



BUTTERSHAW BUSINESS &
ENTERPRISE COLLEGE

Application Pack

SCIENCE PROGRESS LEADER



Headteacher – Mr A Taylor

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bdat
Bradford Diocesan
Academies Trust



BUTTERSHAW BUSINESS &
ENTERPRISE COLLEGE

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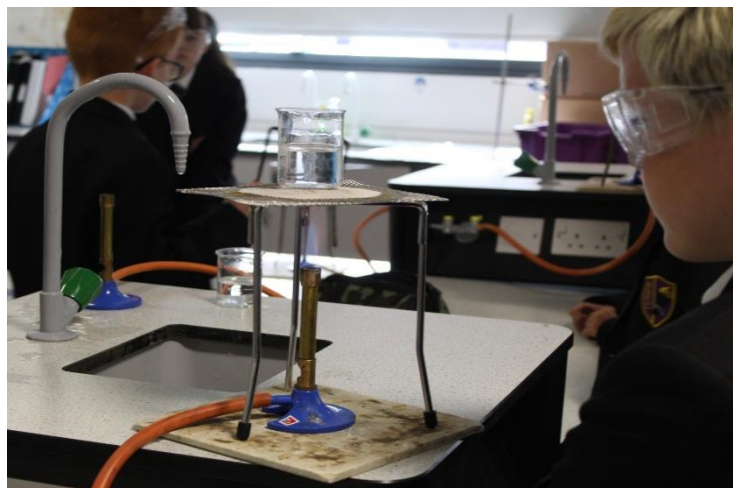
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WELCOME

The governors, staff and students of Buttershaw Business and Enterprise College (BBEC) warmly welcome you to our guide for prospective applicants for the role of Science Progress Leader.

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

We will thus prepare our students to lead **happy** and **successful** lives.

We live this vision every day. It is a real privilege to introduce our vibrant school to you.

We believe students' education is not a dress rehearsal; they only get one chance and it is important that our school provides a safe, happy environment where our young people feel valued and can learn and fulfil their potential. The school has undergone change over recent years; these changes have resulted in greater success for our students. We are on a trajectory of rapid improvement. At BBEC we understand the importance of great teaching and our students being successful academically, but as well as this we offer fantastic opportunities for children to develop skills and interests beyond the classroom. We believe this helps students have a fully rounded, exciting learning experience so that they can thrive and be prepared for adult life.

We are a truly comprehensive school and we welcome all children. We have a fantastic mix of students with different skills and talents. The breadth of our curriculum is designed to include a range of academic and innovative courses for all abilities, from the university bound to those with additional learning needs. We are truly proud of our inclusive approach and our commitment to see every child reach his or her potential. We expect all staff to work hard to ensure that we fulfil this aim.

The intent of the curriculum at BBEC is to:

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

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

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

We would be delighted to invite you to visit us in school so we can share our vision with you.

Andrew Taylor
Headteacher

ABOUT BBEC

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

**We all belong
at BBEC**



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

ability culture gender identity
mental health race hobbies personality
gender expression physical health nationality
sexual orientation fertility appearance ethnicity age
occupation political affiliation language
marital status religion location education class

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

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

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

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

SCIENCE AT BBEC

"Science is a way of life. Science is a perspective. Science is the process that takes us from confusion to understanding in a manner that's precise, predictive and reliable – a transformation, for those lucky enough to experience it, that is empowering and emotional". Brian Greene

Vision

Our vision is to inspire and empower curious minds, enabling our students to become scientifically literate and critical thinkers. We aim to improve students' cultural capital, increase ambition, and counter social disadvantage, equipping students with the skills and knowledge necessary to excel in STEM fields and beyond.

The science faculty at BBEC is a progressive department with a focus on active student learning in which staff have high expectations of themselves, each other and our students. We teach science that stimulates our students' curiosity and provides them with a deeper understanding of how science will affect their future. Through science, students understand how ideas about the world are constantly developed and revised and how major scientific ideas contribute to technological change – impacting on industry, business and medicine and improving quality of life.

We have developed these main principles for our students:

- Students will be enthused by practical engaging learning
- Students use and understand scientific vocabulary
- Students ask questions and show resilience in learning
- Students can apply skills taught in other subjects effectively.

By continuing to maintain contact with parents and carers, we strive to achieve the best outcomes for all our students regardless of their religion, background and beliefs. We work hard to ensure that the experiences within science are challenging and enjoyable and will ultimately lead to successful learning.

CURRICULUM INTENT – SCIENCE

Through the study of Science we intend to:

- Develop a love of science and a passion for scientific knowledge.
- Provide a broad and balanced curriculum that is truly comprehensive and accessible to all pupils.
- Provide knowledge of the specific disciplines of biology, chemistry and physics, and how they relate to each other and wider world.
- Enable our students to work collaboratively with others, as well as independently, to conduct experiments, research topics and present findings.
- Embed scientific knowledge and understanding, both academic and practical, in all our students to enable them to progress to Higher Education and become work ready in the field of Science and beyond.
- Develop a curiosity about the scientific world and an appreciation of the relevance of science in the lives of all people and the ever-evolving technological world.
- Provide opportunities for students to extend their vocabulary and language, and for them to apply their mathematical knowledge required for success in the wider curriculum and in adult life.
- Encourage students to critically consider emerging moral and ethical issues using facts, evidence, and knowledge to form opinions whilst developing respect for others' views.
- Develop observational, modelling, enquiry, interpretative, analysis and problem-solving skills, in the laboratory and other learning environments.
- Encourage students to make healthy lifestyle choices through educating them about how the human body works and the implications of choices they make.

KEY STRENGTHS OF OUR CURRICULUM

The Science curriculum at BBEC exceeds the National Curriculum because:

- We deliver a curriculum that provides transitional opportunities between KS2 to KS3 and KS3 to KS4.
- We deliver a curriculum designed around the needs of our students and local community to increase resilience and ambition in Science.
- We deliver a broad and ambitious Science curriculum, rich in skills and knowledge, which will prepare students for the wider world.
- We explore current affairs (science in the news) to improve students' social and cultural awareness.
- We provide a broad curriculum that provides opportunities for retrieval and mastery, developing **ambition** and **resilience**.
- We develop knowledge and have an appreciation of our local natural environment in Bradford and promote the importance of being **courteous** and **kind** by protecting our planet. This will ensure our students do make a positive impact on their environment and their actions and know that this impacts on the natural world.
- We develop our sense of belonging within culture and society through celebrating the contribution of individual scientists of various backgrounds and cultures to enhance our understanding of science.

OUR BBEC SCHOOL VALUES IN SCIENCE:

You will see:

AMBITION in Science means....	<ul style="list-style-type: none">• Developing a deep understanding of scientific concepts studied and being able to apply knowledge to unfamiliar contexts.• Having high expectations and becoming immersed in the learning of complex phenomena and abstract ideas.• Having curiosity and asking inquisitive questions about the subject as well as exploring the impact of science on the world around us.
RESILIENCE in Science means....	<ul style="list-style-type: none">• Planning and carrying out different scientific enquiries.• Overcoming setbacks in the analysis and interpretation of data.• Demonstrating understanding of physical phenomena and concepts that explain behaviour of matter, energy, forces, electricity and radiation.• Applying knowledge to explain the chemical reactions and interactions between living and non-living systems.• Asking and answering questions and contributing to class discussions.
COURTESY and KINDNESS in Science means.....	<ul style="list-style-type: none">• Being thoughtful, kind and considerate to other students and listening to their contributions and questions.• Following health and safety rules for working in science laboratories.• Taking care of the laboratory and the equipment in it and ensuring that equipment is returned at the end of all practical work.• Acknowledging the importance of being kind and courteous in the conservation of resources and the impact on the environment.• Showing sensitivity in the learning of lifestyle and genetically inherited diseases.



**Bradford Diocesan
Academies Trust**

ABOUT BDAT

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

GENERAL INFORMATION AND BACKGROUND

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

OUR MISSION STATEMENT

"The Trust's mission is to provide an education of the highest quality within the context of Christian belief and practice." We believe every child only has one chance at a good education. In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable our academies to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working.

OUR GROWTH

As of September 2023, the Trust has academy orders to support 19 Church and non-Church academies across Bradford. This includes five secondary academies (Immanuel College, Buttershaw Business and Enterprise College, Belle Vue Girls, Bradford Girls' Grammar School and Bradford Forster Academy) and 14 primary academies. We envisage we will continue to grow at a sustainable pace over the next few years, in line with the Government agenda that all schools will become academies by 2022, to a maximum size of approximately 20 schools. We believe this will mean we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we are truly able to know, understand and support each other.

OUR CHRISTIAN ETHOS

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



**Bradford Diocesan
Academies Trust**

THE BDAT EMPLOYEE PLEDGE

Bradford Diocesan Academies Trust recognises that if our schools are to succeed, our teachers and school staff are our most valuable asset. As such we work hard to be an employer and the schools of choice in Bradford.

WE DO THIS BY:

- Relentlessly only recruiting the highest calibre of teachers who share our aspiration and ambitions for our pupils to succeed;
- Developing our teams by talent spotting and rewarding our next generation of leaders
- Making sure BDAT is a good place to work so that retain and grow the expertise and skills of our people. Keep reading to find out more about our employee pledge which sets out what you can expect from us if you choose to join BDAT and what we will expect of you.

WE WILL OFFER YOU:

- Work in a values driven, student centred organisation where every child is supported to reach their academic potential and accomplish their individual goals. <http://www.bdat-academies.org/about-us/bdat-mission-statement/>
- The prospect of working for an increasingly successful and growing Trust which is committed to providing high quality education for all of its students and to be the schools of choice. www.bdat-academies.org
- A separate annual career development discussion with a senior leader resulting in a bespoke career development plan in addition to Performance Management.
- Ongoing assistance in developing your 'craft' of teaching
- Assistance with career progression both within and outside the Trust
- A competitive employees' benefit scheme <http://www.bdat-academies.org/aboutus/employee-benefit-scheme/>

WE WILL PROVIDE YOU WITH THE OPPORTUNITY TO:

- Shape the curriculum developments in an ever-changing world
- Work with like-minded subject colleagues from the other trust schools
- Shadow colleagues both within the school and across BDAT
- Support the development of teachers new to the profession or to their role
- Gain the experiences required to meet external leadership qualifications such as Specialist Leadership in Education

THE BDAT EMPLOYEE PLEDGE (continued)

IN RETURN, WE EXPECT YOU:

To Model

- The values of BDAT and your school at all times
- Professional behaviours at all times

To Be

- A consistently good teacher on a day to day basis
- Committed to ongoing professional development
- A team player and to adopt a 'can do' attitude

To

- Place safeguarding of students at the heart of the work
- Engage in constructive professional dialogue, giving and listening to feedback
- Contribute to the development of students and staff
- Meet Teachers' Standards and Trust Leadership standards as appropriate to career stage expectation

Thank you for taking the time to read this information.



MAKING YOUR APPLICATION

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

To apply, please log on to our website <https://www.buttershaw.net/work-for-bbec>

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

If you would like to speak to someone about the vacancy, please contact Mrs Brown at Buttershaw Business and Enterprise College on 01274 676285, or by email at taffy.brown@bbec.bdat-academies.org

INCLUSION

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

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

SCIENCE PROGRESS LEADER –JOB DESCRIPTION

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1. JOB PURPOSE

To drive improvements in science to raise student outcomes.

2. PRINCIPAL ACCOUNTABILITIES

Student Progress and Achievement

- Be responsible and accountable for the learning, progress and achievement of science students in one or more year groups or take responsibility for a specific area of improvement in science.
- Model and help establish an ethos of high expectations for student achievement.
- Recommend and agree data collection. Ensure assessment lead is rigorous and data accurate.
- Organise and conduct, in conjunction with the Achievement Leader for Science:
 - data conversations with teachers and agree all teacher actions arising,
 - monitoring of teacher actions and their efficiency,
 - planning and co-ordinating of all additional support and intervention.

Teaching and Learning/Curriculum

- Model and ensure that teachers are achieving high standards of teaching, assessment and feedback.
- Ensure that schemes of learning are clear and well-resourced, with appropriate assessments
- Ensure that all teachers are using schemes of learning and adapting teaching appropriately.
- Ensure that all teachers are assessing accurately and providing effective feedback.
- Assist the AL for science in quality assuring and developing the quality of teaching and CPD in science .

Management of Staff

- Hold staff accountable for the quality of delivery and outcomes.
- Participate in the statutory process for the performance management of staff in line with school policy.

Teaching

- Work in line with the National Standards for Teachers
- Mark work, giving appropriate feedback and maintaining records of students' progress and development
- Plan, prepare and deliver lessons to a range of classes
- Select and use a range of different learning resources and equipment
- Manage student behaviour in the classroom and on school premises, and apply appropriate rewards and effective measures in cases of misbehaviour
- Prepare students for qualifications including external examinations and administrating and invigilating
- Undergo regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD)
- Research new topic areas, maintaining up-to-date subject knowledge and then devise and write new curriculum materials
- Devise and write new curriculum materials under the guidance of the subject leader
- Supervise and support the work of teaching assistants, trainee teachers and newly qualified teachers.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Support, uphold and contribute to the development of the school's equality policy and practices in respect of both employment issues and the delivery of services to the community.
- Undertake lunchtime and break supervisory duties as directed by the senior staff

SCIENCE PROGRESS LEADER - PERSONNEL SPECIFICATION

ATTRIBUTES	ESSENTIAL REQUIREMENTS	HOW IDENTIFIED
Qualifications	Qualified Teacher Status A degree in a relevant subject	Application
Experience	Experience of quality assuring teaching and learning Experience of holding teachers to account for quality of teaching and learning Experience of mentoring/coaching teachers in science Successful experience of assessment criteria to track progress and ensure effective intervention. Successful experience in a post of responsibility in a secondary school. Successful responsibility for raising attainment and progress beyond own teaching group. Successful experience of teaching science at KS3 and KS4 Successful experience of teaching a range of abilities Successful experience of teaching in a comprehensive school with a significant number of disadvantaged students	Application References Interview
Training	Evidence of relevant training or willingness to undertake such training Achieved (or has desire to achieve) NPQML or equivalent	Application Interview
Knowledge, Skills and Ability	Knowledge of current developments in science curriculum and pedagogy. Knowledge of intervention strategies. Ability to develop and maintain records to monitor and evaluate the effectiveness impact of teaching and learning. Ability to manage a classroom effectively, maintaining firm but fair discipline Ability to drive and enthuse staff. Ability to develop good professional relationships with both teachers and associate staff. Ability to contribute to professional development of teachers and associate staff. Excellent organisational skills.	Application Interview
Personal Circumstances	Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) Able to satisfy the requirements of safeguarding recruitment checks in line with Keeping Children Safe in Education (2019) Must have the ability to be flexible and work to the requirements of a busy school Interest in the school's wider role in the community	Application Interview
Disposition and Attitude	A passion for education and a deep-felt desire to make a difference for young people. Possessing educational vision underpinned by values Emotionally intelligent: knowing when to direct, when to challenge and when not to; being able to inspire, present a positive perspective at all times; being able to listen and show awareness of other's sensitivities; having personal pride and leading by example. Understands the importance of work/ life balance. Enthusiastic, flexible, team player who enjoys hard work and takes constructive criticism. Good oral and written communicator.	Application Interview References
Physical	Resilient Physically able to cope with the demands of a multi-level building	References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview