



The Cam Academy Trust

HLTA

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

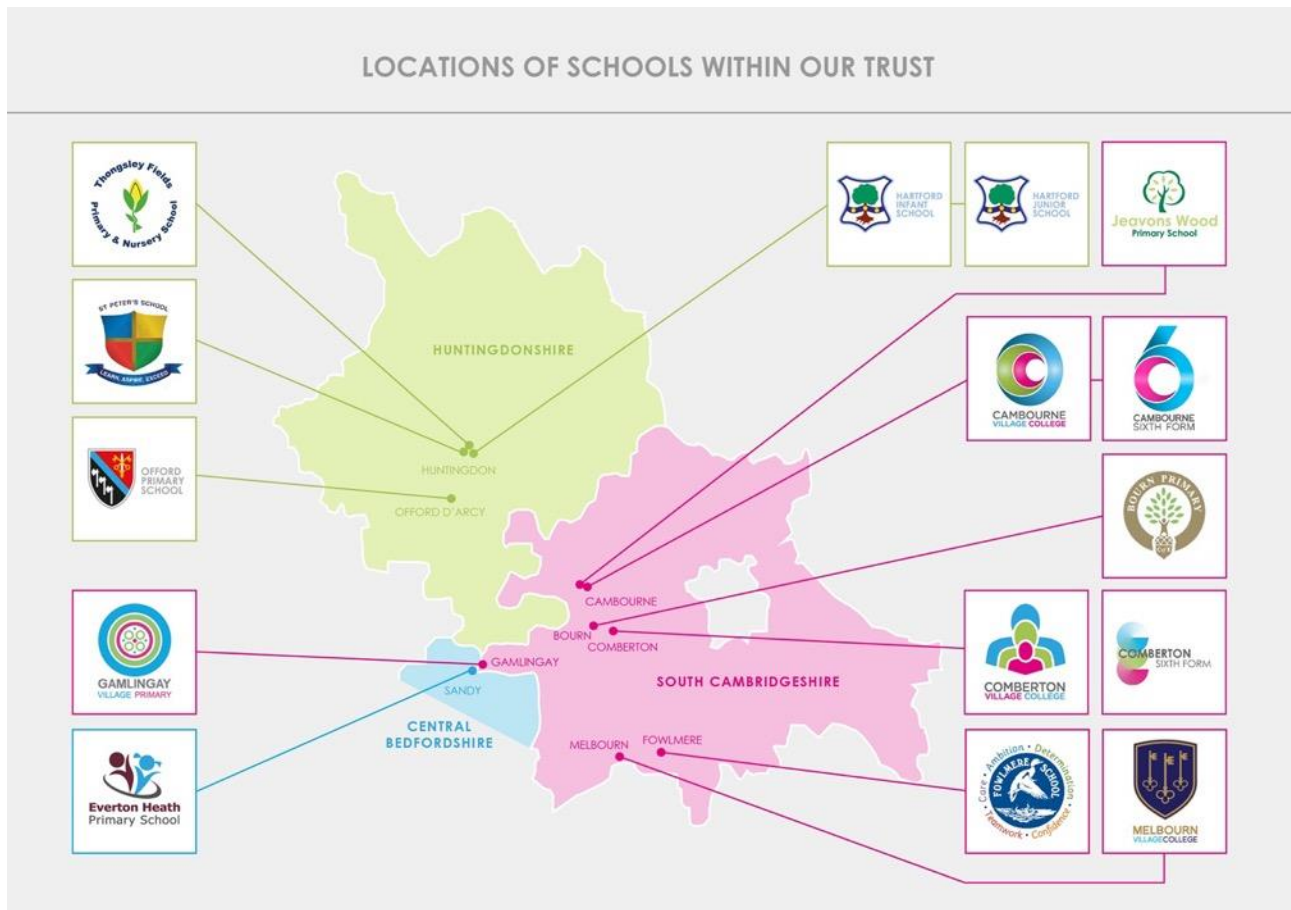
The Cam Academy Trust was formed in 2011.

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

We are looking for a creative and enthusiastic HLTA to be part of our excellent team. You must share our passion for providing children with stimulating and exciting learning opportunities, which help them to achieve their full learning potential. The role will include supporting all classes and providing cover for PPA, teacher absence and working as an additional teaching assistant when required.

We are looking for a HLTA who is:

Always striving for excellence
Able to demonstrate high expectations
Energetic, dedicated, hardworking, resilient and loves working with children
Creative, innovative and a team player
Able to work well as a team and contribute to the school community
Committed to inclusion
Confident with IT and highly organised

In return we can offer:

An enthusiastic and supportive team
Additional, exciting opportunities due to being part of a successful multi-academy trust
A well-resourced, large learning environment
A commitment to continual professional development
A warm and nurturing school striving for excellence for all
Enthusiastic and well-behaved pupils
Friendly and supportive staff and Governors
Subsidised membership to the Chartered College of Teaching
Cycle to work scheme supported
Opportunities to work closely with partnership schools
Within easy commutable distance from Cambridge and the A1

We are committed to high quality professional training and supporting career development.

For further information about this vacancy or to book a school visit please contact the school office – details below.

To apply for this position please submit an application form and covering letter to Mrs Nicola Pearce via email to office@gamlingayvp.org

Contract: Permanent, 30 Hours per week

Salary: HLTA Level 4 Point 12

Start date: September 2024

Application closing date: Monday 15th July 12pm

Interviews held Wednesday 17th July

The Cam Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be subject to an enhanced DBS check, barred list check and a medical questionnaire. We reserve the right to interview ahead of the closing date.

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.

Information about Gamlingay Village Primary



Gamlingay Village Primary is continually evolving to provide a rich, inclusive and creative learning experience for all. We make every effort to deliver a curriculum full of enjoyment and challenge. We aim to provide our children with the skills and enthusiasm they will need to become lifelong learners. To ensure our children achieve excellence for all,

Our knowledge-rich curriculum enables pupils to learn by making connections with what they already know & build on prior learning. Children have the opportunity to discuss and debate this knowledge and to apply it creatively.

We are proud to have been the first primary phase academy of The Cam Academy Trust when we joined in April 2016. Their support, development opportunities and expertise has already supported the conversion of our school from a First School to a Primary School and will further support on-going changes; ensuring it continues to flourish.

Our school and staff ethos is to do what is best for the children

HOW TO APPLY

To apply for this position, please submit your completed application form and covering letter to via My New Term

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 contact [name/role].

Thank you for your interest in The Cam Academy Trust.



JOB DESCRIPTION

To complement the professional work of teachers by taking responsibility for delivering agreed learning activities under an agreed system of supervision. This may involve routine planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

Support for Teachers

- Organise and supervise appropriate learning environment and resources within an agreed system of supervision; plan challenging teaching and learning, evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of pre-determined assessment and monitoring strategies against given learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established policy to anticipate and manage behaviour constructively

Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

Health, safety and discipline

- Promote the safety and well-being of pupils in accordance with the school's Child Protection and other relevant policies.
- Maintain good order and discipline among pupils in accordance with the school behaviour policy.

Professional development

- Participate in arrangements for the appraisal and review of your own performance.
- Participate in arrangements for your own further training and professional development.

Communication

- Communicate with pupils, parents and carers in accordance with the school ethos, policies and practice.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgment.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school;
- Specific details of the accountabilities (e.g. the allocated curriculum and/or pupil development accountability) will be recorded separately and reviewed annually by the appraiser.

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 trust's ethos and its objectives, policies and procedures.

The post holder may be required to perform any other reasonable tasks that are related to their role.

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.

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 Disclosure and Barring Service (DBS) check will be carried out for the successful candidate

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 post holder.

All staff participate in the school's performance management scheme.



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	Qualities
Qualifications and experience	<ul style="list-style-type: none"> • Have HLTA status [or qualified teacher experience] • Be able to demonstrate levels of numeracy and literacy to GSCE [A-C] <p>The Higher Level Teaching Assistant should have experience of:</p> <ul style="list-style-type: none"> • Working with KS1 and EYFS pupils in school for a minimum of 3 years • Working with children who have special educational needs/EAL • Teaching individuals, groups and whole classes
Skills and knowledge	<ul style="list-style-type: none"> • Relevant policies, codes of practice and legislation including safeguarding • the National Curriculum particularly literacy and numeracy for KS1 and the EYFS Framework • Have effective oral and written communication skills • Form effective professional relationships including team working • Have good organisational and time management skills • Have sound ICT skills • Be able to plan effective activities for pupils at risk of underachieving; • Develop their knowledge through the evaluation of their own learning needs; • Be able to work independently; • Remain calm under pressure and be able to adapt to change quickly
Other	<ul style="list-style-type: none"> • Attend school training sessions • Have empathy with those facing barriers to their learning • An understanding of and a genuine commitment to Inclusion

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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.

