



Teacher of Maths

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 Maths 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

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 17th 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

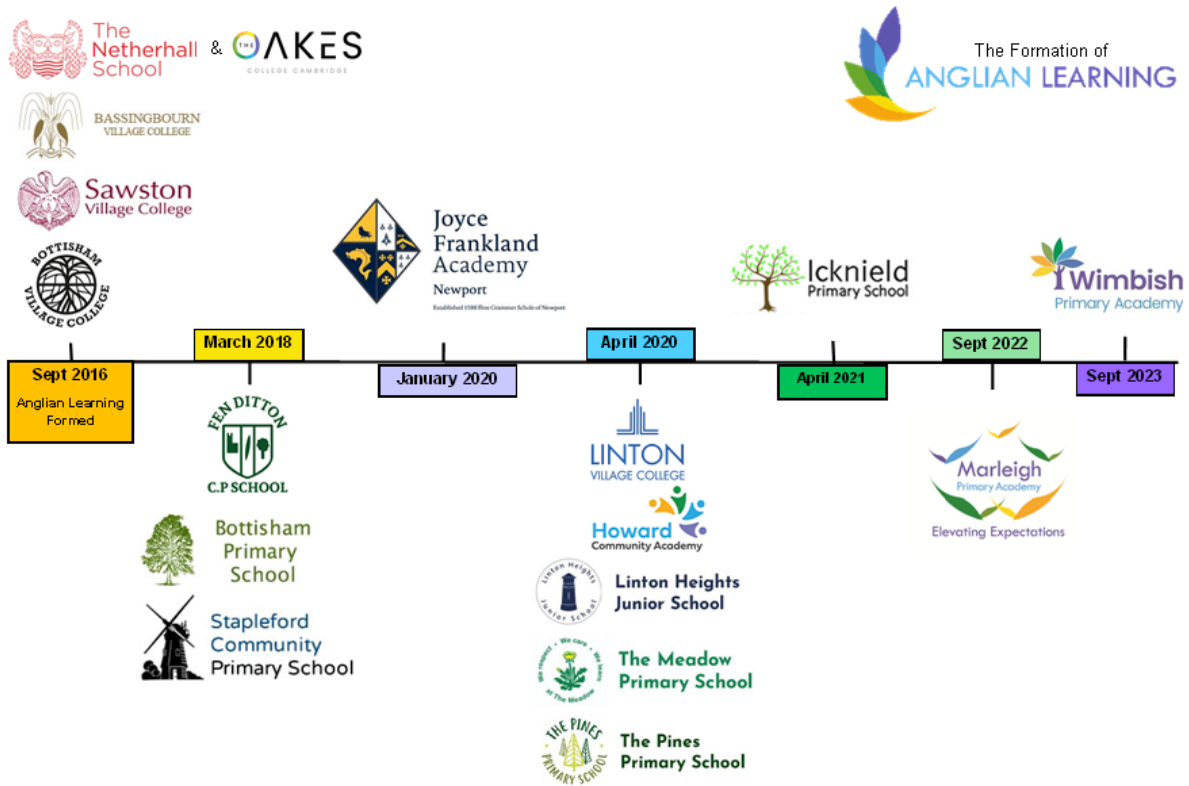
We enable our academies, staff and learners to embrace new ideas and think creatively



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.

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!



Why work with the BVC Maths Dept?

The best outcomes for students come from having the best teachers. The best teachers are those who are committed to improving their practice. Our job is to provide the environment and support where this can happen.

We have a stable and experienced team of maths specialists who are not only excellent classroom practitioners but also highly regarded for their work developing trainees and ECTs. A new member of staff joining our team will find themselves surrounded by a group of friendly and supportive colleagues who share ideas, give advice and work together to develop resources. We are passionate about our subject and the beauty in it. We want to share this with our students and help them become mathematically and numerically literate members of society when they leave us.

At Bottisham we believe that subject experts should shape the curriculum, expectations and professional development in their area. This means that in the maths department we are able to work on the areas that we want to develop so that we can provide the best possible education for our students. We are lucky to have an NCETM Teaching for Mastery specialist in the team and we are working together to integrate TfM practices into our teaching.

The department can offer:

- Specialist maths classrooms in our new build fitted with Promethean Interactive Screens
- A communal maths workroom
- Access to maths specific CPD alongside the exceptional offers from the Anglian Learning Trust
- Personal work laptop and iPad
- Maths CPD library
- Collaborative planning sessions
- Induction programme
- The professional development of our ECTs will be underpinned by the Early Career Framework (ECF). Early career teachers can expect access to an evidence-based support and training package, working alongside a dedicated school-based mentor.

If you are just starting your career or have been teaching for a number of years and want to work in a department that puts teaching and learning at the forefront of everything and will work hard to help you develop then we are the school for you!

A strong and supportive team

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 a maths specialist TA 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.

Excellent 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 laptop and iPad 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 2023, progress was above average (0.2) and 77% achieving grades 4+ and 62% achieving 5+.

TLR opportunity

We could offer a TLR opportunity to the right candidate. Our current structure includes the Head of Faculty, a 2nd in charge of faculty, and a job share in place for another 2nd in faculty role, with one colleague being the lead for Year 7, and the other the lead for Year 8. The opportunity available is for one half of this job share, the TLR value is £2677. A job description can be made available upon request.





Teacher of Maths

Full or Part time considered

Main or upper pay scale – suitable for ECTs

Potential TLR opportunity for experienced candidate

Required from September 2024

We are looking to appoint another excellent, qualified Maths teacher to join our experienced, stable and welcoming team.

We can offer you:

- Laptop and iPad alongside collaboratively planned resources
- Faculty time focused on training and development of resources
- Commitment to your professional development in teaching for mastery, guided by an accredited specialist
- Access to MathsHub workgroups
- Minimal marking policy, automated homework system, centralised behaviour system.

ECT's are given a wide range of support, with access to professional development sessions, observation opportunities both inside and outside of the faculty, as well as group planning to support their development as educators. ECT mentors are trained in coaching techniques to ensure ECT's develop their teaching practice effectively, with a key focus on independence and autonomy over their targets and development objectives.

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-19515>

The online application will ask for your personal statement: this should be written as a covering letter of application no more than 2 sides of A4, 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: please apply without delay

Strong candidates shall be called to interview without delay, these will be before the May half term.

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

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.





Class Teacher – Job Description

Salary	MPS
Disclosure Level	Enhanced DBS
Location	Bottisham Village College
Responsible to	Head of Maths

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.

*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
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.*



Class Teacher - Person Specification

This specification is informed by the TDA Professional Standards for Teachers

	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Successful teaching experience during ITT placements and/or as a fully qualified teacher 	
Skills, Knowledge, and Aptitudes	<ul style="list-style-type: none"> • Able to work collaboratively with others • Able to form good relationships with students. • Able to motivate students • Energy and enthusiasm • Flexibility • Excellent organisational and classroom management skills • Excellent communication and interpersonal skills • Expertise in the teaching of the relevant subject including evidence of excellence in own work as a practitioner • Good knowledge and understanding of current issues in learning and teaching • A reflective practitioner • Clear indication of leadership potential • Able to conduct a conversation and answer questions for an extended period of time where necessary in English 	<ul style="list-style-type: none"> • ICT competency • Willingness to get involved in the broader life of the college through extra-curricular activities • Excellent time-management
Qualifications and Training	<ul style="list-style-type: none"> • Degree in related subject • QTS 	<ul style="list-style-type: none"> • Further qualification &/evidence of continuing professional development
Personal Attributes	<ul style="list-style-type: none"> • High standards of behaviour in the professional role • Commitment to form and maintain appropriate relationships and personal boundaries with young people • Commitment to safeguarding and promoting the welfare of young people • Satisfactory enhanced DBS check, Medical Clearance and 2 References. 	



Anglian Learning

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