

# Buttershaw Business and Enterprise College



## LEARNING RESOURCE CENTRE CO-ORDINATOR

CLOSING DATE FOR APPLICATIONS:

Friday 20 June 2025 9am

INTERVIEW DATE:

w/c 23 June 2025

START DATE:

September 2025

## WELCOME

Thank you for your interest in the post of Learning Resource Centre Co-ordinator at Buttershaw Business and Enterprise College (BBEC.)

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.

It is a privilege to serve our diverse community and I am extremely proud of what we have achieved along our journey of school improvement to date.

All leaders are passionate about the students who attend this vibrant school, and we demonstrate this by teaching them well and expecting the very best from them. The appointment of a dynamic and ambitious Learning Resource Centre Co-ordinator is crucial in order to raise standards, whilst developing the skills and potential of all students, so that they can lead happy, healthy, confident and responsible lives as individuals and members of society.

We are a fully inclusive school and we welcome all children and their families. We have a great mix of students with different skills and talents, and we are truly proud of our inclusive approach, with our commitment to see every child reach their 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 and skills
- 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, resilience and discipline in seeking knowledge.
- 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 young people deserve the best, therefore 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 sense of community and family ethos. We strongly believe that education is a partnership between school, students and parents and work hard to develop this partnership.

This post would offer an exciting challenge to someone seeking to broaden their experience and career prospects. High expectations and a determined focus on supporting our most vulnerable students are essential. In return, you will receive the support of a strong team of Senior Leaders and Governors, with well-motivated staff, students and parents.

If you decide to apply for this post, please complete the application form, together with a formal letter of application addressing the relevant points on the person specification.

I very much hope to welcome you to BBEC to experience first-hand our vision, values and commitment to our young people and to our community.

Yours sincerely



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.



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 LEARNING RESOURCE CENTRE (LRC)

This is an exciting new role for BBEC and will be a key part in our continued drive to improve outcomes for our students. The successful person will be required to collaborate with teachers, to understand curriculum requirements and learner needs. They will also manage, develop, and promote resources and services that actively support learning, within the Learning Resource Centre. In essence, the Learning Resource Coordinator will act as a bridge between learners and improving their access to their curriculum supporting and intervening with the literacy, numeracy and handwriting needs of students.

Based in our impressive school library, the LRC is the perfect environment for students to improve and develop their love of reading with the support of the learning resource centre co-ordinator. During social times, and before and after school, the library is open to all students who may come to work quietly, finish off homework and/or borrow resources.

The aim for the LRC is for it to be a space where students and staff will want to be, whether that is due to the engaging lessons and activities or the lively and current displays.

# LEARNING RESOURCE CENTRE MANAGER – JOB DESCRIPTION

## JOB PURPOSE

To lead and co-ordinate targeted interventions that improve literacy/reading, numeracy, and handwriting outcomes for KS3/4 students, with a focus on closing attainment gaps. This role combines the management of online learning platforms with hands-on intervention strategies to ensure students achieve their academic potential.

## SALARY AND CONTRACT

Scale 6 SCP 18-22, £25,421 - £27,514 (actual salary)

36 hours per week, term time only plus two training days

Working hours: 8am-4pm Monday to Thursday, 8am-3.00pm Friday

## PRINCIPAL ACCOUNTABILITIES

- Implementing and monitoring evidence-based online interventions (e.g., Sparks Reader, Sparx Maths) for underperforming KS3/4 students.
- Working closely with SENCO, subject teachers, and pastoral teams to integrate bespoke interventions according to need, specifically for EHCPs, Pupil Premium students, and other whole-school priorities.
- With the support of teaching staff, using diagnostic tools to identify learning gaps and tailor programmes to individual needs.
- Delivering structured handwriting sessions using schemes such as Speed Up! Kinaesthetic Programme to improve legibility, fluency, and stamina for identified students.
- Regularly analysing student data (e.g., baseline assessments, progress checks) to evaluate the impact of intervention and adapt strategies, sharing progress with teaching staff. This includes termly reports to senior leaders on intervention outcomes, including impact on GCSE readiness and progress measures.
- Overseeing the school's digital and physical resources within the LRC, including promoting and supervising the LRC usage before school, break times and after school. This includes managing the online library system.
- Maintaining GDPR-compliant records of student participation, progress, and safeguarding concerns.
- Managing budgets for intervention resources and software licenses.
- Inspiring a love of reading and students and fostering the desire to learn in students
- Sourcing new resources and ensuring the LRC is stocked with a combination of engaging and modern fiction and non-fiction texts, liaising with departments to be up to date with curriculum requirements.
- Creating lively and inviting displays which are refreshed on a regular basis.
- Encouraging students and staff into the LRC thorough supporting a range of LRC based activities.
- Acting as classroom support for teachers running LRC lessons by supporting students on 1-2-1 or small group basis.

## 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
- Undertaking lunchtime and break supervisory duties as directed.

## LEARNING RESOURCE CENTRE MANAGER – PERSONNEL SPECIFICATION

ATTRIBUTES	REQUIREMENTS	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>Evidence of relevant training or willingness to undertake such training</li> <li>Grade 4 or above in English and maths at GCSE or equivalent</li> <li>Level 3 qualification</li> </ul>	<div>✓</div> <div>✓</div>	<div>✓</div>	Application Certificates
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful experience of working as part of a team</li> <li>Successful experience and track record of good literacy support for students</li> <li>Successful experience of excellent record keeping (both electronic and paper based)</li> <li>Successful experience of display work</li> <li>A track record of good literacy and/or numeracy support for students</li> <li>Successful experience of assessment criteria to track progress and ensure effective intervention.</li> <li>Successful experience of developing students' independence</li> <li>Successful experience of impacting on student progress</li> </ul>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	<div>✓</div> <div>✓</div> <div>✓</div>	Application References Interview
<b>Knowledge, Skills and Ability</b>	<ul style="list-style-type: none"> <li>Good literacy and numeracy skills</li> <li>The ability to communicate well using standard English orally and in writing</li> <li>Ability to make and sustain good relationships with students and an inclusive approach to meeting students' needs</li> <li>Good awareness of student SEAL, SEND and specialist needs</li> <li>Good organisational skills</li> <li>Effective behaviour management</li> <li>Good ICT skills and the ability to use ICT effectively in relation to the post</li> <li>Knowledge of intervention strategies</li> <li>The ability to motivate and inspire learners</li> <li>Knowledge of library systems/software</li> </ul>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	<div>✓</div>	Application Interview
<b>Personal Circumstances</b>	<ul style="list-style-type: none"> <li>Must be legally entitled to work in the UK (Asylum &amp; Immigration Act 1996)</li> <li>Able to satisfy the requirements of safeguarding recruitment checks in line with Keeping Children Safe in Education</li> <li>Must have the ability to be flexible and work to the requirements of a busy school</li> <li>Interest in the school's wider role in the community</li> </ul>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>		Application Interview

Disposition and Attitude	• A deep-felt desire to make a difference for young people.	✓		
	• Keenness to promote a welcoming and helpful image of the learning resource centre	✓		
	• An interest in children's literature	✓		
	• Ability to deal confidently with enquiries from learning resource centre users	✓		
	• Understands the importance of work/ life balance.	✓		
	• Good oral and written communicator.	✓		
Physical	• Resilient	✓		References Interview
	• Physically able to cope with the demands of a multi-level building	✓		
Equality	• A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	✓		Application Interview

## 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 Krywyszyn at Buttershaw Business and Enterprise College on 01274 676285, or by email at [anna.krywyszyn@bbec.bdat-academies.org](mailto:anna.krywyszyn@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.

## 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 and is 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](http://www.bdat-academies.org).

### Our mission statement

At BDAT we want every child to have a happy and high-quality education enabling them to grow and flourish during their time at school.

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.

### 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". To download our ICARE consultation documents please [click here](#)

### BDAT People: Our Faculty of Professional and Career Development

BDAT People brings together into a single entity all that we currently do to recruit, develop and retain our staff. It 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/>

## CONTACT DETAILS

Buttershaw Business and Enterprise College  
Reevy Road West  
Bradford  
West Yorkshire  
BD6 3PX  
Tel: 01274 676285



@bbec.bdat



facebook.com/buttershaw.bec