

Swavesey Village College

Staff Recruitment

Information Pack 2018

Dear Applicant,

Thank you for your interest in applying for one of our advertised posts.

Swavesey Village College is a highly successful academy which regularly leads the league tables for secondary schools in Cambridgeshire. In 2011, Ofsted rated the school "outstanding" in every category. It has a well-balanced intake and over-subscribed pupil roll and enjoys excellent facilities in a rural community college context.

Swavesey is a Teaching School and therefore works closely with other schools locally and nationally to support achievement and pedagogy. This partnership working helps us to energise our own practice and provides staff with wide ranging development opportunities beyond, as well as within, the school. Swavesey Village College is part of the Cambridge Meridian Academies Trust, which also comprises Nene Park Academy Peterborough, North Cambridge Academy, Sawtry Village Academy, Ely College and Stamford Welland Academy. You may have the opportunity to work across all schools within the Trust.

Swavesey is an outward looking school, strongly committed to continuous development and improvement. All staff at Swavesey have high expectations of their students, colleagues and own practice. We are firmly committed to the development of all staff and ensure everyone is involved in the direction and success of the College now and in the future.

I hope that when you have read the details about the post and the school you will want to submit a formal application. Please note we do not accept CVs.

Cambridge Meridian Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All new staff appointments will be subject to an enhanced check from the Disclosure and Barring Service.

Yours faithfully

Andy Daly

Executive Principal

Swavesey Village College

Cambridge Meridian Academies Trust

Background

Cambridge Meridian Academies Trust (CMAT)

Swavesey Village College is part of Cambridge Meridian Academies Trust (CMAT). CMAT was incorporated in March 2011 to deliver and promote 'high quality and dynamic educational provision at the heart of the community'. It was founded by the Trustees of Swavesey Village College.

In March 2011, Ofsted concluded that 'Swavesey is outstanding in every respect' - awarding the school Outstanding in all 27 categories.

In 2012 Swavesey was successful in its bid to become a Teaching School, as part of an alliance of teaching schools in South Cambridgeshire, creating CTSN, the Cambridge Teaching Schools Network. (www.camteach.org.uk).

The Trust's objectives are to promote 'high quality and dynamic educational provision at the heart of the community'.

Where every child is a:

- Successful Learner, who enjoys learning, makes progress and achieves;
- Confident Individual, who is able to live a safe, healthy and fulfilling life;
- Responsible Citizen, who makes a positive contribution to the communities in which they live.

Where the school is a:

- Hub for community activities and a place where people of all ages meet and integrate;
- Centre for extended services for children, families and the community;
- Source of immense pride for the whole community.

In 2008 CMAT was successful in its bid to promote the secondary school and sixth form in the new town of Northstowe. The Trust is committed to establishing a town-wide 21st Century learning community, that recognises the continuity of learning from 0 – 19 as well as the significant role that schools play in new communities. The economic downturn has meant that the Northstowe planning application has changed, but the secondary school is now due to open in September 2019.

Our five Values underpin the ethos and practice in Swavesey Village College:

The Pursuit of Excellence

Swavesey Village College reflects and encourages a commitment to continuous improvement and enterprise that creates positive and optimistic 'can do' attitudes among students and staff as well as collectively across the Academies within CMAT. We systematically benchmark practices against the very best in other state and independent schools to energise organisation, fuel ambition and stimulate improvement.

Valuing People

We are uncompromising in our commitment to know and value every student and support them to achieve. This commitment underpins all aspects of our House System which covers the academic and personal development of each student. In turn, the House structure provides strong team identity and accountability for teaching and support staff as well as a single point of contact in the school for parents. The school values its staff by supporting them at all stages of their career, giving them the opportunities particularly through our Teaching School status, to grow as professionals.

Achievement For All

We are committed to the individual achievement of every student and recognise the flexibility and rigor – in terms of the curriculum, support, resources and monitoring – required to make this happen. Students' transition and progression is carefully planned and monitored to ensure that they achieve to their full potential from primary school through to age 16. All of this is underpinned by a simple but highly effective 'How can I improve?' philosophy that provides the focus of teachers, students and parents.

A High Quality Learning Environment

We recognise the importance of creating the right environment for students to learn. The classroom environment provides students with stimulating and varied learning opportunities that engage and motivate them. Outside the classroom, students feel safe, happy and secure. They are friendly and polite, showing high levels of care and concern for others, both in the school and the wider community. There is mutual respect between adults and young people. The school has established routines and high expectations that ensure that the school day is a positive and purposeful experience where lessons are punctuated by civilised and relaxing dining arrangements.

Extending the Boundaries of Learning

SVC reflects the Cambridgeshire 'Village College' philosophy that emphasises the role of schools as a source of pride and hub for their community. For students this outward focus provides new and exciting opportunities to extend their own experience, skills and confidence, reflected in unique local, national and international partnerships as well as our 'Pledges'. For staff and the Trust as a whole, we explore ways to share our knowledge, expertise and facilities with other schools and groups within our community.

Swavesey Village College

General Information

THE SCHOOL

Swavesey Village College was founded in 1958, and has grown in its 50 years from a small village college to a nationally recognised highly performing 11 – 16 non-selective school with an outstanding academic record and educational experience for its students.

In March 2011, the Ofsted inspection concluded: 'Swavesey Village College is outstanding in every respect' awarding the school outstanding in all 27 categories. The College's GCSE results have been in the top 10% nationally since 2008.

EXAMINATION RESULTS

This year our GCSE results were amongst the best of all Cambridgeshire state schools, and once again well above national averages.

Our overall results for 2017 are listed below:

Pupils achieving A*-C inc E&M 81% A- A* 29%

Pupils achieving A*-C in Maths 85%

Pupils achieving A*-C in English 84%

Pupils achieving the English Baccalaureate 52%

Not only do we measure our success by these standards, but we are equally proud of the fact that all our students undertake a wide range of appropriate and challenging courses and qualifications and we welcome the significant achievement of learners who are not recognised in Government league tables.

Our strong tutoring system ensured that every child achieves, and those at risk of underachievement are quickly identified and further supported.

RECOGNITION AND AWARDS

The school has Artsmark Gold, Sport Quality Mark Distinction, DfE School Achievement Award, Healthy Schools status, International Schools Award and we are a Teaching School and a Leading Edge School.

THE LOCAL ENVIRONMENT

Swavesey is situated close to the A14 about 8 miles north-west of Cambridge in the village of Swavesey. A rural location but not far from the bustle of an internationally renowned city! The school receives children from eight local village Primary schools: Over, Swavesey, Bar Hill, Longstanton, Papworth Everard, Fen Drayton, Fenstanton and Elsworth. Most children arrive at school using buses. We have excellent transport

links to Cambridge and St Ives, and especially useful is the Guided Bus for those who do not drive, with a stop right in the village.

STUDENTS

The school's planned admission number is 240 per year group. The school is held in very high regard in the local community and is always over-subscribed in all years. Attendance is high. Students are friendly, well-behaved and proud of their school. Many visitors compliment us on the quality of relationships in the school. Ofsted said 'the students get on very well with adults and each other. Their behaviour makes an outstanding contribution to their learning.'

CURRICULUM

We run a rigorous academic curriculum combined with a strong vocational option as students' progress through the school. We offer three Languages (German, French and Spanish), and most students study the three sciences separately. Students are guided with considerable support from form tutors and subject teachers onto the right course for each student, maximising the potential for success and onward progression to Further Education. About two thirds of Year 11 go on to Sixth Form Colleges to study A Levels, and a third follow apprenticeships or vocational courses at Cambridge Regional College.

SENIOR LEADERSHIP TEAM

The College Management Team (CMT) consists of Principal, two Vice Principals and four Assistant Principals.

STAFFING

There are 86 teachers, 50 support staff and 10 teaching assistants. Teachers are well qualified and teach their subject specialism. There is a good balance of age and experience within teams and staff enjoy working at the school. We recruit excellent staff and retention is high. We are proud of the culture of collaborative working in the school amongst staff, and a lot of key drivers in the school come from working parties made up of teachers who volunteer to join a Quality, Experience or Achievement working group. Accountability operates within an atmosphere of openness and trust throughout so that all feel they can contribute and support each other.

STAFF DEVELOPMENT AND PROGRESSION

We are committed to a staff led approach to professional development focused on sharing and embedding best practice across the school. There is a wide range of experience, and exceptional practice at Swavesey. We have structured a programme that enables staff to share and develop their practice collaboratively. On Tuesdays after school, teaching staff-run T&L sessions 4 times throughout the year and are focused on practice development.

Outstanding T&L will only be maintained by continually striving to seek out new ideas and methodologies. Feedback from the staff-led sessions last year was overwhelmingly positive and shows the importance of teachers reflecting on what works and what doesn't and sharing these ideas.

THE HOUSE SYSTEM

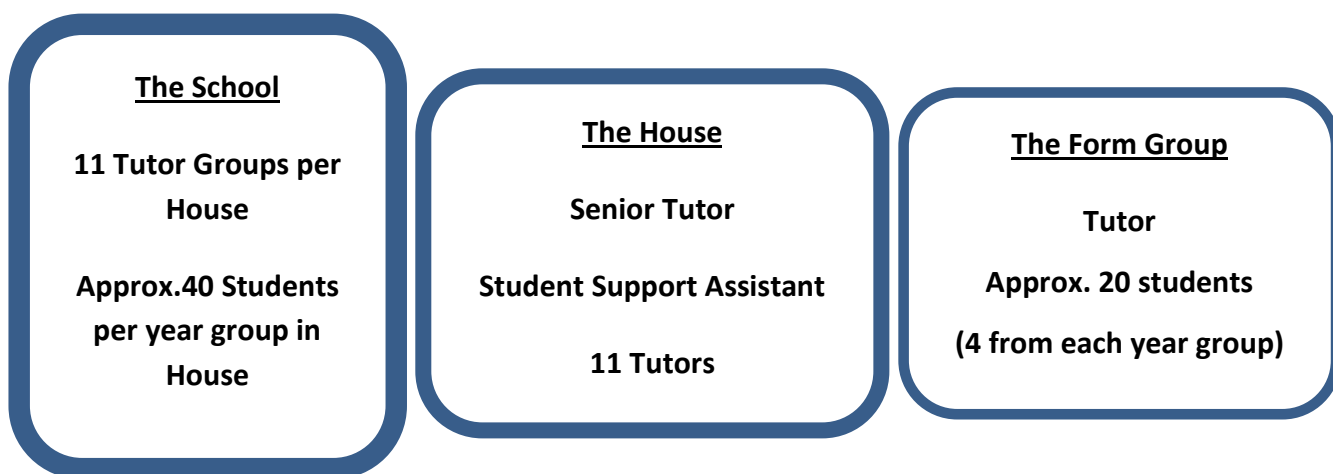
Our commitment is that every child feels a sense of belonging and has the opportunity to achieve their best, whatever their background or ability.

To meet this commitment, in 2006 we launched a new school structure, with all students and staff in one of five House teams and with the introduction of mixed aged tutor groups. We have been delighted with the way in which the structure has supported achievement within the school and developed inter-House competitions and leadership roles. We know that this 'school within a school' system has meant that no child quietly falls behind, and all have a share of the tutor's attention and focus on the students' achievements. Houses are aligned with particular departmental areas, to foster stronger relationships with staff and develop a team spirit. Due to school numbers increasing, we now have six Houses, with 11 tutors in each, with about 20 students in each tutor group.

The Houses provide support and guidance within an environment where the needs of each child are known by his or her Tutor and Senior Tutor and their individual progress is monitored closely. Importantly, the House is the focus of the relationship between the College and parents. This new structure is instrumental in the increased number of students reaching their potential in their academic studies. All students are supported by their tutor to succeed in every subject they take in Key Stage 4.

The Houses compete in a friendly and competitive way in all areas of the curriculum, from a traditional Sports Day, to Spelling Bees, Christmas Pantomimes, Maths/Science/MFL/Humanities Quizzes, House Music, Art and Cooking Competitions.

There are 11 forms within each house. Each house has a Senior Tutor and a Student Support Assistant who oversee the running of the House.



Form Tutor

Every teacher is a form tutor, including senior management. The form tutor is the main contact in the school. They will meet one to one with each student regularly throughout the year to discuss progress and help the student set targets that will help them focus their efforts. They will also contact parents after these discussions by email or phone and this will happen a minimum of 3 times a year.

Student Support Assistant and Senior Tutor

The Student Support Assistant is an administrator based in the House Office and is always available for contact regarding attendance and any day to day issues with which parents may be concerned. The Senior Tutor has responsibility for managing the tutors in their House and also tracks the students' academic progress. They also work with student leaders to develop activities and teams for competitions.

EXTRA CURRICULAR ACTIVITIES

The school offers students a very wide range of clubs and activities, with over 40 different clubs running after school. We have very strong programmes in sport, drama and music. The quality of our Music performances is very high, and we run a Saturday Music school for all ages, from age 4 onwards. The school has very high numbers of students (130) participating in the Duke of Edinburgh Bronze awards. Staff organise many local and foreign trips associated with the curriculum, including French and German exchanges, visits to Spain, History trips to Warwick Castle, Duxford Air Museum, the Black Country Museum and the Belgian Battlefields, and Washington/New York, Geography trips to the Eden project, and Iceland or California. The PE department organises a regular Ski trip and recently organised a girls' hockey tour of South Africa and a Boys' Rugby tour of Italy.

RECRUITMENT

Child Protection and Safeguarding Children

CMAT's Academies are committed to safeguarding and promoting the welfare of young people and expects all applicants, staff and volunteers to share this commitment. At least one member of staff involved in each recruitment activity will have passed the Safer Recruitment Training provided by the National College of School Leadership, and shortlisted candidates must be willing to discuss their full employment history and their suitability for working with children at interview. All appointed staff will be required to undertake a full induction and child protection training.

Offers of Employment

All offers of appointment are subject to:

- at least two satisfactory references (usually requested prior to interview),
- a satisfactory Enhanced Disclosure and Barring Service (DBS) Disclosure and/or a Certificate of Good Conduct (if the candidate has lived or worked abroad in the last 5 years),
- proof of the candidate's identity and their right to live and work in the UK
- and verification of qualifications and professional status.

Equal Opportunities

CMAT, as the employer of all staff in its Academies, is committed to equal opportunities and fair treatment of its staff and all applicants, on the principle that no one is discriminated against on the basis of his or her actual or perceived race, ethnic or national origin, caste, nationality, religion or belief, gender, gender reassignment, sexual orientation, disability, marital status or civil partnership, pregnancy or maternity, age, or criminal convictions. All employees and students will be treated and valued equally.

Policy Statement on the Recruitment of Ex-offenders

In accordance with the Disclosure and Barring Service's Code of Practice this policy is made available to all Disclosure applicants at the outset of the recruitment process. The full DBS Code of Practice is available at www.disclosure.gov.uk.

- As an organisation which uses the Disclosure and Barring (DBS) Disclosure service, the Governing Body of the school complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all job applicants will be subject to a criminal record check from the Criminal Records Bureau before the appointment is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- A Disclosure will only be requested from the DBS for those positions where a Disclosure is required. All application forms and recruitment information will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- We ask all applicants shortlisted for interview to complete a 'Disclosure of Criminal Record' form, which must be completed and returned at interview. The information will only be seen by those who need to see it as part of the recruitment process.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- We ensure that people at the school who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working at the school. This will depend on the nature of the position and the circumstances and background of your offences.

Contacting Us

A list of current vacancies, Swavesey Village College's Prospectus and newsletters showing recent school activities can be found on our website. All candidates are welcome to contact us at any time for further information about the posts advertised if they wish, or if candidates want to visit us in advance of an application.

www.swaveseyvc.co.uk

Personnel administrator: Claire Newman cnewman@swaveseyvc.co.uk 01954 234461, or if not available ring the PA to the Principal Jo Gent jgent@swaveseyvc.co.uk 01954 234438.