

Cottenham Village College



Astrea Academy Trust
INSPIRING BEYOND MEASURE

Head of Year

MPS/UPS Teacher (£31,957 - £50,062) plus TLR 2d
(£5,659)

Contract Type: Permanent (52 weeks)

Start date: April or September 2025

CANDIDATE PACK



Open Letter from our Principal

Dear Candidate

I am delighted that you are interested in applying for the post at Cottenham Village College, a highly-successful 11-16 mixed academy situated close to the beautiful city of Cambridge; here you will find hard-working, well-behaved students and friendly, dedicated staff who are committed to a fully inclusive, comprehensive education.

Through an ambitious curriculum at CVC, we aim to foster students' curiosity, unlock their potential and raise their aspirations, as well as ensure that students achieve high levels of attainment that will open doors for their future. A stimulating and broad curriculum also places students in a strong position to question and debate the world around them, making them intellectually resilient and prepares them for citizenship in a democratic society. We believe this is a right of all students and one which is liberating and empowering.

We are equally proud of the wider curricular provision at CVC, both in formal lessons and outside the classroom. Our extensive range of extra-curricular activities, including sports, music, the Duke of Edinburgh's Award programme and residential trips, help to give all students a fully-rounded education and creates opportunity for their personal, as well as their academic, growth.

Cottenham Village College is a friendly, positive and exciting place to work, we take great pride in the high standards our students consistently achieve. Students leave as happy, well-qualified and well-motivated individuals who go on to excel in local sixth forms, colleges, universities and the wider world.

Prospective candidates are warmly encouraged to visit prior to application. Please contact Sharon O'Mullane - headspa@astreacottenham.org to arrange a suitable time. To find out more about our academy please visit our [website](#)

Zoe Andrews

Principal

Cottenham Village College



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Principal

Cottenham Village College



Purpose of the role

The Head of Year to take responsibility for a specific year group alongside a dedicated Pastoral Support Officer, with particular focus on academic attainment.

The Head of Year will be a leader who is passionate about the development of young people and is dedicated to the pursuit of excellence for every student, regardless of their barriers or background. The Head of Year will ensure that the highest standards of academic support and pastoral care are in place for the students at the academy.

The role holder will enforce the high standards and expectations around behaviour, attendance, inclusion and progress so that each student achieves their full potential. They will uphold the academy vision and values, ensuring excellent outcomes and next stages are the drivers for success.

Person Specification

Education and Qualifications

- Qualified teacher status
- Degree or equivalent qualification
- Evidence of recent in-service training in the specialist subject and other related areas

Skills and Knowledge

- Able to demonstrate a thorough knowledge of the subject curriculum
- Able to demonstrate a knowledge of innovative approaches to teaching
- Must be an effective teacher, skilful in communicating with individuals and have a positive presence in the classroom
- Displays commitment to the protection and safeguarding of children and young people
- Must be confident, flexible, enthusiastic, approachable and able to inspire others
- Willingness to undertake professional development in the specialist subject and other related areas
- Willingness to assist in the development of extra-curricular activities
- Must be able to contribute to the work of departmental teams
- Must be determined to raise achievement

Role Description

Main Duties and Responsibilities

- Lead on the analysis and action planning of attainment, progress & ATL data to ensure scholars make at least good academic progress across a range of subjects and towards meeting or exceeding their targets
- Work collaboratively with the pastoral team to ensure we deliver the academy vision
- Role model as the lead professional of the Year group, representing Astrea values to parents, community and external agencies
- Provide the professional support and challenge to staff to ensure consistency and high expectations are maintained
- Act on the analysis and action planning of year group attendance data
- Work collaboratively with the BASI team and colleagues to ensure effective teaching strategies are employed for all students in the year group
- Work collaboratively with the BASI team to proactively mentor students and provide additional provisions/interventions in support of any student who is underperforming academically
- Plan and lead events such as scholar review events and other year group specific events and follow up on the necessary tasks for identified individuals and groups of students
- Plan and lead year team meetings, providing a holistic picture to ensure a graduated response to intervention
- Provide year group performance reports to senior leaders
- Work collaboratively with the pastoral team, tutor team and SLT in ensuring the success of the rewards systems and processes
- Deliver daily morning address sessions for a year group
- Maintain regular contact with the parents of students in need of extra support, to keep them informed of the student's needs and progress, and to secure positive family support and involvement in improving academic performance
- In liaison with SLT, support the transition and transfer/options process at the relevant key stage/year group to ensure positive progression and accelerated progress
- Contribute to the celebration of achievement/academic excellence and success in the relevant year groups and promoting the rewards system

SCHOLARSHIP

CURIOSITY

TENACITY

RESPONSIBILITY

RESPECT

About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the student
- Standardised reading and arithmetic catch-up programmes for students where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for students:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all students and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare students for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

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Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer, we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our students, giving them the opportunities they truly deserve.

Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+ people, and men.

