



**HEAD OF CHEMISTRY (KS3, KS4, KS5) with TLR
(DEPUTY HEAD OF SCIENCE WITH ADDITIONAL TLR, POST AVAILABLE FOR
A SUITABLY QUALIFIED CANDIDATE)**

To start: 1st September 2019

Salary: MPS/UPS + TLR

1. THE COLLEGE

Comberton Village College was opened in 1960. As a Cambridgeshire Village College, it was designed to be a centre for the life of its community and to provide quality education for pupils aged between 11 and 16. This remains the case today.

In 1974, the school became fully comprehensive and, in April 1993, it became grant-maintained. It changed to a Foundation School and more recently became a Foundation School with a Trust: the Comberton Educational Trust. In February 2011 the school became an Academy overseen by the Cam Academy Trust. The pupil roll is around 1,800 while over 2,000 adults use the college for a wide range of continuing education and leisure activities. A £7 million building programme was completed in 2003 that has significantly enhanced a whole range of the school's facilities, including major new leisure facilities. A further £4 million building project provided further specialist teaching and learning facilities across a range of subject areas and has been in use since September 2009.

A new Sixth Form opened in September 2011 following the completion of a £9.5 million building project. It offers a strong suite of academic courses, across the subject areas in conjunction with The AQA Baccalaureate, as well as applied courses. This exciting development has enabled students from Comberton to complete their sixth-form studies with us as well as providing opportunities for students from other local schools. There are already over 400 students in the Sixth Form and this is set to expand further.

2. THE CAM ACADEMY TRUST

In 2011, The Cam Academy Trust (C.A.T.) was formed. It enabled Comberton Village College to convert to Academy status in 2011. Following this, the CAM Academy Trust has taken on further Academies:

- Melbourn Village College, an 11-16 Academy in Cambridgeshire. This Academy joined the C.A.T. in September 2013 following an agreement with the C.A.T. to do so.
- Cambourne Village College, an 11-16 Academy in Cambridgeshire, close to Comberton Village College. This has been opened as a new Free School by the C.A.T. from September 2013, initially with an intake of Year 7 students only. It serves the new and developing community of Cambourne that was formally in the catchment area of Comberton Village College. Numbers of staff are now teaching at both Cambourne and Comberton Village Colleges as both Academies work extremely closely together.
- Gamlingay First School and St Peter's, Huntingdon, both joined us in September 2016.

- Further primary schools include Thongsley Fields primary and nursery school, Hartford Infant and Junior schools, Jeavons Wood Primary school, Gamlingay Village primary, and Everton Heath primary. There is the possibility that the CAM Academy Trust could develop further, although this remains an open question. We are seeking to ensure that all Academies in the Trust work in effective partnership with each other and that there are opportunities for staff to share ideas and resources. For some staff, there will be opportunities to work in more than one Academy.

3. DESIGNATIONS

Comberton Village College has worked significantly with other schools and in outreach projects from 2001 onwards. This dates from various of the designations the school received between 2001 and 2007:

- Specialisms in Sport, Languages and Applied Learning
- Training School and Leading Edge Status

Associated with this, 15 teaching staff were designated as Advanced Skills Teachers and have worked in different ways with other schools.

In July 2011, Comberton Village College was designated as one of the first wave of Teaching Schools in the country. It now works with a number of other schools, including other designated Teaching Schools, as part of the Cambridge Teaching Schools Network in order to provide:

- Initial Teacher Training. We are significantly involved with ITT, including through partnership with the Faculty of Education, Cambridge and through our own SCITT.
- Continuing Professional Development. We provide a number of activities relating to CPD. Many staff in the CAM Academy Trust Schools are able to benefit from these.
- School-to-school support. Staff are involved with supporting achievement in other schools. This includes those designated as Specialist Leaders of Education.
- Research. Many staff are involved in research, including studying for higher level qualifications.

4. STANDARDS

Comberton Village College has received a full Ofsted inspection on three occasions since 2000: in 2004, 2007 and 2013. On each occasion, the overall effectiveness grade has been 'outstanding'. In the latest inspection in 2013, every aspect of the school's provision was judged to be 'outstanding'. This included the first ever judgement on Sixth Form provision where both teaching and achievement were both clearly deemed already to be 'outstanding'. The short summary was:

"Comberton Village College is a highly successful school which enables its pupils to achieve not only academic excellence but also to become mature, confident, thoughtful and rounded individuals with clear goals for their future lives".

Pupil achievement is consistently high. Typically, at KS4, 80% of pupils achieve at least 5+ 9 - 4 grades, including English and Maths, at GCSE or equivalent with 40% of grades at A*/A. Value added measures indicate excellent progress for all types of students. Achievement has been excellent from the outset in the Sixth Form with the significant majority of all grades achieved by

students being A*- B. University admissions are very strong including students gaining places on competitive courses at the most selective universities, including Oxbridge.

5. BROAD EDUCATION

The school's formal day runs from 8.30 a.m. to 2.50 p.m. with 6 timetabled lessons of 50 minutes each day. Pupils see their tutors daily and have a weekly assembly.

However, we believe that true education is broad and should develop character and individual interest. Given this, there is also a very full and wide-ranging extra-curricular programme that runs each day from 3.00 p.m. There are also many school trips and visits, both national and international. We have significant school partnerships that involve exchanges in Europe, Peru, South Africa, Mozambique and Japan.

We consider the following as very important:

- Our major Duke of Edinburgh programme. Most pupils do the Bronze award with many continuing to Silver. Some now also progress to the Gold award in our Sixth Form.
- We have held the Arts Mark Gold Award for a number of years, a symbol of our commitment to excellence and breadth in Arts education and provision.
- We have been accredited as a British Council International School since 2002, a sign of our commitment to the international dimension of education.

6. AIMS AND VALUES

At the heart of what we do are fundamental aims and values relating to education. The Comberton Academy Trust has five core principles that must be central to all Academies in the Trust. These have been at the heart of Comberton Village College for many years:

- The Excellence Principle. Education must be of highest of standards and lead to high achievement.
- The Comprehensive Principle. Excellent education must be for all pupils of all types and abilities.
- The Henry Morris Principle. Education should be rooted in and serve its local community.
- The Partnership Principle. We should always look to work in effective partnership with others for mutual benefit.
- The International Principle. There must be a clear international dimension to education.

Within these over-arching principles, we seek to ensure that all of our pupils reach their full, positive potential and become:

- **CAPABLE** in the skills relevant to their future lives and in having the knowledge which will increase their understanding, appreciation and interest in the world in which they live.

- **CARING** of others and considerate of the mutual dependence human beings have on each other.
- **CONFIDENT** of their worth because they have developed their strengths, understood their weaknesses and learnt that they can achieve success.

7. THE SCIENCE DEPARTMENT

The Department staff currently work in sixteen laboratories. In the main school, there are fourteen laboratories and there are two laboratories in the sixth form centre. There are renovation projects so there are 2 extra laboratories available for use from September 2019 given expansion in the sixth form over the last 2 years. In the main school upstairs, there are five laboratories and one prep room. The downstairs area comprises nine laboratories, the Science office and three prep rooms, pond and conservation area. All of the laboratories are connected to the school wireless network and the department has excellent ICT resources with a multimedia projector in each lab and plans for students to have their own ipads in the near future.

The team of Science teachers currently comprises fifteen full-time and seven part-time specialists. There are three Heads of Subject who lead the group of teachers delivering their subject in KS4 and KS5, and oversee the development and delivery of their subject in all key stages. The Head of KS3 oversees the management and development of the KS3 course. Also, there are staff in posts of Head of Interventions and STEM, Head of L3 BTEC Science and a Deputy Head of Science. There is a strong sense of teamwork and consistency of approach, both as a whole department and within subject groups. This is supported by a comprehensive and detailed set of schemes of work for all key stages. The department has the support of six laboratory technicians. In addition, close working links with Special Needs Department mean that we receive in-class support from Special Needs Teaching Assistants. Intervention work takes place each term with all year groups. This comprises of teachers with some allocated time for interventions as well as peer to peer interventions, with older students tutoring younger students.

The department has had a long involvement with teacher training and currently is involved in mentoring students as part of the school's Initial Teacher Training partnership with the University of Cambridge and with Cambridge Teaching School Network SCITT. The ethos, experience and resourcing of the department make it an excellent place for NQTs to complete their training, as well as more experienced teachers to develop further in the profession. There are extensive CPD opportunities available through the school and the trust, including the NPQML course, a "Developing Outstanding Teachers" course, work with exam boards, STEM related organisations, international links and trips,

We have active links to local industry and scientists and are a STEM test-bed school. We have a thriving Science/STEM club, enter pupils for science competitions, run Science themed events during the school's Activities week and involve pupils in a range of competitions and trips during a typical year. This is a real emphasis of the department, where teachers are encouraged to promote and offer these exciting opportunities. Recently many of our teams who have entered competitions have won or been placed very highly, which is a real credit to our hardworking students.

For KS3 the Department has written its own course, matched to the National Curriculum and drawing on relevant best practice from the old curriculum and the wealth of experience and knowledge within the department. This was a collaborative effort, as is its on-going review. It has resulted in a course that is taught by all teachers to groups of students in three broad ability

bands and contains integral assessment opportunities. Staff teach across the Sciences in the Lower School. Pupils in Year 7 are taught initially in mixed ability tutor groups and then regrouped in to broad bands towards the end of Y7.

The Science Department has consistently achieved a high level of success at GCSE. All of the pupils are entered for GCSE Science, with some students also following Entry Level Science alongside. The last 3 years of GCSE examination results for all science courses were:

	A*-A/9-7	A*-B/9-5	A*-C/9-4	A*-E/9-1
Results 2018	48%	83%	94%	100%
Results 2017	45%	65%	86%	99%
Results 2016	33%	56%	78%	99%

Separate Science results were 69% 9 - 7 and 97% 9 – 5 grades in 2018 for all 3 sciences. Approximately half of KS4 students choose the separate science option (about 135 students per year group). At KS4, for the GCSE 9-1 Science curriculum, we follow the AQA Trilogy Combined Science and Separate Science series. Staff usually teach their Science specialism at KS4. We have written our own schemes of work at KS4, with an assessment theme of students consistently “following up” key assessed tasks. We aim to work smartly, looking for high quality yet efficient practices.

The school opened a new sixth form in September 2011. The A-level syllabuses taught are OCR A Biology, OCR A Chemistry and OCR A Physics. In the current year 12 we are running three Biology (48 students), two Chemistry (43 students), three Physics (48 students) and one L3 BTEC Science groups (11 students). We fully expect these classes to continue in to Y13. Our numbers in the Sixth Form have increased significantly where we aim to cap classes at 20 students maximum. Results in over the last 3 years in A level Sciences were as follows:

Grades	Biology	Chemistry	Physics
A*A 2016	30%	50%	39%
A*-B 2016	70%	75%	78%
A*-C 2016	78%	81%	83%
2017			
A*A 2017	15%	10%	6%
A*-B 2017	52%	35%	31%
A*-C 2017	81%	70%	44%
2018			
A*A 2018	35%	25%	27%
A*-B 2018	60%	60%	50%
A*-C 2018	85%	85%	80%

Good progress is made by our students, with most taking up their first choice university places. We have a large number of students who go on to study science related subjects at Russell group universities and Oxbridge. Our intake is varied and very few students “drop out”, therefore each year we do get variation in results depending on the cohort of students.

The chemistry team currently comprises 8 teachers able to teach to KS5. There are designated chemistry technicians for each key stage. We have close links to the University of Cambridge and take part in many of their outreach opportunities and more. Many students go on to study chemistry or closely related courses at university.

8. THE VACANCY

The post will become available from 1st September 2019. We are seeking to appoint a Head of Chemistry who has:

- excellent leadership and management skills
- experience in teaching chemistry
- a track record of excellent student progress
- an ability to have an impact on student progress
- an ability to inspire students in chemistry
- an inspiring approach to leading a chemistry team of teachers
- a strong sense of team work and willingness to contribute
- a desire to improve their own and the departments practice
- a commitment to contributing to the success of the whole college

The role of Head of Chemistry will entail:

- monitoring pupil progress and strategically acting upon this information to ensure pupils attain excellent outcomes.
- developing the Chemistry curriculum and assessment model, and inspiring and engaging the Chemistry team in this process
- monitoring the quality of teaching and learning in Chemistry
- planning the teaching pattern of Chemistry topics and assessments for the year
- monitoring and supporting student behaviour
- reporting to and working closely with the Head of Science and other Science management team members
- line management responsibility for members of the chemistry team

The role of Deputy Head of Science will entail:

- working closely with the Head of Science to ensure student progress across the department is excellent
- playing a key role in the general running of the science department
- leading upon identified key areas of the whole science department and ensure these are implemented effectively
- to oversee and lead the science department in the absence of the Head of Science.

The post will offer excellent opportunities for development in a dynamic and successful Science department and a school that has professional development as a core value.

We are always looking to develop and evolve our practice and as such this role would be suited to a science practitioner who is keen to share their passion of science through the development of all aspects of the curriculum.

The successful candidate will need to meet the requirements of the general teacher job description and person specification on the college website.

We believe the College can offer you a very good professional environment and a lively and friendly place in which to work. If you like what you have read and would like to be part of Comberton Village College, we would welcome your application.



All staff are inducted in child protection processes and have a responsibility to operate within the school's framework in this.

If you would like to join us, please return your completed application form with a covering letter to latherton@combertonvc.org or via the post, by midday on Tuesday 30th April. The provisional date for interviews is Thursday 9th May. If you wish to discuss the post further, please contact Euan Willder, Head of Science or by email at ewillder@combertonvc.org

Peter Law,
Head of School

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.