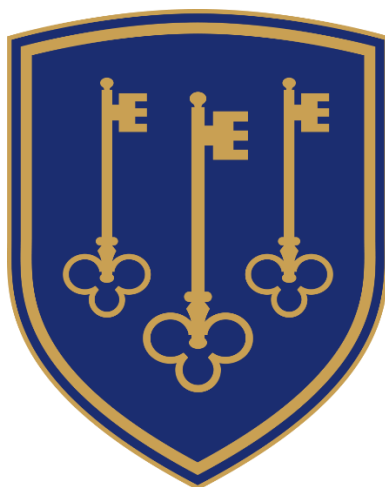


Melbourn Village College

An Academy of

The Cam Academy Trust

**Information Pack for the Post of
Teacher of Computer Science**



MELBOURN
VILLAGE COLLEGE



An Introduction

Thank you for requesting this information pack. I hope that it gives you an insight into the school as well as the relevant subject area and vacancy.

Melbourn Village College is a successful 11-16 school with a strong community feel. At just over 600 pupils, our size enables all to flourish within a supportive environment, where each feel valued and empowered. 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. Our most recent OFSTED Inspection in September 2017 confirmed that we are a 'good' school which "has continued to improve the quality of education in the school" since our previous 'Good' judgement in May 2013. We are committed to improving what we do and aim to be outstanding.

I look forward to working with you in the future.

Simon Holmes – Principal

School History

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

The school first opened in September 1959, the sixth of Henry Morris's village colleges, from which the worldwide community school movement developed. It is an 11 – 16 community comprehensive school, serving a large area of South Cambridgeshire. Most pupils are drawn from the traditional catchment area, which covers eleven local villages and eight primary schools. Its southern boundary extends to the Hertfordshire border and its northern almost to the city of Cambridge. In October 2011 we became an Academy and in September 2013 joined the Cam Academy Trust.

We currently have 620 pupils and are growing.

Aims and Values – Everybody is Somebody

At Melbourn Village College we subscribe fully to the Henry Morris principal of lifelong learning and schools being at the heart of the local community. We aim to develop the full potential and value the success of every individual child, helping them to develop the skills that will equip them for life-long learning in a changing society. Pupils are encouraged to remember that 'Everybody is Somebody' and think of themselves not only as individuals but to see themselves as part of a wider community, be it their class, school, local villages or the wider world.

You may like to read more about Henry Morris and his vision: [Henry Morris Memorial Trust](#)

Cam Academy Trust

The Trust oversees the running of four Cambridgeshire secondary academies: Comberton (including Sixth Form), Cambourne, Melbourn and St. Peter's School (and Sixth Form), as well as a number of local primary schools. Under the headline 'Excellence For All', the Trust has six over-arching principles:

1. **Excellence:** Education must be of the very highest standard.
2. **Comprehensive:** Education must be for all types and abilities of pupils.
3. **Broad Education:** Education must incorporate a broad range of subject areas and personal development
4. **Community:** Every Academy must be at the heart of its local community and serve it well.
5. **Partnership:** Each Academy must seek to work positively in partnership with others for mutual benefit.
6. **International:** 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.

Pastoral Organisation

Pastoral care is a strength of the college. It is overseen by our Assistant Principals and Heads of Year. In addition to these and form tutors, we also employ 4 Pastoral Liaison Officers who are part of our Safeguarding Team and who work closely with Pupils. Each Pastoral Liaison Office has an area of responsibility for which they are the Lead Person for within the college, e.g. Attendance, Mental Health, Child Protection and Pupil Premium.

Extra-Curricular Activities

Melbourn Village College runs an extensive range of after-school extra-curricular activities to which all staff are expected to contribute. These run for an hour after school and provide many opportunities for pupils to develop interests and to grow in confidence. Currently over two-thirds of our pupils 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.

Additional Information

Melbourn Village College website: www.melbournvc.org

Computer Science

Computer Science comes within the Maths and Computer Science department and is committed to providing the highest standard of digital literacy for all our students. During key stage 3, students follow a well-developed scheme of work which aims to engage all learners and inspire those with a keen interest in the subject to consider taking it as an option for GCSE. We introduce students to a wide array of topics including; web design, video game design and programming, python coding and digital media processing. We also ensure all our students are well versed in internet safety and that they develop the transferrable Microsoft Office skills required for other subjects.

Our teaching at key stage 4 is focused on the AQA GCSE Computer Science course. It is an increasingly popular course with both boys and girls.

The Post

From September 2022, we seek to appoint a full-time Teacher of Computer Science who will:

- Complete all the professional duties of a teacher
- Teach a structured course of Computer Science topics to Yrs 7 – 9 and offer appropriate options (including Computer Science GCSE) to Yrs 10 and 11.
- Have a desire to be involved in / deliver enrichment activities around the subject
- Play an active role in the extra curricula aspects of the department (trips/visits/enrichment)
- Attend staff and department meetings, as well as take part in CPD
- Take a leading role as a Form Tutor
- Have the opportunity to combine this position with some Business Studies or Maths teaching if wanted

Above all, we look for an excellent teacher who is committed to working in a village college.

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

Please complete the Teacher Application Form located on our website

<https://www.melbournvc.org/contact-us/current-vacancies> and attach a letter of application

(consisting of no more than 2 sides of A4 when printed). In your letter of application please explain:

- The reason for your interest in this role
- What skills, qualities and experience have prepared you for this step in your professional journey
- Your reflections on how you could contribute to the further development of Melbourn Village College as a truly excellent school.

Applications should be submitted to: Mrs Sosan Javaid, HR Officer, via email: sjavaid@melbournvc.org

Visits are welcome – please contact Mrs Javaid to arrange on: Tel: 01763 223400

Closing Date for Applications: Tuesday 17th May 2022, 12pm. Please apply as soon as possible as we reserve the right to appoint prior to the closing date.

Melbourn Village College is an Equal Opportunities Employer and welcomes applications from all.

Melbourn Village College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This position is classed as regulated activity and an enhanced DBS check will be required.