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**MELBOURN**  
VILLAGE COLLEGE

The Moor  
Melbourn  
Royston  
SG8 6EF

## Job Application Pack

# General Teacher

School: Melbourn Village College

Salary: MPS/UPS

Contract: Permanent, Part Time/Full Time

Start date: September 2024

Application closing date: 2<sup>nd</sup> February 2024

*Please note, we reserve the right to appoint prior to the closing date*

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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

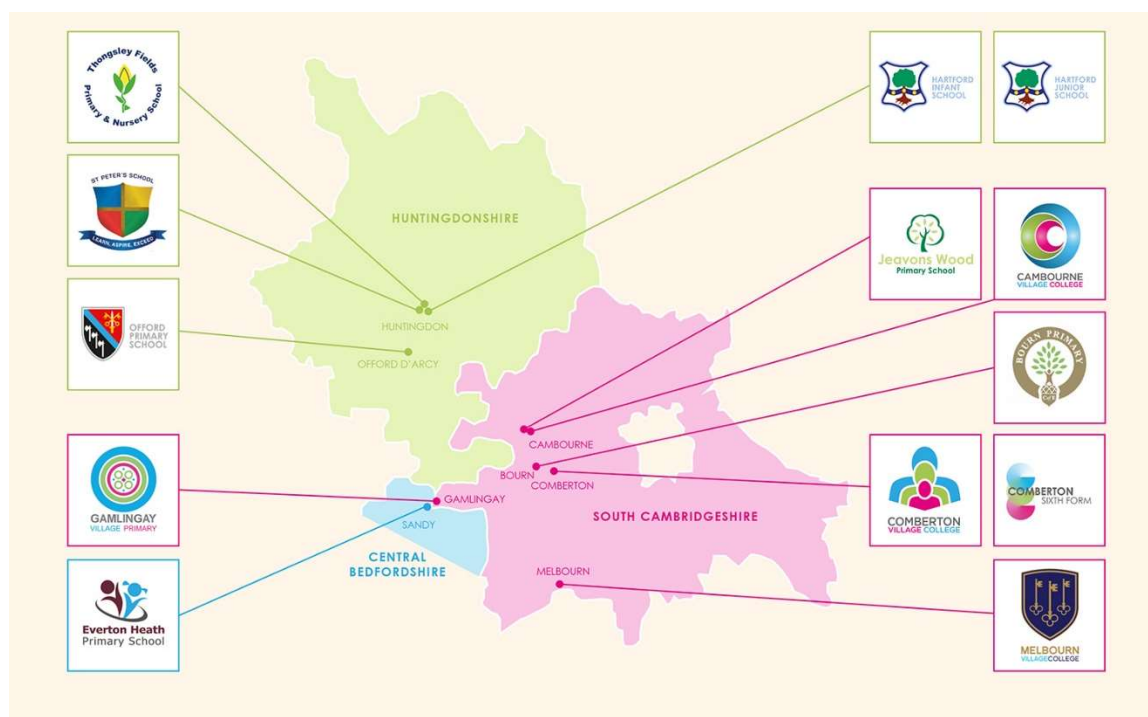
- Car parking – free and on-site
- Hot drinks – tea & coffee making facilities provided for all staff
- Cycle-to-work scheme – save £££ on a new bike and accessories
- Subsidised membership to the [Chartered College of Teaching](#) (teaching staff)

### 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

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 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.

## 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.

The head also leads the new 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.



## 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 – General Teacher

**Required:** September 2024

**Salary:** The post holder will be paid on the appropriate point of the main teacher pay scale (salary subject to skills, qualifications and experience)

### Vacant Roles

The Cam Academy Trust is a multi-academy trust that operates a group of secondary and primary schools across Cambridgeshire. As an expanding and developing Trust we are seeking teaching staff to work at several of our secondary schools. We are looking for applications from those who wish to be based at a particular school or those who have an interest in the working for the Trust but want to find out more to identify a school they would like to work in.

### The Job Role

These posts will become available from September 2024 and have arisen due to the ongoing growth of the Trust. The people appointed will be expected to teach across all subject areas in all key stages.

We are seeking to appoint people who have:

- good organisational skills
- excellent communication and presentational skills
- outstanding teaching ability
- excellent knowledge of subject and of exam specifications
- an understanding of current developments in education
- a commitment to contributing to the success of the Trust
- confidence in the use of ICT to enhance learning in the classroom
- ability to motivate pupils to reach their full potential
- excellent pedagogical knowledge and skill
- enthusiasm for English and the ability to convey this to pupils

The post would provide excellent opportunities for personal development within well organised and forward-looking departments and a Trust that has professional development as a core value.

We are seeking candidates who believe in continuous improvement and see the value of reviewing and developing the philosophy and practice of the department.

The successful candidates will need to meet the requirements of a general teacher job description and person specification.

We believe our schools can offer you a very good professional environment and a lively and friendly place in which to work.

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

To apply for this position please submit an application form and covering letter to [dlyne@melbournvc.org](mailto:dlyne@melbournvc.org) HR Administrator by midday on Friday 2 February.

Thank you for your interest in The Cam Academy Trust.

## Information about Melbourn Village College

Melbourn is a large village situated on the border of Cambridgeshire and Hertfordshire, four miles from Royston and twelve miles from Cambridge.

The College first opened in September 1959, the sixth of Henry Morris's village colleges, from which the worldwide community school movement developed. We are an 11 – 16 community comprehensive school, serving a large area of South Cambridgeshire. Most of the students are drawn from the traditional catchment area, which covers eleven local villages and eight primary schools. Our southern boundary extends to the Hertfordshire border and our northern almost to the city of Cambridge.

Previously a Performing Arts Specialist school, the college became an Academy in October 2011 and joined the Cam Academy Trust in September 2013.

We have recently invested in Melbourn Village College with a new Astro-turf which opened in December 2021, there is a new Food & Nutrition classroom. We are also rolling out iPads to every pupil in the school by September 2023.

## Job Description – General Teacher

### Salary

The post holder will be paid on the appropriate point of the main teacher pay scale (salary subject to skills, qualifications and experience)

### Line of responsibility

The teacher is directly responsible to the Head of Department

### JOB CONTENT

#### Strategic purpose

The core duty and responsibility of this role is to cover teacher absences as directed by the school.

The basic duties of a teacher are outlined in the latest School Teachers' Pay and Conditions Document (STPCD). The post holder shall maintain a good understanding of whole College curriculum, assessment and pastoral policies.

### Core responsibilities

#### Teaching:

- Plan work in accordance with departmental schemes of work and National Curriculum Programmes of Study
- Publish lesson plans and homework on Teams, Go4Schools and OneNote in accordance with the department and School/College policies
- Take account of pupils' prior levels of attainment and use them to set future targets
- Set work when required for absent students
- Maintain good discipline by following pupil disciplinary policies and procedures
- Ensure punctuality and establish a purposeful working atmosphere during all learning activities
- Maintain excellent classroom management with due regard to health and safety policies
- Set appropriate and challenging work for all pupils
- Ensure effective setting of homework and ensuring comprehensive feedback to students
- Identify and work appropriately with 'special educational needs' pupils and all identified pupil groups
- Attend and contribute to key stage, subject, team and full staff meetings
- In relation to the School/College strategic plan, contribute towards the goals and targets
- Maintain a professional interest in educational initiatives relevant to the teacher's subject/s

#### Assessment, recording and reporting:

- Keep appropriate records of pupils' work in line with College policy
- Mark and return work set, including homework, within an agreed and reasonable time
- Apply the Assessment Policy when marking pupils' work
- Complete pupil reports in line with policy
- Attend parents' evenings as required and keep parents informed about their child's performance and future targets

**Pastoral work:**

- Undertake responsibility for a form group
- Monitor and set targets for the social and academic progress of all pupils in the form
- Endeavour to build a good relationship with the pupils in the form, so that they will look to the teacher for support and advice
- Command high standards of pupil behaviour and conduct at all times and support the College in its application of related policies
- Report issues of concern to the appropriate senior staff
- Maintain an accurate register of attendance and do everything possible to encourage good attendance

The teacher will be part of the School/College appraisal scheme. They will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The School/College will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date

**Conditions of employment:**

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).
- The post holder is required to support and encourage the College's ethos and its objectives, policies and procedures as agreed by the governing body.
- The post holder should uphold the College's policy in respect of Child Protection and safeguarding matters.
- 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.
- The post holder shall be subject to all relevant statutory requirements as detailed in the most recent School's Teachers' Pay and Conditions Document.
- Provision is made for planning, preparation and assessment (PPA) time, in accordance with the requirement for all teachers at a College with timetabled teaching commitments to hold a contractual entitlement to guaranteed PPA time within the timetabled teaching day.
- The amount of guaranteed PPA time will be set as a minimum of at least 10% of a teacher's timetabled teaching time.
- The post holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.
- All staff members are required to participate in the School/College's Performance Management scheme.

## Person Specification – General Teacher

Essential	Desirable	Evidence
<b>Qualifications and experience</b>		
<p>First degree.</p> <p>Qualified teacher status.</p> <p>A continued commitment to own professional development.</p> <p>Teaching experience (including training practice) within the designated age range.</p> <p>Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children.</p> <p>Knowledge of current legislation, guidance and developments relating to the subject area.</p> <p>Successful practice in accordance with the specified teaching standards (as identified below).</p>	<p>Involvement in and organisation of wider school activities, including extra-curricular activities.</p>	<p>Application form</p> <p>Certificates</p> <p>References</p>
<b>Sets high expectations and inspires, motivates and challenges all pupils by:</b>		
<p>Establishing a safe and stimulating environment for pupils, rooted in mutual respect.</p> <p>Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p> <p>Demonstrating consistently, the positive attitudes, values and behaviour which are expected of pupils.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Promotes good progress and outcomes of pupils by:</b>		
<p>Being accountable for pupils' attainment, progress and outcomes.</p> <p>Being aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.</p> <p>Guiding pupils to reflect on the progress they have made and their emerging needs.</p> <p>Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching.</p> <p>Encouraging pupils to take a responsible and conscientious attitude to their own work and study.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Demonstrates good subject and curriculum knowledge by:</b>		
<p>Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining pupils' interest</p>		<p>Application form</p> <p>Letter of application</p>



Essential	Desirable	Evidence
<p>in the subject, and addressing misunderstandings.</p> <p>Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.</p> <p>Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.</p>		<p>References</p> <p>Interviews</p>
<b>Plan and teach well-structured lessons by:</b>		
<p>Imparting knowledge and developing understanding through effective use of lesson time.</p> <p>Promoting a love of learning and children's intellectual curiosity.</p> <p>Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</p> <p>Reflecting systematically on the effectiveness of lessons and approaches to teaching.</p> <p>Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Adapt teaching to respond to the strengths and needs of all pupils by:</b>		
<p>Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</p> <p>Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p> <p>Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.</p> <p>Having a clear understanding of the needs of all pupils, 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.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

Essential	Desirable	Evidence
<b>Make accurate and productive use of assessment by:</b>		
<p>Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</p> <p>Making use of formative and summative assessment to secure pupils' progress.</p> <p>Using relevant data to monitor progress, set targets, and plan subsequent lessons.</p> <p>Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Manage behaviour effectively to ensure a good and safe learning environment by:</b>		
<p>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.</p> <p>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> <p>Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p> <p>Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Fulfil wider professional responsibilities by:</b>		
<p>Making a positive contribution to the wider life and ethos of the school.</p> <p>Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support, deploying support staff effectively.</p> <p>Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>Communicating effectively with parents with regard to pupils' achievements and wellbeing.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>



## Person Specification: Teacher of English

Essential	Desirable	Evidence
<b>Qualifications and experience</b>		
<p>First degree.</p> <p>Qualified teacher status.</p> <p>A continued commitment to own professional development.</p> <p>Teaching experience (including training practice) within the designated age range.</p> <p>Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children.</p> <p>Knowledge of current legislation, guidance and developments relating to the subject area.</p> <p>Successful practice in accordance with the specified teaching standards (as identified below).</p>	<p>Involvement in and organisation of wider school activities, including extra-curricular activities.</p>	<p>Application form</p> <p>Certificates</p> <p>References</p>
<b>Sets high expectations and inspires, motivates and challenges all pupils by:</b>		
<p>Establishing a safe and stimulating environment for pupils, rooted in mutual respect.</p> <p>Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p> <p>Demonstrating consistently, the positive attitudes, values and behaviour which are expected of pupils.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

Essential	Desirable	Evidence
<b>Promotes good progress and outcomes of pupils by:</b>		
<p>Being accountable for pupils' attainment, progress and outcomes.</p> <p>Being aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.</p> <p>Guiding pupils to reflect on the progress they have made and their emerging needs.</p> <p>Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching.</p> <p>Encouraging pupils to take a responsible and conscientious attitude to their own work and study.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Demonstrates good subject and curriculum knowledge by:</b>		
<p>Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings.</p> <p>Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.</p> <p>Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Plan and teach well-structured lessons by:</b>		
<p>Imparting knowledge and developing understanding through effective use of</p>		<p>Application form</p>



Essential	Desirable	Evidence
<p>lesson time.</p> <p>Promoting a love of learning and children's intellectual curiosity.</p> <p>Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</p> <p>Reflecting systematically on the effectiveness of lessons and approaches to teaching.</p> <p>Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).</p>		<p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Adapt teaching to respond to the strengths and needs of all pupils by:</b>		
<p>Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</p> <p>Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p> <p>Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.</p> <p>Having a clear understanding of the needs of all pupils, 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.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

Essential	Desirable	Evidence
<b>Make accurate and productive use of assessment by:</b>		
<p>Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</p> <p>Making use of formative and summative assessment to secure pupils' progress.</p> <p>Using relevant data to monitor progress, set targets, and plan subsequent lessons.</p> <p>Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Manage behaviour effectively to ensure a good and safe learning environment by:</b>		
<p>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.</p> <p>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> <p>Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p> <p>Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

Essential	Desirable	Evidence
necessary.		
<b>Fulfil wider professional responsibilities by:</b>		
<p>Making a positive contribution to the wider life and ethos of the school.</p> <p>Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support, deploying support staff effectively.</p> <p>Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>Communicating effectively with parents with regard to pupils' achievements and wellbeing.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>