



# Teacher of Science

## Bottisham Village College

### Candidate Information Pack



## Contents

Page 2	Welcome from Chief Executive Officer
Page 3	Anglian Learning, a unique multi academy trust
Page 5	Bottisham Village College – about us
Page 10	The vacancy
Page 12	Job Description
Page 15	Person specification

## Welcome from the Chief Executive Officer

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

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

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

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

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

We look forward to hearing from you.

Yours sincerely



Jonathan Culpin  
Chief Executive Officer



## Anglian Learning

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

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

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

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

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

The core Vision of Anglian Learning is to enable:

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

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



### Aspiration

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



### Community

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



### Empowerment

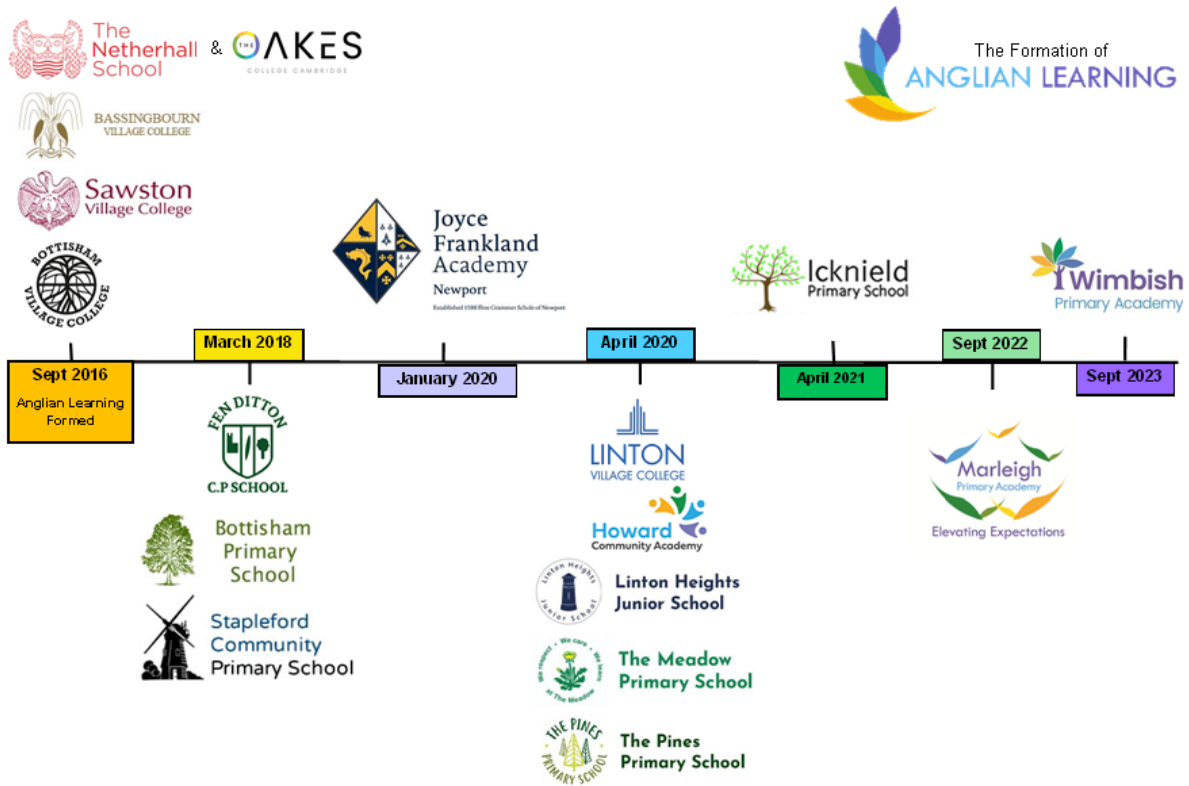
We enable our academies, staff and learners to embrace new ideas and think creatively



### Inclusivity

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

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



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

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

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

## About Bottisham Village College

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



We are committed to providing an outstanding education to all of our students, enabling them to develop into mature, independent young people, ready to take their place in society.

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



The College was opened in 1937 as the second of the Cambridgeshire Village Colleges. These were the forerunners of community education in this country and are still committed to lifelong learning in its widest sense. The vision of their founder, Henry Morris, was that schools should be at the heart of their communities, open to all and that they should offer an attractive and stimulating environment for learning. This vision still resonates today.

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

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

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



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

## 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!**



## **Our Science Faculty**

In the BVC Science Faculty we all share the same belief that science plays a pivotal role in each of our students becoming thoughtful, compassionate, and responsible members of society by the time they take their next steps beyond secondary school.

We know that to achieve our goal we need to have the best teachers, and to accomplish this we are committed to improving our classroom practice and building a science curriculum that meets the needs of all our students. Bottisham provides the environment and support to make our ambition a reality through an evidence-informed Teaching and Learning Strategy, a Cohesive Curriculum and access to the excellent Anglian Learning Professional Learning Programme that provides bespoke CPD for all staff.

We have a stable and experienced team of science specialists from all three science disciplines who are not only exceptional classroom practitioners but also highly regarded members of the school community; this enables us to effectively develop both the subject knowledge and pedagogy of trainees, ECTs and each other. A new member of staff joining our team will find themselves part of a friendly and supportive group, where colleagues share ideas, give advice, and work together to create a high-quality learning experience for our students.

At Bottisham we believe that the subject experts should have ownership of the curriculum, expectations, and professional development in their area; this means that in the science faculty we are able to identify and work on areas that will have the greatest impact on providing

the best possible education for our students. The College ethos of Inspiring, Caring and Enriching sits at the heart of the [BVC Science Faculty curriculum](#):

- **Inspiring:** We believe that to inspire students they need to develop an appreciation of how the world around them works. We achieve through our carefully sequenced curriculum that builds logically on prior knowledge, understanding and skills, and forges links within and across science disciplines to construct the complex schema of science. We use a range of assessment strategies to identify students' current position in the learning journey and ensure that each lesson links seamlessly to secure deeper understanding, and as a result, the confidence and enthusiasm of students for science grows.
- **Caring:** In science students study a wide range of topics; many of which influence their understanding of themselves, from healthy lifestyles to reflecting on their moral compass when discussing ethical issues such as energy resources and life cycle assessments. At Bottisham students have the freedom to choose whether to pursue Separate Sciences or Combined Science at GCSE enabling each individual student to tailor their 'Pathway to the Future' to meet their career aspirations.
- **Enriching:** Students' experience in science is enriched in the classroom through the contextualisation of their learning from historical discoveries to current cutting-edge scientific research. We offer further enrichment through our extra-curricular science club, STEM competitions and enrichment day activities all of which expose students to science beyond the prescribed curriculum.

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 science 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 science and a positive encouraging ethos. We are a large faculty with teachers ranging from Deputy and Assistant Principals to newly qualified ECTs. We are supported admirably in class by TAs and teachers from the Learning Support Faculty. We enjoy our involvement with Initial Teacher Training in partnership with Cambridge University Faculty of Education.

### **Good Facilities and Resources**

All lessons are taught in science laboratories serviced by two technicians who have a wealth of experience in this field and demonstrate their flexibility and resourcefulness on a daily basis. All eleven of the laboratories are equipped with interactive screens; these have proved very effective in supporting learning through use of simulations, models, and other e-resources. The Science Faculty also has access to a range of computer suites that can be booked for use in lessons.

In addition, the department can offer:

- A high-quality Scheme of Work, [knowledge organisers](#) and suite of e-resources.
- A communal science workroom
- Access to science specific CPD alongside the exceptional offers from the Anglian Learning Trust
- Personal work laptop and potentially iPad.
- Science CPD library
- Collaborative time focused on Teaching and Learning



- Opportunities to lead enrichment activities that inspire you and the students.
- Induction programme
- Professional development of our ECTs 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.

We pride ourselves in providing a flexible curriculum that fits the needs of all our students. At KS4 students follow courses from the AQA exam board in Separate Sciences or Combined Science (Trilogy). These courses equip students with the knowledge and skills necessary to be a well-informed citizen as well as to successfully study science or science-related subjects post-16. Together with KS4 our KS3 curriculum focuses on a 5-year progression model for learning where we have brought the KS3 and KS4 National Programmes of Study together in one coherent Learning Journey. We regularly reflect on our curriculum to ensure that we are enabling students to build the deep, complex schema that bring together a holistic understanding of science.

### **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 enter a cohort of students each year for the separate science GCSEs in biology, chemistry and physics; and a cohort of students for the combined science GCSE. In summer 2023, 87% of students achieved 9-4 in biology (42% 7+), 88% of students achieved 9-4 in chemistry (43% 7+), 90% of students achieved 9-4 in physics (51% 7+), and 60% of students achieved 99-44 in combined science.



## Teacher of Science

**Full or part time actively considered – minimum 60% timetable**

**Starting September 2024**

**Suitable for ECTs**

We are looking for a Science Teacher to join our experienced, stable, and welcoming faculty with excellent facilities and collaboratively planned resources designed and reviewed in allocated faculty time. As well as excellent subject knowledge, you will need to be committed to seeing every student realise their potential.

We can offer you a collaborative and supportive environment where you will have access to a wide range of professional learning opportunities to follow your own bespoke developmental pathway to become an exceptional practitioner.

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.

As an employee you will benefit from a professional and friendly environment, including development opportunities across the Trust, as well as a great pension scheme, an Employee Assistance Programme, Perkbox and free membership to our onsite sport centre facilities.

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

*"I feel that my career aspirations are listened to and that there are huge opportunities here at Bottisham in terms of career development"*.

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-18276>

The online application will ask for a personal statement. This should be written as a covering letter 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 for applications: **Tuesday 06 May**

Interview date: **Likely to be Friday 10 May**

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

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

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

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## Class Teacher – Job Description

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

In accordance with the school's policies and under the direction of the Principal:

### Teach

Having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the students in any class or group assigned to you:

- 1 Plan and prepare courses and lessons
- 2 Teach, according to their educational needs, the students assigned to you
- 3 Set and mark work to be carried out by the pupil in school and elsewhere
- 4 Assess, record and report on the development, progress and attainment of students

### Other activities

- 5 Promote the general progress and well-being of individual students and of any class or group of students assigned to you
- 6 Provide guidance and advice to students on educational and social matters and, where appropriate, on their further education and future careers, include information about sources of more expert advice on specific questions; make relevant records and reports
- 7 Make records of and reports on the personal and social needs of students
- 8 Communicate and consult with the parents of students
- 9 Communicate and co-operate with persons or bodies outside the school and
- 10 Participate in meetings arranged for any of the purposes described above

### Assessments and reports

- 11 Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students

### Appraisal or review of performance

- 12 Participate in arrangements made in accordance with the 2002 Regulations or the 2006 Regulations for the appraisal or review of your performance and that of other teachers

### Review, induction, further train and development

- 13 Review from time to time your methods of teaching and programmes of work
- 14 Participate in arrangements for your further training and professional development as a teacher including undertaking training and professional development which aims to meet needs identified in planning and review statements

#### **Educational methods**

- 15 Advise and co-operate with the head teacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

#### **Discipline, health and safety**

- 16 Maintain good order and discipline among the students and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;

#### **Staff meetings**

- 17 Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements;

#### **Cover**

- 18 To supervise, and so far as is practicable teach any students, whose teacher is not available to teach them (you will not be required to provide such cover for more than 38 hours in any school year).

#### **External examinations**

- 19 Participate in arrangements for prepare students for external examinations, assess students for the purposes of such examinations and record and report such assessments; and participate in arrangements for students presentation for, and conduct, such examinations;( you are not required routinely to participate in any arrangements that do not call for the exercise of a teacher's professional skills and judgement, such as invigilation)

#### **Management**

- 20 Contribute to the selection for appointment and professional development of other teachers and support staff, include the induction and assessment of new teachers and teachers serving induction periods
- 21 Assist the head teacher in carry out threshold assessments of other teachers for whom you have management responsibility;
- 22 Co-ordinate or manage the work of other staff; and
- 23 Take such part as may be required of you in the review, development and management of activities relate to the curriculum, organisation and pastoral functions of the school;

### **Administration**

- 24 Participate in administrative and organisational tasks related to such duties as are described above, include the direction or supervision of persons provide support for the teachers in the school; and
- 25 Attend assemblies, register the attendance of students and supervise students, whether these duties are to be performed before, during or after school sessions.
- 26 You are not required routinely to undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgment.

### **Management time**

- 27 A teacher with leadership or management responsibilities shall be entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharge those responsibilities.

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## Class Teacher - Person Specification

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

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



## Anglian Learning

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