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**Vacancy: Teacher of Mathematics**  
**To start: 1 September 2022**  
**Salary: MPS or UPS**  
**Contract: Full-time and permanent**  
**ECTs: Welcome to apply**

## The Mathematics Department

It is an exciting time to join the Maths Department for many reasons. Already well established with high standards of teaching and learning in Key Stage 3 and 4, the Maths department are working collaboratively to embed strategies to further develop pupils' reasoning and problem-solving skills. The Maths Department is based in a dedicated Maths wing and has eight Maths classrooms, each with an interactive whiteboard. In addition, we have a dedicated Maths intervention/break-out group work room, also with interactive whiteboard. We enjoy use of IT rooms and all pupils, and all teaching staff, have their own iPads as part of an ongoing one-to-one iPad scheme. We are looking forward to planning for KS5 provision for 2023.

Our pupils are courteous, eager to learn and engaged in our own Trust-developed KS3 and 4 Maths curriculum. We teach in sets from Year 7. In addition to GCSE Maths, we also have an established after-school GCSE Statistics groups, and able mathematicians have the opportunity to sit Level 2 Further Maths and Additional Maths GCSEs. Examination results for the Maths Department are very strong.

There are many opportunities for pupils to extend their learning in maths beyond the curriculum, both in lesson times and outside lessons. We enter many pupils each year for the UKMT Junior and Intermediate Maths Challenge, for the Team Challenge. We have also run events for all learners, regardless of ability, to extend and further enrich their learning beyond the curriculum.

The Maths Department team is highly supportive and has worked with NQTs and Schools Direct trainee teachers (SCITT) successfully over the last six years, providing experienced and dedicated mentoring. We are also a partner school with the Faculty of Education at the University of Cambridge, to support PGCE students on placement at Cambourne Village College.

The department is supported by Maths specialist TAs.

As a department and individuals, we believe in continual reflection on our practice, the exploration of innovative teaching and learning models, and research into their effectiveness. We enjoy a close relationship with the Cambridgeshire Maths Hub, which is based at Cambourne Village College. Every member of the Maths team has been involved in, or has led, at least one working group since the Maths Hub was established. Opportunities may be available to work more closely with the Cambridge Maths Hub for a suitable candidate.



Full details are provided on the Job Description and Person Specification. For further information and to arrange a visit, please contact Hazel Bray, co-Head of Mathematics, [hbray@cambournevc.org](mailto:hbray@cambournevc.org). Pre-application visits to the College are welcomed.

The current curriculum for all year groups can be viewed on the College website: <https://www.cambournevc.org/parent-carer-and-student-information/year-groups/>

## How to apply:

Please complete the Teacher Application Form located on the Cambourne Village College website ([www.cambournevc.org/contact-us/vacancies](http://www.cambournevc.org/contact-us/vacancies)) or TES Portal, 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
- Your relevant track record that confirms you could fulfil the expectations of the role
- Your reflections on how you could contribute to the further development of Cambourne Village College as a truly excellent school

We reserve the right to bring forward the closing date if we consider that we have received an appropriate number of suitable candidates for the post.

## Applications should be submitted to:

Mrs Josephine Jenkins, HR Officer via email: [jjenkins@cambournevc.org](mailto:jjenkins@cambournevc.org) Tel 01954 284034 or submitted on the TES Portal.

*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 DBS check will be carried out for the successful candidate.*

## General Information for Applicants

### Context

Cambourne is a new settlement, eight miles west of Cambridge. It is already a significant community and construction of Cambourne West, a further 2400 new homes with associated facilities, is under way on land adjacent to our campus.

Cambourne Village College opened as a new 11-16 Academy and Free School of the Cam Academy Trust (formerly the Comberton Academy Trust) in September 2013. The College opened with six forms of Year 7 pupils and grew by one new intake each year, our fourth intake reaching Year 11 in September 2020. CamVC was initially built for a roll of 750 students, but has expanded rapidly to accommodate nine forms of entry, with a current roll of approximately 1180. Our intake is truly comprehensive, with 30% of the dwellings in Cambourne comprising social housing whilst the remainder is mainly mixed, new, privately-owned houses. We are now working with the Local Authority to expand our accommodation to admit up to 1650 students (11 forms of entry) in our 11-16 school. As the logical sequence to our rapid and successful growth, planning is also underway to open a 350 place sixth form, with 175 students in each of Years 12 and 13, both effective from 2023. Students in our current Year 9 will be first to access this provision. Building plans are well developed and our Heads of Department will shortly be beginning Key Stage 5 curriculum planning. The school has rapidly gained the support of the local community and co-operates strongly with its four catchment primary schools, all situated in Cambourne.



### **The Cam Academy Trust**

All staff at Cambourne Village College, along with those at Comberton Village College, Melbourn Village College and St Peter's School, Huntingdon, are employees of the Cam Academy Trust, whose CEO is Stephen Munday. The Trust has recently become significantly cross-phase with the membership of seven primary schools and more under negotiation. The schools share a number of high-level executive Trust staff, for example in Finance, IT and HR, and seek to collaborate on educational matters wherever possible. Cambourne Village College has worked in particularly close partnership with Comberton Village College from the outset.

### **Designations**

Following its first, very successful, Ofsted inspection, the College gained Leading Edge status and successfully bid to become a Teaching School within the Cambridge Area Teaching Schools Alliance. From September 2019, CamVC also became a partner school of the Faculty of Education at the University of Cambridge. We are actively developing our work with trainee teachers, and employ a number of Specialist Leaders of Education to increase our capacity to take on a range of school-to-school support work. The College encourages research, with staff participating in projects at a range of levels. We are continually developing our CPL offer for our staff, with many teachers participating in Trust-based programmes.

In 2018, Cambourne Village College was a finalist in the Pearson School of the Year Awards, winning Silver in the 'Making a Difference' category – a huge accolade for a school only five years old, and a reflection of the very strong relationships already developed with the local community.

### **Standards**

Extremely high standards of achievement and pastoral care have been quickly established, as recognised by the 'Outstanding' grade in all four Ofsted inspection categories, awarded to the College in May 2015 – a rare achievement for a new secondary school in its fifth term of opening. An annual Cross-Trust Review process confirms these high standards are maintained.

The first set of GCSE results for the College were awarded in summer 2018, the school achieving above the national average ranking for the KS4 Overall Progress 8 measure at 0.34. Results for summer 2019 were also very pleasing with Progress 8 reported at +0.45, with 52% of pupils gaining 5 GCSEs including English and Maths at Grade 5+, and 71% at Grade 4+. We are building on these very strong results with projects under way to develop whole school reading and vocabulary acquisition, pupils' skills of metacognition, and to narrow the differential between boys' and girls' achievement.

### **Broad Education**

The school's formal day runs from 8.35am to 3.00pm with 6 timetabled lessons of 50 minutes per day, run over a two-week cycle. Pupils see their tutors daily - most teachers are also form tutors - and have a weekly assembly. Details of the curriculum taught in each subject can be found on our website under the *Parent, Carer and Student Information* tab. However, we believe that education should be broad and should give opportunities to develop individual interests. Many members of staff also offer activities within a very full and wide-ranging extra-curricular programme that runs each day from 3.00 p.m. There are many school trips and visits, both national and international, supported by a central Trips Administrator.

The College is engaged in a rolling programme to equip all pupil with iPads to enhance their learning, with all pupils in Years 7-10 having their own device from September 2020. Staff all have their own iPad and laptop computer.

### **The Village College**

The outlook and ethos of Cambourne Village College are fully in line with the tradition of Village Colleges established as the vision of Henry Morris in the first part of the twentieth century for



Cambourne Village College is part of The Cam Academy Trust, a company limited by guarantee and registered in England and Wales with company number 0749 1945. The registered office is at Comberton Village College, West Street, Comberton, Cambridgeshire, CB23 7DU

community-based schooling. Cambourne Village College has, from the outset, sought to be at the heart of its community and to serve the needs of the whole town, not just our 11-16 year olds during the designated school day. The College is open on almost every evening and weekend for adult education classes and extensive community use of our excellent facilities.

### **Pastoral Organisation**

Pastoral care in the College is overseen by the Deputy and Assistant Principals responsible for the supervision of the year teams. Each Year Team consists of a Head of Year, Assistant Head of Year, Pastoral Support Assistant, and team of tutors. Most teaching staff will have responsibility for a tutor group and most teachers carry out 4 supervisory duties around school over the two-week cycle.

### **The Premises**

We are fortunate to work in a newly-built school, furnished, decorated and equipped to a high standard, with excellent facilities for teaching and learning. Sports facilities include 3G pitch, sports hall and gymnasium; performance facilities are under further development and include drama/dance studio and large performance hall. Music is taught in a separate, dedicated wing. High speed broadband, good access to computers and sets of class iPads enhance learning. Since its outset, the College has employed a full-time, qualified librarian. The library is a vibrant learning space and is highly valued by pupils and staff.

### **The Staff**

Our staff are highly skilled, highly committed, innovative, mutually supportive and sociable. Joining Cambourne Village College represents a remarkable and exciting professional opportunity. It offers the chance to help to establish a new and rapidly growing school whilst working within a wider high-quality Academy Trust which gives excellent possibilities for professional and career development. Staff morale is extremely high, evidenced in our Investors in People report: 'People describe high levels of camaraderie and teamwork, also the opportunity to influence change. There is shared motivation to achieve and people are loyal and enthusiastic about the Academy. There is a culture of praise and recognition, which people buy in to'. In our most recent staff survey (March 2019), 97% of all staff agreed or strongly agreed with the statement: 'I am proud to work at Cambourne Village College.'

### **School Ethos**

All of our work is carried out in the context of our Ethos Statement, to which all members of the College were invited to contribute in the summer of 2017:

### ***Cam VC: Aspiring to Excellence***

- *We are a dynamic, innovative and outward-looking school.*
- *We value every individual and seek the best possible outcomes for each one.*
- *Our staff is highly qualified, exceptionally committed and continually learning.*
- *We nurture mutually-beneficial partnerships which enhance our pupils' opportunities and well-being.*
- *We are sustained by collaboration, mutual support and trusting relationships.*
- *We are an open, friendly school, where all people feel they belong.*
- *We are proud to serve our community of Cambourne and want Cambourne to be proud of us.*

### ***Teaching and Learning***



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- *We have the highest aspirations for all pupils and the utmost belief in each individual.*
- *We deliver a rich and diverse curriculum, rooted in the needs of our pupils.*
- *We strive to remove all barriers to learning and refuse to allow disability or social disadvantage to limit our expectations or the achievements of our pupils.*
- *We inspire our pupils through excellent teaching.*
- *We value the expertise of our subject specialists, entrusting them to hone pupils' skills and to ensure access to powerful knowledge.*
- *We access technology for optimum impact.*
- *Our teaching is underpinned by meaningful data and rigorous, accurate assessment.*
- *We work together and across departments, sharing good practice to enhance performance and relationships.*
- *We create opportunities for research and professional learning for all members of staff, through our Teaching School and wider partnerships.*

### **Our Pupils**

- *Our pupils enjoy school. They engage actively in their learning, inspired by excellent teaching and a sense of shared purpose.*
- *Our pupils are confident learners; they build self-esteem and are willing to challenge themselves, take risks and learn from mistakes.*
- *Our pupils attain standards which reflect their full academic potential.*
- *We foster imagination, adaptability, resilience and ambition.*
- *We create opportunities for every pupil to build independence, teamwork and leadership.*
- *Pupils treat each other and staff with respect and consideration.*
- *Positive behaviour is an inherent expectation.*

### **Leadership**

- *Our leadership teams guide the school with vision and discernment.*
- *All leaders are role models: they act with integrity, are highly visible, and are approachable by all.*
- *Teaching and learning is at the heart of all decision-making.*
- *We believe in devolved leadership; middle leaders are highly trusted and empowered to have impact.*
- *All staff have opportunities to contribute their expertise to strategic school decisions.*
- *Communication across the school is direct and timely.*
- *Our leaders know the staff, communicate how much they are valued, and seek to sustain their well-being.*

### **Parents**

- *We seek to engage with all parents in relationships based on mutual trust and respect.*
- *We believe in frequent and open communication, aiming to work with parents to maximise each child's school experience*
- *We have policies that are clear and easily understood, encouraging parental engagement and support.*
- *We maximise the use of technology to ensure full and swift communication.*



## ***Community and Partnership***

- *We are a Village College and embody this ethos.*
- *We work in full co-operation with our Trust partners to enhance all our pupils' education.*
- *We build local partnerships across all phases of schooling to ensure cohesive educational experiences.*
- *We engage with our local business community to sustain growth and opportunities for our mutual benefit.*
- *We work with our Locality Team, social and health workers, and all other relevant agencies to integrate support and sustain our pupils' well-being.*
- *We seek international partnerships to widen our pupils' understanding of their place in our world.*

