

The Cam Academy Trust

Job Application Pack Lead of Computer Science

School: St Peter's School

Salary: MPS/UPS with a TLR 3C £1,915

Contract: Permanent. Full Time (part time will be considered)

Start date: Sept/Dec 2024

Application Closing Date: Monday 8th July 2024.



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

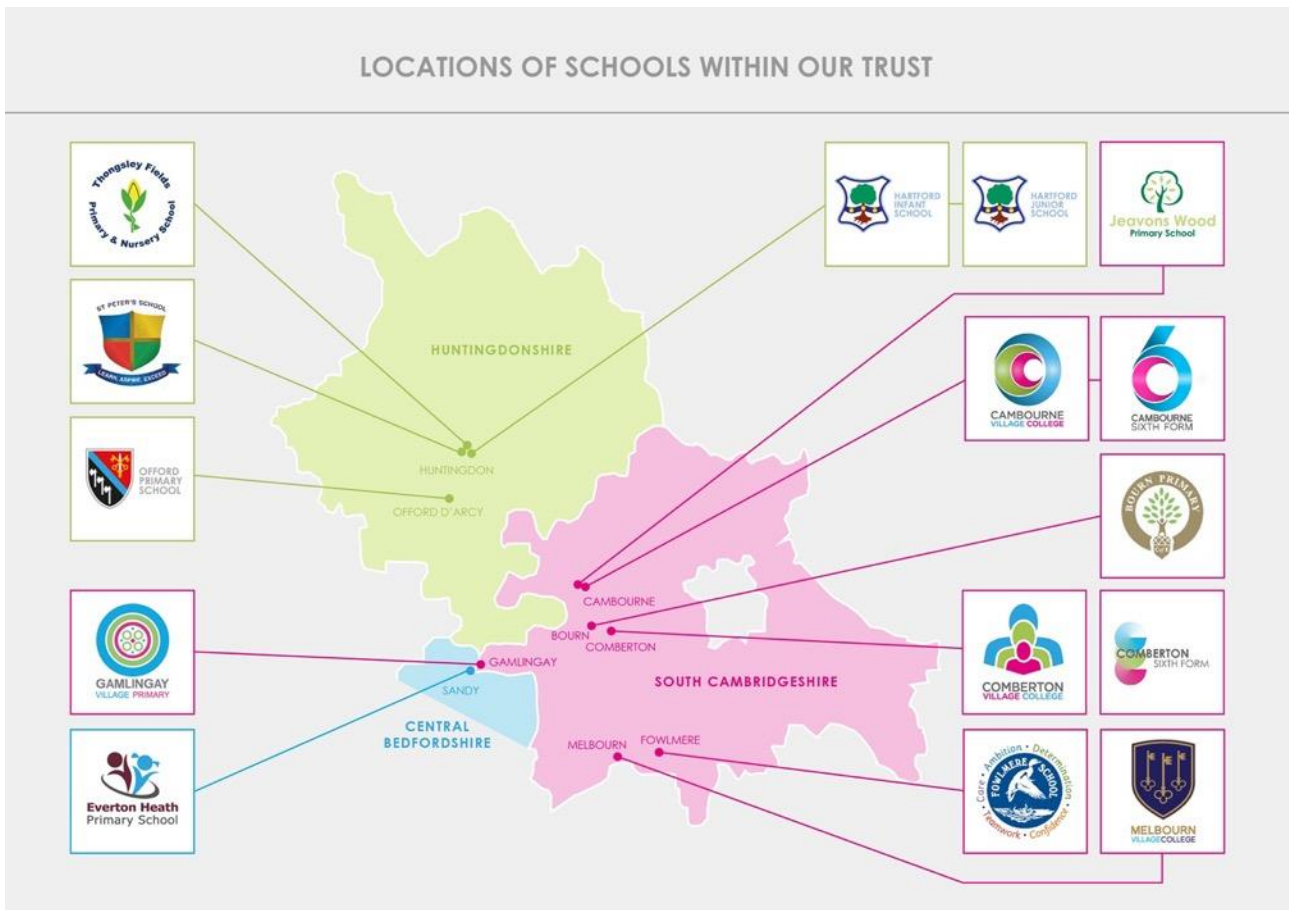
The Cam Academy Trust was formed in 2011.

The Trust is currently made up of seven primary phase schools and four secondary schools, three of which have 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.

We are entering a period of potential growth for our family of schools.



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 100 trainees training with the SCITT this academic year across its primary, secondary, part-time, full-time, salaried, and non-salaried routes. It is notable that 47% of the secondary trainees teachers are in shortage subjects. Such is the strength of CTSN's reputation; over the last three years more than three-quarters of its trainees were employed in local schools.

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, Peterborough, West Suffolk, King's Lynn and West Norfolk.

The Hub supports teachers to improve educational standards for students in our region from the youngest child in Early Years to Post-16 students.

The Cambridge Maths Hub offers free, high-quality Professional Development to Maths teachers across the Hub area.

The Cabins

Our [Cabins](#) work in close partnership with schools to provide autistic students with an opportunity to be educated in mainstream settings.

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

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



THE VACANCY

Lead of Computer Science – St Peter’s School

Salary: Main/Upper Pay Range with a TLR 3C £1,915

Start Date: September/December 2024 (negotiable)

Closing date: 8th July 2024

Contract: Permanent

Teaching is the most rewarding job in the world. We have the opportunity to change students’ lives for the better and you could make a positive impact at St Peter’s School.

We are a forward thinking and rapidly improving, “good” school that is creating a legacy of learning for our community. Our students Learn, Aspire and Exceed as they work with our highly skilled teaching and associate staff supporting and guiding them.

St Peter’s is part of The Cam Academy Trust which offers students and staff fantastic potential to collaborate, share and develop a wide range of teaching and learning across the schools in the trust. As a family of schools, we support, share and challenge each other to improve the future lives of all our young people.

We are currently seeking to appoint a talented and highly motivated Lead of Computer Science. This is an exciting opportunity for the suitable candidate to raise the profile of Computer Science at St Peter’s School, as we understand the important role that computing and digital technologies play in the future of our school and students. We offer KS4 compulsory computer science, GCSE computer science and creative iMedia. .

St Peter’s prides itself in the professional development available to staff, we have had a number of staff complete a wide range of courses including: NPQML, and training with exam board providers as well as in house training.

We are based in Huntingdon, just 12 miles north of Cambridge with its own mainline station connecting with London in less than an hour.

The Cam Academy Trust is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff to actively share this commitment. All adults working in our Trust in whatever capacity will be part of a thorough safer recruitment process. All appointments will be subject pre-employment checks including the taking of satisfactory references and enhanced criminal record clearance (via the Disclosure and Barring Service) in line with the need to create and maintain a safe culture.



HOW TO APPLY

To apply for this position, use My New Term

Please note that we do not accept CVs.

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 and person specification.

We reserve the right to interview and appoint prior to the advert closing date. With this in mind, we encourage you to apply as soon as possible.

Thank you for your interest in The Cam Academy Trust.



JOB DESCRIPTION

POST TITLE:	Lead of Computer Science
PURPOSE OF JOB:	<ul style="list-style-type: none"> To create an ethos in which all staff are motivated and supported to develop their skills and knowledge To carry out the duties of a school teacher as set out in the current edition of the School Teachers' Pay and Conditions Document maintaining a professional understanding of the curriculum, assessment and pastoral requirements. To be a leading professional To carry out the functions of a class teacher at St Peter's School in accordance with the stated aims and objectives of the school. To assist the Head of Faculty in working with the Head Teacher and other members of the Senior Leadership team to provide excellent leadership and management within St Peter's School To assist the Head of Faculty with specific issues as noted in the School Improvement Plan To be responsible for particular functions/roles as noted below
RESPONSIBLE TO:	Head of Faculty – Science and Computer Science
PERFORMANCE MANAGEMENT:	By the Line Manager allocated in the performance management arrangements published at the beginning of each academic year.
SALARY:	Main pay /Upper Pay Scale with a TLR 3C

1. Safeguarding

- Responsible for the safeguarding of students who are under their immediate care, following relevant school policies, reporting concerns promptly (including Health and Safety).
- Safeguarding the mental health and wellbeing of students and staff

GENERAL RESPONSIBILITIES

- Carry out the duties of a School Teacher as set out in the current edition of the School Teachers' Pay and Conditions Document.
- Teach in a subject faculty/team
- Participate in the school's performance management practices as appropriate
- Assist the Head of Faculty in working with the Senior Leadership Team in the preparation of bids or *ad hoc* projects requiring input from all of the Senior Leadership Team
- Attend Governing Body meetings as appropriate
- Ensure high standards of behaviour across the school, including following up any incident as necessary with the relevant student, parent and pastoral staff
- out the duties defined in the Teacher's main pay scale job description
- Carry out any other responsibilities as reasonably requested by the Head Teacher
- Assist the Head of Faculty in the strategic leadership of the faculty
- Assist in the strategic leadership of the faculty
- Staff (including professional development, recruitment, performance management)
- Teaching, Learning and Assessment (ensuring examination regulations are adhered to)
- Students and parents
- Resources, including Health and Safety
- Attendance at meetings

1: STRATEGIC LEADERSHIP OF THE FACULTY

- Assist the Head of Faculty in fostering, encouraging and expect others to foster, the school's ethos (Learn, Aspire, Exceed) in all of our stakeholders at all times
- Assist the Head of Faculty in developing and maintaining a clear shared vision for the direction of the faculty and its contribution to the overall ethos of the school.
- Liaise regularly and effectively with the allocated line manager.
- Assist the Head of Faculty in maintaining up-to-date knowledge of new national (e.g. curriculum and examination specifications) and local developments concerning the faculty, advising the senior leadership team as appropriate.

2: STAFF

- Assist the Head of Faculty in the leadership and management of teaching and associate staff within the faculty, including advising on appointments and deployment, effective monitoring of work and participating in the Performance Management process as required.
- Assist the Head of Faculty in providing support for new members of the faculty and to promote the professional development of all faculty colleagues.
- Assist the Head of Faculty to provide support for colleagues on classroom management issues, liaising as appropriate with tutors, Student Support Managers, Heads of Year and other pastoral staff.
- Assist the Head of Faculty in ensuring that staff follow procedures in the case of planned or unplanned absence and that appropriate work is set in an appropriate format.

3: TEACHING, LEARNING AND ASSESSMENT

- Assist the Head of Faculty in improving the quality of teaching and learning in all Key Stages
- Assist the Head of Faculty in planning and implementing effective Schemes of Work for students in the faculty in all key stages, ensuring that they are in line with the National Curriculum, Public Examination and School Policies whilst ensuring work is sufficiently differentiated.
- Assist the Head of Faculty in regularly quality assuring and evaluating the assessment and attainment data in the faculty for all key stages in accordance with school policies.
- Assist the Head of Faculty in providing appropriate professional development opportunities for staff to, for example, deliver new qualifications, enhance their curriculum knowledge and improve the quality of their teaching and learning practices.
- Assist the Head of Faculty in ensuring that appropriate procedures are in place to monitor the progress of students, rapidly instigating intervention strategies, in consultation with the Head of Year, as appropriate.

4: STUDENTS AND PARENTS

- Assist the Head of Faculty with all matters relating to the management of students in the faculty, including the formation of appropriate teaching groups and for student behavior in the faculty area at all times - within and outside lessons.
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- Assist the Head of Faculty in monitoring, and improving as necessary, the quality of written reports ensuring that deadlines are adhered to.
- Assist the Head of Faculty in ensuring that appropriate contact is maintained with parents throughout the year regarding the progress and behavior of students.

5: RESOURCES

- Assist the Head of Faculty in ensuring all equipment is used safely and be responsible for Health and Safety within the
- Assist the Head of Faculty in the financial management of the faculty, ensuring compliance with the Trust's financial regulations.

6: ATTENDANCE AT MEETINGS

- Assist the Head of Faculty in leading faculty meetings

- Relevant line management meetings
- Assist the Head of Faculty in Governor meetings as appropriate
- Other meetings as directed/required to fulfil the requirements of the role
- Maintain an accurate attendance register, encouraging good attendance, communicating with parents of students when necessary.
- Participating in meetings called by external agencies for the purpose of supporting students.
- Report issues of concern to the appropriate staff.

4. Assessment, recording and reporting.

This will include:

- Preparing and contributing to oral and written assessments, reports and references relating to individual students or groups of students.
- Keep appropriate records of students work.
- Carry out assessment programmes, as determined by the school or department.
- Complete student reporting in line with school policy. Attend parents evening as required and keep parents informed about their child's performance and future targets as requested.

5. Contributing to the work of the subject department.

This will include:

- Contributing to the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and student support arrangements.
- Participating in the sharing of good practice both within and between departments.
- Attending departmental meetings.

6. Contributing to whole school development.

This will include:

- Attending and participating in school management meetings as required, including full staff briefings and consultations.
- Participating in the development of whole school policies as appropriate

7. Participating in performance management and professional development activities.

This will include:

- Participating in the school induction arrangements for new staff, including those applying to a newly qualified teacher.
- Participating in the school's arrangements for performance management.
- Participating in arrangements for further training and professional development, including attendance at professional training days.

The teacher will be part of the schools performance management scheme. S/he will have a Line Manager/TLR holder in their department who will set agreed targets for the year. The Line Manager will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date.

In addition to the responsibilities described above, to carry out any other duties of a similar nature at the reasonable request of the Head Teacher.

This Job Description will be subject to regular review and any changes will be made in consultation with the post holder. The aim will always be to reach agreement on any changes but, if agreement is not possible, the Governing Body reserves the right to make the changes following consultation.

The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment



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.

PERSON SPECIFICATION

Criteria	Essential	Desirable
QUALIFICATIONS		
Good degree or equivalent professional qualification.	x	
Holds QTS.	x	
EXPERIENCE AND SKILLS		
Experience and/or training in teaching across the whole ability and age range.	x	
Knowledge of current legislation, guidance and developments relating to the subject area.	x	
Knowledge of relevant current curriculum developments and their bearing on classroom practice.	x	
Able to prepare resources to meet a wide range of abilities of students.	x	
The ability to motivate young people and relate positively towards them.	x	
Experience and/or training in assessment for learning techniques.	x	
Experience and/or training in the teaching of Personal Development.	x	
Experience of using electronic teaching resources, including the use of Powerpoint and interactive whiteboard resources.		x
Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	x	
Knowledge of the use of data to support student achievement.	x	
INTERPERSONAL SKILLS		
To be committed to the Every Child Matters agenda.	x	
Commitment to maintain confidentiality when applicable	x	
Supportive approach to school ethos, policies and activities.	x	
Establish and maintain supportive relationships with individual students	x	
Willingness to undertake in service training	x	



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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.

