



TEACHER OF MATHEMATICS - FULL TIME / PART TIME

Salary: MPS / UPS with possibility of TLR for the right candidate

To start: September 2020

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.

Our 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 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 over 500 students in the Sixth Form who have achieved consistently high results year on year.

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 CAM Academy Trust 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 School, Huntingdon, both joined us in September 2016.
- Further primary schools include Offord primary school, Thongsley Fields primary and nursery school, Hartford Infant and Junior schools, Jeavons Wood primary school, Gamlingay Village primary, and Everton Heath primary. There is the possibility that the CAM Academy Trust 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. OUTWARD LOOKING

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 CAM Academy Trust Schools 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 achieve at least 5+ 9 - 4 grades, including English and Maths, at GCSE or equivalent with 40% of grades at 9-7. Value added measures indicate excellent progress for all types of students. 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, Mozambique and Japan.

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 Comberton 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 MATHS 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 nine full time and eleven 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 SEND 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 2019, 86% of pupils were awarded at least a grade 4 at GCSE, with 48% awarded at least grade 7 and 18% gaining the highest grade 9.

In KS4, our current Y11 are following the 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 a number of pupils each year for Entry Level Mathematics, we have two GCSE statistics classes in year 10 and 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 the scheme of work used across the trust.

Key Stage 5

At KS5 we follow the AQA Mathematics and Further Mathematics courses. In 2018, achievement at A level was excellent with 35% A*/A, 65% A*-B and 77% A*-C. We have two groups in both year 12 and 13 sitting A level Further Mathematics. We work closely with the Advanced Maths Support Programme (AMSP), being a Partner school with an AMSP Area Coordinator based at the college.

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 whilst working at the College.

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, 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 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 2020 and arises due to the ongoing growth of the school and trust. The person appointed will be expected to teach mathematics across key stage 3 and 4 at Comberton Village College, with the option of teaching key stage 5 for the right candidate. There may also be the potential opportunity to work in other secondary schools within the CAM Academy Trust.

We have a well-established programme for developing our teaching staff. This includes:

- Continuing support for those in their RQT years through a guaranteed place on the highly-rated Developing Effecting Teaching programme. This includes four days of specialist pedagogic support and observation opportunities.
- RQTs also benefit from additional non-contact time that can be used for coaching, observation and co-planning with an identified coach drawn from the experienced staff in the maths department.
- For experienced teachers the school appreciates the need for time out to reflect on what makes excellent practice. Teachers are offered a place on the Developing Outstanding Teaching programme, which includes four days looking at high-level skills, and strategies for the classroom including a focus on how coaching and mentoring can develop other colleagues and lead change in the department.
- Many of our maths teachers have been supported to complete their Master's in Education degree.
- Access to the development opportunities offered through our teaching school alliance (camteach.org.uk) and our Maths Hub (cambridgemathshub.org)
- A school-issued laptop and where possible a classroom base for KS3/KS4 lessons.

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. 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.

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

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 Mrs L Atherton, HR Manager on personnel@combertonvc.org or via the post, by 9.00am on Monday, 9th December 2019. If you wish to discuss the post further or visit us in advance, please contact James Baker and Katie Slusar-Fletcher, Joint Heads of Mathematics, via email jbaker@combertonvc.org and kslusar@combertonvc.org.

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.