



The Cam Academy Trust

Caretaker

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

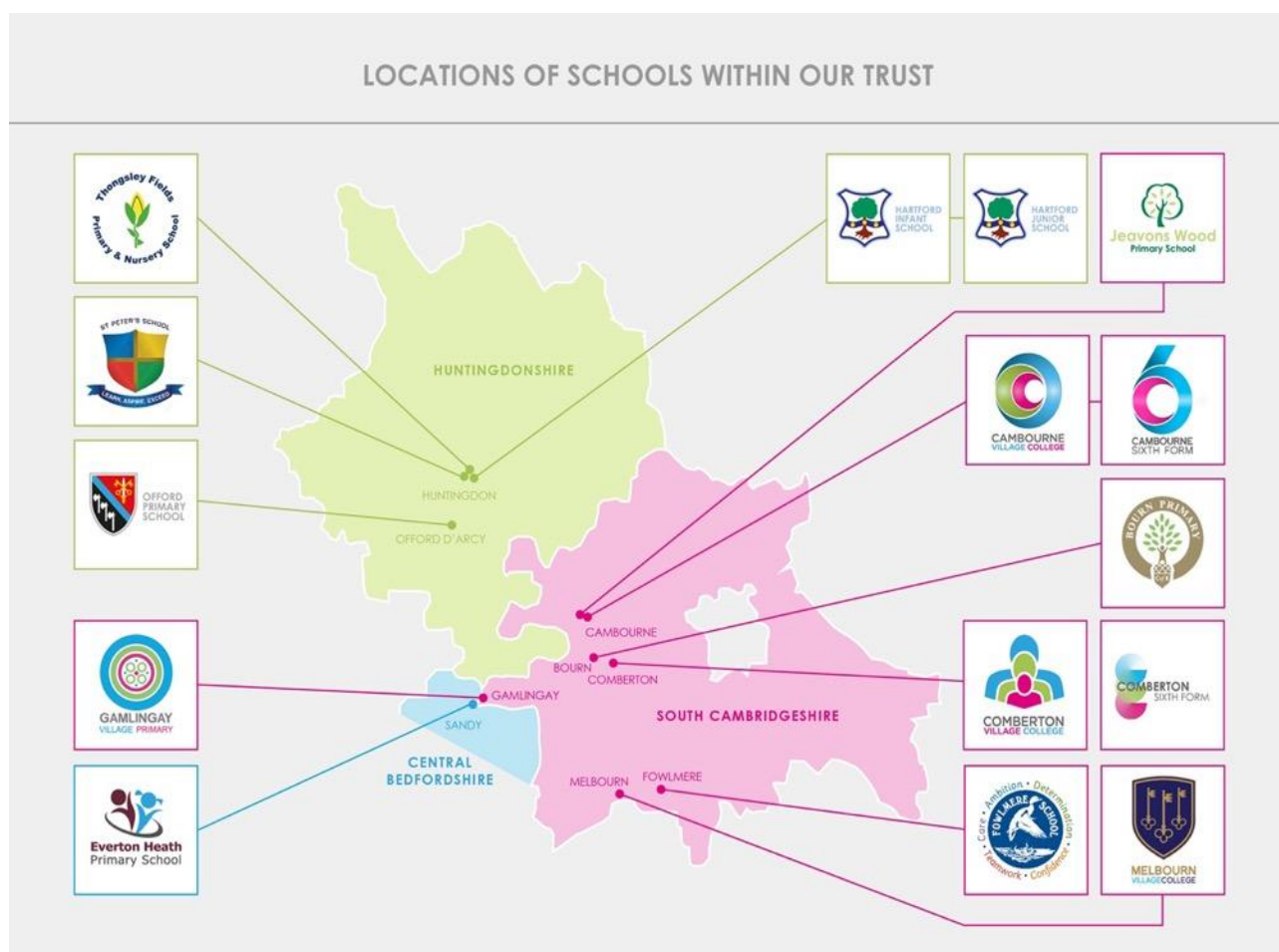
The Cam Academy Trust was formed in 2011.

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 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 notable 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.

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 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

The [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.



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.

THE VACANCY – Caretaker

We are looking for a highly organised and conscientious person to join our friendly and supportive team as our new Caretaker. You will play a vital role in ensuring the security, ongoing maintenance and further improvements of our school site, its buildings and grounds.

You will ensure that our site and grounds are maintained in a safe, clean and secure condition as well as co-ordinating and undertaking such tasks as may be necessary for effective site management, including various portering, administrative and lettings duties. You will be responsible for health and safety, ensuring that regulations are followed and adhered to throughout; manage our small team of cleaners and ensure that our school is always an inviting place to be for all.

The ideal candidate will have excellent interpersonal and organisational skills; knowledge of and the ability to undertake various maintenance and repair works, be pro-active and able to demonstrate the ability to work under their own initiative. Previous experience of working in a school environment would be advantageous but not necessarily essential.

This post is advertised for 37hrs per week, 52 weeks per year although some overtime hours will be required. An indicative working pattern to accommodate opening and closing of the site for staff and lettings is 7am – 9.30am and 3pm – 8pm, Monday to Friday. However, there is likely to be some flexibility and opportunity for negotiation depending on school requirements.

The role also includes main key holding duties which will require the postholder to be contactable at all hours in the event of an emergency.

We can offer:

- A well-resourced and cared for environment.
- Happy and enthusiastic pupils and a great team of supportive, hard-working staff.
- Support from the wider Trust team and commitment to ongoing professional development.
- A separate rental agreement for our onsite, Trust owned property if required.

Visits to our school are strongly encouraged. To find out more and make an appointment to visit, please contact the school office by emailing office@thonglseyfields.org or by calling 01480 375321.

Contract: Permanent

Working Pattern: Full Time (37 hrs per week (52 weeks per year)

Salary: Scale 4 pt 7-11 (£24,294 - £25,979 FTE)

Location: Thongsley Fields Primary & Nursery School, Huntingdon

JOB DESCRIPTION – Caretaker

Salary scale:	Scale 4 pt 7-11
Responsible to:	Headteacher
Responsible for:	Efficient and effective site management and security
Line managed by:	Headteacher

This is a wide-ranging and important post requiring a person of the highest calibre. The successful candidate must have the ability to support and work with all members of the school community and in all aspects of site management and security. Key responsibilities are to **develop and sustain effective and efficient processes, procedures and systems for the management of the school site, health and safety, security and the overseeing of contractors and cleaning team.**

Main Duties and Responsibilities

It is essential that the post-holder seeks to improve current practice, systems and processes by being proactive and showing initiative in order to identify areas for improvement and creating solutions to make those improvements.

The Caretaker will be responsible for:

Caretaking Duties

- Act as the main key holder being responsible for security of the premises. To include the opening up and locking of premises including extended school provision, lettings and emergency call outs, identifying and training a suitable 2nd key holder to cover periods of absence.
- To undertake a range of re-decoration and minor maintenance work, as agreed with the Headteacher to ensure a high standard of repair & decoration throughout the school.
- Undertake activities to maintain a safe and clean external environment e.g. gritting, litter picking, waste collection and removal, maintain safe access routes and keeping drains free from obstructions.
- To arrange for maintenance work to be carried out by suitably qualified contractors, monitoring the safety of their working practices, reporting where possible on the quality of their work and follow up any apparent failures or further work required.
- To be responsible for carrying out Health and Safety checks including: fire, emergency and normal lighting, Legionella prevention and keeping accurate, up to date records.
- To be responsible for the operation of the premises programmed systems, ensuring that all plant and equipment, such as heating and lighting operates at maximum efficiency and economy, with special regard to energy conservation.
- To regularly inspect equipment to ensure that it is clean and in a safe working order, reporting any deficiencies as appropriate.
- To be responsible for the receiving of deliveries of goods and equipment and distributing as appropriate. To include maintaining appropriate records as required and appropriate levels of cleaning/sundries and repairs/maintenance materials.
- To be responsible for the day-to-day supervision of the cleaning team and/or where appropriate, the monitoring of cleaning contractors.
- Monitoring cleaning standards, ensuring corrective action as required and supporting during periods of absence, or where additional cleaning is required.
- To undertake general portage duties to include the setting out and putting away of furniture and/or other resources and equipment as necessary.

- Be aware of and comply with all school policies and procedures relating to but not limited to safeguarding and child protection, health and safety, security and codes of conduct including confidentiality and GDPR regulations.
- To ensure that all visitors to the school are courteously and appropriately received and to deal sensitively with anxious, distressed or impatient callers, whether by telephone, email or in person.
- Any additional tasks as directed by the Leadership Team.

General Duties and Responsibilities

- To play a full part in developing further equal opportunities in the school.
- To promote a positive image of the school and the achievements of its pupils.
- To share the responsibility with all staff for the safety and well-being of all.
- Appreciate and support the role of other professionals working in or with the school.
- Participate in training and other learning activities and performance development as required.
- Attend relevant meetings as required and/or directed.
- Actively support the vision, ethos and policies of the school and promote high levels of achievement throughout.

Community Partnerships.

- To support the development of professional and effective community partnerships.
- To develop effective working relationships with all members of the school community, making good use of different means of communication.
- To oversee the management of the school's lettings and other community uses.

Health & Safety

- To liaise with the Leadership teams and other school staff to ensure the premises, work and learning environments are clean and safe for all.

Administrative Responsibilities

- Be aware of and respond appropriately to any health and safety, Child Protection and Safeguarding issues raised by staff, children, families or the community.
- Ensure that you remain up to date on developments and issues with regard to the operation of the school.
- Take on any additional responsibilities that might from time to time be determined by the Headteacher, as consistent and reasonable to your job duties.

Contacts and Relationships

- The post-holder will be required to supervise cleaning, assistant site staff and contractors where appropriate.
- As a key holder, the postholder should be contactable outside normal working hours. They will be expected to respond appropriately in the event of emergencies arising at any time.

Physical Effort

- At certain points of the day the postholder will be expected to undertake bending, lifting and stretching in the course of their duties e.g. minor maintenance work, remedial painting and

decorating, repairs to fixings, receiving deliveries of goods and equipment, setting out and putting away furniture.

- Due to the nature of the role, there will be an expectation that the post-holder will be exposed to dirt and dust which on occasions, for example in adverse weather conditions, may be higher than normal.

This job description will be reviewed annually as part of the performance management review process, or more frequently if necessary. It may be amended at any time after consultation with the Headteacher and postholder.



PERSON SPECIFICATION – Caretaker

You should use this Person Specification as a guide for aspects to be covered in your application after reading the Job Description

Educational Qualifications

Candidates should:

1. Hold qualifications relevant to the role e.g. NVQ L2/3 E
2. Have a current First Aid Certificate D

Job Related Knowledge, Aptitude and Skills

Candidates should have:

3. A good, working understanding of H&S requirements of a school or similar setting E
4. A good understanding of COSHH regulations and their application in the workplace E
5. The knowledge and practical skills to monitor, identify and carry out minor repairs, preventative maintenance and redecoration inc. basic carpentry, plumbing, etc. E
6. Understanding and demonstrable experience of the need for discretion and confidentiality E
7. The ability to support training and induction of staff in relation to site safety and security E
8. The ability to perform physical tasks required by the post, including lifting, carrying and moving various equipment, furniture and other objects. E
9. The ability to carry out a range of administrative tasks, including stock taking and ordering. E
10. The ability to use a range of IT software and online tools in relation to site administration. E
11. Experience of monitoring and liaising with contractors and suppliers. E
12. Experience of working in a school environment D

Personal Qualities

Candidates should have:

13. Demonstrable integrity, trustworthiness and reliability E
14. A willingness to learn new skills and undertake further training E
15. A willingness and ability to adjust working patterns to meet changing circumstances E
16. A proven ability to plan, prioritise and manage own workload and that of others E
17. A proven ability to work efficiently and calmly under pressure in order to meet deadlines E
18. Excellent interpersonal, communication and organisational skills
19. The ability to work in a team and establish positive working relationships with colleagues E
20. The ability to deal calmly and compassionately with difficult situations E

Specification Criteria:

E – Essential

D – Desirable

Prospective candidates are strongly advised to make an appointment to visit our school and talk informally about the role advertised. This is an exciting and unique opportunity to help shape the future development of our school community alongside the successful candidate's own professional development.

HOW TO APPLY

Visits to our school are strongly encouraged. To find out more and make an appointment to visit, please contact the school office by emailing office@thonglseyfields.org or by calling 01480 375321.

To apply for this position, please complete our [online application form](#) by 5pm on Thursday 23rd January 2025.

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

Applications will only be accepted from applicants completing the application form in full.

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 applying for a role at our school and within The Cam Academy Trust.



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.

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

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