

Cottenham Village College



Astrea Academy Trust
INSPIRING BEYOND MEASURE

HEAD OF MATHS

CANDIDATE PACK



Open Letter from our Regional Director

Dear Candidate,

Thank you very much for your interest in becoming Second in Maths at Cottenham Village College which is brimming with potential. The position provides a genuinely exciting opportunity to be part of a team driving the next phase of school improvement, as the academy moves towards excellence.

To ensure that we continue to excel and strengthen further, we are keen to attract exceptional colleagues to join the staff team and school community to realise the potential evident within CVC. We are keen to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares our vision and commitment to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all, with an underpinning philosophy that 'education for all should confer the benefits associated with education for the rich' (Michael Young). With careful curriculum design, spaced retrieval practice, detailed assessment and achieving mastery in small steps, rates of progress can increase greatly. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. Excellent teaching must sit alongside a carefully considered and sequenced curriculum, implemented successfully and consistently through a culture of deliberate practice and instructional coaching.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

We have also embarked on a process of codifying what works across our secondary academies, through publication of a series of frameworks, which inform academy policies. Sir David Carter states '*Without some degree of standardisation, the turnaround process will be lengthier and more chaotic than is necessary and the casualties are not the adults, but the children who only have 2280 days of schooling between reception and the end of Year 11.*'

The position is a great match for someone who shares the Trust's vision for educational excellence and has the focus to drive improvement at a pace, building on the school's strong academic foundations. You will be a team builder, able to motivate staff and pupils. You will expect a lot from people and provide strong support to them.

If you are aligned to our mission and values, have a strong track record of improving young people's education and a drive to do more, we very much look forward to hearing from you.

With very best wishes,

Jo Myhill-Johnson

Regional Director, Astrea Academy Trust

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

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. Our school, which has close to 900 students on roll, is part of the Astrea Academy Trust, a thriving family of 27 academies across South Yorkshire and Cambridgeshire.

The college was established in 1963, one of several village colleges in the region that were the inspiration of educational pioneer Henry Morris, who believed that the school should be at the heart of its community and that education should be a lifelong process. This vision of a school that serves and involves its whole community, that fosters high aspirations and inspires a love of learning is as central to our ethos today as it was when it opened.

Through a highly-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 and to learn and 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. Students' performance in their GCSEs is consistently strong, placing the school in the top 20% of schools nationally for student progress.

As a truly comprehensive school, we are also proud of our close association with The Centre School, a SEMH special school that shares our site and caters for over 100 students with EHCPs from across Cambridgeshire. At Cottenham Village College, we also have an excellent provision for students with special educational needs, including specialist teaching assistants who support students with hearing impairment.

The school is well-known for its excellent professional development and learning programmes for staff. We ensure that all our colleagues access high-quality CPD, and we take our responsibility to teacher development seriously so they can be highly-effective practitioners. We place great value in, and commitment towards, subject-specific CPD and as a member of staff you will have the support you need to make progress in your career, both from the school and from Astrea Academy Trust.

To find out more about our academy and our highly ambitious curriculum please visit our [website](#)

Prospective candidates are warmly encouraged to visit prior to application. Please contact Sharon O'Mullane - headspa@astreacottenham.org - to arrange a suitable time.

Very best wishes,

Zoe Andrews
Principal at Cottenham Village College



Job Description

JOB TITLE:
Head of Maths

REPORTING TO:
Senior Leadership Team

SALARY RANGE:
MPS1-UPS3 (currently £30,291-£47,452 p/a)
plus TLR1a (£9,272 p/a)

CONTRACT TYPE:
Permanent

WORKING PATTERN:
32.5 hours, 52 weeks p/a

TO START:
September 2024



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.
- 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.
- A new colleague can expect to receive the support of a collaborative team and to work in an environment that encourages wider participation in the subject specialism community.

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.

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.

Role Description

Additional Duties:

Health and Safety:

- To have due regard for health and safety in the workplace.
- To be familiar with, and adhere to, relevant parts of the school's Health and Safety Policy.
- Co-operate with health and safety requirements.
- Report all known defects.
- Use, but do not misuse anything provided for your health, safety and welfare.
- Do not undertake unsafe acts.
- Inform the head of establishment of any 'near-misses'.
- Be familiar with the emergency action plans for fire, first aid and security issues.
- Undertake specific designated duties regarding emergency evacuation.
- Raise health and safety and environmental issues with students.

Child Protection:

Cottenham Village College is committed to safeguarding and promoting the health, safety and welfare of children, young people and vulnerable adults. Staff and volunteers are expected to share this commitment for whom they are responsible or with whom they come into contact in the course of their duties. All successful candidates will be subject to Criminal Records Bureau checks along with other relevant employment checks.

Standards and Quality Assurance:

- Support and contribute to the aims and ethos of the school as identified in the staff handbook.
- Promote and model good relationships with pupils, colleagues, parents and visitors.
- To maintain an effective working relationship with all members of staff.
- Set a good example in terms of dress, punctuality and attendance.
- Participate in any necessary training and attend staff meetings where relevant.
- Participate in the College's staff appraisal process and take a lead in own professional development.
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection.
- Any other responsibilities not listed above as reasonably requested by the Principal.



Person Specification

Experience

- A thorough understanding of assessment
- Ability to successfully manage behaviour in the classroom
- Ability to work under pressure and meet deadlines
- Ability to ensure pupils learn and strategies to ensure pupils retain knowledge

Education and Qualification

- Degree or equivalent
- Qualified Teacher Status
- A commitment to continuous improvement
- Evidence of relevant professional development

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 within 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 computer science, and vice versa
- Shares an interest in educational research and educational literature
- Commitment to inclusive and high achieving comprehensive education
- Knowledge of subject pedagogy

Personal Qualities

- Demonstrably good relationships with colleagues, pupils and the wider community
- Commitment to contributing to extra-curricular activities of the school
- Commitment to promoting and safeguarding the welfare of all pupils
- Effective management of equipment and resources

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.

