



The Cam Academy Trust
Teacher of English
Candidate Information Pack



WELCOME FROM THE CHIEF EXECUTIVE

Thank you for your interest in joining The Cam Academy Trust. It's a great time to join our team, as we enter a new phase of development and really look to the future.

I feel highly privileged to take on the role of Chief Executive at this time. I know that we will be able to build on the current success of The Cam Academy Trust so we can be a truly exceptional community of schools.



We are a values-driven community of schools – our six principles underpin all that we do – and we're committed to excellence. As a teacher myself, and someone who has benefited hugely from a great education, I absolutely believe in the transformational power of what we do in schools. This is particularly important for our most vulnerable young people, those who could become marginalised and not reach their potential due to their background or learning needs. It is up to us to make sure that doesn't happen.

Vibrant learning communities are built when pupils of all abilities and backgrounds thrive together, and a truly excellent education enables choice and agency for all children. This is at the heart of our comprehensive principle.

We want people on our team who are excited by the prospect of having a deep and lasting impact on the lives of young people. We want people who are honest, curious, intellectually rigorous and committed to the challenges and opportunities of innovation and collaboration. We also want people who are committed to contributing to the wider education system.

As Chief Executive, I am committed to raising standards for young people, in a sustainable way through a strong MAT operating model and an insistence on excellence whilst understanding that schools need to retain their unique identity so they can be at the heart of their communities. I also know that investing in all our people is critical to success. It is our leaders, teachers and school staff that make the difference for children every day.

Join our team and we will ensure that the six principles of The Cam Academy Trust remain at the heart of the Trust and deliver 'excellence for all', enabling all pupils and staff to thrive. If this excites you; we want to hear from you!

Claire Heald

ABOUT US

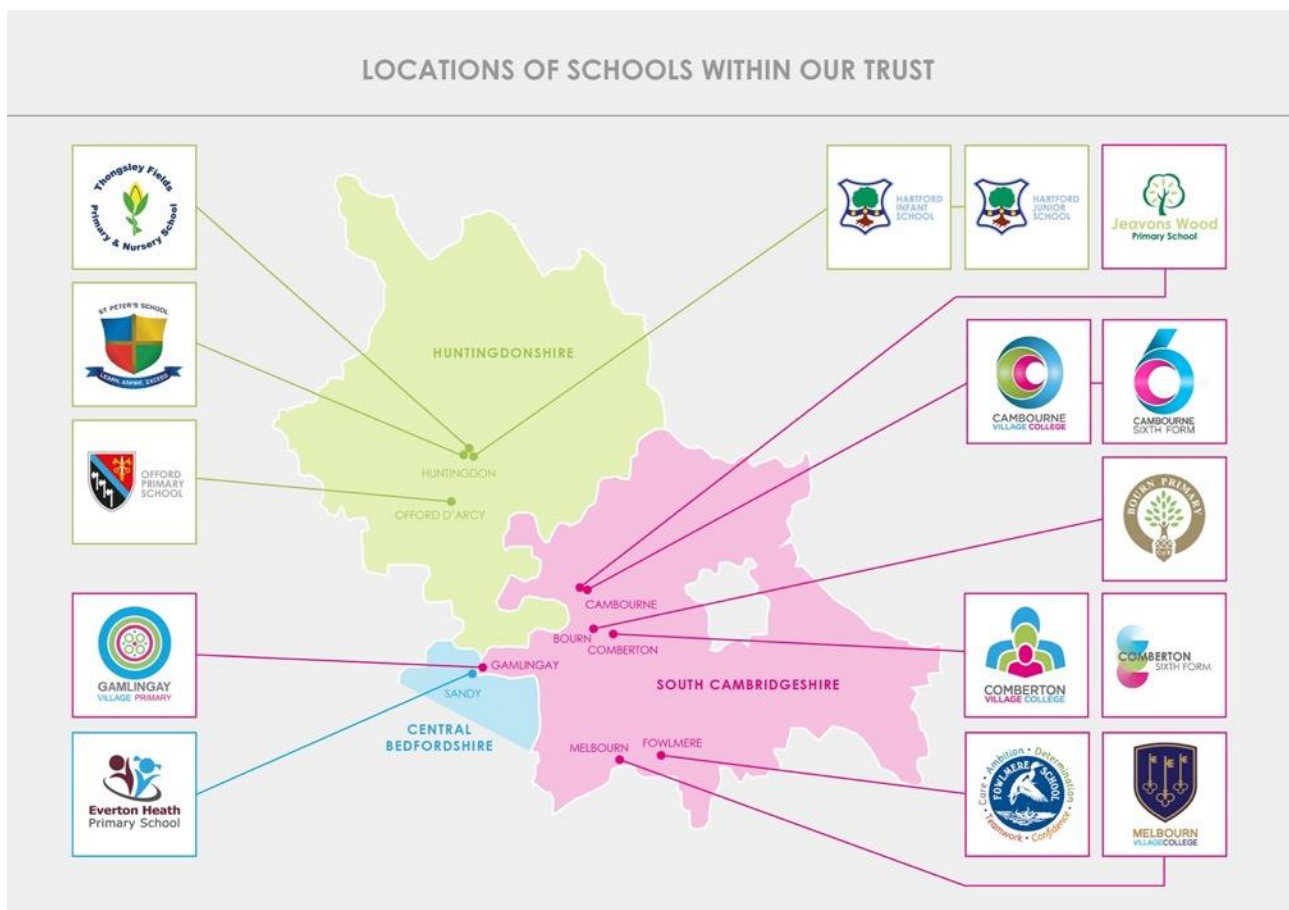
The Cam Academy Trust, originally The Comberton Academy Trust, was formed in 2011 to oversee the conversion of Comberton Village College to academy status in the first instance. With growing emphasis on academies working together in formal partnerships, the Trust quickly changed to become a multi-academy 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 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, with two with Sixth Forms. We are excited that a third Sixth Form is due to open at Cambourne Village College in 2024.

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 Sixth Form), Cambourne Village College (and Sixth Form), Melbourn Village College and St Peter's School (and Sixth Form), Huntingdon.



ABOUT US

Continued

CTSN SCITT

The Cam Academy Trust strongly supports the training of new teachers to become qualified members of the teaching profession. It does this through its extensive and significant role as the accredited organisation of [Cambridge Training Schools Network \[CTSN\] SCITT](#).

As a school-based provider of initial teacher training, CTSN SCITT is very much grounded in the life of its local schools and its tutors are experienced practising teachers drawn from, not only Cam Academy Trust schools, but also a wide network of schools across the region. There are over a 100 trainees training with the SCITT this academic year across its primary, secondary, part-time, full-time, salaried and non-salaried routes. It is notably that 47% of the secondary trainees teachers are in shortage subjects. Such is the strength CTSN's reputation, over the last three years more than three-quarters of its trainees were subsequently employed in local schools.

The Cam Academy Trust's CEO is the accounting officer for the SCITT and currently is the chair of its strategic board.

Maths Hub

The Cam Academy Trust is proud to be the base for the [Cambridge Maths Hub](#) which is promoting excellence in maths teaching across Cambridgeshire, including Peterborough, West Suffolk, King's Lynn and West Norfolk. The Hub supports teachers in the continual process of improving educational standards for students in our region from the youngest child in Early Years Foundation Stage to Post-16 education.

The Cambridge Maths Hub offers free, high-quality Professional Development to Maths teachers across the Hub area. This mainly takes the form of work groups: teachers learn new strategies and develop new ideas, put them into practice in the classroom, reflect collaboratively and then refine what they have done.

Cordelia Myers is the Maths Hub Lead.

The Cabins

The [Cabins](#) work in close partnership with schools to provide autistic children / pupils with an opportunity to be educated in mainstream settings.

We set high expectations for pupils but provide significant assistance through highly skilled and caring staff whose dedicated support helps pupils to cope with the challenges that they face daily.

All schools strive to ensure that every pupil attains the highest possible academic achievement and that they consistently experience innovative and inspiring teaching.

Peter Allcock leads the Cabins.



THE VACANCY

Teacher of English

Salary: MPS or UPS

Contract: Permanent

Hours: Full time or part time considered

Start date: September 2025 or earlier – to be negotiated

We are seeking a motivated and inspirational Teacher of English.

This is an exciting opportunity to contribute to the growth of a strong and well-established department. The ability to teach English at A Level would be preferable, due to the opening of our sixth form in September 2024; expertise in English Language is especially sought, but the department is expecting to run courses in English Literature, English Language, and to take a lead on Government and Politics and Media Studies A Levels.

The successful candidate will need to be an enthusiastic and highly engaging teacher who can demonstrate excellent subject knowledge and will ensure students have high aspirations and achieve their best. You will benefit from joining a department with a well-resourced, diverse and inclusive curriculum, and excellent structures of support and development.

We welcome applications from ECTs or more experienced staff. If successful, ECT's will have the opportunity to join Cambourne after completing their QTS, prior to September 2025.

Cambourne Village College is an Ofsted 'Outstanding' rated, over-subscribed secondary school, eight miles from Cambridge. We opened as an academy of the Cam Academy Trust in September 2013. Our ethos is aspirational and inclusive, our staff is highly motivated, our pupils courteous and hard-working, and we have excellent facilities. A 350 place sixth form opened in September 2024, with 175 students in each of Years 12 and 13.

It is an exciting time to join our teaching staff at Cambourne Village College. Already a well-established and successful school, the addition of our Sixth Form marks the final phase of our expansion. The school benefits from a wealth of exciting facilities and a strong culture of mutual support; staff morale is high and our students are courteous and eager to participate in the highly engaging curriculum offered to them. We are ambitious for our Sixth Form to reflect the successes of our main school, where results are consistently strong, with excellent Progress 8 scores. Cambourne Village College is a 1:1 iPad school, with all students having a personal device.

Joining Cambourne Village College represents a unique opportunity to work in a newly-established school within a wider, high-quality Academy Trust that gives excellent possibilities for professional and career development.

The full current curriculum for all year groups can be viewed on the College website:

<https://www.cambournevc.org/curriculum> . Full details are provided on the job description and person specification.

HOW TO APPLY

To apply for this position, please submit your completed application form and covering letter to the HR Manager, Ramona Ross on hr@cambournevc.org .

Your covering letter should demonstrate how your career to date has prepared you for this post and be no longer than one side of A4.

Applications will only be accepted from applicants completing the application form in full. Please note that we do not accept CVs.

Application forms can be found on our www.cambournevc.org/contact-us/vacancies and all applications will be acknowledged. We do also accept applications via TES.

Interviews will be offered to those applicants who best demonstrate how their skills, abilities and experience meet the person specification, taking into consideration the job description.

Pre-application visits to the College are welcomed. Please contact the HR Department hr@cambournevc.org

If you have any questions or queries about this role please contact Rosy Hill, Head of English on rhill@cambournevc.org

Thank you for your interest in The Cam Academy Trust.

Closing date: 09.00 on Friday 31st January 2024 .

The college reserves the right to interview and appoint within the application window.

Our school is committed to safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. Appointment to this post would be subject to an enhanced DBS check and satisfactory medical and employment references



JOB DESCRIPTION

Teacher of English

Salary

The post holder will be paid on the appropriate point of the main/upper pay scale.

Line of responsibility

The teacher is directly responsible to the Head of Department on curriculum matters and the Head of Year for pastoral issues.

Job content

Strategic purpose

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

Core responsibilities

Teaching:

- Plan appropriate work for classes in accordance with departmental schemes of work and whole school initiatives
- Identify and work appropriately with students with special educational needs and all identified student groups
- Take account of students' prior levels of attainment and use these in planning for individuals and classes
- Set work when required for absent students
- Ensure an optimum climate for learning through strong classroom management, with due regard to health and safety policies
- Maintain good discipline and ensure the College student disciplinary policies and procedures are observed
- Ensure effective setting of homework using online platform and appropriate feedback to students
- Attend and contribute to all required staff meetings

- In relation to the College's 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 students' work in line with College policy.
- Mark and return work set, including homework, within an agreed and reasonable time.
- Apply the College and Department Assessment Policy when marking students' work.
- Complete student reports in line with College policy.
- Attend parent consultation events as required and keep parents informed about their child's performance and future targets.

Pastoral work:

- Undertake responsibility for a form group .
- Liaise with parents as required.
- Monitor and set targets for the social and academic progress of all students in the form.
- Endeavour to build a good relationship with the students in the form, so that they will look to the teacher for support and advice .
- Command high standards of student 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 College's appraisal scheme. S/he 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 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 College's Performance Management scheme.

PERSON SPECIFICATION

Teacher of English

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 DBS check will be carried out for the successful candidate.

| Qualifications | Essential | Desirable |
|---|-----------|-----------|
| 5 GCSEs including English and Maths | √ | |
| Degree | √ | |
| Higher degree or further professional qualifications | | √ |
| QTS | √ | |
| Evidence of involvement in continuing professional development activities | √ | |
| Successful Experience of: | | |
| Classroom teaching leading to strong pupil progress (This may include during teaching practice) | √ | |
| Developing and implementing inspiring teaching materials | √ | |
| Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | √ | |
| Managing challenging pupil behaviour | √ | |
| Contributing to successful improvement strategies | √ | |
| Monitoring, tracking and evaluating student progress | √ | |
| Developing strategies to improve pupil performance | √ | |
| Using a range of formative and summative assessment strategies to enhance learning. | √ | |
| Knowledge and Skills: | | |
| Excellent organisational skills | √ | |
| Understanding of child-safeguarding issues and successful measures that promote and ensure the safe-guarding of children. | √ | |
| Knowledge of current legislation, guidance and developments relating to the subject area | √ | |
| Excellent communication skills | √ | |
| Excellent subject knowledge | √ | |
| Excellent classroom practitioner | √ | |
| Ability to form effective working relationships | √ | |
| Ability to use data effectively to analyse progress | √ | |
| Ability to use ICT to inspire and motivate pupils | √ | |
| Personal Attributes: | | |
| Reflective practitioner | √ | |

| | | |
|--|---|--|
| Commitment to cross-curricular initiatives to enhance pupil progress | √ | |
| Commitment to extra-curricular learning | √ | |
| Willingness to embrace new technologies and software to enhance pupil progress | √ | |
| High personal motivation | √ | |
| Ability to inspire and lead | √ | |
| Desire to innovate | √ | |
| Creative approach to problem solving | √ | |
| Optimism | √ | |
| Resilience | √ | |
| Empathy | √ | |
| Honesty and Integrity | √ | |
| Strong team player | √ | |



OUR CORE PRINCIPLES AND VALUES

At the heart of our work lie the six core principles of The Cam Academy Trust. These drive everything that we do:

The excellence principle

Educational provision must be excellent. Reasonable or even 'Good' is not good enough. We seek the very best education for all pupils in our schools. This implies that academic progress will be very high for all of our pupils however it is measured. Very specifically, we aspire towards pupil progress measures that would suggest our schools have pupil progress measures in the top 5% nationally.

The comprehensive principle

We hold to the comprehensive ideal for our schools. This implies that our schools accommodate pupils of all types, including all types of academic starting points and abilities. We are clear that all pupils of all abilities can thrive and make excellent progress in the same school. It is for us to ensure that this is a reality. As well as all individual pupils of all types excelling in our schools, we believe that pupils benefit from sharing their education with pupils of all types from all backgrounds. This is seen as part of the educative process.

The broad education principle

Education in our schools should be broadly based and incorporate a broad educational experience for all pupils. This includes strong provision of the Arts, Sport and Physical Education and Technological Education as well as academic subjects. It sees personal development, well-being, leadership, creativity and citizenship for every pupil as core to educational provision. Wider education, often achieved through enrichment and extra curricular activities, is also vital. It is often through this that key skills and attributes are developed in young people that we see as fundamental to their development as young citizens. It means that programmes such as the Duke of Edinburgh scheme are common in our schools.

The community principle

We are clear that our schools should be at the heart of their communities. This outlook might reasonably be characterised as the 'Henry Morris' vision for schools. We want our schools to be more than 'just schools'. Our schools provide significant value added to their local communities and they provide facilities and services that are available to all in their communities throughout the day, week and year. It is common for there to be thriving adult education programmes run from our schools as well as many other community activities and groups. Safeguarding the young people in our schools is our foremost priority. This can readily identify where pupils need help, and provide it quickly. We will also prioritise support for the wellbeing of members of our community, including our staff.

OUR CORE PRINCIPLES AND VALUES

Continued

The partnership principle

We expect our schools to work in partnership with others for mutual benefit. It is not acceptable for our schools to be islands and seek to plough their own furrows. It is right to work with and support others and we know that schools do better by seeking to behave in this way. Most obviously this applies to other schools in the Trust. At the heart of our Trust is the educational value added that can benefit our schools through the sharing of ideas and resources. However, the partnership principle goes beyond the Trust and implies that our schools will work with other schools (rather than separately from or in competition to them) as there is benefit to all in doing this. Further, we seek to partner other organisations where there can be mutual benefit in so doing.

The international principle

All our schools should have a clear international emphasis in their educational provision both within and beyond the formal curriculum. A strong international aspect to all young people's education is seen as crucial both in its own right as a proper part of any meaningful education and because it is crucial for the positive functioning of all societies. This clearly means a firm commitment to the quality teaching and learning of foreign languages in all our schools. However, it means more than that in terms of international themes running through the curriculum in our schools and rich extra-curricular international opportunities including trips and exchanges. Our schools work towards achieving the British Council International Award.

These fundamental principles guide the aims and values of all of the Academies in our Trust.

We want to ensure that every individual pupil achieves their full, positive potential through a broad and high-quality education. All students in our Academies will be helped to become:

- **Capable.** *Through skills developed, attributes nurtured and qualifications gained, our students will be able to take a full, positive role in society.*
- **Confident.** *Having had their abilities confirmed and seen them flourish, our students are confident to be able to make the most of their talents and contribute to their communities.*
- **Caring.** *An emphasis on working with each other and recognising the position of other people throughout the world helps our students to develop a proper caring attitude.*



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

- Paid leave – enhanced sick pay, maternity pay, and adoption leave pay (linked to service) and paid leave for unforeseen personal situations.
- Pension – a generous 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).
- Possibility of hybrid working.

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.
- Environment – good working environment with excellent facilities.

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.
- Cycle-to-work scheme – save £££ on a new bike and accessories.
- Subsidised membership to the [Chartered College of Teaching](#).
- Subsidised gym membership at Comberton Sports and Arts.

Work-life balance

- Flexible working – all staff can make a request to work flexibly.

