



BASSINGBOURN
VILLAGE COLLEGE

Principal Application Pack





Contents

Welcome letter	Page 3
Our Ethos	Page 4
Key Information	Page 5
How to Apply	Page 6
Job Description	Page 7
Person Specification	Page 12
Celebrating Success	Page 14
Our Students	Page 15
Bassingbourn Village College	Page 16



Letter from the Chair of Governors

On behalf of the Governing Body I would like to thank you for your interest in the post of Principal at Bassingbourn Village College, which has become vacant due to the promotion of the current Principal, Mr Duncan Cooper, to Deputy CEO of our parent trust, Anglian Learning.

We believe that this position could offer the right candidate the opportunity to reach beyond his or her horizons to achieve ambitious personal and educational possibilities. This is an exciting Principal post, one which offers the opportunity to:

- lead our school on a journey from ‘Good’ to ‘Outstanding’
- build on current innovation and success
- continue the process of enabling students to achieve their full potential

As a Governing Body, we are seeking someone who is excited by these opportunities; someone who has the vision and passion to grasp all that is offered by this post. We are looking for a person who will be totally committed to the continued transformation of our College. Successful leadership experience in secondary schools is essential.

This documentation explains the background and context of this post. By reading it, you will also gain an insight into the opportunities which this post could offer to the right candidate. South Cambridgeshire is a wonderful place in which to live and work. We have a beautiful site close to open countryside, surrounded by playing fields and sports pitches.

We believe this is a unique opportunity for an inspiring educational leader who has the skills and experience to develop our College in the very heart of its community to achieve excellence. We hope that you feel inspired by the opportunities offered by this position, and we look forward to receiving your application.

Yours sincerely,

Prof S Morris, Chair of Governors



Bassingbourn Village College

South End, Bassingbourn, Royston, Hertfordshire, SG8 5NJ

Tel: 01763 242344 www.bassingbournvc.net

Bassingbourn Village College is a popular 11-16 mixed comprehensive academy set in South Cambridgeshire.

There is a strong positive ethos, where all students are known as individuals and achieve well-earned qualifications. Our current role stands at 640 with a waiting list for a number of year groups.

We are very proud of our school and the educational opportunities that it provides for our wonderful students.

We like to ensure that each student achieves his or her full potential while enjoying an education that focuses on their own individual skills, strengths and aptitudes. We want our students to become confident and responsible citizens, contributing greatly to the society in which they live. It is important for us to give our students a voice and the confidence to use it, both during their time with us and in their life ahead.

We value every member of our community and are passionate about the importance of outstanding achievement for all. We help our students to make the most of their talents, and to develop a sense of responsibility and an understanding of those things which matter most in an increasingly complex and demanding world.

We believe that education is most successful when the college, the students and their parents form a strong partnership. In its last inspection in September 2017, the college was rated "Good" by Ofsted.

We have an exciting future ahead of us, one which we hope you will want to be part of.

Bassingbourn Village College is a founding member of the Anglian Learning Multi-Academy Trust, and is one of currently four secondary schools within its Secondary Hub. The Trust also has a growing Primary Hub, consisting currently of three primary schools. The Multi-Academy Trust was established to create a strong community of highly successful schools and is committed to achieving outstanding outcomes for all children and young people in their care.



Principal

from September 2019

Salary Commensurate with a Group Size 5 school

The vacancy arises following the promotion of Duncan Cooper to the role of Deputy CEO of Anglian Learning. We are seeking to appoint a highly motivated and hardworking Principal, committed to continual improvement, who will build on our outstanding achievements and lead the college into the next exciting stage of its development.

Candidates should have a strong track record of success either as a Deputy or Principal and will be able to demonstrate a wide range of relevant skills.

We can offer the right candidate the opportunity to grow and develop; achieving high personal and educational goals that they had not previously contemplated in a friendly and supportive environment, a dedicated and talented staff and a vibrant and engaging group of students.

Closing date: Tuesday 5th March 2019

Interviews: Wednesday 13th March 2019 and Thursday 14th March 2019

School visits: afternoons of Tuesday 26th and 28th February 2019

Should you wish to arrange a visit to the school prior to application then please contact Mrs Suzette Smith by phone (01763 242344) or email ssmith@bassingbournvc.net



How to apply

To make an application please complete the Anglian Learning Application Form, together with a Letter of Application, of no more than 2 sides of A4, outlining how your skills and experiences will enable you to be successful in this role.

Please download an application form from our website:

www.bassingbournvc.net/vacancies

Applications should be sent to Mrs Smith (**ssmith@bassingbournvc.net**)

Please address all queries to:

Mrs. Sue Smith,
Bassingbourn Village College,
South End,
Bassingbourn,
Cambridgeshire,
SG8 5NJ
ssmith@bassingbournvc.net

Tel: 01763 242 344

Anglian Learning and Bassingbourn Village College are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Appointments will be subject to satisfactory references and an Enhanced DBS check.



Job Description

Job Title: Principal
Reports to: CEO Anglian Learning
Pay Scale: Group 5

Key Responsibilities:

- To work with the CEO, Trust Leadership Group and Trust Board to develop a collaborative vision, which embraces excellence, high standards and inclusion.
- Contribute to the development and implementation of a Trust plan, with key Trust outcomes
- Develop and implement a school based improvement plan, which is responsive to and supportive of Trust priorities
- Promote and achieve high school standards of learning and achievement across the 11-16 range, including preparation for further education and employment.
- Continue to raise achievement across the 11–16 range, especially for those who are most vulnerable.
- Promote and ensure inclusion, diversity and access.
- Foster an open, transparent and equitable culture.
- To be responsible for the internal organisation, management and control of the school
- Manage the devolved budget and resources effectively to maximise their impact.
- Develop and sustain effective relationships with the Local Governing Body, and the Chair of LGB in particular, to ensure effective governance of the school and the discharge of LGB responsibilities.
- To report to the CEO and Trust Leadership Group on all aspects of school policy and management
- Build, develop and maintain effective relationships with parents and carers, and all members of the school and wider community to enhance the education of all students
- Build, develop and maintain effective relationships with the wider community to secure and extend the outstanding Adult Learning programmes and leisure opportunities
- Contribute to the working of the Trust Board



Job Description

Main Duties:

1. Shaping the Future of the School

- a) Ensure and promote the safeguarding and welfare of students within the school.
- b) Ensure and promote inclusion, diversity and access
- c) Working with the Trust Leadership Group, make an effective contribution to the Trust Board to develop a collaborative vision, which embraces excellence, high standards and inclusion.
- d) Working with the College Leadership Group:
 - develop strategies to maintain and build on the excellent reputation of the school
 - develop a growth strategy for the school, ensuring the outstanding ethos and achievements of the school are secured and extended
 - build and communicate a vision of excellence and equality that sets high standards for every student and member of staff.
- e) Translate the vision into a development plan and implement it, securing buy-in and commitment from all key stakeholders.
- f) Set and achieve ambitious, challenging goals and targets.
- g) Promote, enable and support the development of leadership at all levels.
- h) Inspire, challenge, motivate and empower colleagues and students to achieve their potential.
- i) Listen and respond to the contributions of others and integrate team ideas into effective working solutions.
- j) Embrace enthusiastically change and innovation and promote new technologies and strategies relevant to teaching and learning.
- k) Model the values and vision of the Trust and College.



Job Description

Main Duties (*continued*):

2. Leading Learning and Teaching

- a) Promote and achieve high standards of learning and achievement across the 11-16 range, including preparation for employment, further and higher education and training.
- b) Continue to raise achievement across the 11–16 age range, especially for the most vulnerable and disadvantaged students.
- c) Ensure inclusion, diversity and access.
- d) Provide students with stimulating and valuable enrichment activities across the curriculum.
- e) Demonstrate a clear understanding of the essential elements necessary for outstanding teaching and learning.
- f) Encourage innovation and risk-taking through a focus on research and best practice locally, nationally and internationally.
- g) Monitor, analyse and evaluate data and plan appropriate action for improvement.
- h) Manage effectively student behaviour and attendance.
- i) Acknowledge excellence and challenge poor performance across the school

3. Developing Self and Working with Others

- a) Develop individuals, empower and sustain outstanding teams.
- b) Foster an open, transparent and equitable culture.
- c) Identify the professional development needs of all staff through monitoring and performance management processes.
- d) Demonstrate a commitment to staff development within teaching, support and leadership roles.
- e) Promote the relationship between self-evaluation, continuing professional development and sustained school improvement.
- f) Collaborate and network within the Trust and beyond the Trust to develop effective relationships.
- g) Deal successfully with situations that may include change and/or conflict resolution.



Job Description

Main Duties (*continued*):

4. Managing the Organisation

- a) Establish and sustain appropriate structures and systems, adapting to changing requirements and resources.
- b) Manage the school efficiently and effectively on a day-to-day basis.
- c) Make professional, managerial and organizational decisions based on informed judgements.
- d) Delegate management tasks and monitor their implementation.
- e) Manage delegated finance and resources effectively to maximize their use and impact.
- f) Prioritise, plan and organise yourself and others.
- g) Think creatively to anticipate and solve problems.
- h) Sustain a safe, secure and healthy school environment.
- i) Be alert to outside fundraising opportunities

5. Securing Accountability

- a) Engage the school community in the systematic and rigorous self-evaluation of the work of the school.
- b) Collect and use a variety of data to understand the strengths and weaknesses of the school in order to promote achievement and accountability for student learning and outcomes.
- c) Develop and sustain effective relationships with the Local Governing Body, and the Chair of LGB in particular, to ensure effective governance of the school, and the discharge of LGB responsibilities.
- d) Combine the outcomes of regular school self-review with external evaluations in order to develop the school.
- e) Demonstrate political insight and anticipate trends.



Job Description

Main Duties (*continued*):

6. Strengthening Community

- a) Build and maintain positive and productive relationships with parents and all members of the school and wider community to enhance the education of all students and learners.
- b) Maintain and develop outstanding community provision, both through the use of facilities and the Sports Centre.
- c) Develop close working relationships with partner primary schools, to support outstanding transition working.
- d) Ensure outstanding team work and collaboration within the school and with external partners.

The postholder will be committed to continual personal development as outlined in the 'National Standards of Excellence for Headteachers'.

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes. This job description will be reviewed annually and maybe amended to meet the changing needs of the college.

Anglian Learning is an Equal Opportunities employer.

Anglian Learning and Bassingbourn Village College are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Appointments will be subject to satisfactory references and an Enhanced DBS check.

Person Specification

Ref.	Criteria	E/D
Qualifications and Training		
T1	Qualified teacher	E
T2	First degree or equivalent	E
T3	Holds NPQH (or currently in post as a Principal/Headteacher)	D
T4	Evidence of continuing professional development relevant to the role of Principal	E
T5	Higher Degree or equivalent	D
Experience (evidence of success in)		
E1	At least 2 different secondary schools including comprehensive	E
E2	Successful teacher at KS3 and 4	E
E3	Successful teacher at KS5	D
E4	Line and performance management of individuals and teams	E
E5	Successful leadership of whole school initiatives leading to improvement	E
E6	Supporting, monitoring, evaluating and improving all aspects of school life	E
E7	Substantial experience on the leadership spine (in one or more school/roles) as Deputy and/or Headteacher/Principal	E
E8	Sound working knowledge of ICT in an educational setting, confident user of relevant software	E
E9	Experience in leading school-based educational research	D
E9	Experience of a major school building programme	D
Personal Qualities		
Q1	Passion and enjoyment for working with young people	E
Q2	Ability to inspire trust in staff and to motivate them	E
Q3	Integrity and trustworthiness	E
Q4	Capacity to manage own time, deliver under pressure and meet deadlines	E
Q5	Committed to setting and achieving challenging goals and targets	E
Q6	Positive and enthusiastic attitude. Strong drive and results orientation, patient in dealing with others.	E
Q7	Creative and imaginative approach to problem solving	E
Q8	Empathy with the concerns and dilemmas of staff, students, parents and members of the wider community	E
Q9	Self-aware and resilient with an excellent range of interpersonal skills	E
Vision and Values		
V1	Evidence of personal, significant, contribution to the development and review of vision and strategy in a school environment.	E
V2	Passionate about learning and its significance for all members of the community	E
V3	Has a personal commitment to nurturing the talents of students and staff to achieve personal and college aspirations	E
V4	Has a personal commitment to the wellbeing of students and staff, in school and in the community	E
V5	Able to communicate and implement a shared vision	E
Leading Learning and Teaching		
L1	Committed to individual, team and whole school accountability for student learning outcomes	E
L2	Able to make effective and helpful judgments about the quality of learning and teaching and understands assessment for learning	E
L3	Understands the principles and value of an inclusive and personalised curriculum and the practical means to implement them.	E
L4	Knowledge of key national policies and initiatives and awareness of pedagogy and emerging practice	E

Person Specification *(continued)*

Partnership & Community		
P1	Understands the strategic and practical reasons for collaboration with other institutions and the broader community.	E
P2	Is able to work in partnership with parents/carers to improve learning of the college and in the community.	E
P3	Understands the purpose of strategies to enhance extended services (for example multi-agency working).	E
P4	Understands the importance of community cohesion and is able to work with others to build cohesive community.	E
Management & Leadership Qualities		
M1	Has a personal commitment to distributed leadership throughout the school community	E
M2	Able to set clear expectations and provide direction	E
M3	Able to communicate effectively, orally and in writing to a variety of audiences	E
M4	Able to prioritise plan, organise and delegate	E
M5	Able to make difficult decisions, take responsibility and hold people to account	E
M6	Recognises difference between operational and strategic demands and pays attention to each	E
M7	Has an open style of working that encourages colleagues to share ideas and develop team solutions	E
M8	Proven ability to lead a team to manage change effectively	E
M9	Active involvement in developing leadership qualities in others	E
M10	Able to understand and manage short and long term financial budgets	E
M11	Able to understand and manage non-financial assets (buildings, IT, etc)	D

Notes for Person Specification

The E/D column denotes whether a requirement is an Essential or Desirable prerequisite for the post.

Applicants are reminded that all essential criteria will be tested, in the first instance, through the letter of application. The majority of these criteria will also be tested further at interview. Other strategies will also be used on the day to test a candidate's skills and experience.



Celebrating Success

We are very proud of the successful partnership we have between staff, students and parents which has resulted in an excellent range of exam results in the most recent exam season (2018)

- 24% of all BVC grades were 7-9.
- 21% of our students achieved 5 or more 7-9 grades.
- 35% of our students achieved three or more 7-9 grades.
- Progress for all learners has been significantly above the national average for the last four years.
- Over half (54%) of all our grades were 6-9 (A*-B).
- 52% of our students passed English and Maths at level 5 and above - placing us fifth out of over 40 schools in Cambridgeshire.
- The following subjects saw students achieve over 30% level 7-9: Geography, History, Latin, Spanish, Art, Dance, Drama, PE, RE & Sociology.
- 115 Year 10 students sat their English Language GCSE a year early. 67% gained 4-9 (A*-C) while almost a fifth achieved top levels 7-9 (A*/A).
- 29% of our students passed the EBacc (English Baccalaureate) at level 5+ - the national average is 19%; Cambridgeshire is 24%.
- 12 Year 10 students sat GCSE Psychology under a new partnership agreement with the Cambridge Centre for Sixth Form Studies. All passed with flying colours.
- Our top five subjects for progress were Geography, Latin, PE, Health & Social Care and Dance.
- Our students sat over 1250 exams in 26 subjects during the summer GCSE season.
- Students are given the opportunity to develop their leadership skills by becoming School Captains and Ambassadors - positions are available in Sport, Dance and colleges, Shakespeare, Moore, Luther King and Keller.
- The annual Heron Awards honour the top students in each year, in addition to those who have represented the school at regional, national and international events. Heron Awards are given to those who have scored highly in merit, subject and attendance awards. The 2018 Heron Awards Evening saw 70 awards and 40 certificates awarded to students in years 7-10.



Our Students

We are very proud of our school and our students who are often in the news for their wide ranging achievements. Here are just some of the highlights of the past year:

- Almost a quarter of our Year 11 students took part in the National Citizenship Service summer initiative - winning BVC a bronze award in the process.
- A group of senior students were invited to take part in Cambridge University's inaugural Millicent Fawcett workshop.
- Year 11 student Iain Lynn was awarded Student of the Year in the Cambridge News Education Awards for his achievements in debating. Hammer-throwing champion Libby Taylor was also honoured as runner-up in the Young Sportsperson category.
- Students in Years 7 & 8 were recognised for their literary achievements at our Reading Excellence Awards evening.
- Dance and drama students took part in the Cambridge Schools' Shakespeare Festival with their innovative interpretation of Macbeth.
- Termly Creative Arts Evenings and the annual Dance Show events also showcased students' talents.
- 17 Year 11 students celebrated the end of the GCSE exams with a two week World Challenge trip to Tanzania.
- A group of Year 11 students also completed their Bronze Duke of Edinburgh Award.
- Students across all year groups enjoyed exchange visits to France and Spain; with additional trips to Florence, Normandy and Norfolk.
- Sports students took part in the Cambridgeshire Olympic Cup and were honoured at the annual BVC Sports Awards and the Roy Burrell Awards in Cambridge.
- Diving champion Ben Cutmore won gold in the Junior World Championships.
- BVC celebrated our partnership with the Cambridge Centre for Sixth Form Studies with all 12 students achieving top marks in their GCSE Psychology exam. Year 11 students also received additional Maths support via Skype lessons with CCSS.
- Year 7 students tested their French and Spanish abilities by competing in the MFL Spelling Bee competition.
- Our able students took part in Maths, Science and English extension workshops.
- Year 10 College Captains have been trained as Anti-Bullying Ambassadors for the Diana Trust.
- Debating teams took part in the English Speaking Union's Churchill Schools' Debating and Mace Public Speaking competitions and the Rotary Youth Speaks competition. The ESU board was so impressed by the development of debating at BVC that we were awarded a commendation in their annual awards.
- Our famous student-led cake sales raised cash for a number of good causes including World Challenge, Yr 11 Prom, UNICEF and Crisis.



About Bassingbourn Village College

Bassingbourn Village College is situated in the South West corner of Cambridgeshire, 12 miles from the university city of Cambridge. Whilst it benefits from a beautiful rural location, it retains excellent road (A505, A10, M11, A1) and rail links (Royston to King's Cross, London 34 in Minutes).

The Village College was opened in 1954 and is steeped in the history of the Henry Morris Community Education tradition: providing quality educational opportunities for all. That tradition continues today in a modern and forward-looking context; excellent day time provision for 11 -16 year olds and a wide range of extra-curricular opportunities.

The College campus has extensive grounds and playing fields with well-appointed school and community buildings. The school now successfully runs on green energy thanks to our biomass boiler. Our buildings were further improved during last summer by the installation of new windows and doors in the Creative Arts and Technology blocks and rewiring throughout the main building. The College uses its size to advantage and achieves excellence by focusing individual attention on every student, promoting a supportive learning environment which enables students to achieve their maximum potential.

The College offers a wide range of accredited courses and most students will expect to take GCSEs in 9 or more subjects, choosing their options in year 8 and so allowing a three-year GCSE programme.

Responding to the individual educational needs of students is a high priority, and the College's curriculum offers a range of options to suit the needs of both the very able and those who may require additional support. Over 90% of students go on to take A-levels or equivalent courses at local post-16 centres or colleges (including the nationally recognised outstanding sixth form colleges –Hills Road and Long Road, Cambridge).

Students are organised into four colleges and within each college six tutor groups are formed using vertical grouping. This leads to a vibrant and friendly school with age groups mixing confidently. The College values its highly inclusive nature. We are fully committed to the comprehensive ethos and, as such, have a student body which reflects this. All of our students are valued; this is evident by the number of out of catchment students whose parents elect to send them to the College.