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Job Application Pack

Teacher of Business and/or Economics

School: Comberton Village College

Salary: **UPS / MPS with the opportunity of
TLR 2c**

Contract: Permanent, Full/Part Time

Start date: Summer or Autumn Term 2023

Application closing date: Midday on Monday
20th March 2023



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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
- The College sees staff support and development as a key priority to support high quality teaching and learning. All staff will be part of the College's performance management scheme. They will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The College will support the continuing professional development of all staff. The Trust provides a range of different conditional professional development (CPD) courses tailored to the needs and experience of staff. These courses are part of entitlements to enable staff to develop with meaningful CPD at different points of their career.

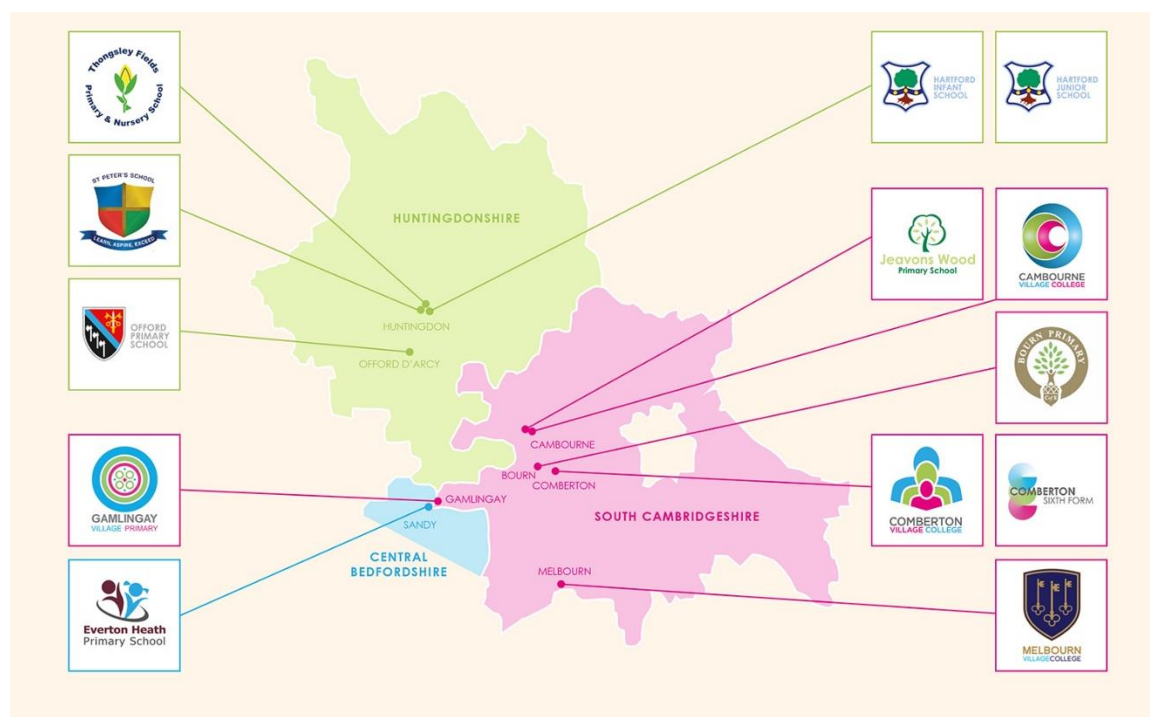
Employee discounts

- 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 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



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.

Everton Heath Primary School is part of the newly formed West Village Partnership.

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.



Gamlingay Village Primary School is part of the newly formed 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.

Offord Primary School is part of the newly formed West Village Partnership.



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 Business and/or Economics

Permanent

Full Time/Part Time

UPS / MPS with the opportunity of TLR 2c

Required Summer or Autumn 2023

We are seeking to appoint an enthusiastic and passionate Business and/or Economics teacher to join a friendly and engaging team of professionals in the expanding Business Education Department

The position will suit an inspirational individual who can lead and inspire our students to reach their full potential. Age and the extent of your experience are less important than the ambition to ensure that our students get the very best teaching.

The successful candidate will be able to teach either/or both Economics and Business Studies to students across Key Stages 4 and 5. You will be committed to raising standards at all levels; delivering excellent lessons and enthusing pupils through your passion for the subject. This is a full-time role with the possibility of a part-time position.

We are a highly successful, community mixed comprehensive school with Teaching School status including a dedicated sixth form centre onsite. The school is located in a pleasant rural setting only 5 miles from the centre of the university city of Cambridge and 4 miles from the M11 corridor. The school has approximately 2000 11- to 18-year-old pupils on roll and enjoys an enviable reputation in the local and wider communities for its exceptionally high standards in all areas of pupil achievement.

Our pupils are well motivated, staff morale is excellent and examination results at KS4 and KS5 were outstanding: Both attainment and progress measures regularly and consistently put the school in the top 5% of all state comprehensive schools. The school has consistently been rated by Ofsted as Outstanding over very many years.

The Business Education department's mission is to provide a transformational learning experience, enabling our students to realise their full potential. We develop skills and understanding of the real world of business so that students feel equipped to take on the challenges of university, employment, or entrepreneurship. We offer high quality education through innovative teaching that provides theoretical frameworks and real-life learning experiences, and we do this within a school built upon respect, integrity, and active engagement. We strive for excellence in all areas to realise the potential of our students and staff coupled with promotion of the value of learning and developing curious minds to expand knowledge, skills and understanding of the world around us. We actively promote equality and diversity in our teaching and encourage our students to buy into this ethos.

Business and Economics A Level results have been extremely strong over recent years (in the top quartile of the UK) with many students going on to study the subjects at university. We had 100% achievement in 2022 (90% grades A - C with 61% at A*-

B for Business and 90% A* - C with 53% A* - B in Economics) and our BTEC Extended Diploma cohort also had 100% pass rate with 67% achieving D* - D. GCSE results are consistently strong, with 83% of Business students achieving grade 4+ in 2022 and 93% achieving grade 4+ for Economics. The department adds significant value to pupils, not only compared to national results, but also in comparison to pupils' performance inside the school.

Business and Economics at KS4 and KS5 has been an increasingly popular choice, and from September we will have an anticipated 8 GCSE, 9 A Level and 2 BTEC Level 3 Extended Diploma classes.

For further details and an application form please visit our website www.combertonvc.org.

If you would like to see an overview of the whole school including the Business and Economics department, please go to: www.combertonvc.org/about-us/open-evening.php.

To apply for this position please submit a completed application form and covering letter (consisting of no more than 2 sides of A4 when printed) to the HR Assistant, via email on personnel@combertonvc.org by **noon on Monday 20th March 2023**.

Interviews to be held soon after.

Please note that we do not accept CVs.

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, prohibition from teaching check, section 128 check (as required) and a medical questionnaire.

We recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability. As such, all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. We believe that everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability. As part of our commitment to safeguarding and child protection we fully support the Government's Prevent Strategy.

Information about Comberton Village College & Comberton Sixth Form



We are delighted that you are interested in our Village College. Since opening as a secondary Village College in 1960, we have been true to our roots. We still seek to serve our community and to be at the heart of that community. The school has

developed a very great deal, but our community ethos remains.

'Excellence for All' is our over-arching aim and it is the driving force behind all that we do at Comberton Village College. A long-standing national reputation for academic excellence and outstanding opportunities for all of our pupils does not mean that we rest on what has happened here. We always want every single one of our pupils to do his or her best and always seek to strengthen our work to enable this. Ofsted inspections consistently grade the overall effectiveness of our school (including the most recent inspection in February 2013) as 'outstanding'. However, we continue to look for ways that we can improve and do more and do it better for the sake of all pupils and our local community. Our very high-quality and committed staff are at the heart of this and of all that we do.

We seek to ensure that all our pupils receive a broad and rounded education that enables each of them to become capable, caring and confident. The many opportunities available outside of the formal curriculum enable a whole range of talents and attributes to be developed in all of our pupils. These include exciting opportunities overseas in line with our aim to provide education with an international outlook.

The addition of a Sixth Form in September 2011 has enabled us to offer the same excellent standard of education now also to 16-19 year-olds. It was very gratifying that all aspects of our Sixth Form were also graded as 'outstanding' at the first time of asking in February 2013. Understandably, very many students are now making the Comberton Sixth Form their first choice for their Sixth Form years.

As a village college, we remain committed to Henry Morris' vision of the college at the heart of the local community. Our community provision is a central part of our role. We see ourselves very much as an "extended school".

Comberton Village College is at a significant and exciting stage in its development as part of a multi-academy trust. When we set up the Comberton Academy Trust early in 2011, we were determined to have a Trust based on fundamental core values in keeping with the very best of Village College and community-based education in order to deliver excellence for all pupils across each of the Trust's academies. As part of this focus on the future, we took the decision in September 2016 to rename the Trust to become The Cam Academy Trust.

The Cam Academy Trust now comprises 11 academies and we work closely with them to ensure mutual support and challenge for all of the pupils they serve.

In all cases, we see all of them as part of our over-arching remit to provide excellent educational opportunities and outcomes for all pupils in a comprehensive, community context. These core values are articulated in the values of our Academy trust. These values represent our unchanging guide through these very significant and exciting developments.

We are absolutely committed to provide the very best education possible for all of our pupils and for our local community. We trust that this website helps to give you a helpful insight into that.

Job Description

Salary

The post holder will be paid on the appropriate point of the main scale.

Line of responsibility

The teacher is directly responsible to the Head of Department on curriculum matters and the Head of Year for pastoral issues.

JOB CONTENT

Strategic purpose

The basic duties of a teacher are outlined in the latest School Teachers' Pay and Conditions Document. [School teachers' pay and conditions document 2022 and guidance on school teachers' pay and conditions \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641212/school-teachers-pay-and-conditions-document-2022.pdf) The post holder shall maintain a good understanding of whole College curriculum, assessment and pastoral policies.

Core responsibilities

Teaching:

- Plan work in accordance with departmental schemes of work and National Curriculum Programmes of Study
- Publish lesson plans and homework on Go4Schools and/or MS Teams in accordance with College Policy
- Take account of students' prior levels of attainment and use them to set future targets.
- Set work when required for absent students
- Maintain good discipline by following the College's student disciplinary policies and procedures
- Ensure punctuality and establish a purposeful working atmosphere during all learning activities
- Maintain excellent classroom management with due regard to health and safety policies
- Set appropriate and challenging work for all students
- Ensure effective setting of homework and ensuring comprehensive feedback to students
- Identify and work appropriately with 'special educational needs' students and all identified student groups
- Attend and contribute to key stage, subject, team and full staff meetings
- In relation to the College's strategic plan, contribute towards the goals and targets
- Maintain a professional interest in educational initiatives relevant to the teacher's subject/s

Assessment, recording and reporting:

- Keep appropriate records of students' work in line with College policy
- Mark and return work set, including homework, within an agreed and reasonable time
- Apply the College's Assessment Policy when marking students' work
- Complete student reports in line with College policy
- Attend parents' evenings as required and keep parents informed about their child's performance and future targets

Pastoral work:

- Undertake responsibility for a form group as required
- Monitor and set targets for the social and academic progress of all students in the form
- Endeavour to build a good relationship with the students in the form, so that they will look to the teacher for support and advice
- Command high standards of student behaviour and conduct at all times and support the College in its application of related policies
- Report issues of concern to the appropriate senior staff
- Maintain an accurate register of attendance and do everything possible to encourage good attendance

The teacher will be part of the College's appraisal scheme. S/he will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The College will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date

Conditions of employment:

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).
- The post holder is required to support and encourage the College's ethos and its objectives, policies and procedures as agreed by the governing body.
- The post holder should uphold the College's policy in respect of Child Protection and safeguarding matters.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced Disclosure and Barring Service (DBS) check will be carried out for the successful candidate.
- The post holder shall be subject to all relevant statutory requirements as detailed in the most recent School's Teachers' Pay and Conditions Document.
- Provision is made for planning, preparation and assessment (PPA) time, in accordance with the requirement for all teachers at a College with timetabled teaching commitments to hold a contractual entitlement to guaranteed PPA time within the timetabled teaching day.
- The amount of guaranteed PPA time will be set as a minimum of at least 10% of a teacher's timetabled teaching time.
- The post holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

All staff members are required to participate in the College's Performance Management scheme.

Person Specification

| Essential | Desirable | Evidence |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Qualifications and experience: | | |
| <ul style="list-style-type: none"> Degree in related subject Qualified teacher status. A continued commitment to own professional development. Teaching experience within the designated age range. Of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children. Excellent knowledge of current legislation, guidance and policy in the subject area. | <ul style="list-style-type: none"> Further relevant professional studies. Experience of more than one school/academy. Experience of more than one key stage. Second in department or similar management experience. Management experience in subject area or a key stage. | Application form Certificates References |
| Set high expectations and inspire, motivate and challenge all students, in specified department, by: | | |
| <ul style="list-style-type: none"> Establishing a safe and stimulating environment for students, rooted in mutual respect. Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions. Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students. | | Application form Letter of application References Interviews |
| Promote good progress and outcomes by students in specified department by: | | |
| <ul style="list-style-type: none"> Being accountable for students' attainment, progress and outcomes. Being aware of students' capabilities and their prior knowledge, and plan teaching | <ul style="list-style-type: none"> Demonstrating knowledge and understanding of how students learn and how this impacts on teaching. | Application form Letter of application References |

| Essential | Desirable | Evidence |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <p>to build on these.</p> <ul style="list-style-type: none"> Guiding students to reflect on the progress they have made and their emerging needs. Encouraging students to take a responsible and conscientious attitude to their own work and study. | | Interviews |
| Demonstrate good subject and curriculum knowledge, especially in relation to specified department, by: | | |
| <ul style="list-style-type: none"> Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students' interest in the subject, and addressing misunderstandings. Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship. | <ul style="list-style-type: none"> Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject, articulacy and the correct use of standard English. | <p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p> |
| Plan and teach well-structured lessons by: | | |
| <ul style="list-style-type: none"> Imparting knowledge and developing understanding through effective use of lesson time. Promoting a love of learning and student's intellectual curiosity. Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired. Reflecting systematically on the effectiveness of lessons and approaches to teaching. | <ul style="list-style-type: none"> Contributing to the design and provision of an engaging curriculum within the relevant subject area(s). | <p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p> |
| Adapt teaching to respond to the strengths and needs of all students by: | | |
| <ul style="list-style-type: none"> Knowing when and how to differentiate appropriately, using approaches which | <ul style="list-style-type: none"> Demonstrating an awareness of the physical, social and intellectual development of | <p>Application form</p> |

| Essential | Desirable | Evidence |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <p>enable students to be taught effectively.</p> <ul style="list-style-type: none"> • Having a clear understanding of the needs of all students, 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. • Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these. | <p>students, and knowing how to adapt teaching to support students' education at different stages of development.</p> | <p>Letter of application References Interviews</p> |
| Make accurate and productive use of assessment in specified department by: | | |
| <ul style="list-style-type: none"> • Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements. • Making use of formative and summative assessment to secure students' progress. • Using relevant data to monitor progress, set targets, and plan subsequent lessons. • Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback. | | <p>Application form Letter of application References Interviews</p> |
| Manage behaviour effectively to ensure a good and safe learning environment by: | | |
| <ul style="list-style-type: none"> • Having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the | <ul style="list-style-type: none"> • 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>Application form Letter of application References</p> |

| Essential | Desirable | Evidence |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <p>school, in accordance with the school's behaviour policy.</p> <ul style="list-style-type: none"> Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them. Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary. | | Interviews |
| Fulfil wider professional responsibilities: | | |
| <ul style="list-style-type: none"> Making a positive contribution to the wider life and ethos of the school. Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. Communicating effectively with parents with regard to students' achievements and well-being. | <ul style="list-style-type: none"> Deploying support staff effectively. Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. | <p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p> |

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced Disclosure and Barring Service (DBS) check will be carried out for the successful candidate.