

## Teacher of Mathematics and Physics

Required for September 2023



**Linton 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. All appointments will be subject to an Enhanced DBS Check and a barred list check. Other checks may be requested if applicable.**

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LINTON VILLAGE COLLEGE, Cambridge Road, Linton, Cambridge, CB21 4JB

A comprehensive 11 – 16 Academy of 835 students

Principal: Helena Marsh, MEd



## Teacher of Mathematics and Physics

### Main Scale/UPS

### Required for September 2023

This is an exciting opportunity to join an experienced Maths and Science team in a supportive school environment and to contribute to departmental developments.

In 2022, 81% of Year 11 students at Linton Village College achieved 4+ in GCSE Maths, 64% achieved 5+ and 36% achieved 7+. We're especially proud of the 27 students who achieved a grade 9 and our progress figure of +0.31. Nevertheless, we are seeking to raise achievement with a specific focus on lower attainers, disadvantaged students and those with SEND. Our students have also performed extremely well in Science national examinations. In terms of value added, the Science Department is regularly in the top 10% of all schools. GCSE pass rate at all levels are consistently high for separate and combined sciences. We were very pleased to find this remains true with the return of GCSE exams in 2022, post pandemic.

We are seeking to appoint a capable, dynamic and creative individual with excellent subject knowledge and a passion for teaching Maths and Physics. The appointed candidate will demonstrate excellence in teaching and learning and an ability to engage and inspire students of all ages and attainment levels.

The appointed candidate must be a positive, collaborative individual who will contribute to high standards and a culture of excellence and innovation. We welcome applications from early career or established teachers. A recruitment and retention incentive and/or whole school TLR and/or part time hours may be available to secure a suitable candidate.

Linton Village College is a high-achieving comprehensive 11-16 school at the heart of its local community. Ensuring a high-quality education for all of our students on a daily basis is our core priority. This is underpinned by a culture in which strong relationships, effective pastoral care and personal development opportunities are of paramount importance. We are committed to offering enriching learning experiences and we strive for educational excellence. We have very high expectations and provide a nurturing, friendly and supportive environment in which everyone can thrive and achieve.

We support colleagues' professional learning in national programmes as well as through a broad in-school and Trust-wide training offer. We also enjoy strong links with primary partner schools, sixth form colleges and the Faculty of Education at the University of Cambridge. Our membership of Anglian Learning provides further opportunities for career development and collaboration

To find out more about this vacancy, please download an application form and information pack from our website at [www.lvc.org](http://www.lvc.org). We welcome contact from interested candidates to discuss the role. Please contact [humanresources@lintonvc.org](mailto:humanresources@lintonvc.org) to make an appointment. Applications must be submitted on the College's application form; CVs will not be accepted. Requests for flexibility in working arrangements/patterns will be considered. Closing date for receipt of applications is **9.00am on Monday 5<sup>th</sup> December 2022.**

*All staff share a commitment to Safeguarding and staff in regulated activity will be subject to an Enhanced DBS Check and a barred list check and other checks may be requested if applicable. We value diversity and welcome applications from all, including those with protected characteristics under the Equality Act. Flexible working requests will be considered.*

Dear Applicant



## **Teacher of Mathematics and Physics**

Thank you very much for your interest in this position at Linton Village College. I hope that the information enclosed will encourage you to apply to join our dedicated team of staff and helps you to appreciate what makes Linton Village College a special place to work and learn.

### **College ethos**

We are a relatively small 11-16 comprehensive secondary academy with around 835 students on roll. Our culture is characterised by an inclusive and caring ethos. At Linton Village College everyone is a learner and every learner matters. Opened in 1937 as the third of Cambridgeshire's Village Colleges, the school is still true to Henry Morris' founding vision for cradle to grave learning. We operate a community sports centre and adult education provision in addition to community users.

### **Location and facilities**

Linton Village College is situated on the outskirts of Cambridge. Our students come from a large number of primary schools in South Cambridgeshire and bordering Essex and Suffolk villages, plus the town of Haverhill. There are excellent transport links and we have an expansive campus with lots of green spaces and some fabulous facilities including a beautiful library, science labs, dance studio and excellent sports amenities. Our staff and students also benefit from links with the Granta Special School that is co-situated on our site.

### **School culture**

Having been a pilot school for the Relational Schools research project, we prize the importance of developing strong relationships between all members of the College community. As a close-knit staff, there is collaboration and support across departments. We are people-centred and committed to having reasonable workload expectations of our staff (as showcased by the DfE) and access to high quality professional development. The four Linton Learner attributes are the qualities that we recognise, develop and promote in our students: independence, responsibility, curiosity and care. We have a strong safeguarding culture at the College.

### **Student profile**

As Linton Village College has grown, its student demographic has diversified. Our cohort varies year on year but is typically above national average with a significant proportion of higher-attaining students. Our intake is very comprehensive and in recent years we have attracted more students with acute SEND. Some have benefited from bespoke provision with the Granta Special School while others have needed more in-house modification to meet their needs. The proportion of students eligible for the Pupil Premium is lower than the national average (around 11%). We have relatively few EAL students.

### **Pastoral care**

The care and support on offer to students is a strength at Linton Village College. Each student is a member of a horizontal tutor group within a vertical House. The form tutor plays an integral role in offering pastoral care and supporting educational success. A Support Hub houses the five Heads of Year and a range of other colleagues with specific pastoral expertise including an inclusion and safeguarding team, caseworkers and a counsellor. This team works in partnership with the SEND team in our Henry Morris Centre.

### **Academic success**

The College has maintained above-average levels of attainment and progress over a number of years with Progress 8 results of around/above +0.3 since the introduction of this measure. We are consistently within the top 25% of all schools nationally. In 2019, all students achieved positive value added, including

vulnerable groups, with exceptional outcomes achieved in Science and Art. We are keen to sustain this success and strive for even stronger outcomes and to close achievement gaps, particularly in Maths, for SEND students and low/middle prior attaining boys which are areas of relative underperformance.

### **Enriching education**

We value the importance of a holistic education. Students at Linton Village College benefit from a wealth of enrichment activities including trips and visits to support the curriculum (particularly in STEM subjects and careers education) in addition to a thriving extra-curricular programme. A 5-day enrichment week in the summer term enables all students to engage in cultural opportunities beyond the classroom – the ambition is for every Year 9 student to experience a residential excursion. There are plentiful lunchtime and after school clubs on offer and we are also proud of our exceptional provision in the Arts.

### **Professional networks**

We joined Anglian Learning Trust on 1st April 2020. Membership of this local, community-focused and like-minded group of schools affords us lots of opportunities for professional development and school improvement. Our staff body benefits from accessing training through The Cambridge Teaching Hub and through membership of Whole Education. We also have close links with the University of Cambridge and other teacher training providers as well as our local primary schools.

### **College Improvement priorities**

Our College improvement plan centres on the importance of achieving consistency in the quality of educational provision:

- achieving an ambitious curriculum experience for all students in all subjects;
- embedding consistent and effective behaviour for learning across the school;
- ensuring that SEND teaching and provision enables all students to be successful.

It is my seventh year as Principal and it is a privilege to lead the College. However, there is much to be done to ensure that Linton Village College continues to be a vibrant, high-performing and successful school that meets the needs of all of its learners. I hope that you feel inspired to join us and play an integral role in the College's improvements.

Thank you, in anticipation, for the time you will give to your application.

Yours sincerely



Helena Marsh  
Principal

## **THE MATHS DEPARTMENT AT LINTON VILLAGE COLLEGE**

### **Philosophy and Ethos**

Students are at the centre of everything we do. We are committed to principles of mastery and growth mindset, and therefore believe that all students can make excellent progress and experience success in Mathematics. We utilise mixed-attainment groups across all year groups and deliver well-differentiated lessons so that all students are appropriately challenged.

The study of Mathematics is incredibly valuable to our students. Most of our students follow academic post-16 pathways where Maths GCSE is an essential pre-requisite qualification. Maths is also an incredible life skill and directly applicable to vocational work. We do not shy away from the fact that Maths is in itself an interesting, challenging and satisfying field of study. It need not be practical or applicable to real life to be worthwhile.

Maths teachers at LVC work collaboratively so that each individual resource is planned to an incredibly high standard. Lessons, home learning tasks and assessments are shared centrally, and students receive a consistent learning experience across different teaching groups. Every member of the team both contributes to and benefits from our collaboration; no Maths teacher works in isolation. We meet regularly to reflect on our work, explore pedagogical approaches and develop our curriculum.

Whilst we develop much of our materials in-house, we aspire to be an outward looking team. We connect with the local and national Maths teaching community for inspiration. We maintain a Maths Department library, encourage attendance at Maths Conferences and seek out a variety of online sources to ensure our practice is constantly evolving. We hope any new addition to our team would share our passion for life-long learning.

### **Our Team**

The Department currently consists of seven full-time or part-time specialist teachers. This includes coordinators for KS3 and KS4, the Head of Maths who is also an Assistant Principal, and the Deputy Principal. We are a strong, stable team with an exceptional amount of experience. The Department is based in five dedicated Maths classrooms, all with large touch-panel displays and student whiteboards around the room. Wireless networking is used through the school site and staff are issued with laptops.

There is a strong commitment to professional learning for all staff within the Department and we host trainee teachers from The University of Cambridge and beyond. We are heavily involved with the Cambridge Maths Hub. We continue to take part in the Cambridge Maths Hub Mastery Programme, and our Head of Maths took part in the inaugural year of the England-Shanghai Teacher Exchange Programme in 2015. These experiences contribute significantly to our department ethos and ongoing curriculum development. We also have a great tradition of developing the careers of Early Career Teachers and there are always development opportunities either within LVC and more broadly throughout Anglian Learning.

### **The Curriculum**

Our curriculum is carefully designed to provide a meaningful progression from KS2 through to GCSE and beyond. Our approach includes principles of mastery, and we generally choose to spend more time on individual skills which we then visit less frequently.

At GCSE we offer the option of Statistics GCSE and Additional Maths FSMQ. This provides further challenge and enrichment, particularly for those intending to study A-level Mathematics.

### **Extra-Curricular Activities**

Individual and team Maths Challenges are promoted to all year groups. This includes those offered by the United Kingdom Mathematics Trust (UKMT) and the Advanced Mathematics Support Programme (AMSP). We are proud to be the hosts of the annual Year 10 Maths Feast, a team challenge organized by the AMSP.

## **THE SCIENCE DEPARTMENT AT LINTON VILLAGE COLLEGE**

The Science Department is a highly successful and collaborative team. We are based in a well-equipped suite of seven laboratories and a prep room.

### **Staff**

The Science Department currently has six committed and enthusiastic teachers, all of whom teach across the age and ability range. They teach general science to Key Stage 3 students and usually their own subject specialism at Key Stage 4. The department is serviced by two exceptional technicians, who support our investigative approach to teaching science.

There is a strong commitment to professional learning for all staff within the department and at any time there are usually a number of student teachers training with us. We also have a great tradition of developing the careers of Early Careers Teachers and more experienced staff.

### **Students**

Our aim is to foster a love for learning within our students through dynamic and engaging teaching by committed, highly skilled experts. As a result, our students have performed extremely well in national examinations. In terms of value added, the department is regularly in the top 10% of all schools. GCSE pass rate at all levels are consistently high for separate and combined sciences. We were very pleased to find this remains true with the return of GCSE exams in 2022, post pandemic.

The success of the Science Department is also reflected in the large numbers of students taking triple award at GCSE and in the take up of science courses at Post-16 level.

### **The Curriculum**

Science is taught as an integrated subject in Years 7 and 8, and as separate disciplines in Years 9, 10 and 11. Students are taught in mixed ability learning groups in Year 7, and then in sets for Years 8 – 11.

Key Stage 3 classes are taught for 6 lessons per fortnight. At Key Stage 4 students can opt to take double award, for which they have 10 lessons per fortnight and triple award, for which they have 12 lessons per fortnight. The College teaches the AQA specification for all courses.

### **Extra-Curricular Activities**

We are able to take advantage of abundant out-of-school resources available to us being situated near Cambridge University, and with many science-based industries in the local area. We take students on a number of trips, enjoy a rich supply of excellent speakers and are able to provide many enrichment activities, for both staff and students. We also provide a full range of activities during Science Week.

### **The Role of the Form Tutor**

The successful candidate will be required to take on the role of form tutor.

The tutor serves as the first point of contact between the College and home and has an important pastoral responsibility in supporting students to maintain high standards of behaviour and academic achievement. Form tutors are expected to ensure an ordered and organised start to the College day.

Tutor time involves the sharing of key messages and expectations, as well providing care and oversight of individuals and their welfare and progress. It is important that effective professional relationships are fostered through a high-quality tutoring experience.



## Job Description: **Teacher of Mathematics and Physics**

**We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment.**

**Site:** Linton Village College

**Grade:** Main scale/UPS

**Responsible to:** Head of Mathematics/Science

### **Overview**

<b>Purpose</b>	To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. To monitor and support the overall progress and development of students. To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. To contribute to raising standards of student attainment. To share and support the College's responsibility to provide and monitor opportunities for personal and academic growth.
<b>Reporting to</b>	Head of Maths/Head of Science
<b>Liaising with</b>	Principal, Deputies, Assistants, teaching/support staff, external agencies and parents/carers
<b>Working time</b>	195 days per year, full-time or part-time as per contract
<b>Salary/Grade</b>	Main Scale/UPS
<b>Disclosure level</b>	Enhanced

<b>MAIN DUTIES</b>	
<b>Operational/strategic planning</b>	To make a positive contribution to the work of the department, assisting in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies and taking responsibility for particular facets of the department's work. To contribute to the curriculum area and department's development plan and its implementation. To plan and prepare courses and lessons. To contribute to the whole school's planning activities.

<b>Curriculum provision</b>	To assist the Head of Maths/Science and Senior Leadership Team to ensure that the curriculum area provides a range of teaching that complements the school's strategic objectives.
<b>Staffing</b>	To take part in the school's staff development programme by participating in arrangements for further training and professional development.
<b>Staff development</b>	To continue personal development in the relevant areas including subject knowledge and teaching methods.
<b>Recruitment/ deployment of staff</b>	To engage actively in the appraisal process. To ensure the effective/efficient deployment of classroom support. To work as a member of a designated team and to contribute positively to effective working relations within the College.
<b>Quality assurance</b>	To help to implement school quality procedures and to adhere to the requirements outlined in the school's quality assurance policy. To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures. To seek/implement modification and improvement where required. To review from time-to-time methods of teaching and programmes of work. To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the College.
<b>Management information</b>	To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMS, registers etc. To complete the relevant documentation/online records to assist in the tracking of students. To track student progress and use information to inform teaching and learning. To ensure the security and confidentiality of all such information.
<b>Communications</b>	To communicate effectively with the parents/carers of students as appropriate. Where appropriate, to communicate and co-operate with persons or bodies outside the College. To follow agreed policies for communications in the College.
<b>Marketing and liaison</b>	To take part in marketing and liaison activities such as open evenings, parents' evenings and liaison events with partner schools. To contribute to the development of effective subject links with external agencies.
<b>Management of resources</b>	To contribute to the process of the ordering and allocation of equipment and materials. To assist the Head of Maths/Science to identify resource needs and to contribute to the efficient / effective use of physical resources. To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the College, department and the students.
<b>Pastoral care</b>	To take responsibility for a group of students as a form tutor. To play a full part in ensuring that there is a calm, orderly environment in and outside the classroom. To promote the general progress and well-being of individual students and class groups as a whole. To treat all students with respect.
<b>Teaching</b>	To undertake a designated programme of teaching.



	<p>To ensure a high-quality learning experience for students which meets internal and external quality standards.</p> <p>To teach students according to their educational needs, including the setting and marking of work carried out by the students in school and elsewhere.</p> <p>To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.</p> <p>To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.</p> <p>To ensure that literacy, numeracy and school subject specialisms are reflected in the teaching / learning experience of students.</p> <p>To ensure that students have the opportunity to further their experience of IT within the subject area and to assess their competence and progress with this skill set.</p> <p>To prepare and update subject materials.</p> <p>To use a variety of delivery methods which stimulate learning appropriate to student needs and demands of the syllabus.</p> <p>To maintain discipline in accordance with the College's procedures, and to encourage good practice with regards to punctuality, behaviour, standards of work and homework.</p> <p>To undertake assessment of students as requested by external examination bodies, departmental and College procedures.</p> <p>To mark, grade and give written /verbal and diagnostic feedback as required.</p> <p>To contribute to the development, promotion and active use of the College's learning platform.</p>
<b>Form Tutor</b>	<p>The successful candidate will be required to take on the role of form tutor.</p> <p>The tutor serves as the first point of contact between the College and home and has an important pastoral responsibility in supporting students to maintain high standards of behaviour and academic achievement.</p> <p>Form tutors are expected to ensure an ordered and organised start to the College day.</p> <p>Tutor time involves the sharing of key messages and expectations, as well providing care and oversight of individuals and their welfare and progress.</p> <p>It's important that effective professional relationships are fostered through a high-quality tutoring experience. Key strands of the PSHE/RSE curriculum are also delivered through tutor time.</p>
<b>Other specific duties</b>	<p>To undertake duties according to the rota and discharge the responsibility proactively.</p> <p>To contribute to good order across the College by responding proactively where there is a cause for concern.</p> <p>To play a full part in the life of the school community.</p> <p>To support its aims and values and to encourage staff and students to follow this example.</p> <p>To promote actively the College's policies.</p> <p>To attend staff briefings and staff meetings.</p> <p>To continue personal development as agreed.</p>

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. The job description may be modified by the Principal, in consultation with you, to reflect or anticipate changes in the role, commensurate with the salary and job title.

*The successful candidate will be required to undertake an Enhanced Disclosure via the Disclosure Barring Service (DBS). This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be considered when they are relevant to the post.*

## Person Specification: **Teacher of Mathematics and Physics**

**We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment.**



<b>Education</b>	<b>Essential/ Desirable</b>	<b>Application/ Interview/ Reference</b>
Good honours degree in Mathematics/Physics or alternative, suitable degree.	E	A
PGCE or recognised teaching qualification.	E	A
GCSE grade C or higher (or equivalent) in English.	E	A

<b>Experience</b>	<b>Essential/ Desirable</b>	<b>Application/ Interview/ Reference</b>
Recent experience of teaching Mathematics/Physics to at least GCSE	E	A/I/R
Experience of teaching other relevant courses.	D	A/I/R
Experience of involvement in extra-curricular STEM activities.	D	A/I/R
Evidence of the successful use of technologies within teaching and learning.	D	I
Evidence of ability to develop positive and effective relationships with students, staff, governors, parents/carers and other stakeholders.	E	I/R

<b>Professional Qualities</b>	<b>Essential/ Desirable</b>	<b>Application/ Interview/ Reference</b>
An excellent communicator who is able to work effectively with students, parents, colleagues and outside agencies.	E	A/I/R
Excellent classroom practitioner with high expectations and the ability to inspire and motivate students in a comprehensive setting.	E	A/I/R
Ability to establish productive working relationships and work well in a team.	E	A/I/R
Excellent subject knowledge and appreciation of best practice in Mathematics teaching.	E	A/I/R
An excellent communicator, both orally and in writing.	E	A/I/R
Commitment to the promotion of equal opportunities for all.	E	I
Evidence of a commitment to the safeguarding of all young people.	E	A/I/R

<b>Personal Qualities</b>	<b>Essential/ Desirable</b>	<b>Application/ Interview/ Reference</b>
Enthusiasm, energy and personal dynamism.	E	A/I/R
Approachable, friendly and patient and collaborative.	E	I/R
Organised and able to prioritise and meet deadlines.	E	A/I/R

A liking and respect for young people.	E	I/R
Appropriate professional relationship with colleagues, parents and children.	E	I/R
High level of integrity, honesty and fairness.	E	I/R
Demonstrate personal enthusiasm for the learning process.	E	I

<b>Teaching &amp; Learning</b>	<b>Essential/ Desirable</b>	<b>Application/ Interview/ Reference</b>
Excellent teaching, pastoral and behaviour management skills leading to evidence of excellent student outcomes.	E	I/R
Excellent use of teaching and learning strategies.	E	I
A personal commitment to the continuing development of subject knowledge and pedagogical approaches.	E	A/I



## Application instructions/information

### Recruitment incentives

- A friendly, community environment.
- Free membership of the College's Fitness Suite.
- Cycle to work scheme.
- A school laptop issued to all teaching staff.
- Access to free parking on site.
- Access to an [employee assistance scheme](#).
- A commitment to supporting healthy staff workload and wellbeing.
- Access to staffroom with free tea and coffee.

### How to apply

1. Complete the application form. This is available to download from our website at [vacancies](#). CVs will not be accepted.
2. Write a letter of application to the Principal, Helena Marsh, of no more than two sides of A4. Please make reference to the person specification and job description and explain how your knowledge, skills, values and attributes make you well-suited to this role at Linton Village College.
3. Send your completed application form and letter to Human Resources no later than **9:00am on Monday 5<sup>th</sup> December 2022** to [humanresources@lintonvc.org](mailto:humanresources@lintonvc.org). Please include the vacancy job title in the subject line and attach your application form and letter. Please do not send hyperlinks or other file formats.
4. References will normally be taken up for shortlisted candidates prior to the interview date. If you specifically indicate that you do not give consent to contact a referee prior to interview then the reference will only be taken up if you are successful at interview.
5. Please read our privacy notice for job applicants and our recruitment and selection policy on our [policies](#) page.
6. If you have any queries about the application process please contact Human Resources ([humanresources@lintonvc.org](mailto:humanresources@lintonvc.org)).

### Find us

Directions to the College can be found [here](#).

### Ofsted

Read our most recent [Ofsted report](#).

### Professional development

Linton Village College is a member of the [Anglian Learning](#) multi academy trust and [Anglian Gateway Teaching School](#).

## **Accompanying documentation**

The College is committed to the safeguarding of children and young people. If you are invited to interview, you will be asked to provide the following:

- a completed disclosure of criminal convictions form;
- details of any child protection investigation that you may have been subject to;
- notification of any relationship with any pupil, employee, governor or trustee;
- evidence of your right to work in the UK;
- confirmation that, if appointed, you will provide documentation to allow a DBS check to be undertaken;
- original qualifications certificates, and
- a signed and dated hard copy of your application form and covering letter if you originally submitted them via email.

Full details of the documents required will be sent with your invitation to interview.

*In line with Keeping Children Safe In Education 2022 (clause 220) all applicants progressed to interview and assessment within Anglian Learning will be subject to online checks when shortlisted to a role. This check will be taken by the HR representative managing the recruitment following the shortlisting of applicants.*

**Anglian Learning is committed to safeguarding and promoting the welfare of young people and vulnerable adults. We expect all staff to share this commitment and staff in regulated activity will be subject to an Enhanced DBS Check and a barred list check. Certificates of Good Conduct and other checks may be requested if applicable.**

**This post is exempt from the Rehabilitation of Offenders Act. Our policies for Ex-Offenders, GDPR and Recruitment can be found on our website: [www.anglianlearning.org](http://www.anglianlearning.org)**

**We value diversity and welcome applications from all, including those with protected characteristics under the Equality Act. Flexible working will be considered.**

