



**The Cam Academy Trust**  
Inclusion Leader: Blue Room  
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

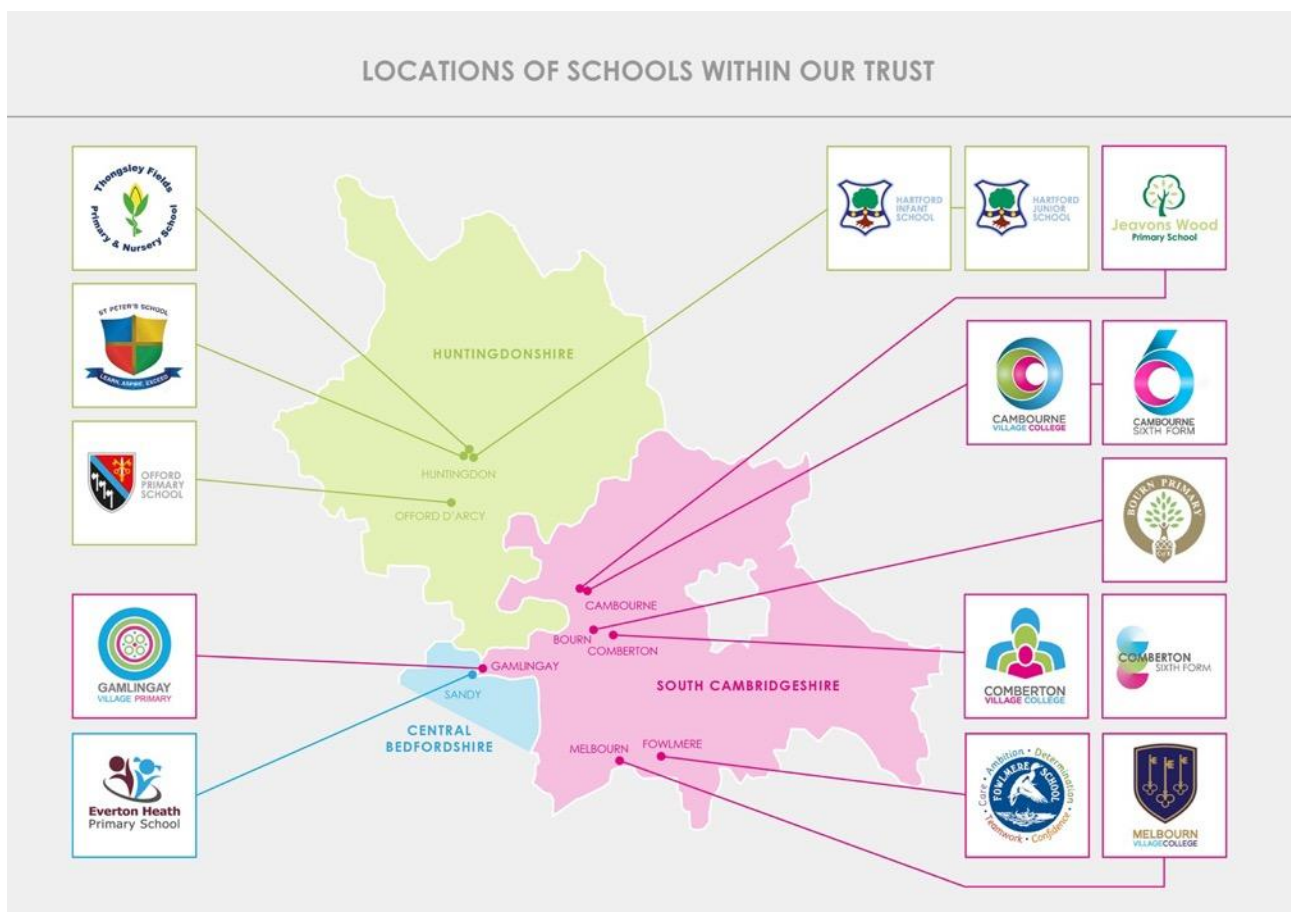
The Cam Academy Trust, originally The Comberton Academy Trust, was formed in 2011 to oversee the conversion of Comberton Village College to academy status in the first instance. With growing emphasis on academies working together in formal partnerships, the Trust quickly changed to become a multi-academy 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

## Inclusion Leader: Blue Room

**Salary:** NJC Scale 6 (range points 18 to 22) - £30,559 to £32,654 FTE. Actual salary £26,210.21 per annum.

**Contract:** This is a permanent contract working term time plus 5 training days (39 weeks per year.

**Hours:** 37 hours per week (8.00am to 4.00pm Monday to Thursday, 8.00am to 3.30pm on Friday)

**Place of Work:** Cambourne Village College

**Start date:** As soon as possible.

We are seeking a talented, committed, and ambitious Inclusion Leader to join our highly committed team.

Our Centre and Inclusion Team supports students with a range of Special Educational Needs and Disabilities and behavioural needs and implements a variety of different support methods and programmes.

This role will be to work collaboratively with other inclusion areas to enhance the learning and social success of pupils with a range of special educational needs, and with behaviours that adversely affect their learning - from the withdrawn to the challenging. This will include in-class support, working 1:1 and with small groups of pupils in an inclusion provision.

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. 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.

Full details are provided on the Job Description and Person Specification further in this pack.

# HOW TO APPLY

To apply for this position, please submit your completed application form and covering letter to the HR Department on [hr@cambournevc.org](mailto: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](http://www.cambournevc.org/contact-us/vacancies) and all applications will be acknowledged.

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.

Visits to the school are welcome, please contact [hr@cambournevc.org](mailto:hr@cambournevc.org) if you wish to arrange a visit.

If you have any questions or queries about this role please contact Thomas Darling, Deputy Principal on [TDarling@cambournevc.org](mailto:TDarling@cambournevc.org) .

Thank you for your interest in The Cam Academy Trust.

**Closing date: 09.00 on Friday 10<sup>th</sup> January 2025.**

**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

## Inclusion Leader: Blue Room

Reviewed December 2024

### **Salary range:**

Salary: NJC Scale 6 (range points 18 to 22) - £30,559 to £32,654 FTE. Actual salary £26,210.21 per annum.

### **Hours of work:**

37 hours per week (8.00am to 4.00pm Monday to Thursday, 8.00am to 3.30pm on Friday) working term time plus 5 training days (39 weeks per year).

### **Line of Responsibility**

The Inclusion Manager is directly responsible to the relevant member of the leadership team.

### **Main Duties**

#### **Strategic Purpose**

To work collaboratively with other inclusion areas to enhance the learning and social success of pupils with a range of special educational needs, and with behaviours that adversely affect their learning - from the withdrawn to the challenging. This will include in-class support, working 1:1 and with small groups of pupils in an inclusion provision.

#### **1. Principal Accountabilities:**

- Lead the Blue Room inclusion provision and line manage the Blue Room Teaching Assistant.
- Provide specialist learning support to pupils that have barriers to learning.
- Managing induction programmes and student timetables for students directed to the Blue Room provision.
- Support and work with students on a 1:1 or group basis.
- Establish and maintain supportive relationships with individual pupils, small groups and parents/carers to ensure they understand tasks with the aim of re-integration back into mainstream lesson.
- Lead on promoting high attendance of students who access the Blue Room through promptly contacting parents for any absences, attendance meetings and conducting home visits as necessary.
- Lead of intervention work and PHSE delivery to ensure personal development needs are addressed.

- Complete IEP documentation, meeting and supporting with EHCP documentation for identified pupils.
- Produce impact reports for students under the Blue Room provision and share with relevant staff.
- Support students on out of school trips and activities.

## **2. Support for the curriculum:**

- Support the school curriculum, under the guidance of class teachers.
- Provide targeted support to enhance learning and improve attainment.
- Encourage and promote inclusion in mainstream lessons to ensure all pupils feel involved with tasks and activities.
- Liaise with teachers to ensure children are kept updated with curriculum content.

## **3. Support for the teacher**

- Contribute to reports on pupil progress.
- Contribute to the development of IEPs for pupils as appropriate.
- Contribute to the planning and evaluation of work programmes for individual pupils and groups.
- Provide feedback on learning activities and contribute to school review and development planning.
- Organise the learning environment and develop appropriate classroom resources as required.
- Contribute to behaviour management within the school and take charge of situations to allow the teacher to continue to work with the rest of the class.

## **4. Support for the school**

- Develop and maintain effective working relationships with other staff (particularly other provision and inclusion department) and parent/carers.
- Contribute to the maintenance of a safe and healthy environment.
- Attend and actively participate in staff meetings.
- Liaise with external agencies, as appropriate.



## **General**

- Attend school events as required.
- Assist in escorting students on educational visits.
- Attend relevant meetings and training sessions as required.
- Support with general duties of the school as required; including such activities as running behaviour supports and social time supervision.

## **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.

To uphold the College's policy in respect of child protection 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 DBS check will be carried out for the successful candidate.

The post holder shall be subject to all relevant statutory and institutional requirements.

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 postholder.

All members of staff are required to participate in the College's performance management scheme; engaging fully with targets set annually with the Line manager who will monitor and review performance in accordance with the College's Performance Management policy.

# PERSON SPECIFICATION

## Inclusion Leader: Blue Room

The Governing Body of Cambourne Village College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Qualifications	Essential	Desirable
5 GCSEs Grade C or equivalent including English and Maths	√	
A' Levels in relevant subjects		√
Higher Education Qualifications		√
Further relevant qualifications in SEND		√
Full Driving licence		√
<b>Successful Experience of</b>		
Working in a similar role in a school or similar public/educational establishment		√
Working with students of a similar age in a SEN environment		√
Working with a wide range of SEND		√
Raising the attainment of pupils with SEND through positive interventions		√
Forming positive relationships with children and young people		√
Forming positive relationships with parents		√
Liaising with other professional colleagues		√
<b>Knowledge and Skills:</b>		
Knowledge of the SEN Code of Practice		√
Knowledge about a range of SEN conditions	√	
Confident user of a range of ICT packages		√
Good written and verbal communication skills	√	
Awareness of the new Education, Health and Care Plans		√
Knowledge of manual handling, use of hoists, intimate care of children (toileting, changing, dressing)		√
Comfortable with administering of medications with appropriate training	√	
<b>Personal Attributes</b>		
Ability to work positively within a team	√	
Commitment to the highest standards of child protection.	√	
Desire to enhance and develop skills and knowledge through CPD	√	
Ability to relate positively to all students and staff	√	
Flexible and adaptable	√	
High personal motivation	√	
Creative approach to problem solving	√	
Resilient	√	
Empathy	√	
Honesty and Integrity	√	

## Six Core Principles

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

### 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.

# 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.



The Cam Academy Trust

Head Office | Comberton Village College

West Street | Comberton | CB23 7DU

[info@catrust.co.uk](mailto:info@catrust.co.uk)

[www.catrust.co.uk](http://www.catrust.co.uk)