



BUTTERSHAW BUSINESS &  
ENTERPRISE COLLEGE

Application Pack

TEACHER OF SINGING & PIANO



Headteacher – Mr A Taylor

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**bdat**  
Bradford Diocesan  
Academies Trust



BUTTERSHAW BUSINESS &  
ENTERPRISE COLLEGE

## CONTENTS

Welcome from the Headteacher

About BBEC

Music and Performing Arts at BBEC

About BDAT

The BDAT Employee Pledge

Making your Application

Job Description

Personnel Specification

# WELCOME

Thank you for your interest in the post of teacher of singing and piano at Buttershaw Business and Enterprise College (BBEC.)

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.

It is a privilege to serve our diverse community and I am extremely proud of what we have achieved along our journey of school improvement to date.

All leaders are passionate about the students who attend this vibrant school, and we demonstrate this by teaching them well and expecting the very best from them. The appointment of a dynamic and ambitious Assistant Headteacher is crucial in order to raise standards, whilst developing the skills and potential of all students, so that they can lead happy, healthy, confident and responsible lives as individuals and members of society.

We are a fully inclusive school and we welcome all children and their families. We have a great mix of students with different skills and talents, and we are truly proud of our inclusive approach, with our commitment to see every child reach their 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 and skills
- 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, resilience and discipline in seeking knowledge.
- 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 young people deserve the best, therefore 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 sense of community and family ethos. We strongly believe that education is a partnership between school, students and parents and work hard to develop this partnership.

This post would offer an exciting challenge to someone seeking to broaden their experience and career prospects. High expectations and a determined focus on continuous improvement are essential.

In return, you will receive the support of a strong team of Senior Leaders and Governors, with well-motivated staff, students and parents.

If you decide to apply for this post, please complete the application form, together with a formal letter of application addressing the relevant points on the person specification.

I very much hope to welcome you to BBEC to experience first hand our vision, values and commitment to our young people and to our community.

Yours sincerely



Andrew Taylor  
Headteacher

## ABOUT BBEC

Buttershaw Business & Enterprise College is an **improving school**. We are an ambitious, community-focused academy of almost 1500 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.

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.

# THE MUSIC AND PERFORMING ARTS DEPARTMENT

The Music and Performing Arts department is situated in an impressive subject base. The ideal candidate will embody the school's values of Ambition, Resilience, Courtesy and Kindness and support the faculty vision which is: "To be a team of passionate and committed professionals who provide a creative, inclusive and ambitious learning experience so that all students will know more, remember more and have the ability to do more". Music and Performing Arts is a vital part of the school's curriculum offer and the ideal candidate will bring vibrancy, passion, and innovative ideas to this thriving department.

Music, Drama and Dance are very popular and successful subjects at KS4 having a previous track record of impressive results and continuous strong uptake. The courses offered currently are GCSE Music, BTEC Tech Award in Performing Arts – Acting Pathway, and BTEC Tech Award in Performing Arts – Dance Pathway. Our KS3 curriculum focuses on practical work and is designed to foster knowledge, understanding and an interest in how music, drama and dance works; our intention is to help to create fully rounded, self-aware individuals who are **ambitious, resilient, courteous, and kind**. The KS3 curriculum enables students to acquire practical skills and the ability to perform with accuracy, fluency, and expression giving our students **ambition** to perform to a high standard, and to support others who also aim for high standards. Students in Year 7 have two lessons of music and one lesson of drama a fortnight.

We have a thriving extra-curricular programme at BBEC which consists of the BBEC choir, music technology workshops, BDAT Be There variety concert, Christmas panto, the major school production (previous productions include High School Musical, Little Shop of Horrors and Annie). We also take part in many performance opportunities outside of BBEC. This has included performing at the St George's Hall, choir competitions at the Royal Northern College of Music, Rock Challenge, AMP awards, Bradford school proms and many more.

The department is well resourced and benefits from two large music classrooms that are fully equipped with PA systems, microphones, keyboards, drum kits, ukuleles, guitars and computers; a drama/dance studio with theatre lighting; a fully equipped theatre; and five practice rooms. All students studying music have access to music technology software.

The department is part of the wider BDAT subject network for Music and Performing Arts and works closely with other schools in the Trust to share best practice and secure high quality student outcomes.

The department consists of five (including the successful applicant) enthusiastic and passionate members of staff:

- Head of Music and Performing Arts (teacher of music)
- Teacher of Music
- Teacher of Drama and Dance
- Performing Arts Technician

## Vision

We aim to deliver a curriculum that excites, enthuses, empowers, challenges and promotes music, dance and drama to engender a lifelong love of the performing arts and recognise their contribution to society.

Through our Music and Performing Arts curriculum we intend to:

- Foster knowledge, understanding and an interest in how music, drama and dance works; our intention is to help to create fully rounded, self-aware individuals who are ambitious, resilient, courteous and kind
- Provide clear sequencing of learning so that students build on prior knowledge and apply this learning in different situations
- Enable students to acquire practical skills and the ability to perform with accuracy, fluency, and expression giving our students the ambition to perform to a high standard, and to support others who also aim for high standards
- Teach knowledge and skills to achieve depth of learning and make links between different elements of the curriculum
- Expose students to different genres, historical periods, styles and traditions, thus enhancing cultural capital
- Foster creativity to compose and improvise with skill, building on prior experiences
- Develop a rich vocabulary through which students can describe and evaluate the technical and contextual features of music, drama and dance
- Encourage students to be confident and creative and embed skills such as leadership, teamwork, practice, and mastery, improving social skills as well as subject-specific
- Enable all students to develop their performance potential through engaging experiences, recognising that music, dance and drama as art forms are an important part of cultural identity, and that our subjects are of proven benefit to both cognitive and character development
- Help students to feel that they belong by promoting and highlighting musicians and practitioners with diverse characteristics participating in a wide range of genres to instil respect and kindness for each other in performance, and for the artistry of musicians and practitioners from all backgrounds
- Encourage and prepare students for lifelong learning in music, dance and drama, both in and out of school, teaching students not only how to participate in the arts but be able to engage with and appreciate them as an audience
- Foster a positive working atmosphere where courtesy and kindness help everybody to develop their knowledge and skills, whatever their ability, previous experience, or background
- Develop knowledge of, and pride in, Buttershaw and Bradford as well as developing ambition and awareness of the possibilities outside the local environment by exploring musicians and practitioners from Bradford and their influence on different styles and genres.
- Instil resilience to perform in both small and large settings, participating in memorable occasions that contribute to the school life and the community.

Key strengths of the Music and Performing Arts Curriculum:

- Full National Curriculum coverage.
- Carefully planned opportunities for students to use industry standard Digital Audio Workstations promoting the use of music technology and making links to careers in the music industry.
- Research driven and knowledgeable subject specialists.
- The use of peripatetic staff which is integrated into the curriculum.
- Links with local primary schools foster an understanding of the key stage 2 curriculum in music and through collaboration and sharing of subject expertise this seeks to secure the future development of music in the local community.
- A fully inclusive co-curricular programme which ensures that any disadvantage is actively countered through the allocation of funding to support music and the arts.

#### **OUR BBEC SCHOOL VALUES IN MUSIC:**

**AMBITION** in Music and Performing Arts means....

- Striving to achieve professional standards in terms of production values.
- Joining co-curricular clubs and taking advantage of performance opportunities.
- Being brave enough to perform in a range of solo contexts.
- Embracing the challenge of technical aspects of the study of music including learning musical notations and in drama learning theoretical knowledge.
- Using complex tier three vocabulary to articulate and communicate increasingly complex compositions.

**RESILIENCE** in Music and Performing Arts means....

- Taking risks in performance and composition knowing that errors lead to improvement.
- Being responsive to teacher and peer appraisal understanding that this leads to improvements.

**COURTESY** and **KINDNESS** in Music and Performing Arts means.....

- Listening and watching performances without negative judgement.
- Offering sincere, warm support and advice not taking ourselves too seriously.
- Creating a safe space for all to perform.



## 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 19 schools in Bradford. We are a Trust which prides our self in delivering great education outcomes and life opportunities for all our children. We are an inclusive Trust working with children from a rich range of backgrounds who reflect our communities and the city we serve. We are proud to be all about Bradford and developing the future generation of lifelong learners who will go on to achieve incredible things.

BDAT is a Trust which recognises each of our schools is unique. We actively encourage and celebrate difference as we know each of our schools serves very different communities. However, we also know that a key strength of being part of a Trust means together our schools can support each other, learn from each other and share great practice. As importantly we know from working our way through the COVID pandemic, that a problem shared really can be a problem halved, and by working together we can save ourselves time, money and lots of duplication of work.

We are a Trust which is value-led and we know it is important that we consistently live these values. The Trust's mission is **"to provide education of the highest quality within the context of Christian belief and practice."** We strongly believe every child only has one chance at a good education.

Our core Trust values are **inclusion, compassion, aspiration, resilience, excellence (I.C.A.R.E.)**. We seek to model these values in all we do, including how we recruit and develop our staff, how we teach our students and how we liaise with our families, friends and partners. We are a proudly Christian organisation committed to providing high-quality education for all within our ethos. Whilst robust Christian principles underpin the work of the Trust, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. We describe ourselves as having inclusive values believing these are as appropriate and important to staff and students of all faiths (and to those without faith) as they are to those who practice within the Church of England. It is for this reason we choose to support and sponsor Non-Church of England Academies, as well as those within the faith. Therefore, we welcome applications for this role from employees of all faiths as long as they understand and can promote the values which we share.

BDAT is a large Trust, however we pride ourselves in knowing and understanding our schools. We are all part of the BDAT family, and we all have the same motivation – to see our children succeed. For more information about us follow us on twitter @wearebdat or visit [www.bdat-academies.org](http://www.bdat-academies.org)

# BDAT's Mission, Vision and Values

## Our mission:

"At BDAT we want every child to have a happy and high-quality education enabling them to grow and flourish during their time at school."

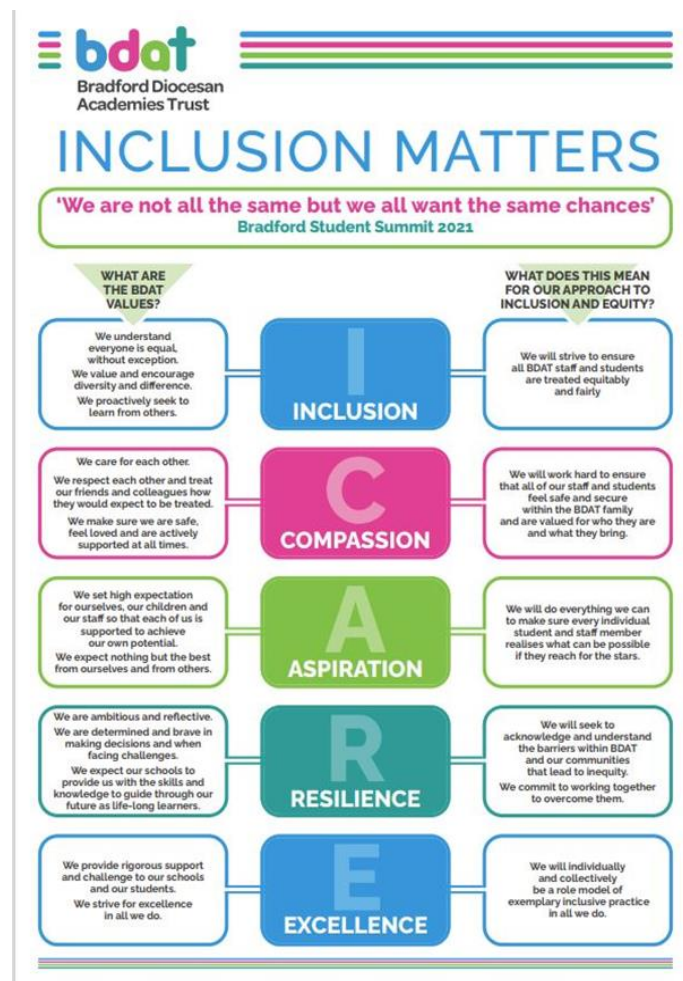
## Our vision is:

"We will provide schools that develop student competence, confidence and character, driven by local community context and inclusive Christian values, ensuring every student achieves their academic potential and leaves our Trust prepared for the next stage of their life journey."

We want BDAT schools to be schools of choice for the diverse and special communities we serve.

We will recruit develop and retain highly skilled staff dedicated to making sure our children and young people have every chance to succeed."

## Our values are:





**Bradford Diocesan  
Academies Trust**

## 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

- 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

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.

In order to apply, please complete the BDAT application form. The application form can be downloaded from the school 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 or to arrange to visit the school, please contact Mrs Brown at Buttershaw Business and Enterprise College on 01274 676285, or by email at [taffy.brown@bbec.bdat-academies.org](mailto: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.



**BUTTERSHAW**  
BUSINESS & ENTERPRISE COLLEGE

A member of  
the **bcet** family

## TEACHER OF SINGING AND PIANO - JOB DESCRIPTION

Casual contract - term time only

£28 per hour

### 1. JOB PURPOSE

To work under the direction of the Head of Music and Performing Arts to provide vocal coaching to individual students and small groups.

Under the direction of the Head of Music and Performing Arts, lead our school choir ensuring the choir are performance ready for events throughout the year.

### 2. PRINCIPAL ACCOUNTABILITIES

#### Coaching

- Delivering teaching sessions to students aged 11-16.
- Planning and preparing singing lessons in relation to students' individual needs.
- Preparing sessions to ensure a wide variety of repertoire is covered.
- Ensuring the foundation of your lessons focuses on key vocal techniques.
- Preparing all students for examinations as appropriate.
- Supporting GCSE students in preparation for their BTEC performances.
- Motivating students and encouraging progress.
- Preparing for and supporting with concerts/recitals to showcase students who have individual or small group tuition.
- Supporting with our annual production by arranging vocal musical theatre pieces and directing students as appropriate.
- Selecting music appropriate for students' capability.
- Leading the school choir.
- Supporting the performing arts team with productions.
- Establishing good relationships with students and act as a role model.
- Promoting the inclusion and acceptance of all students.

#### Support for the School

- Being aware of and complying with policies and procedures relating to safeguarding and child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all students have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the school.
- Appreciating and supporting the role of other professionals.
- Attending and participating in relevant meetings as required.
- Participating in training and other learning activities and performance development as required.
- Assisting with the supervision of students on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.
- Supporting, upholding and contributing 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.

The duties and responsibilities listed provide an outline of the job. You may be asked to undertake other duties.



## TEACHER OF SINGING - PERSONNEL SPECIFICATION

ATTRIBUTES	ESSENTIAL REQUIREMENTS	HOW IDENTIFIED
<b>Qualifications</b>	Hold an appropriate Music qualification Good qualifications in maths and English (grade 4 or above at GCSE or equivalent)	Application
<b>Experience</b>	Experience of working as a singing teacher in a school environment Experience of working with young people aged 11-16 in a teaching environment Experience of preparing students for ABRSM, Trinity or LSM Examinations Experience of a varied repertoire Experience of leading a choir Experience of accompaniment	Application References Interview
<b>Training</b>	Evidence of relevant training or willingness to undertake such training	Application Interview
<b>Knowledge, Skills and Ability</b>	Ability to make and sustain good relationships with students An inclusive approach to meeting students' needs Innovative, creative and adaptable Ability to work In a team Able to inspire and enthuse young people	Application Interview
<b>Personal Circumstances</b>	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 (2020) 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
<b>Disposition and Attitude</b>	A deep-felt desire to make a difference for young people 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 Good oral and written communicator Flexibility to work a range of hours including during the school day and to support/lead evening and weekend performances.	Application Interview References
<b>Physical</b>	Resilient Physically able to cope with the demands of a multi-level building	References Interview
<b>Equality</b>	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview