



The Cam Academy Trust  
Teacher of MFL  
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!

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**Claire Heald**

# ABOUT US

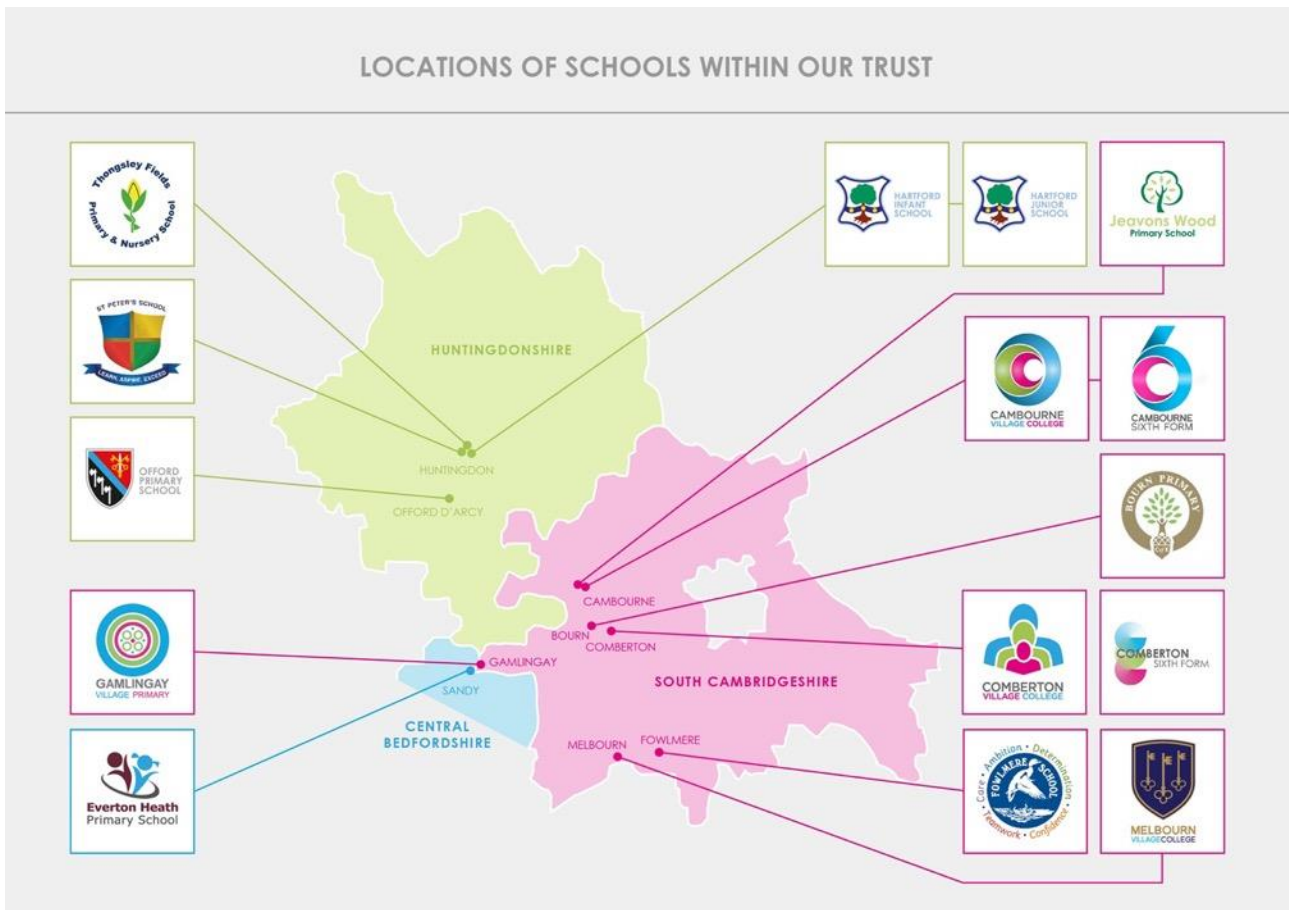
The Cam Academy Trust was formed in 2011.

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

Comberton Village College  
Teacher of Modern Languages

Full / Part Time  
Maternity cover  
UPS / MPS - ECT applications welcome

**Required March 2025 (or as soon as possible thereafter)**

We are a highly successful, community mixed comprehensive school with Teaching School status in a pleasant rural setting only 5 miles from the centre of Cambridge. We currently have around 1900 11-18 pupils on roll including our sixth form centre that opened in September 2011. Our pupils are well motivated, staff morale is excellent and examination results at KS4 and KS5 were outstanding: Both attainment and progress measures regularly and consistently put the school in the top 5% of all state comprehensive schools. The school has consistently been rated by Ofsted as Outstanding over very many years.

We are seeking to appoint an excellent teacher to join our vibrant and forward thinking MFL department. The department has a strong reputation for the delivery of MFL at all key stages. We are looking for an individual to teach French to KS4 and Spanish to KS3; the ability to teach some German would be an advantage but not essential. The MFL department is a friendly, collaborative and hardworking team, who all share a common enthusiasm for languages and students' education.

For further details and an application form please visit our website [www.combertonvc.org](http://www.combertonvc.org).

If you would like to see an overview of the whole school including the MFL department please go to: [www.combertonvc.org/about-us/open-evening.php](http://www.combertonvc.org/about-us/open-evening.php).

## **How to apply:**

Please visit our website in the Current Vacancies page and click apply on the job vacancy.

<https://www.combertonvc.org/contact-us/current-vacancies>

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 visit our [website](#) and click apply on this job vacancy as soon as possible but not later than **9am Monday 13 January 2025**

Please note that we do not accept CVs.

Interviews will be held soon after and 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 the HR department via [personnel@combertonvc.org](mailto:personnel@combertonvc.org)

Thank you for your interest in Comberton Village College.





# JOB DESCRIPTION

## Secondary School Teacher

### Salary

The post holder will be paid on the appropriate point of the main scale/UPS

### Line of responsibility

The teacher is directly responsible to the head of department on curriculum matters and the head of year for pastoral issues.

### Job content

#### Strategic purpose

The basic duties of a teacher are outlined in the latest school teachers' pay and conditions document. They shall maintain a good understanding of whole school curriculum, assessment and pastoral policies.

#### Core responsibilities

- Teaching:
  - Plan work in accordance with departmental schemes of work and national curriculum programmes of study.
  - Take account of students' prior levels of attainment and use them to set future targets.
  - Set work when required for absent students.
  - Maintain good discipline by following the school's student disciplinary policies and procedures.
  - Ensure punctuality and establish a purposeful working atmosphere during all learning activities.
  - Maintain excellent classroom management with due regard to health and safety policies.
  - Set appropriate and challenging work for all students.
  - Ensure effective setting of homework and ensuring comprehensive feedback to students.
  - Identify and work appropriately with 'special educational needs' students and 'academically more able' students.
- Assessment, recording and reporting:
  - Keep appropriate records of students' work.
  - Mark and return work set, including homework, within an agreed and reasonable time.
  - Use the school's marking scheme at all times.
  - Carry out assessment programmes, as agreed by the school, faculty or department.
  - Complete records of achievement in line with school policy.
  - Complete student reports in line with school policy. Attend parents' evenings as required and keep parents informed about their child's performance and future targets.
- Pastoral work:
  - Undertake responsibility for a form group.
  - Monitor and set targets for the social and academic progress of all students in the form.
  - Endeavour to build up a good relationship with the students in the form, so that they will look to the teacher for support and advice.
  - Command high standards of student behaviour and conduct at all times and support the school in its application of related policies.
  - Report issues of concern to the appropriate senior staff.
  - Maintain an accurate register of attendance and do everything possible to encourage good attendance.
- The teacher will be part of the school's appraisal scheme. S/he will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up-to-date.
- Attend and contribute to key stage, subject, team and full staff meetings.
- In relation to the school's strategic plan, contribute towards the goals and targets.

- Maintain a professional interest in educational initiatives relevant to the teacher's subject(s).





## 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

## PERSON SPECIFICATION: Teacher of MFL

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.

Essential	Desirable	Evidence
<p>Qualifications and experience:</p> <ul style="list-style-type: none"> <li>• First degree.</li> <li>• Qualified teacher status.</li> <li>• A continued commitment to own professional development.</li> <li>• Teaching experience within the designated age range.</li> <li>• Of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children.</li> <li>• Excellent standard of teaching within subject area.</li> </ul>	<p>Qualifications and experience:</p> <ul style="list-style-type: none"> <li>• Further relevant professional studies.</li> <li>• Experience of more than one school/academy.</li> <li>• Experience of more than one key stage.</li> <li>• Management experience and/or leading extra-curricular projects.</li> <li>• Good knowledge of current legislation, guidance and policy in the subject area.</li> </ul>	<p>Application form Certificates References</p>
<p>Set high expectations and inspire, motivate and challenge all students, in specified department, by:</p> <ul style="list-style-type: none"> <li>• Establishing a safe and stimulating environment for students, rooted in mutual respect.</li> <li>• Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions.</li> <li>• Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students.</li> </ul>		<p>Application form Letter of application References Interviews</p>

<p>Promote good progress and outcomes by students in specified department by:</p> <ul style="list-style-type: none"> <li>• Being accountable for students' attainment, progress and outcomes.</li> <li>• Being aware of students' capabilities and their prior knowledge, and plan teaching to build on these.</li> <li>• Guiding students to reflect on the progress they have made and their emerging needs.</li> </ul>	<p>Promotes good progress and outcomes by students in specified department by:</p> <ul style="list-style-type: none"> <li>• Demonstrating knowledge and understanding of how students learn and how this impacts on teaching.</li> </ul>	<p>Application form Letter of application References Interviews</p>
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<ul style="list-style-type: none"> <li>Encouraging students to take a responsible and conscientious attitude to their own work and study.</li> </ul>		
<p>Demonstrate good subject and curriculum knowledge, especially in relation to specified department, by:</p> <ul style="list-style-type: none"> <li>Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students' interest in the subject, and addressing misunderstandings.</li> <li>Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.</li> </ul>	<p>Demonstrates good subject and curriculum knowledge, especially in relation to specified department, by:</p> <ul style="list-style-type: none"> <li>Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject, articulation and the correct use of standard English</li> </ul>	<p>Application form Letter of application References Interviews</p>
<p>Plan and teach well-structured lessons by:</p> <ul style="list-style-type: none"> <li>Imparting knowledge and developing understanding through effective use of lesson time.</li> <li>Promoting a love of learning and student's intellectual curiosity.</li> <li>Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.</li> <li>Reflecting systematically on the effectiveness of lessons and approaches to teaching.</li> </ul>	<p>Plan and teach well-structured lessons by:</p> <ul style="list-style-type: none"> <li>Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	<p>Application form Letter of application References Interviews</p>
<p>Adapt teaching to respond to the strengths and needs of all students by:</p> <ul style="list-style-type: none"> <li>Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively.</li> <li>Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.</li> <li>Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.</li> </ul>	<p>Adapt teaching to respond to the strengths and needs of all students by:</p> <ul style="list-style-type: none"> <li>Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students' education at different stages of development.</li> </ul>	<p>Application form Letter of application References Interviews</p>



<p>Make accurate and productive use of assessment in specified department by:</p> <ul style="list-style-type: none"> <li>• Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements.</li> <li>• Making use of formative and summative assessment to secure students' progress.</li> <li>• Using relevant data to monitor progress, set targets, and plan subsequent lessons.</li> <li>• Giving students regular feedback, both orally and through accurate marking, and encouraging students to act on the feedback.</li> </ul>		<p>Application form Letter of application References Interviews</p>
<p>Manage behaviour effectively to ensure a good and safe learning environment by:</p> <ul style="list-style-type: none"> <li>• Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.</li> <li>• Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.</li> <li>• Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.</li> </ul>	<p>Manage behaviour effectively to ensure a good and safe learning environment by:</p> <ul style="list-style-type: none"> <li>• Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</li> </ul>	<p>Application form Letter of application References Interviews</p>
<p>Fulfil wider professional responsibilities by:</p> <ul style="list-style-type: none"> <li>• Making a positive contribution to the wider life and ethos of the school.</li> <li>• Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</li> <li>• Communicating effectively with parents with regard to students' achievements and well-being.</li> </ul>	<p>Fulfil wider professional responsibilities by:</p> <ul style="list-style-type: none"> <li>• Deploying support staff effectively.</li> <li>• Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</li> </ul>	<p>Application form Letter of application References Interviews</p>

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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.

