Melbourn Village College

An Academy of

The Cam Academy Trust

Information Pack for the Post of Full Time Teacher of Mathematics

MELBOURN
VILLAGE COLLEGE

THE CAM
ACADEMY TRUST

An Introduction

We are a very successful 11-16 school with a strong community feel. Our size enables all students to flourish within a supportive environment, where each feels valued and empowered. Strong academic performance across a wide range of subjects has led to the college regularly being in the top 25% of schools nationally for progress.

Students are encouraged to continue their learning outside the classroom and a very high proportion get involved in the wide range of extra-curricular activities available to them. Our most recent OFSTED Inspection in May 2013 confirmed that we are a 'good and improving school' with an ambitious leadership team. This was no accident; at MVC we are committed to improving what we do and aim to be excellent in all aspects of our work. Being a part of the Cam Academy Trust and sharing expertise between schools are two examples of how we intend to achieve this.

I look forward to working with you in the future.

Simon Holmes – Principal

History

Melbourn is a large village situated on the border of Cambridgeshire and Hertfordshire, four miles from Royston and twelve miles from Cambridge.

The College first opened in September 1959, the sixth of Henry Morris's village colleges, from which the worldwide community school movement developed. It is an 11 – 16 community comprehensive school, serving a large area of South Cambridgeshire. Most of the students are drawn from the traditional catchment area, which covers eleven local villages and eight primary schools. Its southern boundary extends to the Hertfordshire border and its northern almost to the city of Cambridge.

The college was awarded Performing Arts Specialist Status in 2002. In October 2011 it became an Academy and in September 2013 joined the Cam Academy Trust.

Cam Academy Trust

The Trust oversees the running of six schools; Cambourne Village College, Comberton Village College, Melbourn Village College, St Peter's School, Huntingdon, Hartford Infants and Hartford Junior Schools, Huntingdon and Gamlingay First School. Under the headline 'Excellence For All', the Trust has five over-arching principles:

1. **The excellence principle**. Education must be of the very highest standard.
2. **The comprehensive principle**. Education must be for all types and abilities of pupils.
3. **The community principle**. Every Academy must be at the heart of its local community and serve it well.
4. **The partnership principle**. Each Academy must seek to work positively in partnership with others for mutual benefit.
5. **The international principle**. The curriculum inside and outside the classroom must have a clear international dimension.

The Trust provides a mechanism for sharing good practice across schools and allows for additional professional development opportunities, both as a part of the Cambridge Teaching Schools Network (CTSN) and through the ability to gain experience by working across more than one site.

Extra-Curricular Activities

The extra-curricular programme provides many opportunities for students to develop interests and to grow in confidence. There is a wide range of lunchtime and after college activities. In addition, a varied programme of visits and activities gives students opportunities to enrich their learning. There is an expectation that staff contribute to the extra-curricular life of the college.

A number of Performing Arts concerts take place each year, featuring a wide range of ensembles, bands, solo singers, instrumentalists and dancers. Students are able to take additional tuition in singing and in all kinds of musical instruments. The college has run a number of successful European tours. Each year, trips to Europe are arranged by the Modern Languages Department. A bi-annual ski trip is organised to Italy or Austria. The Duke of Edinburgh's Award group is flourishing, and offers a range of activities and expeditions for students of 14 and over.

Additional Information

Melbourn Village College website: ***www.melbournvc.org***

The Maths Department

Our Maths department, consisting of 3 full-time and 1 part-time teacher, are committed to providing the best possible learning experience for all students in school. We ensure that extension opportunities such as National Maths Challenges are open to as many students as possible. Similarly, Entry Level Maths, GCSE Maths, GCSE Statistics and Level 2 Further Maths.

We pride ourselves on the excellent progress made by each student and strive to ensure that our students continue to receive high quality teaching throughout their time at MVC.

The Post

This is a full-time post from September 2018/January 2019. We seek to appoint a Teacher of Maths who will:

- Teach Year 7-11 pupils and all abilities in this age range
- Teach engaging, effective lessons
- Complete monitoring activities including marking and recording, as well as report writing
- Play an active role in the extra curricula aspects of the department (trips/visits/enrichment)
- Attend staff and department meetings, as well as take part in CPD
- Take an active role in the school's PSHE programme
- Take a leading role as a Form Tutor

Above all, we look for an excellent teacher who is committed to working in a community college.

Melbourn Village College Job Description:
Subject Teacher

Accountable to: Head of Department **Date revised: October 2013**

This job description is intended to assist the postholder and others in defining the role. It should be read in conjunction with the 'professional duties' section of the School Teachers Pay & Conditions document, which defines a teacher's duties, and the latest version of the 'Teachers' Standards'. All staff are expected to fulfil their duties and staff who are on the Upper Pay Spine should be highly competent in all areas described within the Teachers' Standards. The description has been drawn up with reference to these and attempts to outline the duties and responsibilities which can be reasonably expected by a Principal at Melbourn Village College.

In respect of their duties, the Subject Teacher is line managed by a Head of Department.

Main Accountabilities

Teaching and Learning

- To teach assigned classes as appropriate
- To devise and maintain developments of units of learning for Key Stage 3 and 4
- To contribute to the teaching of whole college developments e.g. ICT, Citizenship, Work Related Learning and SMSC, incorporating them into lessons as per schemes of work
- To plan lessons carefully, using available data and taking into account the need for differentiation
- To develop appropriate materials and teaching methods which take into account each student's individual needs
- To treat all students fairly and equally regardless of gender, religion culture and social context
- To employ a variety of motivating and stimulating approaches to student learning
- To set and assess homework in accordance with the school policy
- To enter students for examinations as appropriate
- To ensure high standards of effort, accuracy and presentation are encouraged

Behaviour Management

- To be in the classroom awaiting the arrival of the students, where possible
- To ensure that students enter the room and exit quietly and calmly and sit in their allotted place
- To record student attendance promptly at the start of each lesson
- To create a classroom environment where all students feel valued
- To reward good behaviour and achievement in accordance with the college's policy
- To ensure that mutual respect, self-discipline, mature behaviour and good habits are encouraged
- To support colleagues by applying the correct procedures to ensure good behaviour as outlined in the college's Behaviour Policy

Monitoring and Assessment

- To mark students' work on a regular basis in line with the college's Marking Policy
- To assess students accurately using relevant National Curriculum Level descriptions, criteria from national qualifications, predictive data, etc and use the assessment as a basis for setting targets with high expectations
- Record assessment data on Go4Schools in a timely fashion
- To provide opportunities for students to assess, reflect on and improve their performance
- To communicate and liaise with parents as appropriate, including parents' evenings and responding to emails (aim for 48 hour response time).

Professional Development

- To maintain an up-to-date knowledge of subject areas and national educational strategies
- To maintain an up-to-date knowledge of subject specifications and syllabi
- To undertake relevant professional development to participate in the college's Performance Management scheme, liaising with Team Leader/Head of Faculty about appropriate Performance Management objectives and aiming to meet all objectives

Health, Safety and Resources

- To ensure that the classroom is a well organised learning environment
- To ensure that classroom displays are up-to-date, motivating, in good condition and support learning
- To ensure that classrooms are left tidy at the end of each lesson. To report any damage promptly to the Head of Department
- To contribute to the development of up-to-date resources for Faculty use in the classroom and for communal areas of display

Professional Conduct

- Maintain high standards of attendance and punctuality
- Mirror the presentation and behaviour expected of students
- Attend staff briefings, staff meetings, house meetings, parent evenings, induction evenings and curriculum evenings as appropriate (line manager to advise)

Collaborative Work

- Liaise with classroom TAs and other support staff as appropriate
- To support collaborative partner work with schools, colleges, universities and businesses, where appropriate
- To maintain a good relationship with all stakeholders in the community
- To show a willingness to be involved in extra-curricular activities and whole school initiatives

Additional Duties

- To attend departmental and staff meetings, including staff briefings
- To carry out three supervisory duties each week (FTE), ensuring that the duty is covered in times of absence
- To fulfil the role of Form Tutor

Upper Pay Spine Staff

In addition to the responsibilities outlined above and in order to evidence Teacher Standard 8 (wider professional responsibilities), all staff on the Upper pay spine are expected to have an additional responsibility involving other staff within their Faculty (UPS1,2) or across the whole college (UPS 3). For staff with a TLR this responsibility would usually be included within their role.

Method of Application

This is a full-time appointment.

Completed application forms, marked private and confidential, should be returned to:

Janine Savage
PA to Principal
Melbourn Village College
The Moor
Melbourn
Royston
Herts SG8 6EF

Or email – jsavage@melbournvc.org

to arrive not later than 12 noon on Friday 22nd June 2018.

In your letter of application to accompany the application form, please describe –

- Those aspects of your experience which are particularly relevant to Melbourn Village College and to meet the primary purposes in the Job Description.

The Governing Body of Melbourn Village College is committed to promoting equality of opportunity for all staff and job applicants.

This governing body is committed to safeguarding and promoting the welfare of children and young persons and the Principal must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS).