COMBERTON VILLAGE COLLEGE
Executive Principal: Stephen Munday, CBE, M.A.
Head of School: Peter Law

TEACHER OF MATHEMATICS (part time or full time)
To start September 2018
Salary: MPS or UPS

1. THE COLLEGE

Comberton Village College was opened in 1960. As a Cambridgeshire Village College, it was designed to be a centre for the life of its community and to provide quality education for pupils aged between 11 and 16. This remains the case today.

In 1974, the school became fully comprehensive and, in April 1993, it became grant-maintained. It changed to a Foundation School and more recently became a Foundation School with a Trust: the Comberton Educational Trust. In February 2011 the school became an Academy overseen by the CAM Academy Trust. The pupil roll is around 1,800 while over 2,000 adults use the college for a wide range of continuing education and leisure activities. A £7 million building programme was completed in 2003 that has significantly enhanced a whole range of the school's facilities, including major new leisure facilities. A further £4 million building project provided further specialist teaching and learning facilities across a range of subject areas and has been in use since September 2009.

A new Sixth Form opened in September 2011 following the completion of a £9.5 million building project. It offers a strong suite of academic courses, across the subject areas in conjunction with The AQA Baccalaureate, as well as applied courses. This exciting development has enabled students from Comberton to complete their sixth-form studies with us as well as providing opportunities for students from other local schools. There are already over 360 students in the Sixth Form and this is set to expand further.

2. THE CAM ACADEMY TRUST

In 2011, The Cam Academy Trust (C.A.T.) was formed. It enabled Comberton Village College to convert to Academy status in 2011. Following this, the C.A.T. has taken on further Academies:

- Melbourn Village College, an 11-16 Academy in Cambridgeshire. This Academy joined the C.A.T. in September 2013 following an agreement with the C.A.T. to do so.

- Cambourne Village College, an 11-16 Academy in Cambridgeshire, close to Comberton Village College. This has been opened as a new Free School by the C.A.T. from September 2013, initially with an intake of Year 7 students only. It serves the new and developing community of Cambourne that was formally in the catchment area of Comberton Village College. Numbers of staff are now teaching at both Cambourne and Comberton Village Colleges as both Academies work extremely closely together.

- Gamlingay First School and St Peter's, Huntingdon, both joined us in September 2016.

- Hartford Infants and Hartford Juniors joined us in January 2017.

Jeavons Wood Primary School is set to join the Trust this year and there is the possibility that the C.A.T. could develop further, although this remains an open question. We are seeking to ensure that all Academies in the Trust work in effective partnership with each other and that there are opportunities for staff to share ideas and resources. For some staff, there will be opportunities to work in more than one Academy.

3. DESIGNATIONS

Comberton Village College has worked significantly with other schools and in outreach projects from 2001 onwards. This dates from various of the designations the school received between 2001 and 2007:

- Specialisms in Sport, Languages and Applied Learning
- Training School and Leading Edge Status

Associated with this, 15 teaching staff were designated as Advanced Skills Teachers and have worked in different ways with other schools.

In July 2011, Comberton Village College was designated as one of the first wave of Teaching Schools in the country. It now works with a number of other schools, including other designated Teaching Schools, as part of the Cambridge Teaching Schools Network in order to provide:

- Initial Teacher Training. We are significantly involved with ITT, including through partnership with the Faculty of Education, Cambridge and through our own SCITT.

- Continuing Professional Development. We provide a number of activities relating to CPD. Many staff in the C.A.T. Academies are able to benefit from these.

- School-to-school support. Staff are involved with supporting achievement in other schools. This includes those designated as Specialist Leaders of Education.

- Research. Many staff are involved in research, including studying for higher level qualifications.

4. STANDARDS

Comberton Village College has received a full Ofsted inspection on three occasions since 2000: in 2004, 2007 and 2013. On each occasion, the overall effectiveness grade has been 'outstanding'. In the latest inspection in 2013, every aspect of the school's provision was judged to be 'outstanding'. This included the first ever judgement on Sixth Form provision where both teaching and achievement were both clearly deemed already to be 'outstanding'. The short summary was:

"Comberton Village College is a highly successful school which enables its pupils to achieve not only academic excellence but also to become mature, confident, thoughtful and rounded individuals with clear goals for their future lives".

Pupil achievement is consistently high. Typically at KS4, 80% of pupils have achieved at least 5+ A*-C grades, including English and Maths, at GCSE or equivalent with 40% of grades at A*/A. In 2017 79% of pupils achieved grade 4+ in English and Maths. Value added measures indicate excellent progress for all types of students; the progress8 figure for 2017 was +0.58 . Achievement has been excellent from the outset in the Sixth Form with the significant majority of all grades achieved by students being A*- B. University admissions are very strong including students gaining places on competitive courses at the most selective universities, including Oxbridge.

5. BROAD EDUCATION

The school's formal day runs from 8.30 a.m. to 2.50 p.m. with 6 timetabled lessons of 50 minutes each day. Pupils see their tutors daily and have a weekly assembly.

However, we believe that true education is broad and should develop character and individual interest. Given this, there is also a very full and wide-ranging extra-curricular programme that runs each day from 3.00 p.m. There are also many school trips and visits, both national and international. We have significant school partnerships that involve exchanges in Europe, Peru, South Africa, China and Mozambique.

We consider the following as very important:

- Our major Duke of Edinburgh programme. Most pupils do the Bronze award with many continuing to Silver. Some now also progress to the Gold award in our Sixth Form.

- We have held the Arts Mark Gold Award for a number of years, a symbol of our commitment to excellence and breadth in Arts education and provision.

- We have been accredited as a British Council International School since 2002, a sign of our commitment to the international dimension of education.

6. AIMS AND VALUES

At the heart of what we do are fundamental aims and values relating to education. The CAM Academy Trust has five core principles that must be central to all Academies in the Trust. These have been at the heart of Comberton Village College for many years:

- The Excellence Principle. Education must be of highest of standards and lead to high achievement.

- The Comprehensive Principle. Excellent education must be for all pupils of all types and abilities.

- The Henry Morris Principle. Education should be rooted in and serve its local community.

- The Partnership Principle. We should always look to work in effective partnership with others for mutual benefit.

- The International Principle. There must be a clear international dimension to education.

Within these over-arching principles, we seek to ensure that all of our pupils reach their full, positive potential and become:

- **CAPABLE** in the skills relevant to their future lives and in having the knowledge which will increase their understanding, appreciation and interest in the world in which they live.

- **CARING** of others and considerate of the mutual dependence human beings have on each other.

- **CONFIDENT** of their worth because they have developed their strengths, understood their weaknesses and learnt that they can achieve success.

7. THE DEPARTMENT

The Department staff work in nine dedicated maths classrooms, all of which are connected to the school wireless network and the department has excellent ICT resources: all rooms have data projectors and seven have interactive whiteboards. Two of the classrooms have a folding partition wall between them, so that we can operate it as one large classroom for 64 pupils. In addition we have an ICT room equipped with data projector, interactive whiteboard and 16 PCs for our use. There are two maths offices providing space to work and a wide array of teaching resources.

Members of the department

The team of Mathematics teachers currently comprises eleven full time and five part time specialists. Various staff hold responsibility in the department for KS3, KS4, KS5, the progress of our lowest achievers, and extension courses and activities. We have two SLEs/ASTs and have the support of a dedicated maths admin assistant. Close working links with Special Needs Department mean that we receive in-class support from Special Needs Learning Support Assistants. The department has had a long involvement with

teacher training and currently is involved in mentoring students as part of the school's Initial Teacher Training partnership with the University of Cambridge.

Extension and enrichment
There are many opportunities for pupils to extend their learning in maths beyond the curriculum, both in lesson times and outside lessons. We enter many pupils each year for the UK Junior, Intermediate and Senior Maths Challenges, for the UK Team Challenge and we are also involved in the Cambridgeshire Maths Challenges and a series of maths workshops run by the Royal Institution in one of the Cambridge colleges.

Key Stage 4
The Mathematics Department has consistently achieved in the top 10% in the country for value added for GCSE Mathematics. All of our pupils bar a couple each year are entered for the GCSE and in 2017 the overall GCSE results for Mathematics were grade 9-4 of 88%, grade 9-5 of 73% and grade 9-7 of 35%. 33 pupils achieved the highest grade 9.

In KS4, our current Y11 are following the reformed AQA GCSE Mathematics course. In addition, we have strived hard to provide a personalised curriculum for pupils with a range of additional courses offered and full flexibility for pupils on the assessment of the GCSE. We enter one or two pupils each year for Entry Level Mathematics. We will be entering sixty of our highest achieving students for the AQA Level 2 Certificate in Further Mathematics. We have found this course to provide a very solid grounding for pupils continuing on to A Level Mathematics.

Key Stage 3
For KS3, we have recently merged our KS3 and KS4 schemes of work to provide a common framework for all students. The scheme is matched to the new National Curriculum and now consists of seven years of study. Pupils will follow five of these years, dependent on their level on entry to the College. This merging was prompted by the change of Government policy away from modular courses and now provides a seamless path from Y7 to Y11. The content, resources and assessment of each SOW have been evolving for many years and has been emulated by many schools.

Key Stage 5
In KS5 we now follow the AQA Mathematics and Further Mathematics courses in Y12, using Edexcel for the legacy A Level courses in Y13.

In 2017, achievement at A level was outstanding with 43% A*/A, 63% A*-B and 89% A*-C. We have significant numbers of pupil sitting Further Mathematics. We work closely with the Further Maths Support Programme (FMSP) and were involved in the Cambridge Mathematics Education Project (CMEP).

We were selected as an 'early adopter' for the 16 to 18 "Core Maths" qualification and started teaching this course in September 2014. Our first pupils sat this exam in 2016 and our results have consistently been significantly above national averages. We also run a support programme for potential STEP/AEA/MAT/etc candidates applying to the most competitive university courses.

Sixth form teaching may be available for a suitable candidate.

Wider practice
As a department and as individuals, we believe in continual reflection on our practice, the exploration of innovative teaching and learning models and research into their effectiveness. Six members of the department have completed a Masters course and two of the team are currently working towards achieving this qualification at the University of Cambridge.

The Mathematics Department works closely with other organisations to support the local teaching of mathematics and our work in the classroom. Three members of the department have been accredited by the NCETM as Professional Development Leads. We have strong links with NRICH, the MA and the Faculty of Education and the Centre for Mathematical

Sciences at the University of Cambridge. We have also worked extensively with the NCETM and collaborate with other schools in the county.

A number of members of the department are examiners or senior examiners for a variety of mathematics qualifications. We also have teachers who have written textbooks or other published resources for mathematics publishers.

Cambridge maths hub
This long track record in high-quality mathematics teaching and support was recognised recently when we were awarded the status of lead school of the Cambridge Maths Hub. We are one of 32 Maths Hubs funded by the NCETM and DfE. The aim is to enable every school and college in England, from early years to the post-16 sector, to access locally-tailored and quality support. Full details of the projects we are currently coordinating are shown on our website at www.cambridgemathshub.org.

8. THE VACANCY

The post will become available from September 2018 and arises due to the ongoing growth of the school. The person appointed will be expected to teach mathematics across all key stages at Comberton Village College. There may also be the potential opportunity to work in other secondary schools within the CAM Academy Trust.

We are seeking to appoint someone who has:

- good organisational skills
- excellent communication and presentational skills
- outstanding teaching ability
- excellent subject knowledge
- an understanding of current developments in maths education
- a commitment to contributing to the success of the whole college
- confidence in the use of ICT to enhance learning in the maths classroom

The post would provide excellent opportunity for personal development within a well organised and forward looking department and a school that has professional development as a core value.

As you will now be aware, we know our Maths Department is outstanding, but all of us are aware that a good department has to be constantly reviewing and developing its philosophy and practice.

The successful candidate will need to meet the requirements of the general teacher job description and person specification on the college website.

We believe the College can offer you a very good professional environment and a lively and friendly place in which to work. If you like what you have read and would like to be part of Comberton Village College, we would welcome your application.

All staff are inducted in child protection processes and have a responsibility to operate within the school's framework in this.

If you would like to join us, please return your application to com-personnel@combertonvc.org, or via the post, by 9 am Monday 23 April 2018. If you wish to discuss the post further or to arrange a visit, please contact Jamie Freeman, Head of Mathematics, at the College via email jfreeman@combertonvc.org

Stephen Munday,

Executive Principal

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced Disclosure and Barring Service (DBS) check will be carried out for the successful candidate.