



# **Year Coordinator Cottenham Village College**

## **Recruitment Pack**



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# Welcome Letter

Dear Candidate,

Thank you for your interest in this role within the Astrea Academy Trust.

This is a hugely exciting time for our family of academies. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of academies. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary and secondary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust currently has academies based across South Yorkshire and Cambridgeshire, including academies at various stages of development. As a Trust, we are clear about the importance of achieving long term sustainability for our academies. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our Academies.

Employees within Astrea belong to a community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit can demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their academy to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Libby Nicholas**

Chief Executive, Astrea Academy Trust





## A Warm Welcome, from Helen Cassady, Cottenham Village College

Dear Candidate,

I am delighted that you are interested in applying for the post at Cottenham Village College (CVC). We joined Astrea on 1<sup>st</sup> June 2017 and we are proud of our staff, our pupils and of their achievements.

The Academy is located in Cottenham, a small village on the edge of the Fens. We have three main partner primary schools but recruit from up to 35 others. The area is broadly a mix of families who have worked in traditional occupations such as farming, and also families where adults commute to Cambridge or London for their place of work. The Centre School (<https://thecentreschool.net/index.php/en/>) shares a site with us.

We currently deliver a broad, rigorous education and we believe that pupils should leave school knowing a great deal and having had wonderful educational experiences.

We ensure that all of our colleagues access great CPD and we take seriously our responsibility to develop teachers to be the best that they can. Our CPD programme is subject-specific, regular, and focused on ensuring colleagues take advantage of the autonomy they are granted within the vision of the school. As part of the Astrea family of schools, we also benefit from their excellent CPD programme.

The Academy will have approximately 900 students on roll in September. In 2018, the school recorded its fourth successive year of excellent outcomes for our students. An example of this is that the Progress 8 score for 2018 was +0.66. Cottenham Village College is in the top 4% of schools nationally for academic achievement and progress.

Cottenham Village College is a secondary school where we know every student as an individual and where the combination of excellent teaching, pastoral support and extensive facilities provide students with everything they need to reach their potential and become happy, successful and resilient adults.

A main line train service runs from nearby Waterbeach to London in an hour and Cambridge and the historic city of Ely are within close proximity.

Prospective candidates are warmly encourage visits prior to application. Please contact Sharon O'Mullane (email: [headspa@astreacottenham.org](mailto:headspa@astreacottenham.org) or 01954 288 752) to arrange a suitable time.

Very best wishes,

**Helen Cassady**

Principal Cottenham Village College



## Astrea Academy Trust

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

Academies, staff and children within the Trust benefit from a strong ethos of support and collaboration across the Astrea family. Teachers within Astrea belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

Astrea benefits from the involvement of leading educationalists, including our Professional Adviser Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.





# Astrea Academy Trust Ethos

The work of the Astrea Academy Trust is underpinned by five core Value Partners, which are equally applicable to pupils, staff and the work of the Trust itself.

Each pair of Value Partners is accompanied by a call for action in the form of a hashtag, which is used in verbal, digital and hard copy communications.

The Value Partners can be used as a measure of individual, Academy and Trust progress and as a guide to inform the direction of change.

## Responsibility and Leadership

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

## Enjoyment and Innovation

We know that everyone learns best when they enjoy what they do and can follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

## Aspiration and Development

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#Astreastars**

## Collaboration and Inclusion

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive **#all4one**

## Honesty and Integrity

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**

**You can learn more about the Values, and hear from staff and pupils across Astrea Academies, at our website:** <https://astreaacademytrust.org/>



# Astrea Academy Trust Family

## Academies currently within Astrea Academy Trust:

<b>Primary</b>	<b>Website</b>
★ Atlas Primary Academy, Doncaster	<a href="http://www.stirling.doncaster.sch.uk/">http://www.stirling.doncaster.sch.uk/</a>
★ Byron Wood Academy, Sheffield	<a href="https://astreabyronwood.org/">https://astreabyronwood.org/</a>
★ Carrfield Primary Academy, Rotherham	<a href="https://www.astreacarrfield.org/">https://www.astreacarrfield.org/</a>
★ Castle Academy, Doncaster	<a href="https://www.astreacastle.org/">https://www.astreacastle.org/</a>
★ Denaby Main Primary Academy, Doncaster	<a href="https://www.astreadenabymain.org/">https://www.astreadenabymain.org/</a>
★ Edenthorpe Hall Academy, Doncaster	<a href="https://astreaedenthorpehall.org/">https://astreaedenthorpehall.org/</a>
★ Gooseacre Primary Academy, Rotherham	<a href="https://www.astreagooseacre.org/">https://www.astreagooseacre.org/</a>
★ Greengate Lane Academy, Sheffield	<a href="https://www.astreagreengatelane.org/">https://www.astreagreengatelane.org/</a>
★ Hartley Brook Primary Academy, Sheffield	<a href="https://www.astreahartleybrook.org/">https://www.astreahartleybrook.org/</a>
★ Hatfield Primary Academy, Sheffield	<a href="https://www.astreahatfield.org/">https://www.astreahatfield.org/</a>
★ Hexthorpe Primary Academy, Doncaster	<a href="https://www.astreahexthorpe.org/">https://www.astreahexthorpe.org/</a>
★ Highgate Primary Academy, Rotherham	<a href="https://www.astreahighgate.org/">https://www.astreahighgate.org/</a>
★ Hillside Academy, Doncaster	<a href="https://astreahillside.org/">https://astreahillside.org/</a>
★ Intake Primary Academy, Doncaster	<a href="https://www.astreaintake.org/">https://www.astreaintake.org/</a>
★ Kingfisher Primary Academy, Doncaster	<a href="https://www.astrea-kingfisher.org/">https://www.astrea-kingfisher.org/</a>
★ Lower Meadow Primary Academy, Sheffield	<a href="https://www.astrealowermeadow.org/">https://www.astrealowermeadow.org/</a>
★ The Hill Primary Academy, Rotherham	<a href="https://www.astreathehill.org/">https://www.astreathehill.org/</a>
★ Waverley Primary Academy, Doncaster	<a href="https://www.astreawaverley.org/">https://www.astreawaverley.org/</a>
<b>Secondary</b>	
★ Astrea Academy Woodfields, Doncaster	<a href="http://astreawoodfields.uk/">http://astreawoodfields.uk/</a>
★ Cottenham Village College, Cambridgeshire	<a href="https://www.astreacottenham.org/">https://www.astreacottenham.org/</a>
★ Ernulf Academy, Cambridgeshire	<a href="http://www.ernulf.cambs.sch.uk/">http://www.ernulf.cambs.sch.uk/</a>
★ Longsands Academy, Cambridgeshire	<a href="http://www.longsands.cambs.sch.uk/">http://www.longsands.cambs.sch.uk/</a>
★ Netherwood Academy, Barnsley	<a href="https://astreanetherwood.org/">https://astreanetherwood.org/</a>
<b>Special School</b>	
★ The Centre School, Cambridgeshire	<a href="https://www.astreacentreschool.org/">https://www.astreacentreschool.org/</a>
<b>All-through</b>	
★ Astrea Academy Sheffield, Sheffield	<a href="https://astreasheffield.org/">https://astreasheffield.org/</a>



# Job Description

**JOB TITLE:** Year Coordinator  
**HOURS:** 35 hours per week, term-time only plus 5 training days  
**GRADE:** Point 18-21 (currently £18,870-£20,541) paid pro-rata

**RESPONSIBLE TO:** A member of the Senior Leadership Team  
Cottenham Village College ([www.astreacottenham.org](http://www.astreacottenham.org)) is a wonderful College located about 5 miles to the north of Cambridge. There are approximately 900 pupils on roll. This includes a small, outstanding post-16 provision.

## **JOB PURPOSE:**

Year Coordinator to engage with pupils and parents on a daily basis. Their primary role is to action the operational aspects within the pastoral structure. They will be directed by the Progress Leader for their Key Stage. They will work in collaboration with the pastoral workers and the other support staff, such as Pupil Premium Coordinator and Welfare Officer, Child Protection Lead Officer and Student Services.

The post holder is required to:

- Work towards the agreed aims of the College.
- To promote the ethos and standards of behaviour in line with expectations.

## **KEY ACCOUNTABILITIES:**

- 1. Impact on educational progress and achievement beyond the teacher's assigned pupils**
  - Monitor pupil engagement with the school's homework policy and contact home where there are concerns
  - Monitor and respond to the behavioural performance of students in the team, issuing reports, letters and arranging meetings as required
  - record and monitor pupil attendance; arranging parental meetings with the EWO as required
  - support tutors in the team record and monitor student attendance
  - Promote pastoral and learning continuity for pupils arriving from mainstream primary settings at secondary transfer.
  - Engage parents in meaningful and effective dialogue to ensure positive working relationships are developed and pupils acquire independent learning skills and barriers to learning are significantly reduced
  - monitor and report to the Progress Leader information regarding pupil meetings and complying with College policies of behaviour, uniform and attendance
  - Provide support to year teams in academic, spiritual, moral, social, cultural and sporting areas by planning a programme of activities, including charitable and fund-raising work
- 2. Supporting the teaching practice of others**
  - Supporting Progress Leaders to promote tutorial teaching and learning in the team and promote high standards
  - Support and develop the PSHE/SMSC/British Values curriculum so that pupils receive a high-quality curriculum offer including goals outlined in the mental health DfE/DoH paper 2017
- 3. Accountability for leading, managing and developing students' development across the curriculum**





- Support tutors to ensure that students know, understand and follow the school's behavioural policies
- Support tutors to ensure that all students wear correct school uniform, or are otherwise appropriately dressed and bring the right equipment to school, including school planner
- record, monitor and support the personal and academic development of pupils from one year to the next, including participation in the school's assessment, profiling, reporting and careers procedures
- supervise pupils who are struggling to engage in full time education in collaboration with the EIO (for example amended timetables etc)
- support the academic tutoring process for all students in their year groups and ensure consistency across all the tutor groups and report to Progress Leader where reports are not complete
- Identify areas where pupils need additional support and work with the Director of Inclusion and appropriate agencies to implement
- Support pastoral leaders and tutors in seeking parents' engagement in achieving pupils' progress
- Organise parent/carer consultation evenings in collaboration with Progress Leaders
- Attend consultation evenings for parents/carers and establish effective working effective partnerships
- Support pupils to engage with the programme of study in tutorial time and report outcomes to Progress Leader
- Attend assemblies for year groups and communicate rotas and any changes to tutors as directed by their Progress Leader

#### **4. Promote wider opportunities for pupils' development and well-being**

- Collaborate with the Careers Officer to promote the Careers strategy and ensure pupils attend carers events as well as complete UCAS forms; report to the Progress Leader
- Support the development of the house/rewards system which promotes the College vision
- Support the development and promotion of pupil voice as a vehicle to enhance student education and achievement (e.g. attend all pupil voice meetings etc)
- To work in collaboration with and support disadvantaged pupils (PP/SEN) with accessing both the academic and pastoral curricular offer and measuring its impact

#### **5. Working with external agencies**

- Work with and maintain good communications with appropriate external agencies
- Attend meetings and take Minutes of year team and inclusion meetings

#### **Health and Safety:**

- To have due regard for health and safety in the workplace.
- To be familiar with, and adhere to, relevant parts of the school's Health and Safety Policy.
- Co-operate with health and safety requirements.
- Report all known defects.
- Use, but do not misuse anything provided for your health, safety and welfare.
- Do not undertake unsafe acts.
- Inform the head of establishment of any 'near-misses'.
- Be familiar with the emergency action plans for fire, first aid and security issues.
- Undertake specific designated duties regarding emergency evacuation.
- Raise health and safety and environmental issues with students.



### **Child Protection:**

Cottenham Village College is committed to safeguarding and promoting the health, safety and welfare of children, young people and vulnerable adults. Staff and volunteers are expected to share this commitment for whom they are responsible or with whom they come into contact in the course of their duties. All successful candidates will be subject to Criminal Records Bureau checks along with other relevant employment checks.

### **Standards and Quality Assurance:**

- Support and contribute to the aims and ethos of the school as identified in the staff handbook.
- Promote and model good relationships with pupils, colleagues, parents and visitors.
- To maintain an effective working relationship with all members of staff.
- Set a good example in terms of dress, punctuality and attendance.
- Participate in any necessary training and attend staff meetings where relevant.
- Participate in the College's staff appraisal process and take a lead in own professional development.
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection.
- Any other responsibilities not listed above as reasonably requested by the Principal.

### **NOTES:**

1. *The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.*
2. *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 construed.*
3. *This job description is not necessarily a comprehensive definition of the post and duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal.*
4. *This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.*
5. *This job description should be seen as enabling rather than restrictive and will be subject to regular review.*
6. *Given the evolving needs of the College, flexibility among staff is very important.*
7. *All staff at the College are expected to comply with any reasonable request from a leader to undertake work of a similar level and/or type that it is not specified in this job description.*

**The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.**

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



## Person Specification

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

	CRITERIA	Essential / Desirable
<b>Qualification and Experience</b>	Good level of education	Essential
	GCSE English and Maths (or equivalent)	Essential
	Worked with young people (11-16)	Desirable
	Experience of working in a classroom/unit setting	Desirable
	Appropriate IT skills to support learning	Essential
	Good understanding of child development and learning process	Desirable
	Ability to self-evaluate learning needs and actively seek learning opportunities to improve own practice and knowledge	Essential
<b>Personal Qualities</b>	Able to prioritise tasks and act on own initiative	Essential
	Able to identify and work towards specific goals with young people, motivate and encourage them to develop to their full potential	Essential
	Able to relate well to young people and adults	Essential
	Effective communication and interpersonal skills with adults and young people	Essential
	Able to work in a calm, efficient and safe manner	Essential
	Able to maintain complete confidentiality and discretion at all times, combined with a calm personality and sound judgment	Essential
	Ability to work as part of a team	Essential
	A good attendance and punctuality record	Essential



# Child Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all its pupils. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at the Academies, their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all our pupils.

**The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

*Keeping Children Safe in Education 2016*

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy as well as other Astrea Academy Trust policies.



## Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.

### Safeguarding Children and Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

- Candidates should be aware that all posts in Astrea Academy Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.

### Interview Process

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post



Please note that originals of the above are necessary, photocopies or certified copies are **not** sufficient.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

### **Conditional Offer: Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS Check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance



## How can I Apply?

This is an exciting and very rewarding role and we look forward to receiving your application.

**Please complete and send the Application Form and Equal Opportunities Monitoring Form which are available together with this document to the below contact;**

**Name: Sharon O'Mullane**

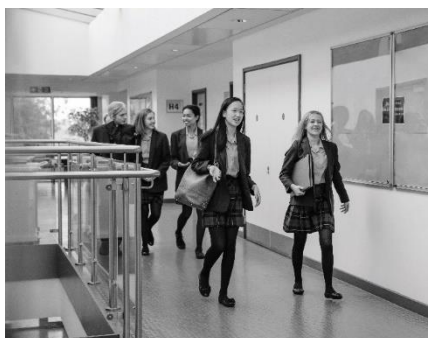
**Position: Principal's PA and HR Officer**

**Contact: [headspa@astreacottenham.org](mailto:headspa@astreacottenham.org)**

### The Application Process

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

The information supplied in your application, as well as any supporting documents provided at the application or interview stage, will be used as part of the Astrea Academy Trusts Recruitment and Selection Process. All information is stored securely and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.



Astrea Academy Trust pays full regard to 'Keeping Children Safe in Education' guidance 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check. Please visit <https://astreacademytrust.org/about-us/statutory-documents/> for the full policy. The information supplied in your application, as well as any supporting documents provided at the application or interview stage, will be used as part of the Astrea Academy Trusts Recruitment and Selection Process. All information is stored securely and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.