



Bottisham Village College

Achievement through Inspiring, Caring, Enriching

Principal: Mrs Jenny Rankine M.Ed LLCM

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January 2022

Dear Applicant,

Level 2 Teaching Assistant (temporary)

Thank you for your interest in our vacancy for TA at Bottisham Village College.

In this pack you will find information about the vacancy, including a full job description and person specification, alongside information about our school. To find out more about us as a college and why it's great to work here, please visit our website

<http://www.bottishamvc.org/college-information/teaching-at-bottisham/>

The closing date for all applications is Midnight, Wednesday 26 January. Please send your completed application form, together with a letter of application to Emma Wright (HR Assistant) hr@bottishamvc.org. Only completed application forms will be considered – CVs will not be accepted.

I hope that this pack gives you all the information that you need at this stage and we look forward to receiving your application.

Yours sincerely

Jenny Rankine
Principal

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We expect all staff to share this commitment and undergo appropriate checks. Therefore, all staff in regulated activity will be subject to an enhanced Disclosure and Barring Service check as well as a Barred List check. Certificates of Good Conduct and other checks may be requested if applicable. We value diversity and welcome applications from everyone, including those with protected characteristics under the Equality Act. Flexible working considered.

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Information for applicants

Welcome from the Chief Executive Officer



I am delighted to be able to introduce you to Anglian Learning. We are an ambitious, outward looking multi-academy trust. We are passionate in our belief that all young people deserve to have access to an outstanding education; we are determined that this will be the case for all those in our school communities. Our motivation in establishing Anglian Learning was based on a strong underlying belief that we can simply achieve more together. We've tried to encapsulate that within our over-arching goal:

'To create self-sustaining, community based clusters of schools that celebrate individuality, creativity and innovation and actively pursue a collective responsibility for achieving excellent outcomes for all learners across the trust.'

We are convinced that the chances of achieving this goal will be strongly enhanced by working together across the whole age range, enabling us to collectively enhance the experiences, achievements and ultimate life chances for all of the children and young people in our care. We are therefore delighted with the establishment of our first Primary Hub, which will complement and enhance the work of existing secondary schools.

We understand that staff are our most important resource. Quite simply, we want to recruit, develop and retain colleagues who share our vision. We are committed to offering high quality, personalised professional learning and developmental opportunities to support career development and personal growth.

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, professional challenge and alternative perspectives. We are firmly committed to maintaining the individual ethos and identity of each school, matched to the needs of each local community, whilst all sharing the same core trust values and goals.

I hope that you find the information in this booklet helpful and if you have any queries then please do not hesitate to make contact with either the school or hr@anglianlearning.org.

We very much hope that you will consider working with us and that we can be instrumental in developing your career.

Kind regards
Jonathan Culpin
CEO Anglian Learning

Anglian Learning, a unique multi academy trust

All members of our Trust share the firm belief that successful learning communities are underpinned by ambitious vision, trust and strong inspirational leadership at all levels of the organisation. Through membership of Anglian Learning, these values are reinforced by working with like-minded schools, leaders and teachers, to make a difference to the lives of our young people. We believe that we have a shared responsibility, through support and challenge, to ensure that all our academies can offer an outstanding education to all students. We are committed to the best financial planning and clearest governance structure with a rigorous system of checks and balances to ensure our future development and growth.

Anglian Learning was initially created by three highly successful Cambridgeshire secondary school academy trusts, with similar visions of enhancing the capacity of mutual support and challenge, formally joining together as a Trust. A further secondary school joined Anglian Learning in March 2016 with an Ofsted rating of Requires Improvement, which had been held for several years. In October 2018, due to the work undertaken by the staff, the Principal and the Trust, the school successfully achieved a rating of Good in all areas.

In March 2018 Anglian Learning established a Primary hub with three primary schools choosing to join the Trust, forming a collaborative and supportive primary network. Anglian Learning has also won the contract for a new primary school The Marleigh School which is currently due to open in 2022. Further information about each of our schools can be found by visiting their websites:

- <http://www.bassingbournvc.net/>
- <http://www.bottishamvc.org/>
- <http://www.netherhall.org/>
- <http://www.sawstonvc.org/>
- <http://www.bottisham.cambs.sch.uk/website/home/>
- <http://www.fenditton.cambs.sch.uk/>
- <http://www.staplefordprimaryschool.org/>
- <http://www.jfan.org.uk/>
- <http://www.lvc.org/>
- <https://www.icknielprimary.co.uk/>
- <https://www.lintonheightsschool.co.uk/>
- <https://www.themeadowbalsham.co.uk/>
- <https://www.thepinesprimary.co.uk/>

We are committed to ensuring that all Anglian Learning schools aspire to achieve consistently improving progress measures that are significantly above national expectations and place them in the top 10% of schools nationally.

We aim to achieve this by raising the educational attainment of all our young people and using the collective energy and cross school educational fertilization 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, students 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 CPD opportunities for staff at all levels in the Trust*

The Trust Leadership Team comprises of a CEO, supported by a Deputy CEO who is a trained Ofsted Inspector, a Primary Executive Headteacher who oversees and supports the Primary Hub and highly qualified and experienced Directors advising on Finance, ICT, Operations and Human Resources.

The operational structure of the central team is constantly being reviewed to ensure that it delivers the maximum and desired support to the schools within Anglian Learning.

Our Core Values

- Anglian Learning is ambitious and aspirational for all those in our community, pupils, staff and parents, to be the best they can be.
- Anglian Learning is inclusive, working always in the best interests of all of our children and young people, whatever their background or ability, underpinned by mutual respect and care for others.
- Anglian Learning acts with integrity, probity and honesty in the relationships within the Trust and with the wider educational and non-educational landscape.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We expect all staff to share this commitment and undergo appropriate checks. Therefore, all staff in regulated activity will be subject to an enhanced Disclosure and Barring Service check as well as a Barred List check. Certificates of Good Conduct and other checks may be requested if applicable. We value diversity and welcome applications from everyone, including those with protected characteristics under the Equality Act. Flexible working considered.

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About Bottisham Village College

Bottisham is 5 miles East of Cambridge, just off the A14 trunk road. The Village College is a eight form-entry mixed 11-16 comprehensive school and serves twenty one villages in the area bordering Cambridge and east to Newmarket. The school is heavily oversubscribed with 1160 students on roll, rising to 1500 in next 5 years.



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. We have extremely high expectations and work with commitment and dedication to enable all students to have the opportunity to achieve their full potential, both academically and socially. The school community values all our staff, students, parents and carers and their contribution to our successes and achievements. <http://www.bottishamvc.org/college-information/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. Bottisham Village College continues to aspire to this vision.

<http://www.bottishamvc.org/college-information/teaching-at-bottisham/>



This is an exceptionally exciting time for the college for a candidate to join us. Following a very busy 18 month period, the College's £17 million Capital build has been completed giving the College additional resources including a large performance hall, new dining facilities, larger music department, dance studio, new library and English and maths classrooms. The build has also provided a new and convivial reception area, new offices, the large Henry Morris hall and conference space as well as a Trust central office suite.

Ofsted

Our most recent Ofsted inspection took place in June 2012, when we were judged to be outstanding in all areas: Overall Effectiveness, Achievement, Quality of Teaching, Behaviour & safety and Leadership and Management.

We are very proud of this achievement which was the culmination of the talents, dedication and enthusiasm of all our staff. We were particularly pleased that Ofsted commented on the positive relationships that underpin our ethos:



This is an outstanding college, where a very strong ethos of community, high quality learning and aspirational academic achievement exists throughout. One student commented: 'Bottisham is inspirational. The college helps individuals to shape well, giving us the confidence, determination and skills to succeed.' Ofsted 2012

Post 16, students have a very wide choice of educational opportunities in and around Cambridge. The overwhelming majority of our students, approximately 97% continue in full-time education.

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 vibrant and 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 as well as drawing on external expertise.

Bottisham is a member of a SUPER (School University Partnership in Educational Research) network of schools working with the University of Cambridge, Faculty of Education which provides opportunities for staff to undertake classroom-based action research.

Our staff-room is a vibrant, sociable and supportive atmosphere. We enjoy College events such as concerts or staff socials; there is very little 'standing on ceremony'.

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.

The Locality Team

We are very fortunate to have a Locality Team based on our college site. This Local Authority service offers a broad range of support services for both students and their parents/carers, including, Educational Welfare Officer, In-School Student Support workers, Youth Workers and Parent Support Advisors. College staff have developed very close working relationships with our colleagues in the Locality Team to ensure that the varied needs of all young people in our care are met.

The Community Dimension

Bottisham has no village hall, and no village green. The Village College fulfils both of those functions and our Sports Centre, adult learning provision in the evenings and community library are at the heart of our community life.

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!



Equal Opportunities

Bottisham Village College is an Equal Opportunities employer.

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2019-2022





The Learning Support Department



The Inclusion Team

Bottisham Village College is an inclusive school, with a significant number of students with a range of additional needs. The inclusion team provide support for students and teachers within lessons as well as extra provision to enable highly individualised timetables.

Structure and Roles

The Assistant Principal and SENCO lead the Inclusion Team, which includes the Learning Support Department, Alternative Provision Department and the Nurture Provision. These departments along with Pastoral have a number of highly skilled and experienced Teaching Assistants and Higher Level Teaching Assistants in a variety of roles, who impact hugely on the school experiences and lives of young people.

A number of staff have more specialist roles within the Inclusion Team. These include responsibilities for Specialist Literacy and Numeracy and Social Emotional and Mental Health programmes.

Teaching Assistants report to the Academic Support Co-Ordinator who is responsible for their timetables and day to day cover.

Provision

Working alongside Teachers, Teaching Assistants provide support for students within lessons, enabling progress in learning and inclusion with their peers.

A range of extra provision is offered, which include the following:

- Supported base for small groups of students at break and lunchtimes, with a range of clubs and activities
- A range of literacy interventions, including Catch Up Literacy, reading, spelling, touch-typing, dyslexia, SEMH and exam revision techniques
- A range of numeracy interventions, including a Catch Up Numeracy programme
- Lexonik Sounds Training evidence based phonics programme.
- Language programs for students who have EAL
- Study Skills Support, including supported prior learning
- Allocated time in Learning Support to support with homework
- Sensory exercise programmes with input from physiotherapists and occupational therapists
- Communication programmes, with input from speech therapists



- Arts Award programmes, where students are in small nurture groups, working on projects that they have chosen
- Resilience programs
- Bespoke Alternative Curriculum for those students who are not able to manage in the mainstream classroom, or who need an adapted timetable due to medical needs.
- Alternative KS4 Curriculum, incorporating study with external providers and within our Alternative Provision department for those students unable to access a full GCSE curriculum.

Resources

The Inclusion bases include a suite of rooms for small group learning and support, during lessons and break and lunch times. ICT resources include computers and laptops, with various literacy and numeracy programs and interactive whiteboards. There is a wealth of schemes, games and equipment to support students with a range of special educational needs and disabilities.

Application Process

Closing date for applications is xxx

Please apply using the application form provided and send to Emma Wright (HR Assistant) together with a letter of application (hr@bottishamvc.org). CVs will not be accepted.

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BOTTISHAM VILLAGE COLLEGE

JOB DESCRIPTION

POST TITLE:	Teaching Assistant
GRADE:	Level 2
RESPONSIBLE TO:	SENCO
HOURS WORKED:	30 hours per week, term time plus 5 days.

PURPOSE OF THE JOB:

- *To support the classroom teacher to facilitate the progress and participation of students in their academic and social activities of the school. Contribute to raising standards of achievement for all students in line with the College Improvement Plan.*

MAIN RESPONSIBILITIES:

1. Support for children

- In conjunction with the classroom teacher, adapt lessons to meet the needs of individual students and small groups according to their SEND needs, using EHCPs and Specialist Reports for guidance
- Responsibility as a keyworker for a small group of students, keeping learning plans up to date and acting as a liaison point between staff and home.
- Take responsibility for delivering small group or 1:1 interventions for students outside the classroom as identified by need.
- Establish and maintain supportive relationships with individual students, their parents/carers, liaising home on a regular basis following communication policy guidelines.
- Liaise with parent/carers on a regular basis to facilitate effective communication between the college and home, keeping them informed of the support their child is receiving.
- Provide learning support as required for students with special needs, or where English is not their first language.
- Support students with a range of different learning difficulties and disabilities including some liaison, involvement with outside agencies working with the Academic Support Co-Ordinator and SENCO as required
- Encourage and promote inclusion and social skills in the classroom and during breaks and lunchtimes, ensuring all students feel involved with tasks and activities.
- Contribute to and carry out Assess, Plan, Do, Review cycles maintaining up to date records.

2. Support for the curriculum

- Support students across the whole school curriculum, identifying barriers to learning as they occur and raising these within the Inclusion Department.
- Provide targeted support to enhance learning and improve attainment, including literacy, social emotional and mental health as well as numeracy programs.

BOTTISHAM VILLAGE COLLEGE

3. Support for the teacher

- Assist the class teacher/Academic Support Co-Ordinator with the annual review process.
- Contribute to the planning and evaluation of schemes of work for individual students and groups.
- Organise the learning environment and develop classroom resources as required, taking into account sensory and physical needs of students.
- Undertake support activities for the teacher as required, e.g. photocopying, preparation of materials, mounting displays, visual resources, physical education adaptations.
- Contribute to the management of student behaviour, including anticipating and taking action to prevent low level disruption, through understanding the students' needs
- Liaise with the class teacher to follow the school behaviour policy

4. Support for the school

- Develop and maintain effective working relationships with other staff, outside agencies, parents and carers
- Contribute to the maintenance of a safe and healthy environment.
- Attend and actively participate in staff meetings.
- Participate in and support the professional development of other teaching assistants as required.
- Promote students' wellbeing through extended schools activities.

Bottisham Village College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this

**BOTTISHAM VILLAGE COLLEGE
PERSON SPECIFICATION
POST: Teaching Assistant Level 2**

Attribute	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • A good general education including GCSE Maths & English, grade C or above, or equivalent 	
Experience	<ul style="list-style-type: none"> • Worked or have experience of working with children with complex needs e.g Aspergers. 	<ul style="list-style-type: none"> • Relevant experience in working in an education environment
Skills, Knowledge and Aptitudes	<ul style="list-style-type: none"> • A positive interest in working with children • Ability to get the best out of children • Adaptability • Ability to build good working relationships with a range of colleagues. • Clear communication • Ability to work calmly and with patience 	<ul style="list-style-type: none"> • Competent with the use of ICT
Other requirements	<ul style="list-style-type: none"> • Sense of humour • Willingness to fit into the ethos of the college 	

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A reflective learning community committed to achieving and sharing excellence in an environment in which every child matters