



Comberton Village College

Logistics Coordinator

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

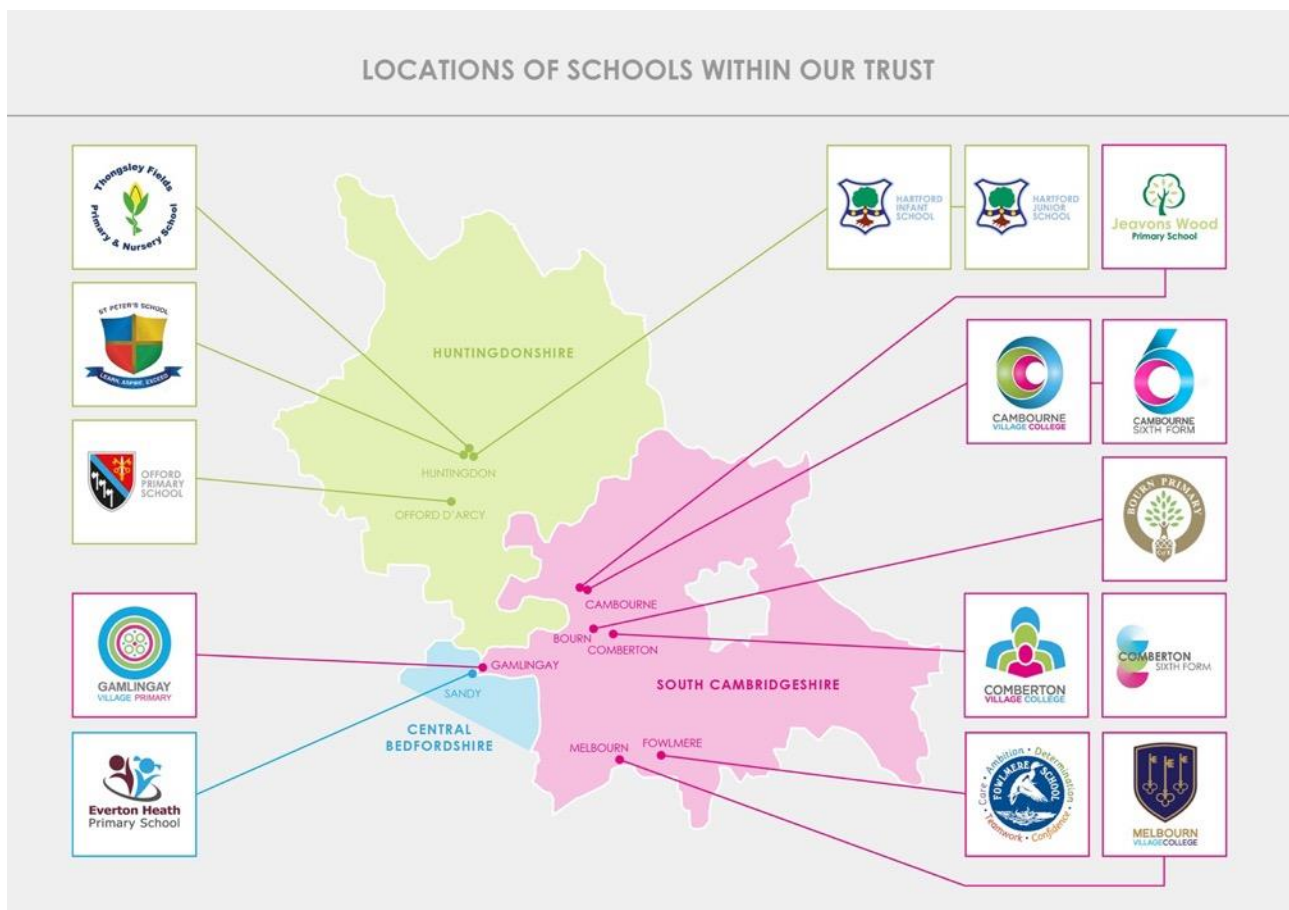
The Cam Academy Trust, originally The Comberton Academy Trust, was formed in 2011 to oversee the conversion of Comberton Village College to academy status in the first instance. With growing emphasis on academies working together in formal partnerships, the Trust quickly changed to become a multi-academy trust so that more schools could join and work closely with us.

As this partnership developed it was only right that the name changed with it as further schools joined, including from the primary as well as secondary phase of education. The Comberton Academy Trust was renamed 'The Cam Academy Trust' – a clear statement that the Trust is greater than the sum of its parts.

The Trust currently comprises seven primary phase schools and four secondary schools, with two with 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.



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.

The Cam Academy Trust's CEO is the accounting officer for the SCITT and currently is the chair of its strategic board.

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 in the continual process of improving educational standards for students in our region from the youngest child in Early Years Foundation Stage to Post-16 education.

The Cambridge Maths Hub offers free, high-quality Professional Development to Maths teachers across the Hub area. This mainly takes the form of work groups: teachers learn new strategies and develop new ideas, put them into practice in the classroom, reflect collaboratively and then refine what they have done.

Cordelia Myers is the Maths Hub Lead.

The Cabins

The [Cabins](#) work in close partnership with schools to provide autistic children / pupils with an opportunity to be educated in mainstream settings.

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

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

Peter Allcock leads the Cabins.



THE VACANCY

Logistics Coordinator

Permanent – Part Time
To start: September 2024

NJC Scale 4 (range 7- 11 £24,294 - £25,979 FTE)
20 hours per week, term time, plus 2 weeks during the summer holidays and 5 professional days (41 weeks per annum)
Actual starting salary of £11,806.08 based upon hours and weeks worked.

Comberton Village College is looking to appoint a Logistics Coordinator to oversee the transportation needs of an outstanding secondary school in Cambridgeshire. Your interpersonal skills will be excellent, and you must be able to work under pressure. An ability to effectively plan, oversee coordination of and strategically deploy daily transport issues will be a core to your working remit. Confidentiality is a must, as is a high level of numeracy and literacy. The post holder will oversee the smooth running of transport operations within the school.

For further information and an application form please navigate to the school [website](#).

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 display excellent time-management skills.

For further details including a job description please visit our website www.combertonvc.org

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, prohibition from teaching check, section 128 check (as required) and a medical questionnaire.

We recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability. As such, all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. We believe that everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability. As part of our commitment to safeguarding and child protection we fully support the Government's Prevent Strategy.

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 8th July 2024.

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

Applications will only be accepted from applicants completing the application form in full. Please note that we do not accept CVs.

Application forms can be found on our [website](#) and all applications will be acknowledged.

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.

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

Thank you for your interest in Comberton Village College.



JOB DESCRIPTION

JOB DESCRIPTION – Logistics Coordinator

Salary: TBC – support staff

Hours of work: 20 hours per week – term time only, plus 5 training days, plus 2 weeks (summer) – 41 weeks per annum

Line of Responsibility: The Logistics Planner is directly responsible to the Deputy Principal

Job Content:

- Liaising with the bus operators and with the procurement officer regarding bus service agreements
- Communicate with the bus operators to make sure the quality and reliability.
- To liaise with the Finance Director the analyse transportation costs and implement strategies to maximise the usage of seats and to set prices for the following year and assess which routes are still viable
- Liaising with the Finance Department about students' payments and to chase overdue full payments or instalments
- To check that the invoices Finance receive (and send for checking and approval) from the operators match the daily rate and the number of school days that month so David can approve for payment
- Evaluating and negotiating instalments payment and terms with Parents to reach the best outcome for students
- Ensure routes are focused on students care and safeguarding and to liaise with senior leaders about behaviour issues that arise
- Monitor and adjust routes based on students list, weather conditions, and other variables
- Plan and coordinate school transportation services, ensuring safety and punctuality
- Liaise with schools, parents, and drivers to address issues or concerns
- Ensure compliance with all safety regulations and guidelines for school transport.
- Oversee daily logistics operations to ensure smooth execution.
- Maintain accurate records of logistics activities and prepare regular reports.
- Collaborate with other departments to ensure efficient service at the arrival and departure of service from the school
- To organise lists and transport for the Year 7s New Intake in July
- Responsible of the all the administration related to the job for new and old users and making sure that all lists and payments records are up to date
- To liaise with the bus passes administrators from the Lower school and Sixth Form College to ensure all users have e-passes (QR codes) and that these are activated at the start of the academic year (for those with no outstanding debt from previous years).
- To liaise with the ticket machine provider (Tixiom) and make sure that the contract is up to date and that the operators have working scanners for each route
- To liaise with the local council about the allocations of seats for the following September of current students and to administer the new intake year 7

Any other general admin duties as and when required.

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 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 DBS check will be carried out for the successful candidate.
- They shall be subject to all relevant statutory and institutional requirements.
- The post holder 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 post holder.
- All staff participate in the school's performance management scheme.

PERSON SPECIFICATION

LOGISTICS COORDINATOR

Essential	Desirable	Evidence
<p>Qualifications and experience:</p> <p>GCSE English and Maths pass Evidence of significant, successful administration experience to support the day to day operation of an establishment / company. Experience of managing change and implementing new systems / procedures / controls.</p>	<p>Qualifications and experience:</p> <p>Higher education qualifications Appropriate administration management qualification/s and/or relevant further education qualifications. Previous experience on educational administrative work, particularly cover</p>	<p>Letter of application Interviews Certificate/s (to be available at interview)</p>
<p>Knowledge and skills:</p> <p>Ability to build and form good relationships with students, colleagues and other professionals. Able to lead, develop and motivate staff, delegating duties as required. Ability to work constructively as part of a team, understanding school roles and responsibilities including own. Excellent verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students, external supply agencies and other professionals. Ability to proficiently use office computer software including word-processing, spreadsheet, database/s and internet systems.</p>	<p>Knowledge and skills:</p> <p>Working knowledge of law with regard to health and safety legislation, contracts, Freedom of Information Act, copyright and data protection. Working knowledge of a range of administration procedures.</p>	<p>Letter of application Interviews</p>
<p>Personal qualities:</p> <p>Excellent interpersonal skills with ability to maintain strict confidentiality. Initiative and ability to prioritise one's own work and that of others to meet deadlines. Efficient and meticulous in organisation, with a keen interest in problem solving. Able to follow direction and work in collaboration with leadership team. Able to work flexibly, adopt a 'hands on' approach, and respond to unplanned situations. Ability to evaluate own development needs and those of others and to address them. A willingness to seek advice and awareness of where to seek it. Commitment to the highest standards of child protection and safeguarding. Recognition of the importance of personal responsibility for health and safety. Commitment to the school's ethos, aims and its whole community.</p>	<p>Personal qualities:</p> <p>A previous role involving direct working relationships between administrative roles and teaching staff.</p>	<p>Letter of application Interviews</p>



OUR CORE PRINCIPLES AND VALUES

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.

OUR CORE PRINCIPLES AND VALUES

Continued

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.

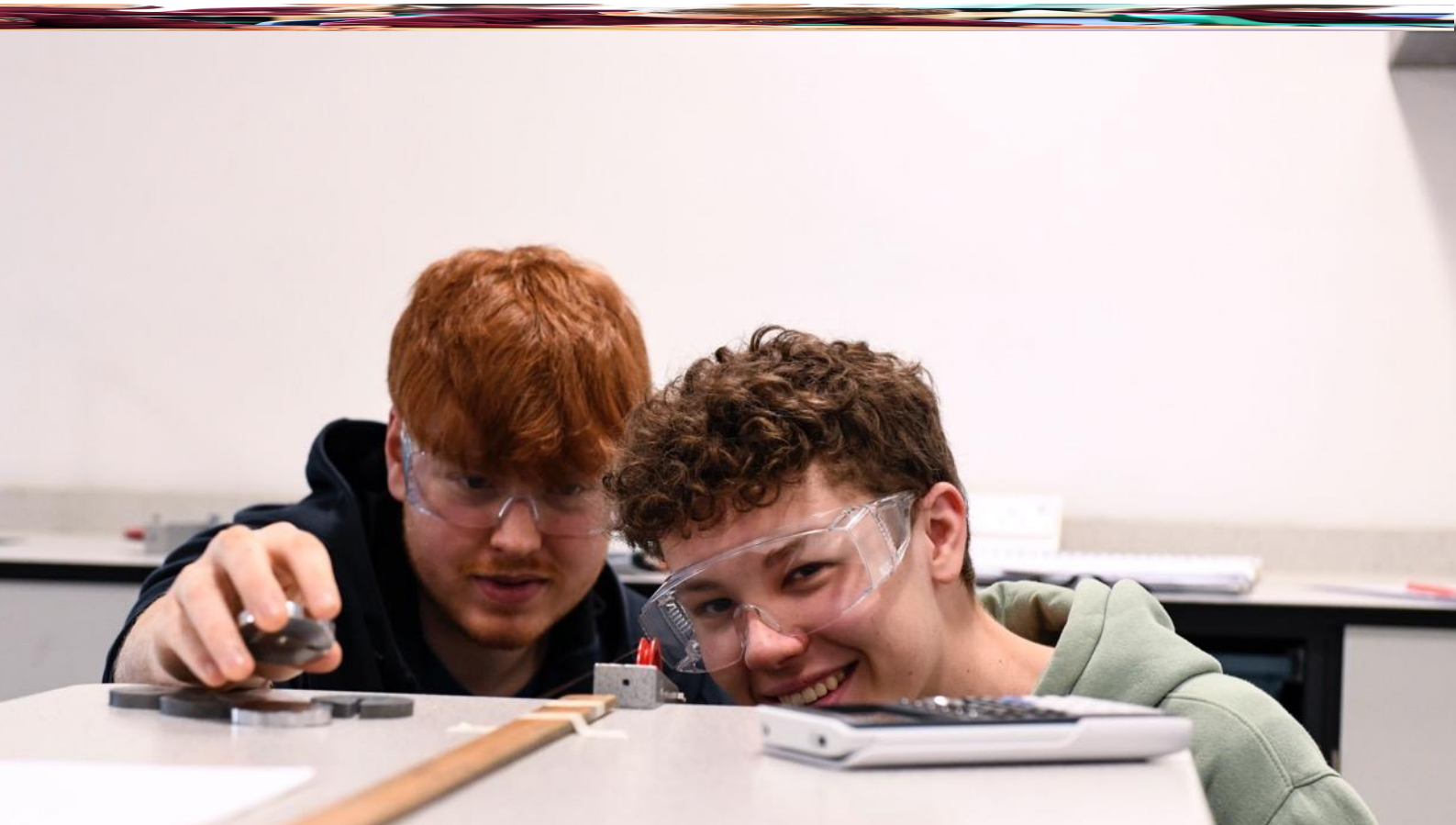
The international principle

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.

We want to ensure that every individual pupil achieves their full, positive potential through a broad and high-quality education. All students in our Academies will be helped to become:

- **Capable.** *Through skills developed, attributes nurtured and qualifications gained, our students will be able to take a full, positive role in society.*
- **Confident.** *Having had their abilities confirmed and seen them flourish, our students are confident to be able to make the most of their talents and contribute to their communities.*
- **Caring.** *An emphasis on working with each other and recognising the position of other people throughout the world helps our students to develop a proper caring attitude.*



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.

