



The Cam Academy Trust
Early Years Teaching Assistant
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

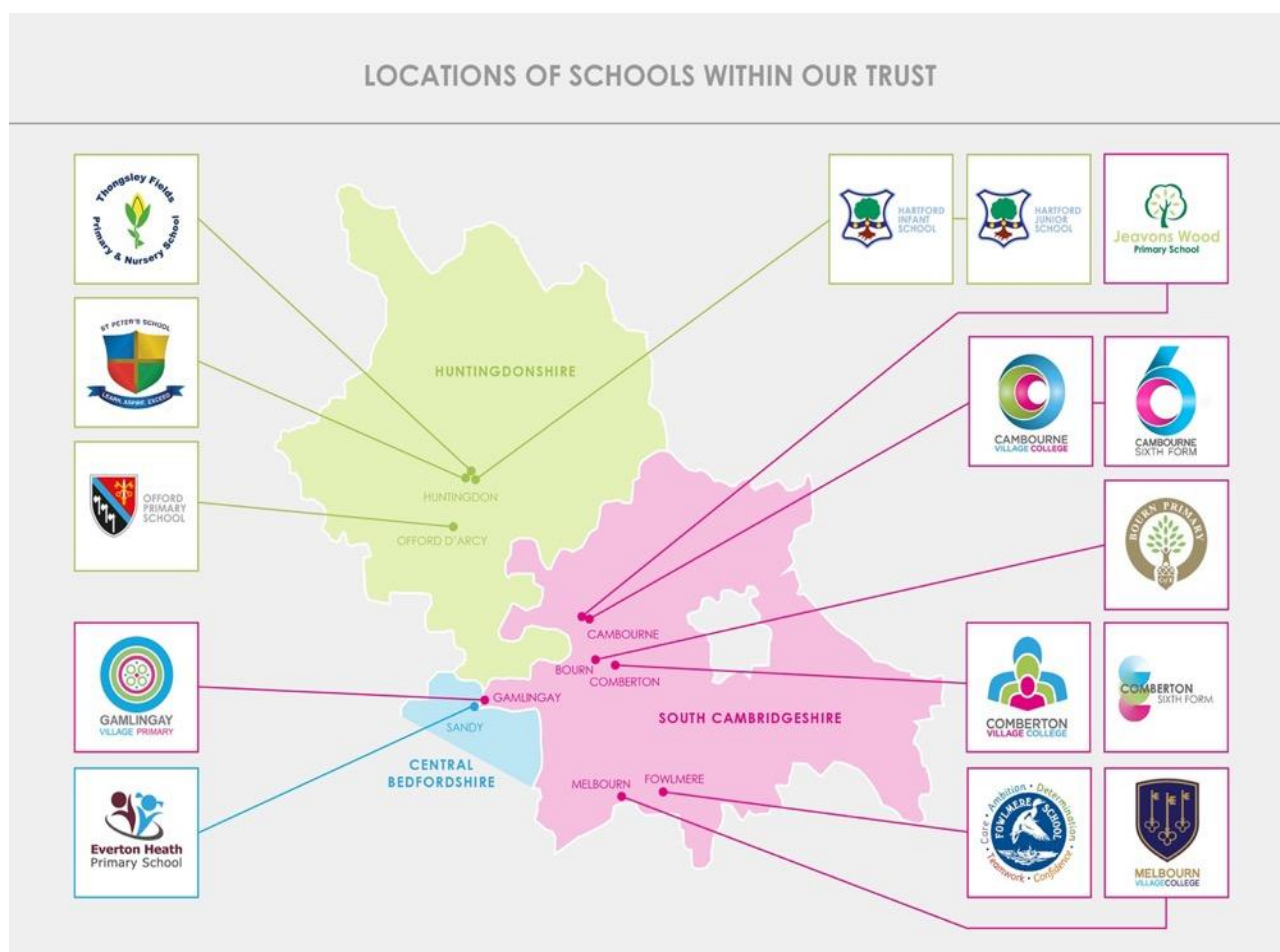
The Cam Academy Trust was formed in 2011.

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 – Early Years Teaching Assistant

Have you got a sparkle, a zest for life and the energy to bring that out in those around you?

We are looking for a bright and enthusiastic person to join our team in order to provide additional in-class support for our Nursery aged children.

The ideal candidate will have excellent interpersonal skills, high standards of spoken and written English and the ability to demonstrate a willingness to learn and a commitment to developing our shared practise. This role will require you to work as a key person and member of a class team delivering the EYFS curriculum, both in the classroom and our outdoor learning environments. You will be working with children aged between 2 and 4 years old, some of whom have additional needs.

Good English and Maths knowledge will be required including GCSE (or equivalent) English and Maths at grade C (4/5) or above. You will also ideally hold a Level 3 Childcare qualification or equivalent that is relevant in an Early Years Setting.

We can offer:

- Happy, polite and enthusiastic pupils
- A strong focus on well-being and supporting each other
- Support from the wider Trust team and local cluster groups
- A commitment to ongoing professional development.

Where possible, visits to our school prior to application are strongly advised. To find out more and to make an appointment, please contact the school office by emailing office@thongsleyfields.org or by calling 01480 375321.

Contract: Permanent

Working Pattern: Full-time (32.5 hrs per week, term time only) – Part time hours will also be considered.

Salary: Dependent on qualifications and experience:

- Level 2 SCP 5-6 (£23,500 - £23,893 FTE) pro-rata
- Level 3 SCP 7-11 (£24,294 - £25,979 FTE) pro-rata

Location: Thongsley Fields Primary & Nursery School, Huntingdon

JOB DESCRIPTION – Early Years Teaching Assistant

Salary scale: Level 2 SCP 5-6 or Level 3 SCP 7-11
Responsible to: Nursery Lead
Line managed by: Nursery Lead or Inclusion Lead

This is an important and often challenging post requiring a high calibre of person with the ability and drive to adapt to the varying needs of children in different and dynamic situations. The post holder must maintain excellent interpersonal skills, high standards of spoken and written English and demonstrate a willingness to learn and a commitment to developing our shared practise.

Main Duties and Responsibilities

To carry out the duties of a teaching assistant as set out in the [Professional Standards for Teaching Assistants document](#).

The post holder will be responsible for supporting children with their learning, including those with special educational needs and/or disabilities (under the direction and guidance of class teachers, Inclusion Lead and wider Leadership Team) and to provide for the social, educational and welfare needs within the school.

To work in close collaboration with class teachers to:

- Actively support and uphold the vision, ethos and policies of the school and promote high levels of achievement throughout
- Help children of all ages and stages of development, including those with special educational needs to learn as effectively and independently as possible, both individually and in small groups
- Organise and lead a range of interventions to support individuals and small groups
- Prepare materials and resources to support individuals, small groups and classroom activities
- Work with children on individual targets in reading, writing and maths
- Support children's emotional development and resilience when approaching learning and/or daily tasks
- Support children's behaviour in line with the school's vision, values and positive behaviour policy
- Assist children at the beginning and end of the day and at break and lunchtimes inc. outside as required
- Have an awareness of and adherence to all school safeguarding procedures and participate in training as appropriate and required
- Ensure the health and safety of children, staff and visitors and report any concerns or details of accidents/incidents as necessary to the Headteacher or other nominated person
- Assist in the general care of the learning environment by keeping curriculum resources in classrooms and around the school, tidy and in good order
- Implement and promote the school's equal opportunities policies at all times and demonstrate the value of diversity
- Support the school's wide range of extra-curricular activities; including leading or supporting a club e.g. after school or on Wednesday afternoons.

Teaching and Learning

- Report back to class teachers and the Inclusion Lead on the progress of children's learning, keeping written records as necessary
- Liaise with parents and carers and foster good links between home and school under the guidance of class teachers and the Inclusion Lead

- Support class teachers with educational visits including taking responsibility for the care, welfare and learning of individuals and small groups of children
- Implement strategies, programmes of study and resources as laid out in *Assess, Plan, Do, Review (APDR)* plans under the guidance of the Inclusion Lead and class teachers
- Assist with the planning, coordination and assessment of a child's individual pastoral or learning plan taking into account any recommendations and guidelines set out in a child's *Educational Health and Care Plan*
- Maintain on-going notes and assessments of children's progress and contribute to statutory meetings such as Annual Reviews.

General Duties and Responsibilities

- Attend relevant in-service and external training as and when required
- Administer first aid or carry out simple medical procedures in line with expected guidance and training
- Attend and contribute to all school meetings as directed by the Headteacher, Deputy Headteacher or Inclusion Lead
- Develop activities to promote social interactions between pupils during break and lunch times
- To promote a positive image of the school and the achievements of its pupils
- Ensure all school and people related information remains confidential at all times
- Lead by example and encourage the practice of working as an effective and supportive team
- Ensure that a professional demeanour, appearance and attitude is maintained at all times
- Carry out any other reasonable tasks in keeping with the post as specified by the Headteacher

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 post holder.

PERSON SPECIFICATION – Early Years Teaching Assistant

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 have:

- An appropriate Teaching Assistant qualification at Level 2 or above D
- An appropriate EYFS/Childcare qualification at Level 3 or above D
- Appropriate other training and/or experience relevant to the role E
- English & Maths GCSE (at grade C (4/5) or above) or equivalent. E

Experience

Candidates should have:

- Experience of working in a Primary School setting including demonstrable, highly effective performance D
- Experience of working with children under the age of 11 in an educational or similar setting D
- Experience of supporting children with a range of special educational needs D
- Experience of communicating with a wide range of people from different backgrounds D
- Experience of record keeping. D

Job Related Knowledge, Aptitude and Skills

Candidates should have:

- Understanding of the educational, welfare and social needs of children E
- Understanding of the barriers to effective learning and strategies to both support and challenge E
- The ability to determine priorities and manage time effectively E
- The ability to establish effective working relationships with all members of the school community E
- The ability to communicate effectively, both orally and in writing, with individuals and groups E
- An understanding of, and a commitment to, high quality, inclusive education E
- The ability to use (or willingness to learn to use) appropriate technology to support teaching and learning. E

Personal Qualities

Candidates should have:

- The capacity to project and sustain a positive attitude and approach E
- The capacity to be flexible in working practices E
- The ability to use initiative when problem solving E

- The ability to work independently and as part of a team E
- A commitment to personal and professional development E
- An enthusiasm and energy for teaching and learning E
- A passion for supporting all children to achieve their potential. E

Equal Opportunities

Candidates should have:

- A commitment to equal opportunities policy and practice E
- The ability to demonstrate that they have actively fostered equal opportunities in their own work. 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 Monday 27th 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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