



BUTTERSHAW BUSINESS &
ENTERPRISE COLLEGE

Application Pack

TEACHER OF TECHNOLOGY



Headteacher – Mr A Taylor

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Bradford Diocesan
Academies Trust





BUTTERSHAW BUSINESS &
ENTERPRISE COLLEGE

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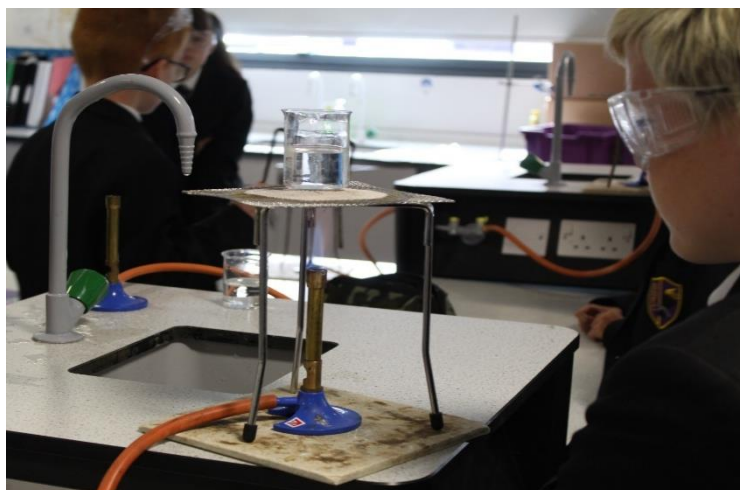
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WELCOME

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 Teacher of Technology.

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 **safe, 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 fully inclusive school and we welcome all children and their families. 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 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.



THE ART AND TECHNOLOGY DEPARTMENT

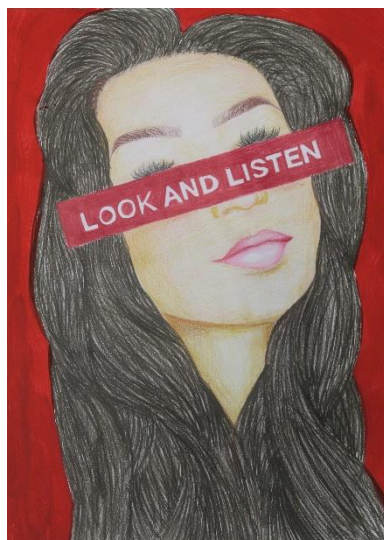
The Art and Technology Department and is situated in an impressive subject base. The ideal candidate will embody the school's values of Ambition, Resilience, Courtesy and Kindness and support the department vision which is: "To be a team of passionate and committed professionals who provide a creative, inclusive and ambitious learning experience so that all students will know more, remember more and have the ability to do more". Art 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.

Art is a very popular and successful subject at GCSE having a previous track record of impressive results and continuous high uptake at KS4. The courses offered are GCSE Fine Art and GCSE Photography. Art and Design is part of the core curriculum for all students at KS3 and a wide range of painting, printmaking, sculpture and drawing techniques are taught, alongside basic photography skills. Our KS3 curriculum is designed to teach students creative skills which are transferrable across subjects to support their wider development. After-school workshops and visits are provided to complement the taught curriculum.

Art is resourced well, with investment in specialist tools and equipment to provide high quality teaching and learning. The department spans three purpose-built classrooms and includes multiple storage and equipment areas as well as a staff work room. The department features specialist areas where students can study Fine Art and Photography.

Technology is situated in bespoke rooms with two workshops, two textile rooms and two food rooms. There is also a large break out space with additional machinery. In Key Stage 3 students the curriculum currently uses a rotation model where students experience Food, Textiles and 3D studies for a thirds of the year in Year 7 to 9. The department has chosen to follow the AQA Art and Design specification at GCSE currently offering AQA Art Textiles, AQA 3D Design and EDUQAS Hospitality and Catering. There is high update for Hospitality and Catering with increasing numbers of students opting for this. Textiles has a strong track record of achievement and this year's cohort of Year 11 will be the first to be awarded grades in this subject. We have a specialist who has led on the growth of Hospitality and Catering over recent years.

The Art and Technology department is part of the wider BDAT subject network and works closely with other schools in the Trust and beyond, to share best practice and secure high quality student outcomes.



AMBITION



RESILIENCE



COURTESY



KINDNESS

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 them 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. We believe this means 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

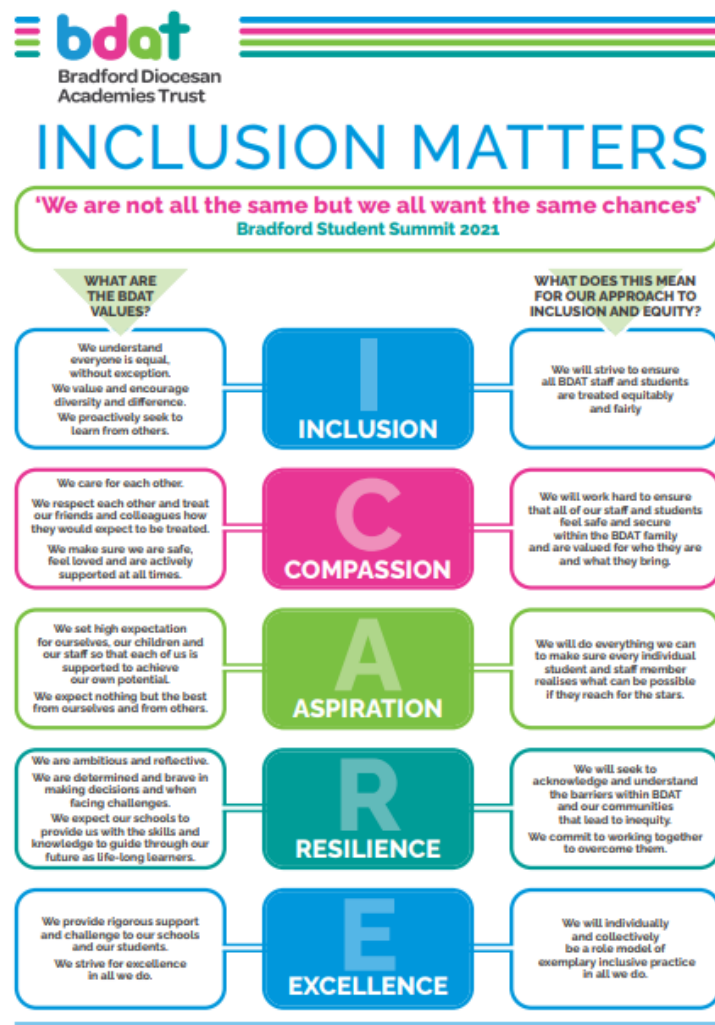
BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of 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.

BDAT PEOPLE: Our Faculty of Professional and Career Development
The BDAT Faculty of Professional and Career Development brings together into a single entity all that we currently do to recruit, develop and retain our staff. The Faculty provides the strategic direction to ensure that our professional and career development supports school improvement and drives our vision of BDAT as an employer of choice.

By bringing all our work in this area under 'one umbrella' it ensures our staff know about BDAT's development offers and how they can be accessed. <https://bdat-people.org/>

ICARE

At BDAT we have considered the importance, effectiveness and sustainability of how we tackle issues like racism and other types of discrimination across all areas of our MAT and within each of our schools. We have led a Trust wide consultation to ensure we understand what we mean by inclusion and to look at what we can do differently centred around the Trust values: "ICARE".



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.

In order to apply, please complete the application form on MyNewTerm. 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, 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.



TEACHER OF TECHNOLOGY – JOB DESCRIPTION

1. JOB PURPOSE

To teach and facilitate learning to a range of students including preparing them for qualifications where appropriate.

2. PRINCIPAL ACCOUNTABILITIES

Teaching

- Working in line with the National Standards for Teachers
- Marking work, giving appropriate feedback and maintaining records of students' progress and development
- Planning, preparing and delivering lessons to a range of classes including putting up displays in the classroom
- Selecting and using a range of different learning resources and equipment
- Managing student behaviour in the classroom and on school premises, using the school's rewards and behaviour policy to maintain high standards
- Preparing students for qualifications including external examinations and administrating and invigilating internal examinations
- Undergoing regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD)
- Participating in parents' evenings and reporting to parents

Under the guidance of the subject leader:

- Researching new topic areas, maintaining up-to-date subject knowledge and then devising and writing new curriculum materials
- Supervising and supporting the work of teaching assistants, trainee teachers and early careers teachers as appropriate.

Tutoring

- Undertaking pastoral duties in the role of form tutor, and supporting students on an individual basis through academic or personal difficulties
- Delivering the PHSCE curriculum to students as part of the curriculum and personal development agenda
- Supporting heads of year in the implementation of school policies around rewards, attendance and behaviour
- Creating a positive ethos and acting as a good role model
- Monitoring and reviewing students' current progress across the curriculum using data provided
- Keeping parents fully involved regarding students' progress, including curriculum related or behavioural concerns
- Being aware of social and personal factors relevant to students within and outside of school.

Support for the School

- Being aware of and complying with policies and procedures relating to 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 and organising extra-curricular activities, such as school trips, social activities and sporting events
- Participating in calendared meetings including: departmental meetings, year team meetings and whole school training events
- Liaising with other professionals, such as learning mentors, careers advisors and educational psychologists
- Participating in training and other learning activities and performance development as required
- Supporting, upholding and contributing to the development of the School's Equality Policy and practice in respect of both employment issues and the delivery of services to the community
- To undertake lunchtime and break supervisory duties as directed.



TEACHER OF TECHNOLOGY PERSONNEL SPECIFICATION

ATTRIBUTES	ESSENTIAL REQUIREMENTS	DESIRABLE REQUIREMENTS	HOW IDENTIFIED
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status A degree in a relevant subject 		Application
Experience	<ul style="list-style-type: none"> Successful experience of teaching technology at KS3 and KS4 Successful experience of teaching a range of abilities 	<ul style="list-style-type: none"> Successful experience of teaching in a comprehensive school with a significant number of disadvantaged students Teaching 3D studies / product design at KS3 & KS4 	Application References Interview
Training	<ul style="list-style-type: none"> Evidence of relevant training or willingness to undertake such training 		Application Interview
Knowledge, Skills and Ability	<ul style="list-style-type: none"> Ability to develop good professional relationships with both teachers and associate staff Ability to manage a classroom effectively, maintaining firm but fair discipline Excellent organisational skills. Knowledge of current developments in technology 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 relate well to students, setting clear and high expectations of behaviour, effort and achievement 		Application Interview
Personal Circumstances	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Resilient 		References Interview
Equality	<ul style="list-style-type: none"> A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice. 		Application Interview