



WE ARE ASTREA

ASSISTANT PRINCIPAL

COTTENHAM VILLAGE COLLEGE
PART OF ASTREA ACADEMY TRUST

APPLICANT BRIEF





OPEN LETTER FROM 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 pupils and friendly, dedicated staff who are committed to a fully inclusive, comprehensive education. Our school, which has close to 900 pupils 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 pupils' curiosity, unlock their potential and raise their aspirations, as well as ensure that pupils achieve high levels of attainment that will open doors for their future. A stimulating and broad curriculum also places pupils 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 pupils 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 pupils 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 pupils consistently achieve. Pupils leave as happy, well-qualified and well-motivated individuals who go on to excel in local sixth forms, colleges, universities and the wider world. Pupils' performance in their GCSEs is consistently strong, placing the school in the top 20% of schools nationally for pupil 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 pupils with EHCPs from across Cambridgeshire. At Cottenham Village College, we also have an excellent provision for pupils with special educational needs, including specialist teaching assistants who support pupils 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.

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

Very best wishes,

Geraint Brown
PRINCIPAL AT COTTENHAM VILLAGE COLLEGE



JOB DESCRIPTION

SALARY	L10 – L14
CONTRACT TYPE	Permanent
WORKING PATTERN	Full Time
HOURS PER WEEK	32

Purpose

- Take strategic responsibility and provide a clear rationale for the college's behaviour-for-learning ethos, working alongside the senior leadership team;
- Draw on experience and up-to-date knowledge of current debates and discourse in education to strengthen further the college's pastoral and behaviour systems;
- Encourage, maintain and ensure high standards of pupil behaviour;
- Draw upon a variety of data to make informed decisions that best supports pupils' progress;

Key Accountabilities

- Lead the pastoral team (Heads of Year; Progress Leaders; pastoral support staff) to ensure the smooth day-to-day operation of the college's pastoral and behaviour systems;
- Play an active contribution to the development of the educational vision for the college on the senior leadership team;
- Lead the pastoral team in applying the reward and sanction systems in order to support positive pupil outcomes and progress;
- Support all staff to ensure that the pastoral and behaviour policies are realised in practice;
- Lead on the monitoring and quality assurance of how our pastoral and behaviour policies and systems works in practice;
- Ensure useful data on pupils' attitude to learning and conduct is collected, analysed and reported to the relevant stakeholders so that it is acted upon and supports improvement;
- Support all staff in the intelligent use of a variety of data in helping track pupils' progress, supporting purposeful intervention and in promoting a behaviour for learning ethos;
- Lead on and organise parental liaison with the pastoral and academic teams, including through parents' evenings & reporting systems;
- Working alongside the Quality of Education team to develop and organise the pastoral curriculum including the use of tutor time, assembly programmes and the wider curriculum;
- Coordinate the provision of the wider curriculum's enrichment programmes, such as extra-curricular activities and 'Activities Week';
- Line manage key members of the pastoral team, including Progress Leaders;
- Oversee systems for exclusions, managed-moves and other sanction systems;
- Coordinate in-year admissions for all year groups;
- Lead and develop pastoral leaders' meetings and help ensure they support clear communication between, and professional development of, the pastoral team;
- Attend and represent the college at relevant meetings regarding pupil welfare and behaviour, such as liaising with external agencies and other local schools;
- Report data to Astrea Academy Trust as requested, such as on behaviour incidents, exclusions, attendance.



Key Responsibilities

- To support and assist the Principal in providing a dynamic and professional leadership for the school, ensuring high quality education for all students.
- In consultation with the staff and LECC to create and maintain the ethos, vision and aims of the school.
- To ensure that the college benefits from a rigorous self-evaluation framework which substantially contributes to raising standards.
- To have high expectations and lead by example.
- To ensure guidance and support is offered to all students and staff, where appropriate.
- To ensure that the current educational initiatives are incorporated effectively within the whole-school drive for improvement.
- To ensure attendance at and participation in meetings relative to the curricular, administrative, organisation, pastoral and managerial arrangements for the school.
- To work with the Principal, Senior and Middle Leaders to support staff in the development of their professional practice based on areas for development.
- To engage actively in Appraisal and Continuing Professional Development to ensure professional skills are kept up-to-date and developed.
- Support Senior and Middle Leaders in robust self-evaluation of curriculum, teaching and learning and make a significant contribution to improving the quality of teaching and learning across the college.
- To be responsible for the line management of key working areas, as directed by the Principal.
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
- To provide professional advice and support and identify training needs as appropriate.
- To hold staff to account in maintaining high standards and expectations in line with college policies.
- To report to LECC and trust on student achievement, outcomes, transition and CIAG and keep them updated on progress made.
- To meet regularly with link LECC member to inform them of relevant progress being made in the College in relation to key areas of responsibilities
- To have a high presence at lesson changeover, break, and lunch and after school and role model expected behaviour to staff and students.
- Line manage curriculum and pastoral areas, as directed by the Principal.



PERSON SPECIFICATION

EXPERIENCE

- Evidence of professional development relevant to the role and linked to national teaching standards
- Held a pastoral middle leadership position and have demonstrable impact in that role
- Significant experience of Child Protection and Safeguarding in Schools
- Experience of working with relevant outside agencies
- Significant and relevant recent experience of teaching across the age and ability range (in relevant subject(s))
- Experience of using data to monitor and encourage positive behaviors
- Significant experience of staff development, coaching, mentoring and delivering CPD relevant to area of specialism
- To have used a variety of evidence-informed methods of capturing pupil voice to inform school policy and practice
- Use and development of Quality Assurance systems and policies to monitor and develop the direct area of responsibility
- To have had experience of senior leadership

LEADERSHIP & MANAGEMENT

- Ability to work strategically, shaping the future and securing the learning outcomes of the vision
- Ability to plan, organise, prioritise and delegate workload effectively and meet deadlines
- Desire and capacity to develop others including to support and challenge underperformance
- Evidence of on-going professional development in relation to leadership
- Ability to evaluate and moderate the quality of learning and teaching within and across Faculties
- Ability to produce reports and present information accurately, clearly and concisely to all stakeholders
- Ability to work strategically securing positive outcomes for our students
- Ability to hold staff to account
- Ambition to develop skills, understanding and attributes required for Deputy headship / headship
- Experience of leading a team, performance management/appraisal, mentoring and developing others

QUALIFICATIONS, SKILLS & KNOWLEDGE

- Good Honours Graduate with Qualified Teacher Status
- Track record of teaching across Key Stage 3 and 4 with evidence of consistently Good/Outstanding practice
- Excellent knowledge of up-to-date scholarship and debate regarding the area of specific responsibility
- Ability to develop an outstanding Culture for Learning and relationships within the classroom
- High quality data analysis skills, and use of student profile data to inform the planning and delivery of lessons
- Excellent interpersonal and communication skills including the ability to relate well to all with emotional intelligence, tact and diplomacy
- Excellent subject knowledge in relevant subject(s) and assessment requirements of examination subjects
- Good literacy, communication, IT, administrative and organisational skills
- Ability to teach beyond your specialist subject area appropriate to College need



- Postgraduate training and/or qualifications

OTHER

- Commitment: sustained energy and enthusiasm to achieve the Principal's vision for improvement
- Flexibility: ability to adapt and implement change, willingness to learn and develop new skills
- Self-motivation: ability to initiate and complete routine and non-routine work independently
- Self-awareness: a reflective practitioner who is aware of their own strengths/areas for development
- Social awareness: team player and motivator, emotionally intelligent, relationship builder
- High standards: leading by example, professional, continually upholding College aims and ethos
- Resilience: ability to remain calm under pressure, regulates own emotions, excellent attendance
- Empathy: genuine care and passion for working with and developing young people and adults
- Innovative: passionate about embracing new technologies, methodologies, ideas and practices
- Positivity: sense of humour, ability to inspire and energise others.

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. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy or requested by emailing recruitment@astreaacademytrust.org