



[WWW.CATRUST.CO.UK](http://WWW.CATRUST.CO.UK)



**MELBOURN**  
VILLAGE COLLEGE

The Moor  
Melbourn  
Royston  
SG8 6EF

## Job Application Pack

### Teacher of Science

School: Melbourn Village College

Salary: MPS/UPS

Contract: Permanent, Full Time

Start date: April 2024 or sooner

Application closing date: 1<sup>st</sup> March 2024

*(We reserve the right to appoint prior to the deadline)*

## Contents

Welcome from the CEO .....	1
About our Trust .....	2
Benefits .....	3
Our Schools .....	4
Safeguarding Children and Young People .....	7
The Vacancy .....	8
Information about Melbourn Village College .....	9
Job Description .....	10
Person Specification .....	13



### Welcome from the CEO

We are delighted you are interested in joining one of the Academies in our Trust.

The Cam Academy Trust is a community of schools in and near South Cambridgeshire and Huntingdon which offers 'Excellence for All' students from aged 3 to 18 in 11 schools incorporating pre-school, primary phase, secondary and sixth forms.

School years are a critical period of all our lives as we develop the skills, knowledge and behaviours needed to become successful members of our communities. We want all young people proceeding through all our schools to become capable, caring and confident.

All within The Cam Academy Trust are committed to giving all our pupils the very best grounding that we can through exceptional teaching and learning and outstanding pastoral support.

Each of our academies has its own Principal or Headteacher who works with their own team of high-quality staff and these staff also work with each other to share best practice to ensure our pupils are well educated and well cared for.

Our over-arching purpose is simple: we want to secure educational excellence for all with our Academies working at the heart of and serving their local communities.

Stephen Munday CBE

## About our Trust

The Cam Academy Trust, originally The Comberton Academy Trust, was formed in 2011 to oversee the conversion of Comberton Village College to academy status in the first instance. With growing emphasis on academies working together in formal partnerships, the Trust quickly changed to become a multi-academy trust so that more schools could join and work closely with us.

As this partnership developed it was only right that the name changed with it as further schools/academies joined, including from the primary as well as secondary phase of education. The Comberton Academy Trust was renamed 'The Cam Academy Trust' – a clear statement that the Trust is greater than the sum of its parts.

The Trust currently comprises seven primary phase schools and four secondary schools, two with Sixth Forms. We are excited that a third Sixth Form is due to open at Cambourne Village College in 2023.

Our Primary phase schools are: Everton Heath Primary School (just inside Bedfordshire), Gamlingay Village Primary, Jeavons Wood Primary School, Cambourne, Offord Primary School, Offord D'Arcy, Hartford Infant and Pre-School, Hartford Junior School and Thongsley Fields Primary and Nursery School, Huntingdon. Bourn Primary Academy joined as the first Associate Member in 2021.

Our Secondary schools are: Comberton Village College (and Comberton Sixth Form), Cambourne Village College, Melbourn Village College and St Peter's School (and Sixth Form), Huntingdon.

The Trust strives for 'Excellence for All' and at the heart of this are six core principles which drive everything it does.

These are:

The Excellence Principle – Education must be of the very highest standard

The Comprehensive Principle – Education must be for all kinds and abilities

The Broad Education Principle – Education must incorporate a broad range of subject areas and personal development

The Community Principle – Every Academy must be at the heart of its local community and serve it well

The Partnership Principle – Each Academy must seek to work positively in partnership with others for mutual benefit

The International Principle – The curriculum inside and outside the classroom must have a clear international dimension.

## Benefits

We offer the following benefits, designed to promote your wellbeing and make your time with The Cam Academy Trust satisfying and rewarding.

### Core benefits

- Holiday – Up to 30 days' paid holiday a year plus bank holidays for full time non-teaching staff (statutory leave for teaching staff)
- Paid leave – enhanced sick pay, maternity pay and adoption leave pay (linked to service) and paid leave for unforeseen personal situations
- Pension – a generous defined benefit pension with the Local Government Pension Scheme or Teachers' Pension Scheme
- Death in service payment – lump sum payment and an ongoing pension for your partner & children (subject to conditions & membership of our pension scheme)

### Health and wellbeing

- Employee counselling and support – free, independent 24/7 help and advice for work-related issues, as well as problems affecting your home life
- Wellbeing groups – arrangements may differ from school to school (secondary school staff)
- Environment – good working environment with excellent facilities (facilities may differ from school to school)

### Professional development

- Professional development – full and part-funded training courses and a wide range of learning opportunities available to all staff

### Employee discounts

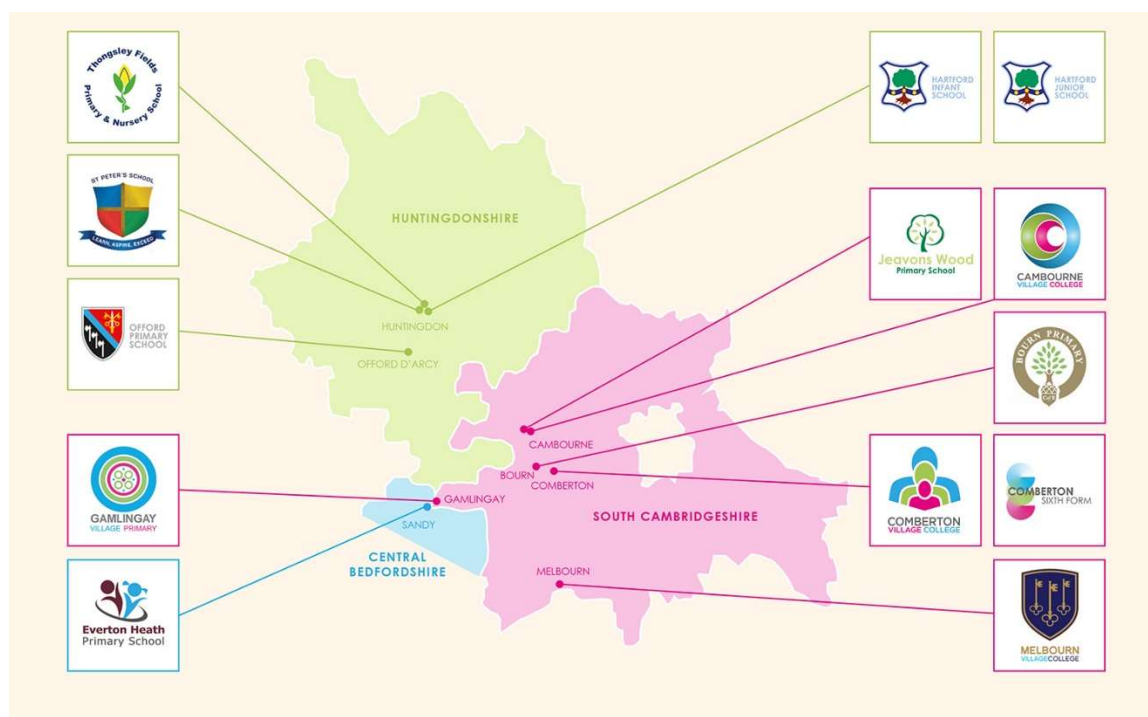
- Car parking – free and on-site
- Hot drinks – tea & coffee making facilities provided for all staff
- Cycle-to-work scheme – save £££ on a new bike and accessories
- Subsidised membership to the [Chartered College of Teaching](#) (teaching staff)

### Work-life balance

- Flexible working – all staff can make a request to work flexibly
- Teacher cover - We have Cover Supervisors reducing the amount of cover required by teachers and PPA periods are on timetables and not used for cover purposes (school teaching staff)



## Our Schools



### Comberton Village College & Comberton Sixth Form



Comberton Village College is a thriving community of approximately 1800 students, including 500 in the Sixth Form which was added to the school in 2011.

It was established in 1960 as part of Henry Morris' vision for schools being village colleges at the heart of their community and not just places for children to learn. It has a vibrant Adult Education department as well as an on-site Sports and Arts Centre, including a full-size artificial football pitch and spacious performance hall. Current improvements to the much-extended site include the installation of a £multi-million ground-source heat pump to move away from the use of oil.

### Cambourne Village College

Cambourne Village College opened as a Free School in 2013 as the first new village college in Cambridgeshire for 30 years. It serves the community of Cambourne, a group of villages located between Cambridge and St Neots.

It has been repeatedly grown since its inception and now has plans for further expansion to include a sixth form from 2023 and further capacity to match growing demand for families moving into Cambourne West, the fourth of the villages it serves. It, too, offers extensive arts and sports facilities for community use.

It was the first school in the Trust to equip its students with iPads, an initiative now being rolled out across the Trust.



## Melbourn Village College



**MELBOURN**  
VILLAGE COLLEGE

Melbourn Village College is the smallest and oldest of the village colleges in the CAT community. With around 600 students in Years 7-11, it still offers an innovative curriculum with Mandarin taught to all from Year 7 with the option to take the language at GCSE level and, recently, at A Level in conjunction with Comberton Sixth Form.

Melbourn is undergoing considerable investment and improvement with a new artificial pitch that opened in late 2021 and work due to start on upgrading classrooms in summer 2022.

## St Peter's School, Huntingdon

St Peter's School is located in the heart of Huntingdon and offers a nurturing and supportive environment for around 1200 students from a diverse multi-cultural catchment.

The school joined the Trust in 2016 and has undergone significant change with Ofsted now rating it as a 'Good' school. There has also been major investment in its buildings and infrastructure with a complete refurbishment of the Sixth Form and more work scheduled for Summer 2022.



## Everton Heath Primary School



**Everton Heath**  
Primary School

Located just over the Bedfordshire border, Everton Heath is the smallest school in the Trust with just over 70 students. However, the installation of two new classrooms in 2021 has given it capacity to grow.

It has joined forces with larger neighbours, Gamlingay Village Primary (less than two miles away) and the second smallest Trust school, Offord Primary, in a new collaborative West Village Partnership. It is a catchment school for Comberton Village College.

## Gamlingay Village Primary

Established as a full primary school by the Trust in 2018 from Gamlingay First School, it was relocated to the former middle school site following a major upgrade to the existing buildings.

It is now a thriving school for more than 380 pupils and includes specialist primary provision for students on the autistic spectrum, many of whom go on to Comberton Village College's similar secondary offering as Comberton is the school's designated 11-16 provider.

The head also leads the new West Village Partnership.





### Hartford Infant and Preschool

Renamed in early 2022 to reflect the addition of a bespoke preschool, the team are proud of their caring, secure and purposeful environment to nurture youngsters at the start of their educational journey.

The school shares a site with the Junior School in a suburb of Huntingdon and most pupils make the natural transition across the playground before going on to St Peter's, allowing them the full educational experience within the Trust.

### Hartford Junior School

Hartford Junior School has two-form entry at the start of Key Stage 2 with the majority switching from the Infant School next door.

Rated 'Good' at their first inspection since joining the Trust in 2017, they are proud of their progress in recent years, based on their ethos of 'effort, encouragement and excellence'.



### Jeavons Wood Primary School, Cambourne



Jeavons Wood is one of four primary schools located in the growing South Cambridgeshire community of Cambourne and is a feeder school for Cambourne Village College.

It has more than 400 pupils in a modern, airy building constructed 10 years ago and works unswervingly to support all their pupils both socially and academically.

### Offord Primary School

The newest full members of the Trust, Offord joined in 2019 and undergone significant changes with a new headteacher and the recent collaborative partnership with Gamlingay and Everton Heath.

They are the first primary school in the Trust to obtain enough iPads for every pupil after securing a generous donation from a local charity which supports education in Offord D'Arcy and Offord Cluny.



## Thongsley Fields Primary & Nursery School, Huntingdon



Thongsley Fields Primary & Nursery School was created in 2003 from separate junior and infant schools built to serve families on the Oxmoor estate in Huntingdon. They joined the Trust in 2018 and with a new headteacher are developing grand plans for their curriculum., their grounds and the provision and support for pupils and their families.

Like Hartford Junior School, they are a partner primary for St Peter's School with whom they share a Governing Body.

## Bourn Primary Academy

Bourn Primary Academy, a single form entry Church of England school, became the Trust's first associate members in September 2021, cementing an already close relationship with both Comberton and Cambourne Village Colleges, which it lies between.

All the Trust's services are available to Bourn, which is in the Comberton catchment, and they now work closely with all the other schools and staff across the Trust, sharing experiences and best practice.



## Safeguarding Children and Young People

The Cam Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be subject to an enhanced DBS check, barred list check and other relevant pre-employment checks.



## The Vacancy

### Teacher of Science at Melbourn Village College

We are seeking to appoint someone who has:

- good subject knowledge
- a strong sense of teamwork and willingness to contribute
- a desire to improve their own and departments practice
- enthusiasm for Science and the ability to convey this to pupils
- a working knowledge of the National Curriculum in Science
- successful teaching skills, including use of ICT
- efficient and systematic working skills
- effective oral and written communication skills
- a commitment to contributing to the success of the whole college

The post will offer excellent opportunities for development in a dynamic and successful Science department and in a school that has professional development as a core value.

The post would provide excellent opportunity for personal development within a well-organised and forward-looking department.

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

For further details and an application form please visit our website [www.catrust.co.uk/key-information/vacancies](http://www.catrust.co.uk/key-information/vacancies)

#### HOW TO APPLY

Please complete and return an application form with a letter of application (consisting of no more than 2 sides of A4 printed) which explains:

- The reason for your interest in this role
- Relevant skills and experience that confirm how you could fulfil the expectations of the role
- Your reflections on how you could contribute to the further development of Melbourn Village College.

Applications should be submitted to: Dee Lyne [dlyne@melbournvc.org](mailto:dlyne@melbournvc.org) by midday on 1<sup>st</sup> March 2024.

Please note that we do not accept CVs.

## Information about Melbourn Village College

Melbourn is a large village situated on the border of Cambridgeshire and Hertfordshire, four miles from Royston and twelve miles from Cambridge.

The College first opened in September 1959, the sixth of Henry Morris's village colleges, from which the worldwide community school movement developed. We are an 11 – 16 community comprehensive school, serving a large area of South Cambridgeshire. Most of the students are drawn from the traditional catchment area, which covers eleven local villages and eight primary schools. Our southern boundary extends to the Hertfordshire border and our northern almost to the city of Cambridge.

Previously a Performing Arts Specialist school, the college became an Academy in October 2011 and joined the Cam Academy Trust in September 2013.

We are currently in a period of development work – a new Astro-turf was opened in December 2021 and there are plans for a new Food & Nutrition classroom and for a new Library. We are also in the process of rolling out iPads to every pupil in the school by September 2023.

## Job Description: Teacher of Science

### Teaching and Learning

- To teach assigned classes as appropriate
- To devise, maintain and enhance units of learning for Key Stage 3 and 4, in conjunction with any other teachers of their subject
- To contribute to the teaching of whole college developments e.g. ICT, Citizenship, Work Related Learning and SMSC, incorporating them into lessons as per schemes of work
- To plan lessons carefully, using available data and taking into account the different needs of pupils in their classes
- To use suggested strategies within the SEND pupil profiles of pupils within their classes, reporting back on their efficacy to the child's key-worker/CSS
- To develop and use appropriate materials and teaching methods which take into account the priorities of the school and individual pupils
- To employ a variety of motivating and stimulating approaches to pupil learning
- To set and assess homework in accordance with the school and department policies
- To prepare pupils for entry into subject examinations as appropriate
- To ensure high standards of effort, accuracy and presentation by pupils are encouraged
- To promote pupils' understanding of their own learning and encourage a positive mindset

### Safeguarding

- To ensure that pupils are safeguarded at all times and all possible concerns are reported to the appropriate person or through appropriate means
- To treat all pupils fairly and equally regardless of gender, religion, culture and social context, including gender identity and sexuality
- Maintain a prompt and accurate register of attendance for each lesson

### Resource Management

- To ensure that the classroom is a well organised, safe and stimulating learning environment with up-to-date, motivating displays which support learning (support to put up the displays will be given)
- To ensure that classrooms are left tidy at the end of each lesson. To report any damage promptly to the Head of Department, the Site Team or IT-Support as appropriate
- To contribute to the development of up-to-date resources for department use in the classroom and for communal areas of display

### Pastoral Work

- To fulfil the role of Form Tutor, as defined in the staff handbook
- Take accurate registers and encourage good attendance
- Promote the general progress and wellbeing of individual pupils in their tutor group
- Endeavour to build up a good relationship with pupils in their tutor group, in order to support their role as the first point of contact for tutees and parents for advice and guidance.
- Communicate effectively with parents of their tutees with regards to wellbeing and achievements, meeting online or in person as appropriate

## Monitoring and Assessment

- To mark pupils' work on a regular basis in line with the school's and departmental marking policies and provide feedback
- To assess pupils accurately using relevant subject descriptions, criteria from national qualifications, predictive data, etc and use the assessment as a basis for setting targets with high expectations for all pupils
- Record assessment data on Go4Schools in a timely fashion and as required by the reporting systems of the school
- To provide opportunities for pupils to assess, reflect on and improve their performance
- To communicate and liaise with parents as appropriate, including parents' evenings and responding to emails in a timely fashion
- To make effective use of data and analysis of data to inform teaching and interventions

## Behaviour Management

- To ensure that pupils enter and exit classrooms quietly and calmly and sit in their allotted place
- To create a classroom environment where all pupils feel valued, respected and cared for
- To reward good behaviour and achievement in accordance with the school's policy
- To ensure that mutual respect, self-discipline, mature behaviour and good habits are encouraged
- To monitor the uniform and bringing of equipment by pupils and report deficiencies as necessary, using school systems
- To support colleagues by applying the correct procedures to ensure good behaviour as outlined in the school's behaviour policy and protocols
- To record all behaviour events in a timely fashion and apply sanctions in accordance with school policy, communicating with parents as required

## Professional Conduct

- Maintain high standards of attendance and punctuality
- Model the presentation and behaviour expected of pupils
- Behave in a professional manner at all times, in all communications and in all meetings
- Dress in a manner which promotes professional values, as appropriate for the activities being undertaken
- Attend staff briefings, staff meetings, house meetings, parent evenings, induction / open evenings and curriculum evenings as appropriate (line manager to advise)

## Professional Development

- To maintain an up-to-date knowledge of subject area(s) and national educational strategies
- To maintain an up-to-date knowledge of subject specifications and syllabi
- To undertake relevant professional development
- To participate in the school's Performance Management scheme, liaising with line manager in setting appropriate Performance Management objectives that are aspirational
- To engage in research and whole-school CPD

## Collaborative Work

- Liaise with classroom TAs and other support staff as appropriate, directing the work of the TA in lessons
- To support collaborative partner work with schools inside and outside the Trust, colleges, universities and businesses, where appropriate

- Participate in cross-Trust departmental liaison groups and share practice to the benefit of staff across the Trust
- To work in other Trust schools as required, by agreement
- To maintain a good relationship with all stakeholders in the community

### **Additional Duties**

- To attend departmental, year team and staff meetings, including staff briefings
- To be involved in extra-curricular activities and whole school initiatives
- To carry out three supervisory duties each week (FTE) and weekly bus duty, ensuring that duties are covered in times of planned absence (by swapping duties, for example)

This job description is intended to assist the postholder and others in defining the role. It should be read in conjunction with the 'professional duties' section of the School Teachers Pay & Conditions document, which defines a teacher's duties, and the latest version of the 'Teachers' Standards' (see appendix 1). All teachers are expected to meet Teachers' Standards at all times.

In respect of their duties, the classroom teacher is line managed by a Head of Department. Within their role as a form tutor they are managed by a Head of Year.

### **Subject Leaders**

The MVC management structure means that departments usually contain more than one subject. In order to make best use of subject expertise in maintaining high quality subject curricula and schemes of work, heads of department are therefore supported by individual subject leaders who are awarded some additional non-contact time. As a classroom teacher, subject leaders are line managed by their head of department.

In addition to the role of classroom teacher subject leaders are expected to:

- Have oversight of, and maintain, with the support of other subject teachers, the subject curriculum and assessments, ensuring they are up-to-date, relevant, accessible to all and appropriate
- To incorporate whole college developments e.g. ICT, Citizenship, Work Related Learning and SMSC into the scheme of work
- Liaise with HoD in relation to exam entries for the subject
- Be the point of contact for all queries and requests for information about the subject including, but not restricted to, those from parents, HoDs, SLT, governors, the Trust and Ofsted
- Ensure the information in parental handbooks and on the school's website is kept up to date

### **Upper Pay Spine**

There is no separate job description for staff who are being paid on the Upper Pay Spine. However, these staff are expected to:

- a) be highly competent in all areas described within the Teachers' Standards; and*
- b) be able to evidence that their achievements and contributions to the college as a whole are substantial and sustained.*



## Person Specification: Teacher of Science

Essential	Desirable	Evidence
<b>Qualifications and experience</b>		
<p>First degree.</p> <p>Qualified teacher status.</p> <p>A continued commitment to own professional development.</p> <p>Teaching experience (including training practice) within the designated age range.</p> <p>Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children.</p> <p>Knowledge of current legislation, guidance and developments relating to the subject area.</p> <p>Successful practice in accordance with the specified teaching standards (as identified below).</p>	<p>Involvement in and organisation of wider school activities, including extra-curricular activities.</p>	<p>Application form</p> <p>Certificates</p> <p>References</p>
<b>Sets high expectations and inspires, motivates and challenges all pupils by:</b>		
<p>Establishing a safe and stimulating environment for pupils, rooted in mutual respect.</p> <p>Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p> <p>Demonstrating consistently, the positive attitudes, values and behaviour which are expected of pupils.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

Essential	Desirable	Evidence
<b>Promotes good progress and outcomes of pupils by:</b>		
<p>Being accountable for pupils' attainment, progress and outcomes.</p> <p>Being aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.</p> <p>Guiding pupils to reflect on the progress they have made and their emerging needs.</p> <p>Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching.</p> <p>Encouraging pupils to take a responsible and conscientious attitude to their own work and study.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Demonstrates good subject and curriculum knowledge by:</b>		
<p>Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings.</p> <p>Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.</p> <p>Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Plan and teach well-structured lessons by:</b>		
<p>Imparting knowledge and developing understanding through effective use of</p>		<p>Application form</p>

Essential	Desirable	Evidence
<p>lesson time.</p> <p>Promoting a love of learning and children's intellectual curiosity.</p> <p>Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</p> <p>Reflecting systematically on the effectiveness of lessons and approaches to teaching.</p> <p>Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).</p>		<p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Adapt teaching to respond to the strengths and needs of all pupils by:</b>		
<p>Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</p> <p>Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p> <p>Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.</p> <p>Having a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities, and being able to use and evaluate distinctive teaching approaches to engage and support them.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

Essential	Desirable	Evidence
<b>Make accurate and productive use of assessment by:</b>		
<p>Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</p> <p>Making use of formative and summative assessment to secure pupils' progress.</p> <p>Using relevant data to monitor progress, set targets, and plan subsequent lessons.</p> <p>Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Manage behaviour effectively to ensure a good and safe learning environment by:</b>		
<p>Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.</p> <p>Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p> <p>Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p> <p>Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

Essential	Desirable	Evidence
necessary.		
<b>Fulfil wider professional responsibilities by:</b>		
<p>Making a positive contribution to the wider life and ethos of the school.</p> <p>Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support, deploying support staff effectively.</p> <p>Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>Communicating effectively with parents with regard to pupils' achievements and wellbeing.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>