

Cottenham Village College



Astrea Academy Trust
INSPIRING BEYOND MEASURE

LEAD PRACTITIONER OF ENGLISH

SALARY RANGE:

LP2-6 (FTE currently £52,301-£57,720)

CONTRACT TYPE:

Permanent

WORKING PATTERN:

32.5 hours, 52 weeks p/a

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 - headsqa@astreacottenham.org to arrange a suitable time. To find out more about our academy please visit our [website](#)

Zoe Andrews

Principal

Cottenham Village College



Role Description

The Person:

We are looking for someone who:

- Can provide a clear rationale for why an education should be an entitlement for all students regardless of their academic ability.
- Maintains an enthusiasm for their subject discipline, reads widely around their areas of specialism and is willing to participate in subject-specific discussions within the subject team.
- Can support the development of individual teachers
- Has knowledge of, and can reflect, evaluate upon and train colleagues in subject-specific pedagogical approaches
- Is up-to-date with recent developments in education.
- Can collaborate with other subject specialist teachers and to teach from Years 7 to 11.
- Has the necessary humour, communication and professionalism to work within a highly collaborative environment.
- Has an academic background in the subject specialism and has Qualified Teacher Status.

Main Duties and Responsibilities

- To carry out the duties of a teacher in accordance with the provisions of the current Teacher's Pay and Conditions Document and within the range of teachers' duties set out in that Document.
- To work towards the agreed aims of the school.
- To teach the relevant subject as required.
- Ensure that all pupils achieve the very highest levels of which they are capable.
- Encourage and maintain very high standards of work and behaviour within the department.
- Contribute to the department's self-evaluation and development plan.
- Contribute to and support the ethos of the college.

School Duties

- Undertake duties before school, after school and at break, on a rota basis.
- Take reasonable care of department resources and to account for any equipment used.
- Set cover work when absent.
- Report anything that could endanger or threaten the health and safety of pupils or staff to SLT.
- Undertake appropriate duties as allocated by the Principal

Teaching

- Undertake a programme of teaching in accordance with the appropriate professional standards and the school curriculum.
- Teach pupils according to their educational needs, including the setting and marking of all class work and coursework carried out by pupils in the school and elsewhere.
- Assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- Ensure that ICT, literacy, and numeracy are reflected in the teaching/learning experience of pupils.
- Ensure a high-quality learning experience for pupils that meet internal and external quality standards.
- Prepare and update subject materials.
- Maintain discipline in accordance with the school procedures, and to enforce good practice with regard to punctuality, behaviour, standards of work and homework.
- Undertake assessment of pupils as requested by external examination bodies, curriculum areas and school procedures.
- Mark, grade and give written/verbal and diagnostic feedback as required.
- Liaise with SENDCO and form tutors over pupils with special educational needs and to modify teaching accordingly, maintaining high expectations.

Form Tutor Duties

- To be a Form Tutor.
- Develop positive working relationships with parents of students in your care.
- Offer care and support to pupils in all aspects of their school life and prepare them for adult life;
- Develop an understanding and knowledge of each student as an individual;
- Enable pupils to play an active role in all aspects of the school's tutorial and PSHE/conference day/careers programme;
- Undertake all administrative tasks to ensure the smooth day-to-day running of the school.

Person Specification

Qualifications and education

- Degree or equivalent in English or other relevant subject
- Qualified Teaching Status
- Evidence of relevant CPD that demonstrates a commitment to ongoing professional development.

Experience

- Has a minimum of 2 years' experience in leadership role
- Experience teaching at KS4 and detailed knowledge of the course requirements
- A track record of successfully managing behaviour in the classroom
- A track record of working under pressure and meeting deadlines
- Examples of effectively supporting colleagues in a classroom setting
- Evidence of creating, teaching and evaluating curricular resources

Skills and Knowledge

- Excellent knowledge and understanding of developments of teaching and learning
- Values that match the school's
- Knowledge of pedagogical strategies to ensure pupils can maximise retention in long term memory
- Can articulate the relevant subject-specific knowledge that pupils should leave school with in order to join the 'community of educated citizens'
- Excited about contributing to whole-school curriculum discussion on how knowledge in other subjects can support success in English, and vice versa
- Shares an interest in educational research and educational literature
- Commitment to inclusive and high achieving comprehensive education
- Knowledge of a range of subject pedagogy
- A detailed understanding of different forms of assessment and what they are used for.
- An ability to form positive relationships with students and families

Personal Qualities

Essential:

- Values-driven: commitment to enacting the values of the school and the Trust in day-to-day practice
- Commitment: sustained energy and enthusiasm to achieve the Principal's vision for improvement
- Flexibility: ability to adapt and implement change, willingness to learn and develop new skills
- Self-motivation: ability to initiate and complete routine and non-routine work independently
- Self-awareness: self-reflective practitioner, aware of own strengths and areas for development
- Social awareness: team player and motivator, emotionally intelligent, relationship builder
- High standards: leading by example, professional, continually upholding Academy aims and ethos
- Resilience: ability to remain calm under pressure, regulates own emotions, excellent attendance
- Empathy: genuine care and passion for working with and developing young people and adults
- Innovative: passionate about embracing new technologies, methodologies, ideas and practices
- Positivity: sense of humour, ability to inspire and energise others, 'can do, will do' approach

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks.

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](#)

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.



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.

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.

