

**TEACHER OF PHYSICS (NQT and experienced teacher applications, potential TLR opportunities available)****To start: 1<sup>st</sup> September 2018****Salary: MPS/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 SCIENCE DEPARTMENT

The Department staff work in sixteen laboratories. In the main school, there are fourteen laboratories and there are two laboratories in the sixth form centre. In the main school upstairs, there are five laboratories and one prep room. The downstairs area comprises nine laboratories, the Science office and three prep rooms, pond and conservation area. All of the laboratories are connected to the school wireless network and the department has

excellent ICT resources with a multimedia projector in each lab and sets of tablets for pupil use.

The team of Science teachers currently comprises fifteen full-time and seven part-time specialists. There are three Heads of Subject who lead the group of teachers delivering their subject in KS4 and KS5, and oversee the development and delivery of their subject in all key stages. The Head of KS3 oversees the management and development of the KS3 course. Also, there are people in posts of Head of Interventions, Head of L3 BTEC Science and a Deputy Head of Science. Three members of the department are AST's. There is a strong sense of teamwork and consistency of approach, both as a whole department and within subject groups. This is supported by a comprehensive and detailed set of schemes of work for all key stages. The department has the support of six laboratory technicians. In addition, close working links with Special Needs Department mean that we receive in-class support from Special Needs Teaching Assistants. Intervention work takes place each term with all year groups. This comprises of teachers with allocated time for interventions as well as peer to peer interventions, with older students tutoring younger students.

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 and the School Direct Initial Teacher Training programme. The ethos, experience and resourcing of the department make it an excellent place for NQTs to complete their training, as well as more experienced teachers to develop further in the profession. We fully appreciate the demands and challenges of being an NQT. Any NQTs joining the department would have a reduced timetable, a designated and experienced mentor and whole school NQT training.

We have active links to local industry and scientists and are a STEM test-bed school. We have a thriving Science club, enter pupils for science competitions, run Science themed events during the school's Activities week and involve pupils in a range of competitions and trips during a typical year.

For KS3 the Department has written its own course, matched to the new National Curriculum and drawing on relevant best practice from the old curriculum and the wealth of experience and knowledge within the department. This was a collaborative effort, as is its on-going review. It has resulted in a course that is taught by all teachers to groups of students in three broad ability bands and contains integral assessment opportunities. Staff teach across the Sciences in the Lower School. Pupils in Year 7 are taught initially in mixed ability tutor groups and then regrouped in to broad bands at the start of Y8.

The Science Department has consistently achieved a high level of success at GCSE. All of the pupils are entered for GCSE Science and in 2017 the GCSE results for Science were A\*-C 86%, A\*-A 45% and Triple results were 96% A\*-C and 67% A\*-A. At KS4, for the new GCSE 9-1 Science curriculum, we follow the AQA Trilogy Combined Science and Separate Science series. Staff usually teach their Science specialism at KS4. We have written our own schemes of work at KS4, with an assessment theme of students consistently "following up" key assessed tasks.

Since September 1997 pupils have been able to opt to take the three separate GCSE science subjects in Year 10 and 11. Currently in year 10, 130 students (half the cohort), and in year 11 110 pupils, follow this option. The A\* to C pass rate in each Science typically exceeds 95%.

The school opened a new sixth form in September 2011. The A-level syllabuses taught are OCR Biology, OCR A Chemistry and OCR B Advancing Physics (changing to OCR A for Sept 2018). In the current year 12 and year 13 we are running three Biology, two Chemistry, three Psychology and two Physics groups. Results in 2016 and 2017 for each A level Science were as follows:

Grades	Biology	Chemistry	Physics
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A*A 2016	30%	50%	39%
A*-B 2016	70%	75%	78%
A*-C 2016	78%	81%	83%
A*A 2017	15%	10%	6%
A*-B 2017	52%	35%	31%
A*-C 2017	81%	70%	44%

The 2017 results saw a lower attaining intake of students sit the final exams. Good progress was made by this cohort, with most taking up their first choice university places. In light of the 2017 results for the new A level courses, the department have a real focus on implementing key changes to ensure our results reflect the excellent progress made (Physics results in top 20 schools in the country for progress made in 2016) by each cohort of students over the last few years.

The physics team currently comprises 3 teachers able to teach to KS5, and 4 other teachers able to teach physics to KS4. There is a designated full time physics technician. We have close links to the University of Cambridge and take part in many of their outreach opportunities, as well as running a trip to CERN every year and have many students who go on to study physics or closely related courses at university.

## 8. THE VACANCY

The post will become available from 1<sup>st</sup> September 2018. We are seeking to appoint someone who has:

- good subject knowledge, able to teach physics to KS5
- a strong sense of team work and willingness to contribute
- a desire to improve their own and departments practice
- enthusiasm for Science and the ability to convey this to pupils
- a working knowledge of the National Curriculum in Science
- successful teaching skills, including use of ICT
- efficient and systematic working skills
- effective oral and written communication skills
- a commitment to contributing to the success of the whole college

The potential TLR opportunities are dependent on applicants experience and areas of interest.

The post will offer excellent opportunities for development in a dynamic and successful Science department and a school that has professional development as a core value.

As you will now be aware, we know our Science 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 [personnel@combertonvc.org](mailto:personnel@combertonvc.org) or via the post, by midday on Tuesday 23<sup>rd</sup> January. If you wish to discuss the post further or visit us in advance, please contact Euan Willder, Head of Science or by email at [ewillder@combertonvc.org](mailto:ewillder@combertonvc.org)

*Please note that we withhold the right to move the closing date if we receive a high number of early applications.*

Peter Law,  
Head of School

*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.*