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment and undergo appropriate checks. Therefore, all posts within the Trust are subject to an enhanced Disclosure and Barring Service check. The Trust welcomes applications from all, irrespective of gender, marital status, disability, race, age or sexual orientation.





## Information for applicants

### Welcome from the Chief Executive Officer



I am delighted to be able to introduce you to Anglian Learning. We are an ambitious, outward looking multi-academy trust. We are passionate in our belief that all young people deserve to have access to an outstanding education; we are determined that this will be the case for all those in our school communities. Our motivation in establishing Anglian Learning was based on a strong underlying belief that we can simply achieve more together. We've tried to encapsulate that within our over-arching goal:

*'To create self-sustaining, community based clusters of schools that celebrate individuality, creativity and innovation and actively pursue a collective responsibility for achieving excellent outcomes for all learners across the trust.'*

We are convinced that the chances of achieving this goal will be strongly enhanced by working together across the whole age range, enabling us to collectively enhance the experiences, achievements and ultimate life chances for all of the children and young people in our care. We are therefore delighted with the establishment of our first Primary Hub, which will complement and enhance the work of existing secondary schools.

We understand that staff are our most important resource. Quite simply, we want to recruit, develop and retain colleagues who share our vision. We are committed to offering high quality, personalised professional learning and developmental opportunities to support career development and personal growth.

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, professional challenge and alternative perspectives. We are firmly committed to maintaining the individual ethos and identity of each school, matched to the needs of each local community, whilst all sharing the same core trust values and goals.

I hope that you find the information in this booklet helpful and if you have any queries then please do not hesitate to make contact with either the school or [hr@anglianlearning.org](mailto:hr@anglianlearning.org).

We very much hope that you will consider working with us and that we can be instrumental in developing your career.

Kind regards  
*Jonathan Culpin*  
**CEO Anglian Learning**

## Anglian Learning, a unique multi academy trust

All members of our Trust share the firm belief that successful learning communities are underpinned by ambitious vision, trust and strong inspirational leadership at all levels of the organisation. Through membership of Anglian Learning, these values are reinforced by working with like-minded schools, leaders and teachers, to make a difference to the lives of our young people. We believe that we have a shared responsibility, through support and challenge, to ensure that all our academies can offer an outstanding education to all students. We are committed to the best financial planning and clearest governance structure with a rigorous system of checks and balances to ensure our future development and growth.

Anglian Learning was initially created by three highly successful Cambridgeshire Secondary School Academy Trusts, with similar visions of enhancing the capacity of mutual support and challenge, formally joining together as a Trust. A further secondary school joined Anglian Learning in March 2016 with an Ofsted rating of Requires Improvement, which had been held for several years. In October 2018, due to the work undertaken by the staff, the Principal and the Trust, the school successfully achieved a rating of Good in all areas.

In March 2018 Anglian Learning established a Primary hub with three primary schools choosing to join the Trust, forming a collaborative and supportive primary network. Anglian Learning has also won the contract for a new primary school The Wing School which is currently due to open in 2020.

Further information about each of our schools can be found by visiting their websites:

- [www.bottishamvc.org](http://www.bottishamvc.org)
- [www.sawstonvc.org](http://www.sawstonvc.org)
- [www.bassingbournvc.net](http://www.bassingbournvc.net)
- [www.jfan.org.uk/](http://www.jfan.org.uk/)
- [www.netherhall.org/](http://www.netherhall.org/)
- [www.bottisham.cambs.sch.uk/website/home/](http://www.bottisham.cambs.sch.uk/website/home/)
- [www.fenditton.cambs.sch.uk/](http://www.fenditton.cambs.sch.uk/)
- [www.staplefordprimaryschool.org/](http://www.staplefordprimaryschool.org/)



We are committed to ensuring that all Anglian Learning schools aspire to achieve consistently improving progress measures that are significantly above national expectations and place them in the top 10% of schools nationally.

We aim to achieve this by raising the educational attainment of all our young people and using the collective energy and cross school educational fertilization 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, students 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 CPD opportunities for staff at all levels in the Trust*

The Trust Leadership Team comprises of a CEO, supported by a Deputy CEO who is a trained Ofsted Inspector, a Primary Executive Headteacher who oversees and supports the Primary Hub and highly qualified and experienced Directors advising on Finance, ICT, Operations and Human Resources. Canvassing any member of staff, member of governing Body or Trust Board directly or indirectly is prohibited and will be considered a disqualification.

The operational structure of the central team is constantly being reviewed to ensure that it delivers the maximum and desired support to the schools within Anglian Learning.

As an employee of Anglian Learning the successful candidate would benefit from:

- *A collaborative framework across all schools providing professional support, wider career opportunities and personal development structures.*
- *Strong links with the Anglian Gateway Teaching School Alliance and Cambridge and Suffolk Schools Alliance supporting the significant opportunities for career development.*
- *An ambitious, forward thinking and caring environment where pupils and staff are provided with the facilities to achieve their potential.*
- *A Health and Wellbeing Charter which includes free use of the sporting facilities across the MAT for staff.*
- *Requests for flexibility in working arrangements/patterns would be considered*

**Anglian Learning is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment and undergo appropriate checks. Therefore, all posts within the Trust are subject to an enhanced Disclosure and Barring Service check. The Trust welcomes applications from all irrespective of gender, marital status, disability, race, age or sexual orientation.**







## About Bottisham Village College

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 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. The build has also provided a new and convivial reception area, new offices, the large Henry Morris hall and conference space as well as a Trust central office suite.

## 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.

***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***





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

**TEACHER OF MATHEMATICS**

# THE MATHEMATICS FACULTY

## **A strong and supportive team**

Andy Cornick	Head of Faculty
Hannah Lindsay	2 <sup>nd</sup> in faculty
Kelly Clarke	3 <sup>rd</sup> in faculty
Claire Parsons	Teacher of Maths
Michael Lindsay	Teacher of Maths
Ceri Cairnduff	Teacher of Maths (NQT)
Jesse Parmar	Teacher of Maths
Stuart Hodgson	Teacher of Maths (Associate CLT)
Kim Holtby	Teacher of Maths
Ruth Wadsworth	Teacher of Maths
Jane Goodland	Teacher of Maths
Malcolm Baker	Teacher of Maths (Head of Learning for Year 7)

The Maths Faculty has a supportive team approach where resources are shared and new ideas and initiatives are developed and implemented together. Relationships within the Faculty are strong and characterised by dedication, an enthusiasm for teaching mathematics and a positive supportive ethos.

We enjoy in-class support from TAs and teachers from the Learning Support Faculty. We are lucky to have two maths specialist TAs who are assigned specifically to mathematics and undertake small group intervention work as well as supporting the learning of some groups. We enjoy our involvement with Initial Teacher Training in partnerships with Cambridge University Faculty of Education and the CTSN SCITT programme, hosted at Bottisham.

## **Good facilities and resources**

We aim to discover and develop the full potential of each individual student, give them a positive attitude to mathematics and an understanding of its place and use in society. We achieve this by making mathematics accessible to all. We encourage students to work co-operatively, independently and practically and help them to become confident users of mathematics.

The maths area consists of 11 brand new classrooms, and a faculty office. 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 an interactive promethean whiteboard and staff share resources and ideas on how to make the most effective use of the technology.

Our schemes of learning at Key Stage 3 have been developed to introduce a mastery led approach, utilising manipulatives and visualisations to help support students develop a fluency with mathematical concepts. At Key Stage 4 we are following the AQA linear GCSE specification. As a team, we work together to continually update and refine the schemes of

learning, ensuring that they represent best practice and allowing us to share successful ideas, resources and strategies.

Support for individual students, beyond their timetabled Maths lessons, is provided in a number of ways including use of a website, informal help at lunchtime, twilight revision lessons and Easter school classes.

Enrichment is specifically built into our schemes of work and we also offer a range of additional opportunities for enrichment including participation in local mathematical challenges and attendance for gifted students at the Royal Institution Mathematics Workshops. The college enters students in each year group for the intermediate and junior national challenges.

### **Motivated and successful students**

Our students are motivated and very well behaved. The school ethos encourages a positive atmosphere and relationships in the college are very good. Students engage with their learning; parents and carers are supportive and appreciative.

### **Student outcomes**

We achieved excellent outcomes for our students in 2019, progress was above average (0.25) and 77% achieving grades 4+ and 62% achieving 5+.

### **The Vacancy**

We are seeking to appoint an exceptional 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 good working relationships. Due to the College's outstanding OfSTED status and designation as Lead School in a Teaching School Alliance, we can offer staff an unparalleled level of professional development along with a supportive and energised working environment.

### **Application Process**

Please apply using the application form provided and send to Ms Kate Limmer, HR Officer together with a letter of application. CVs will not be accepted. [HR@Bottishamvc.org](mailto:HR@Bottishamvc.org)

**Closing date: 12 midnight, Thursday 23<sup>rd</sup> Jan 2020**

### **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**