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Job Application Pack

Head of KS5 Maths

School: Comberton Village College

Salary: UPS / MPS + TLR

Contract: Full Time / Part-time

Start date: September 2023

Application closing date: 9am on Monday
30th January 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

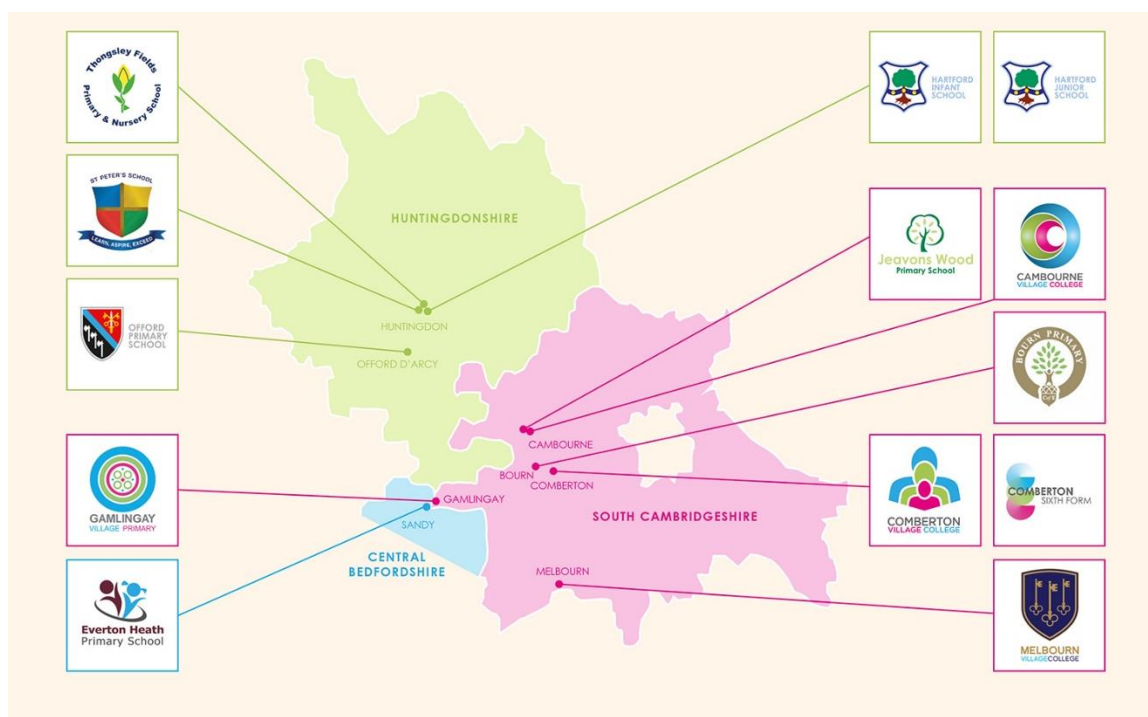
Employee discounts

- 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
VILLAGE COLLEGE

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



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

Head of KS5 Maths

Full Time / Part-time
UPS / MPS + TLR

Required September 2023

We are a highly successful, mixed 11-18 college with Teaching School status in a pleasant rural setting only 5 miles from the centre of Cambridge. We serve the local community and surrounding villages and currently have just under 2000 pupils on roll, including approximately 500 in our sixth form centre which opened in September 2011.

Our pupils are well motivated, staff morale is excellent and examination results at KS4 are outstanding. Grades across KS4 and KS5 consistently place us amongst the best secondary schools and colleges in the country and the school has been rated by Ofsted as Outstanding over very many years. In addition to offering GCSE Maths, we also have well established programs offering GCSE Statistics, Level 2 Further Maths, Level 3 Algebra and Level 1 Number and Measure to both stretch and support our KS4 cohorts.

Teaching maths at Comberton Village College is about more than producing good grades and therefore we have a significant focus on the development of our pupils to become well rounded mathematicians. To this end, we offer various Maths Challenges, trips and curriculum immersion opportunities to students across all year groups.

We are seeking to appoint an excellent teacher to lead our team of sixth form maths teachers. Our philosophy is to play to the strengths of our team so, while we have a fully resourced KS3-5 curriculum, staff are encouraged to teach in the way that works best for them and there is no requirement to use the centrally planned resources or to teach topics in a particular way. Comberton Village College is an AMSP Partner school and an AMSP Area Coordinator is based at our college.

This is an exciting time to join our maths department. The Cam Academy Trust are proud to be the base for the Cambridge Maths Hub and as such we enable other schools and colleges to access locally-tailored and high quality support to develop the teaching and learning of mathematics within their own organisations. Many members of the Comberton maths department have gone on to lead work groups for or be seconded to the Maths Hub. As well as the Maths Hub, the department is involved with various NCETM projects and has recently become involved with the Teaching for Mastery project, with two Secondary Mastery Specialists based at the school. We are proud to be a teaching school and many members of the department are involved with initial teacher education and supporting others with their continuing professional development. Experimenting with teaching techniques and ideas is encouraged with various members of the department being involved in research. We look forward to welcoming new team members and the ideas they bring to the department.

As a department, we have a strong track record of supporting and developing our teaching staff. Our programme includes:

- A place on the Developing Outstanding Teaching programme which features four days looking at high-level skills and strategies for the classroom including a focus on how coaching and mentoring can develop other colleagues and lead change in the department.

- The opportunity to participate in or lead some of the many excellent Maths Hub work groups which the Cambridge Maths Hub offers.
- The possibility to be supported in undertaking a Masters Degree in Education.
- For staff interested in supporting new teachers, we can offer access to development opportunities through our teaching school alliance (camteach.org.uk), including those to develop as a ITT or ECT mentor.

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 maths department please go to: www.combertonvc.org/about-us/open-evening.php.

Pre-application visits to the college are welcomed and encouraged. For further information about the role or to arrange a visit, please contact Kara Earl, Head of Mathematics, at kearl@combertonvc.org

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 personnel@combertonvc.org by **9am on Monday 30 January 2023**.

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, barred list check and a medical questionnaire.

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

Head of KS5 Maths

Job purpose

The primary purpose of the Head of KS5 Maths is to ensure that the standard of curriculum teaching and learning and assessment within Key Stage 5 is of the highest quality for all students so that they are able to achieve to the best of their ability.

Duties and Responsibilities:

Key Stage Coordinators are key to the life of the College and their role carries significant leadership and management responsibilities. It is essential that they give active support to the vision and ethos of Comberton Village College. The Head of KS5 Maths must have a clear vision for Key Stage 5 and a plan of how to achieve this vision. The areas of responsibility for the Head of KS5 Maths include curriculum planning, teaching and learning, strategic planning, monitoring and evaluation, behaviour for learning, effective use of resources, creating a stimulating learning environment, addressing underachievement, and assessment and reporting at Key Stage 5 and leading staff including overseeing Performance Development. Most importantly, all with responsibility motivate others, lead by example and strike the appropriate balance of support and challenge.

This job description is in addition to the national standards expected of all who have attained Qualified Teacher Status and where applicable, Post Threshold Standards.

Leadership and Managing Staff

The Head of KS5 Maths will lead a team of teachers and will provide all those who teach or support in the subject the information, support, challenge and development necessary to sustain motivation and secure improvement in teaching, learning and achievement.

The Head of KS5 Maths will:

- Liaise with the Head of Department to deploy teaching and support staff at Key Stage 5
- Ensure their own professional development
- Take part in the appointment process for new members of staff
- Ensure that there is a programme of support and guidance for any new members of the department with particular provision for NQTs, Graduate Trainees, Unqualified teachers or student teachers
- Support staff with professional advice and appropriate staff development
- Carry out Performance Development
- Ensure that support staff are used effectively within Key Stage 5
- As appropriate, to arrange and chair regular Key Stage 5 meetings and ensure that action points are taken and are passed on to the Head of Department and SLT line manager
- Be a leader within the Maths department, supporting the Head of Department and take part and play an active role in Department Management Team meetings

Strategic Direction and Development of the Subject

- Produce a strategic plan for their Key Stage to deliver the faculty vision which is supported by an annual action plan
- Be accountable for the strategic direction, leadership and management of the Key Stage and the development and implementation of subject policies, plans, targets and practices within the context of the College's aims and policies
- Complete an annual self-review of the Key Stage including an analysis and commentary of student academic performance. The conclusions of the report should then be used to modify the strategic plan.

Curriculum

- Create a Key Stage curriculum that inspires students to become effective lifelong learners
- Plan, implement and review the Key Stage 5 curriculum within the framework of the National Curriculum requirements, examination syllabi and the School Improvement Plan
- Map out the Key Stage 5 curriculum ensuring that long, medium- and short-term plans are in place
- Liaise with other Maths Key Stage postholders to ensure a progressive and comprehensive Maths curriculum across the whole school
- Create Schemes of Learning which enable all students to become effective learners
- Ensure that assessment is regular, thorough, reliable and formative
- Develop online learning at Key Stage 5, developing resources to use and researching new online platforms to enhance student learning
- Provide extracurricular activities to extend and challenge pupils such as Southampton University Cipher Challenge for A Level Maths students, the UKMT Senior Mathematical Challenge and Maths club for younger students.

Learning and Teaching

- The Key Stage Coordinator will secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievement and set targets for improvement.
- Lead, develop and enhance the teaching practice of all teachers within their Key Stage, evaluating the quality of teaching and securing and sustaining effective teaching of the subject
- Ensure high standards of teaching and learning for all students throughout the Key Stage regardless of their ability
- Monitor and evaluate the quality of learning including planning, lesson delivery, teacher feedback, assessment, differentiation and classroom management
- Use a range of monitoring techniques such as analysis of examination results, classroom observation, learning walks, work scrutiny, study of lesson plans and pupil interviews to further raise the standards.

Monitoring and Evaluating the Work of the Key Stage:

Monitoring Pupil Progress

- Be accountable for the highest standards of pupil achievement within their Key Stage, monitoring and evaluating pupil achievement and setting targets for improvement
- Ensure rigorous internal tracking systems are in place to monitor student progress
- Ensure that there are full records of pupils' attendance, assessments and examinations and that these are easily accessible for all staff
- Produce and analyse subject examination predictions and results and produce an annual report on results for the Principal
- Develop strategies to meet Key Stage 5 targets
- Ensure that there are practices in place for Key Stage staff to set and discuss individual pupil and group targets
- Lead and manage intervention strategies for those students who are underperforming.

Internal Communication

- Attend meetings of Middle Leaders and represent the views and interests of the Key Stage at any appropriate meeting
- Meet regularly with the Head of Department to discuss progress within the Key Stage

External Examinations

- Ensure that pupils are thoroughly prepared for their examinations
- Oversee the moderation of any coursework, practice exams, etc.
- Liaise with the Examinations Officer to organise examination entries

Behaviour for Learning within the Key Stage 5 Maths

- Ensure that there is a positive and orderly working atmosphere within Key Stage 5 lessons
- Ensure that all pupils are guaranteed an appropriately differentiated learning programme and are grouped appropriately, and regularly review those grouping arrangements
- Support the College policy on Rewards for good work and good behaviour
- Ensure the curriculum and teaching are outstanding to ensure pupil engagement with Maths both inside and outside of the classroom

Communication with Parents

- Attend any appropriate meetings with parents
- Inform parents of the curriculum followed by pupils and of any major concerns or successes of pupils within the Key Stage
- Oversee subject reports which are sent to parents

Staff and Student Absence

- Ensure that appropriate work has been set and that the resources required are available
- Support supply staff who are working within the Key Stage

- Ensure work is set and marked for students who are absent from lessons internally, externally or away from school for long term medical reasons.

Efficient and Effective Deployment of Staff and Resources

The Key Stage Coordinator will deploy staff judiciously and will identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely. Resources within the Key Stage:

- Complete, as part of the Key Stage review and development plan, a bid for capitation and complete, as appropriate, other bids for resources within the Key Stage
- Ensure that stock and equipment is well cared for and economically used
- Ensure that full records of orders, expenditure, stock etc. are kept
- Ensure that Key Stage rooms present a stimulating and tidy environment
- Implementing the school's Health and Safety Policy
- Liaise with the Head of Department over the allocation of staff and rooms

Person Specification

Head of KS5 Maths

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.

Essential	Desirable	Evidence
<p>Qualifications and experience:</p> <ul style="list-style-type: none"> • First degree. • 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 safeguarding of children. • Excellent knowledge of current legislation, guidance and policy in the subject area. • Excellent standard of teaching within subject area. 	<p>Qualifications and experience:</p> <ul style="list-style-type: none"> • Further relevant professional studies. • Experience of more than one school/academy. • Experience of more than one key stage. • Management experience and/or leading extra-curricular projects. 	<p>Application form</p> <p>Certificates</p> <p>References</p>
<p>Set high expectations and inspire, motivate and challenge all students, in specified department, by:</p> <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. 		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

<p>Promote good progress and outcomes by students in specified department by:</p> <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 to build on these. • 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. 	<p>Promotes good progress and outcomes by students in specified department by:</p> <p>Demonstrating knowledge and understanding of how students learn and how this impacts on teaching.</p>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<p>Demonstrate good subject and curriculum knowledge, especially in relation to specified department, by:</p> <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. 	<p>Demonstrates good subject and curriculum knowledge, especially in relation to specified department, by:</p> <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>

<p>Plan and teach well-structured lessons by:</p> <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. 	<p>Plan and teach well-structured lessons by:</p> <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 Letter of application References Interviews</p>
<p>Adapt teaching to respond to the strengths and needs of all students by:</p> <ul style="list-style-type: none"> • Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively. • 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>Adapt teaching to respond to the strengths and needs of all students by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students’ education at different stages of development. 	<p>Application form Letter of application References Interviews</p>

<p>Make accurate and productive use of assessment in specified department by:</p> <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 act on the feedback. 		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<p>Manage behaviour effectively to ensure a good and safe learning environment by:</p> <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 school, in accordance with the school's behaviour policy. • 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. 	<p>Manage behaviour effectively to ensure a good and safe learning environment by:</p> <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</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

<p>Fulfil wider professional responsibilities by:</p> <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. 	<p>Fulfil wider professional responsibilities by:</p> <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>
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