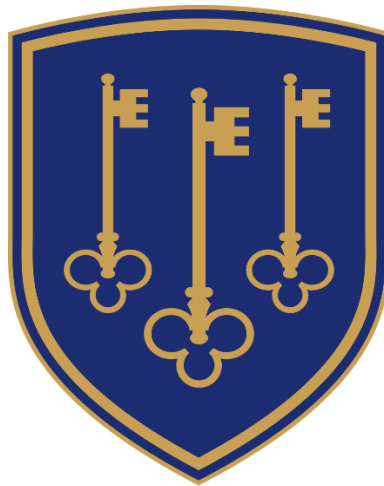


Melbourn Village College

An Academy of

The Cam Academy Trust

**Information Pack for the Post of
0.8 - Full Time Teacher of PSHE & Humanities**



MELBOURN
VILLAGE COLLEGE



An Introduction

We are a very successful 11-16 school with a strong community feel. Our size enables all students to flourish within a supportive environment, where each feels valued and empowered. Strong academic performance across a wide range of subjects has led to the college regularly being in the top 25% of schools nationally for progress.

Students 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 May 2013 confirmed that we are a 'good and improving school' with an ambitious leadership team. This was no accident; at MVC we are committed to improving what we do and aim to be excellent in all aspects of our work. Being a part of the Cam Academy Trust and sharing expertise between schools are two examples of how we intend to achieve this.

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. It is 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. Its southern boundary extends to the Hertfordshire border and its northern almost to the city of Cambridge.

The college was awarded Performing Arts Specialist Status in 2002. In October 2011 it became an Academy and in September 2013 joined the Cam Academy Trust.

Cam Academy Trust

The Trust oversees the running of six schools; Cambourne Village College, Comberton Village College, Melbourn Village College, St Peter's School, Huntingdon, Hartford Infants and Hartford Junior Schools, Huntingdon and Gamlingay First School. Under the headline 'Excellence For All', the Trust has five 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 community principle.** Every Academy must be at the heart of its local community and serve it well.
4. **The partnership principle.** Each Academy must seek to work positively in partnership with others for mutual benefit.
5. **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 extra-curricular programme provides many opportunities for students to develop interests and to grow in confidence. There is a wide range of lunchtime and after college activities. In addition, a varied programme of visits and activities gives students opportunities to enrich their learning. There is an expectation that staff contribute to the extra-curricular life of the college.

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 is flourishing, and offers a range of activities and expeditions for students of 14 and over.

Additional Information

Melbourn Village College website: www.melbournvc.org

The Humanities Department

The Humanities Department at MVC is a thriving and popular part of the College team. At Key Stage 3, all pupils study PSHE, History, Geography and RE, with the addition of Citizenship in year 7.

At Key Stage 4, all three subjects are offered at GCSE, as is Psychology.

Comprehensive in our approach, all students are helped and developed to allow them to achieve the best they can. Highly subscribed at KS4, the skills and understanding developed at KS3 are key in underpinning the excellent results achieved at KS4.

The Post

This is a 0.8 - full-time post from September 2019. We seek to appoint a Teacher of Humanities who will:

- Teach Year 7-11 pupils a diverse and engaging series of lessons
- Be happy to teach PSHE, History, RE and Geography at Key Stage 3 level
- Complete monitoring activities including marking and recording, as well as report writing
- 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 an active role in the school's PSHE programme
- Take a leading role as a Form Tutor

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

Method of Application

This is a 0.8 - full-time appointment.

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

Karin Doyle
Principal's PA
Melbourn Village College
The Moor
Melbourn
Royston
Herts SG8 6EF

Or email – kdoyle@melbournvc.org

to arrive not later than 12 noon on Monday 17th June 2019.

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).