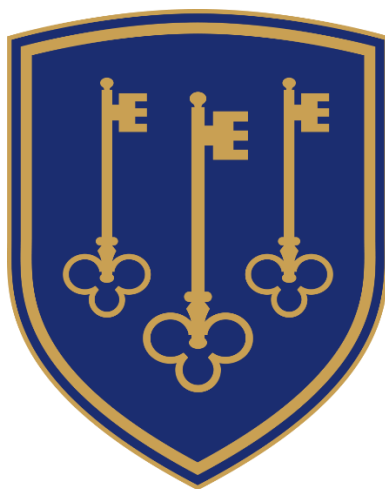


Melbourn Village College

An Academy of

The Cam Academy Trust

**Information Pack for the Post of
Teacher of Biology**



MELBOURN
VILLAGE COLLEGE



An Introduction

At Melbourn Village College, Everybody is Somebody. We are committed to giving all our pupils an education that goes beyond the academic, enabling them to develop the skills and attributes they need to be successful in tomorrow's global society. At just over 600 pupils in an 11-16 school, our size allows us to provide our pupils with the individual attention, support and challenges they need to set them firmly on the path towards reaching their potential, and as part of The Cam Academy Trust we are able to provide unique opportunities rarely afforded to a village college of our size. Pupils are encouraged to continue their learning outside the classroom and a very high proportion get involved in the wide range of extra-curricular activities available to them.

We are committed to improving what we do and aim to be excellent in all aspects of our work (we are currently rated 'Good' by OFSTED). Sharing ideas and good practice with colleagues across The Cam Academy Trust, and high-quality professional development are two key aspects of this ongoing improvement.

I look forward to working with you in the future.

Simon Holmes – Principal

History

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.

Cam Academy Trust

The Trust oversees the running of four secondary schools; Cambourne Village College, Comberton Village College, Melbourn Village College and St Peter's School, Huntingdon, together with a growing number of primary schools, including Hartford Infants and Hartford Junior Schools, Huntingdon, Gamlingay Primary School, Gamlingay Middle School and Jeavons Wood Primary School. Under the headline 'Excellence For All', the Trust has six over-arching principles:

1. **The excellence principle.** Education must be of the very highest standard.
2. **The comprehensive principle.** Education must be for all types and abilities of pupils.
3. **The broad education principle.** Education must incorporate a broad range of subjects and personal development.
4. **The community principle.** Every Academy must be at the heart of its local community and serve it well.
5. **The partnership principle.** Each Academy must seek to work positively in partnership with others for mutual benefit.
6. **The international principle.** The curriculum inside and outside the classroom must have a clear international dimension.

The Trust provides a mechanism for sharing good practice across schools and allows for additional professional development opportunities, both as a part of the Cambridge Teaching Schools Network (CTSN) and through the ability to gain experience by working across more than one site.

Extra-Curricular Activities

The college runs an extensive range of after-school extra-curricular activities to which all staff are expected to contribute. These run from 3.00pm to 4.00pm and provide many opportunities for students to develop interests and to grow in confidence. Currently over two-thirds of the college students participate in these activities and we hope that proportion will grow as we move forwards. Staff are able to run activities which relate to their subject or any other interest they feel would be appropriate.

A number of Performing Arts concerts take place each year, featuring a wide range of ensembles, bands, solo singers, instrumentalists and dancers. Students are able to take additional tuition in singing and in all kinds of musical instruments. The college has run a number of successful European tours. Each year, trips to Europe are arranged by the Modern Languages Department. A bi-annual ski trip is organised to Italy or Austria. The Duke of Edinburgh's Award group offers a range of activities and expeditions for students of 14 and over.

Additional Information

Melbourn Village College website: www.melbournvc.org

The Science Department

Our Science team at Melbourn Village College consists of 5 teachers plus and 3 dedicated technicians, based in 5 classrooms. Some additional lessons are taught by Science-qualified members of the Senior Team, one of whom is also the Science Coordinator for the Trust.

Our Science labs are equipped with LED projectors, and we also have access to 2 fume cupboards and an ICT suite in the department. Each class teacher is given their own laptop for use in lessons and preparation, and we have a class set of netbooks which are available each lesson for student use.

We strive to provide an engaging and diverse course to develop every student's scientific interest and knowledge through both Key Stage 3 and their GCSE studies. We feel that practical work is a vital part of science learning, so features prominently in our curriculum. Our aim is to increase students' confidence, teamwork, initiative, and most importantly – their curiosity and enthusiasm.

Here at MVC we follow the 'Collins Connect' scheme, published by Collins. This runs closely with the new 2014 National Curriculum, and gives students an excellent understanding of concepts, both at KS3 and then leading to their GCSE studies at Key Stage 4. All lessons are fully resourced and pupils have access to these resources outside of school.

At Key Stage 4, we are following the new AQA Science Syllabus. Approximately 60% of students go on to study Triple science at GCSE, whilst we also offer the AQA Trilogy Award in Combined Science. To support studies at GCSE, we use the dynamic learning online software to consolidate learning. We have consistently achieved **excellent results** in the Science Department with biology, chemistry and physics regularly achieving 100% of pupils at grade 4+ and positive progress in all Science courses.

We are keen to be involved in science within our local community, including sharing practice within our Academy Trust (CAM Trust). Some events we have taken part in are CAM Trust STEM Competition, The Salter's Festival of Chemistry Competition, Science LIVE in London, Schools' Day at the Babraham Institute, and Swavesey Village College Science Festival. We actively support our feeder primary schools, with regular visits from the science team, to enthuse younger pupils.

We are looking for a dedicated, enthusiastic and innovative teacher to complement our team in the department.

The Post

This is a full time post from September 2022. We seek to appoint an outstanding Teacher of Science for KS3/4, with the ability to teach Biology to GCSE. We are looking for a dedicated, enthusiastic and innovative individual who will complement our team in the department.

Melbourn Village College Job Description: Classroom Teacher – Updated 2022

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.

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)

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.*

Teachers' Standards

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- 1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect
- 1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- 2.1 be accountable for pupils' attainment, progress and outcomes
- 2.2 be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 2.3 guide pupils to reflect on the progress they have made and their emerging needs
- 2.4 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- 2.5 encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- 3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

3.3 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

3.4 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

3.5 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

4.1 impart knowledge and develop understanding through effective use of lesson time

4.2 promote a love of learning and children's intellectual curiosity

4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

4.4 reflect systematically on the effectiveness of lessons and approaches to teaching

4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

5.2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

5.3 demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

5.4 have 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 be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

6.2 make use of formative and summative assessment to secure pupils' progress

6.3 use relevant data to monitor progress, set targets, and plan subsequent lessons

6.4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

8.1 make a positive contribution to the wider life and ethos of the school

8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

8.3 deploy support staff effectively

8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

8.5 communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
 - Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
 - Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
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Method of Application

This is a full time appointment.

Completed application forms, marked private and confidential, should be returned to:

Sosan Javaid
PA to Principal/HR Officer
Melbourn Village College
The Moor
Melbourn
Royston
Herts SG8 6EF

Or email – sjavaid@melbournvc.org

to arrive not later than 12 noon on Tuesday 17th May 2022.

In your letter of application to accompany the application form, please describe –

- Those aspects of your experience which are particularly relevant to Melbourn Village College and to meet the primary purposes in the Job Description.

The Governing Body of Melbourn Village College is committed to promoting equality of opportunity for all staff and job applicants.

This governing body is committed to safeguarding and promoting the welfare of children and young persons and the Principal must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS).