

Cottenham Village College



Astrea Academy Trust
INSPIRING BEYOND MEASURE

TEACHING FELLOW

CANDIDATE PACK



Open Letter from our Regional Director

Dear Candidate,

Thank you very much for your interest in becoming Teaching Fellow at Cottenham Village College which is brimming with potential. The position provides a genuinely exciting opportunity to be part of a team driving the next phase of school improvement, as the academy moves towards excellence.

To ensure that we continue to excel and strengthen further, we are keen to attract exceptional colleagues to join the staff team and school community to realise the potential evident within CVC. We are keen to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares our vision and commitment to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all, with an underpinning philosophy that 'education for all should confer the benefits associated with education for the rich' (Michael Young). With careful curriculum design, spaced retrieval practice, detailed assessment and achieving mastery in small steps, rates of progress can increase greatly. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. Excellent teaching must sit alongside a carefully considered and sequenced curriculum, implemented successfully and consistently through a culture of deliberate practice and instructional coaching.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

We have also embarked on a process of codifying what works across our secondary academies, through publication of a series of frameworks, which inform academy policies. Sir David Carter states *'Without some degree of standardisation, the turnaround process will be lengthier and more chaotic than is necessary and the casualties are not the adults, but the children who only have 2280 days of schooling between reception and the end of Year 11.'*

The position is a great match for someone who shares the Trust's vision for educational excellence and has the focus to drive improvement at a pace, building on the school's strong academic foundations. You will be a team builder, able to motivate staff and pupils. You will expect a lot from people and provide strong support to them.

If you are aligned to our mission and values, have a strong track record of improving young people's education and a drive to do more, we very much look forward to hearing from you.

With very best wishes,

Jo Myhill-Johnson

Regional Director, Astrea Academy Trust

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

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

To find out more about our academy and our highly ambitious curriculum please visit our [website](#)

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

Very best wishes,

Zoe Andrews
Principal at Cottenham Village College



Job Description

JOB TITLE:
Teaching Fellow

REPORTING TO:
Link Member of the Senior Leadership Team

SALARY RANGE:
Unqualified Teacher Scale Points 1 to 3
£20,722 to £25,540 per annum

CONTRACT TYPE:
Permanent

WORKING PATTERN:
32.5 hours, 52 weeks p/a

TO START:
May 2024



Role Description

Purpose

The Teaching Fellow post is a fixed term appointment for one year. It is aimed at candidates who is considering going into teaching in the future and intends to apply for a teacher training programme (such as Teach First) in the following academic year. We would be able to support you with your application for teaching training and could host a placement for you if your teacher training provider is in agreement.

During the year, Teaching Fellows will carry out the role of cover supervisor (as described below) and possibly form tutor. You be covering or teaching classes to gain confidence before starting a teacher training programme. In addition, you will have additional opportunities to contribute to the planning of lessons and assessing of students within your subject specialist area.

Core Requirements of the Post

Cover Supervision

- Supervising pupils in class and tutor periods during the absence of their usual teacher to undertake work that has been set in accordance with school policies.
- Ensure that school procedures such as core routines as used in all lessons.
- Give clear instructions based on the work set and actively supervise pupils as they carry out the instructions.
- Collecting any completed work after the lesson and returning it to the appropriate teacher as per instructions.
- Ensuring class registers are taken as and when appropriate.
- Managing the behaviour of the students whilst they are undertaking set work to provide a constructive environment.
- Responding to any questions from students about process and procedures.
- Where possible according to subject knowledge, actively teach the lessons of absence colleagues.
- Dealing with any immediate problems or emergencies according to the school’s policies and procedures.
- Reporting back, as appropriate, using the schools agreed referral procedures on the behaviour of students during the class (including non-participation) and any issues arising.
- To liaise with any teaching assistants regarding individual pupils if necessary.

Whole school support

- Operate at all times within the stated policies and practices of the academy.
- Attend and actively participate in staff meetings and training days.
- Maintain an up to date knowledge of good practice in teaching techniques.
- Assist with the invigilation of examinations when requested.
- Contribute to the maintenance of a safe, clean and healthy school environment.
- Develop and maintain effective working relationships with other members of staff.
- Contribute to, support and participate in school events and activities.
- Take responsibility for professional learning.
- Inspire trust and confidence in students and colleagues.
- Build team commitment with colleagues, and in the classroom engage and motivate students.
- Demonstrate analytical thinking to improve the quality of students' learning.
- Contribute to the academy improvement /development planning and promote the learning priorities of the academy improvement plan.
- Contribute to the development and / or implementation of academy policies.
- Promote the wider aspirations and values of the academy.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.



Person Specification

Experience

Experience working in a secondary school environment – or with young people (aged 11 to 16) in another setting

Education and Qualification

- A minimum 2:2 degree, with demonstrable passion for your subject.
- Evidence of recent and relevant professional development

Knowledge

- Understanding of Safeguarding Procedures

Skills

- Ability to communicate effectively at all levels
- Effective interpersonal skills
- Efficient organiser
- Ability to use initiative and prioritise work
- Ability to work to deadlines
- Confident user of ICT
- Ability to work as part of a team
- Ability to quickly gain the respect of all students and staff and foster appropriate relationships
- Flexible approach to work
- Committed to academy ethos and direction
- High standard of punctuality

Personal Qualities

- Demonstrably good relationships with colleagues, pupils and the wider community
- Commitment to contributing to extra-curricular activities of the school
- Commitment to promoting and safeguarding the welfare of all pupils
- Effective management of equipment and resources

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.



About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the student
- Standardised reading and arithmetic catch-up programmes for students where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for students:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all students and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare students for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)



Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer, we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+ people, and men.

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our students, giving them the opportunities they truly deserve.

