



BUTTERSHAW BUSINESS & ENTERPRISE COLLEGE

Application Pack

HEAD OF CAREERS



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bdat
Bradford Diocesan
Academies Trust



BUTTERSHAW BUSINESS & ENTERPRISE COLLEGE

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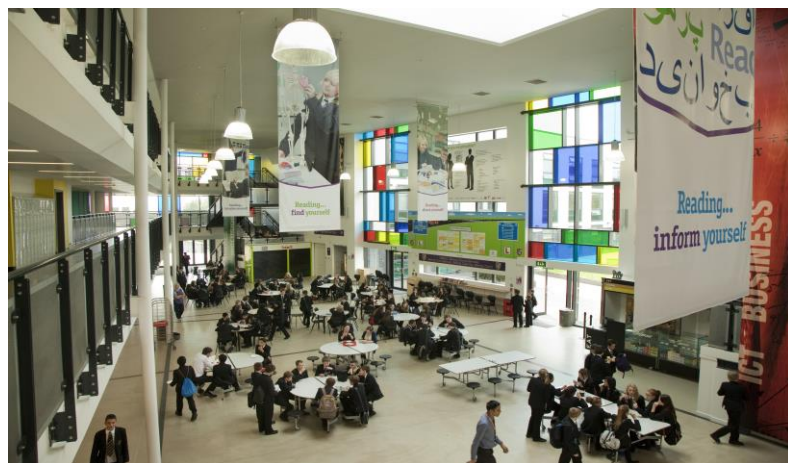
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WELCOME

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 Head of Careers. We put the individual student at the heart of all our endeavours and we strive to ensure that every young person is safe, happy and successful. It is a real privilege to introduce our vibrant school to you.

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. 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. 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 truly comprehensive school and we welcome all children. 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.

At BBEC, we recognise that our staff are our biggest asset. We believe that our children deserve only the best quality staff so 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.

In normal circumstances, we would be delighted to invite you to visit us in school. In current circumstances we would encourage you to arrange a conversation or Team meeting so you have a chance to meet us and we can share our vision with you.

Ruth Hartley
Head of School

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 three years we have been over-subscribed in Year 7.

BBEC has a cohesive, highly skilled and ambitious staff team who place student success at the heart of all they do. 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; we expect our teaching staff to teach to the very highest level and our associate staff each have an important part to play in supporting both teachers and students. We have a rigorous approach to quality assurance and a significant commitment to Continuing Professional Development.

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. BBEC is unique in having five academies in Art and Design, STEM, Performing Arts, Sport and Enterprise, all of which aim to broaden the experiences and skills of our students.

BBEC is a harmonious community and the vast majority of our students are polite, pleasant and respectful. A new, more focused, behaviour policy has been introduced and is beginning to have a positive effect. The successful candidate will be expected to continue to embed and develop further the improvements that have already been made.

This exciting role offers great opportunities for the successful candidate and a chance to make a difference to some wonderful young people.

CEIAG AT BBEC

At BBEC we are committed to delivering an outstanding careers programme for all our students, fostering their ambitions and ensuring they progress onto successful educational, training and employment pathways.

Our track record is exemplary: in 2019 our Key Stage 4 NEET figure was 0.8%, which compares very favourably with a higher national figure of 2.6% and a Bradford district figure of 3.5%. At Key Stage 5 our figure was 0%, as it was the previous year. We run an extensive and successful system for our Key Stage 4 students offering personal career interviews, delivering the keynote Aspirations Evening and closely monitoring, tracking and challenging individual applications. At the last Aspirations Evening we had 73 businesses, educators and training providers present and they represented priority areas from our analysis of labour market Information and students' career preferences.

Our careers programme at BBEC supports all students and includes dedicated careers weeks and enterprise weeks, with assemblies and activities being delivered during form time. There are strong elements of planning and we also audit and evaluate our provisions using the Gatsby benchmarks, Compass Audit Tool and our Grofar software system. In the last Compass we achieved full 100% assessments in six of the eight benchmarks.

We also build strongly on our legacy of being a Business and Enterprise College and retain strong links with local businesses. In 2018 we introduced work experience for Year 10 and placed 102 students. In 2019 we placed 228 students and had a higher number planned for 2020. We highly value the cultural capital our students gain from visits and experiences outside school.

We are also fortunate to have internal academies at BBEC which all prioritise aspirations and the STEM academy has been instrumental in delivering a pipeline of STEM provisions. This culminates in our Key Stage 4 GCSE Architecture course and receives sponsorship from major businesses.

Our careers provision at BBEC constantly strives for excellence of provisions, inclusion of the needs of every student and being successful – by NEET figures and feedback from our students, parents and wider stakeholders. We are also highly innovative and respond positively to changes in statutory guidance as well as the challenges posed by events outside school.

BBEC AND THE FUTURE

The pace of educational change is rapid and we believe, at Buttershaw, that we have positioned ourselves to help shape that future, ensuring that moral purpose is at the heart of structural change and that our young people benefit significantly from the new arrangements.

BDAT SUBJECT NETWORKS

BDAT plays an increasingly important part in the development of Buttershaw; the opportunities for CPD across the Trust are increasing, as well as opportunities for promotion. The Trust has a strong philosophy of developing its staff, and works proactively to develop its teachers through cross-school working.

Subject networks have been instrumental in enabling the four secondary schools to work together. Already important initiatives around schemes of learning and assessment have brought improvements to all schools.

THE FUTURES LEARNING PARTNERSHIP

In concert with our key primary partners, we continue to develop the Futures Learning Partnership. This is a formal partnership with our seven primary partners to ensure consistent working in three areas of importance:

- student commitment
- student skills
- student aspiration

Each school has committed to key principles and activities including, for example, the establishment of a 4-19 life plan and close co-operation in English and maths.

www.futureslearning.org

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 our academies 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.

OUR GROWTH

As of September 2017, the Trust has academy orders to support 14 Church and non-Church academies across Bradford. This includes four secondary academies (Immanuel College, Buttershaw Business and Enterprise College, Belle Vue Girls and Bradford Forster Academy) and ten primary academies. We envisage we will continue to grow at a sustainable pace over the next few years, in line with the Government agenda that all schools will become academies by 2022, to a maximum size of approximately 20 schools. We believe this will mean we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we 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.



**Bradford Diocesan
Academies Trust**

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 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:

- Have a week's placement in one of the BDAT schools within the first two years
- 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.



CONTINUING PROFESSIONAL DEVELOPMENT AT BUTTERSHAW

At each career stage, we have a clear commitment to professional development to match the growing expectations of staff.

NQTs and RQTs receive significant support from the school, including appropriate mentors in the NQT year. All teaching staff have an agreed CPD programme and additional training is provided where necessary.

Staff development needs are summarised in an individual development plan; this is the basis for decisions about, and entitlement to, CPD.

MAKING YOUR APPLICATION

We hope that having read this pack you are inspired to apply for the post.

In order to apply, please complete the BDAT application form. The application form can be downloaded from the school website www.buttershaw.net under Staff/BBEC Current Vacancies.

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 arrange to speak to someone about the vacancy, please contact Anna Krywyszyn at Buttershaw Business and Enterprise College on 07469 354516, or by email at alk@buttershaw.net.

Applications must be received by the closing date of 9am on Monday 13 July 2020. Interviews to be held on Wednesday 15 July 2020.

HEAD OF CAREERS (CEIAG)

Scale 6 points 18 – 22 (£21,006-£23,053 actual salary)

37 hours per week term time only plus five days

1. JOB PURPOSE

To lead the careers and enterprise provision across the school, fostering aspiration in our students and ensuring they engage successfully with appropriate career pathways.

2. PRINCIPLE ACCOUNTABILITIES

Careers Leadership

- Ensuring compliance with the statutory requirements for CEIAG in schools.
- Preparing and implementing a CEIAG development plan and ensuring that details of the careers programme are published on the school's website.
- Leading the team of teachers, administrators, external partners and others who deliver careers provision.
- Advising the senior leadership team on policy, strategy and resources for CEIAG and showing how we achieve the Gatsby Benchmarks.
- Reviewing and evaluating CEIAG provisions and providing requested information for school development planning, OFSTED and other purposes.
- Understanding the implications of a changing education landscape for career guidance, e.g. labour market information.
- Leading enterprise provisions, including the BBEC Enterprise Academy and BBEC Enterprise week(s).
- Reporting to line manager, senior leaders, governors and BDAT.

Management

- Planning the programme for CEIAG.
- Briefing and supporting staff involved in CEIAG.
- Monitoring delivery of CEIAG across the eight Gatsby Benchmarks, using the Compass Audit Tool and Grofar.
- Supporting tutors, providing initial information and advice.
- Managing the work of others involved in CEIAG.
- Delivering, recording and analysing CEIAG using appropriate systems e.g. Grofar and SIMS.
- Managing the careers budget as appropriate.
- Managing own CPD and supporting the ongoing CPD of colleagues in the careers team.

Co-ordination

- Co-ordinating the provision of career and labour market information. Ensuring this information is represented in the sectors attending the Aspirations Evening.
- Liaising with the PSHCE leader and other subject leaders to plan their contribution to CEIAG provisions.
- Co-ordinating additional CEIAG intervention for identified students.
- Co-ordinating communication with students, parents/carers and other stakeholders.

External Partners

- Establishing and developing links with external educators, apprenticeship and training providers, including university technical colleges.
- Establishing and developing links with employers.
- Delivering the keynote Aspirations Evening.

- Negotiating any service level agreements with the local authority as appropriate.
- Commissioning careers guidance services where appropriate.
- Managing links with the LEP and other external organisations.
- Applying for and securing any available funding for CEIAG provisions.
- Building a network of alumni who can help with the careers guidance programme.
- Representing the school on the BDAT CEIAG Workstream.

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 training and other learning activities and performance development as required.
- Supporting, upholding and contributing to the development of the school's equality policy and practices in respect of both employment issues and the delivery of services to the community.

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



HEAD OF CAREERS (CEIAG) - PERSONNEL SPECIFICATION

| ATTRIBUTES | ESSENTIAL REQUIREMENTS | HOW IDENTIFIED |
|-------------------------------|---|--|
| Qualifications | Five GCSEs at level 4 or above or equivalent including maths and English Level 6 Diploma in Career Guidance and Development is desirable. | Application |
| Experience | Experience of managing budgets, teams and resources. Proven track record of successfully implementing CEIAG provision and impacting positively on students from a wide variety of backgrounds. Experience delivering CEIAG experiences/trips/activities and knowledge of relevant safeguarding requirements. Experience delivering events that include a range of stakeholders e.g. Careers fairs. | Application References Interview |
| Training | Willingness to undertake relevant training. | Application Interview |
| Knowledge, Skills and Ability | Knowledge of CEIAG requirements of schools and the Gatsby Benchmarks. Knowledge of the statutory careers information that must be published and maintained on the BBEC Careers website. Knowledge of the requirements for tracking and reporting of the destinations of BBEC students. Knowledge of the labour market Information and the local employment, training and educational opportunities. Knowledge and competence with using ICT systems for the recording and analysing of CEIAG data. Knowledge of data protection and GDPR legislation. Knowledge of Xperience/Grofar software is desirable. Ability to communicate effectively with a range of audiences and stakeholders. High level of management and leadership skills Ability to use own initiative and motivate others. The confidence to communicate with large groups of students and other stakeholders. Resilience to overcome familiar challenges within schools. | Application Interview |
| Personal Circumstances | 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 | A passion for education and a deep-felt desire to make a difference for young people. Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of other's sensitivities; to have personal pride and lead by example. Understand the importance of work/ life balance Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism. | Application Interview References |

| | | |
|-----------------|--|-----------------------|
| | <p>Critical thinker, open minded, evaluative, imaginative, visionary. Risk taker, good oral and written communicator. The flexibility and commitment to lead extra-curricular activities (Enterprise Academy) and attend key school events outside normal working hours and on planned dates within school holidays.</p> | |
| Physical | <p>Resilient Physically able to cope with the demands of a multi-level building</p> | References Interview |
| Equality | <p>A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.</p> | Application Interview |