



The Cam Academy Trust
Exams Officer
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

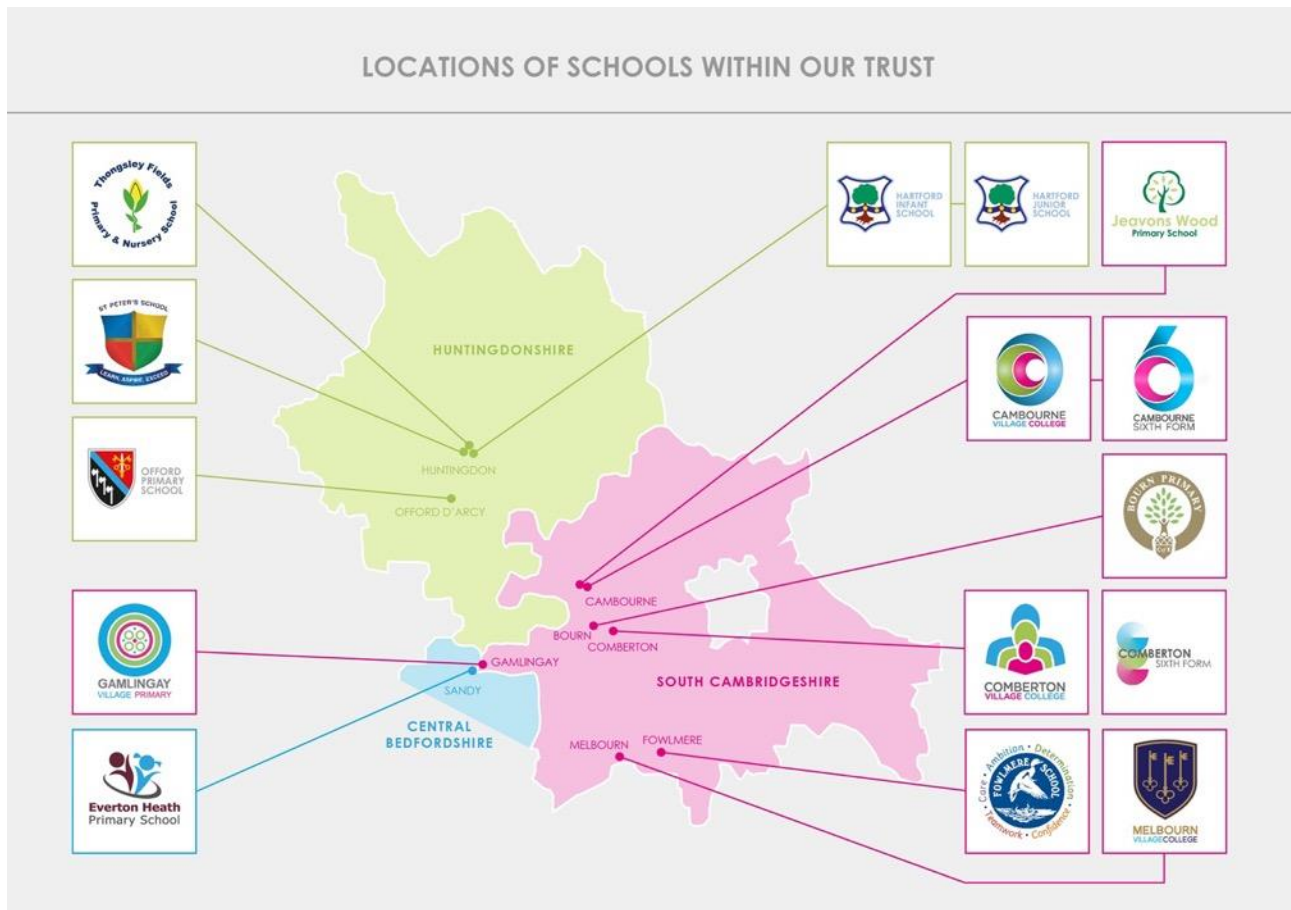
The Cam Academy Trust was formed in 2011.

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 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 – Exams Officer

Place at work – Comberton Village College

To start – September 2024

Permanent

NJC Scale 6 (range 18 - 22 £29,269 - £31,364 FTE)

37 hours per week, term time only, plus 5 professional days and 2 weeks during the school holidays (41 weeks)

Actual starting salary of £26,313.96 based on hours and weeks worked.

Comberton Village College is looking to appoint an Exams Officer who will oversee the school's system for external and internal examinations

The successful candidate will be well organised and self-motivated, have a high level of accuracy and attention to detail, be able to remain calm and professional whilst under pressure and have the ability to demonstrate tact and diplomacy when dealing with sensitive issues.

For further details please visit our website www.combertonvc.org

Please note that we do not accept CVs.

Interviews will be held soon after.

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, please submit your completed application form and covering letter to the HR Manager, Ms Wendy Jones via personnel@combertonvc.org by 9am Monday 15th July 2024.

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.

Application forms can be found on our [website](#). 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.

If you have any questions or queries about this role please the HR department via personnel@combertonvc.org

Thank you for your interest in Comberton Village College.



JOB DESCRIPTION

Salary Scale 6, Point 18 (range 18-22)

Hours of work: 37 hours per week, 41 weeks per annum (term time only, plus 5 training days, plus 2 weeks during the school holidays)

Line of Responsibility

The Exams Officer is directly responsible to the Deputy Principal

Job Content

- To oversee the school's system for external and internal examinations, including the management of hired invigilators.
- To oversee the examinations system and process at all key stages.
- To oversee the internal examination system.
- To liaise with school office on examination details.
- To provide data on examinations for HODs and SLG for the start of September.
- To attend both Results Days: GCSE and A levels.
- To provide admin in respect of vocational subjects
- To provide other general admin work in line with the position.

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 postholder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.

To uphold the school'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 CRB check will be carried out for the successful candidate.

They shall be subject to all relevant statutory and institutional requirements.

The postholder 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 staff participate in the school's performance management scheme.

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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

Qualifications & Experience

Essential	Desirable	Notes
Studied to a minimum standard of GCSE (grade A*C) or equivalent, in English and Maths (certificate/s to be available at interview)		
	Experience of managing and maintaining data in a secure environment	
Experience inputting, extracting and analysing relevant data from a management information system, and designing user friendly reports		
	Experience in the line management of staff	
	Further education qualifications (certificate/s to be available at interview)	
	Experience of working in a school or similar establishment	
	Experience of making contact and dealing with external agencies	

Knowledge & Skills

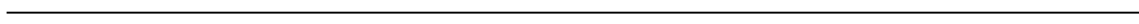
Essential	Desirable	Notes
Ability to build and form good relationships with students, colleagues and other professionals		
Ability to work constructively as part of a team, understanding school roles & responsibilities including own		

Ability to improve own practice / knowledge through self-evaluation and learning from others		
Good verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students and other professionals		
Good standard of numeracy and literacy skills		
Ability to absorb and understand a wide range of information		
Ability to manage and deal with confidential data / issues appropriately		
Ability to operate a range of ICT equipment and other resources		
Ability to proficiently use office computer software including word-processing, spreadsheet, database and internet systems		
	Managing and monitoring a budget, and providing required reports	
	Demonstrate a good understanding of examination process	
	Working knowledge of national curriculum and other learning programmes	
	Working knowledge of relevant policies, procedures, codes of practice, and awareness of relevant legislation such as data protection, safeguarding	

Personal Qualities

Essential	Desirable	Notes
Ability to show initiative and to prioritise one's own work and that of others even when under pressure		
Able to follow direction and work in collaboration with Line Manager and the Leadership Team		
Able to work flexibly to meet deadlines and respond to unplanned situations		
Efficient and meticulous in organisation		
Desire to enhance and develop skills and knowledge through CPD		
Evidence of excellent attendance and punctuality record		
Commitment to the highest standards of child protection		
Recognition of the importance of personal responsibility for Health & Safety		

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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.

