



The Cam Academy Trust
Teacher of Maths
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

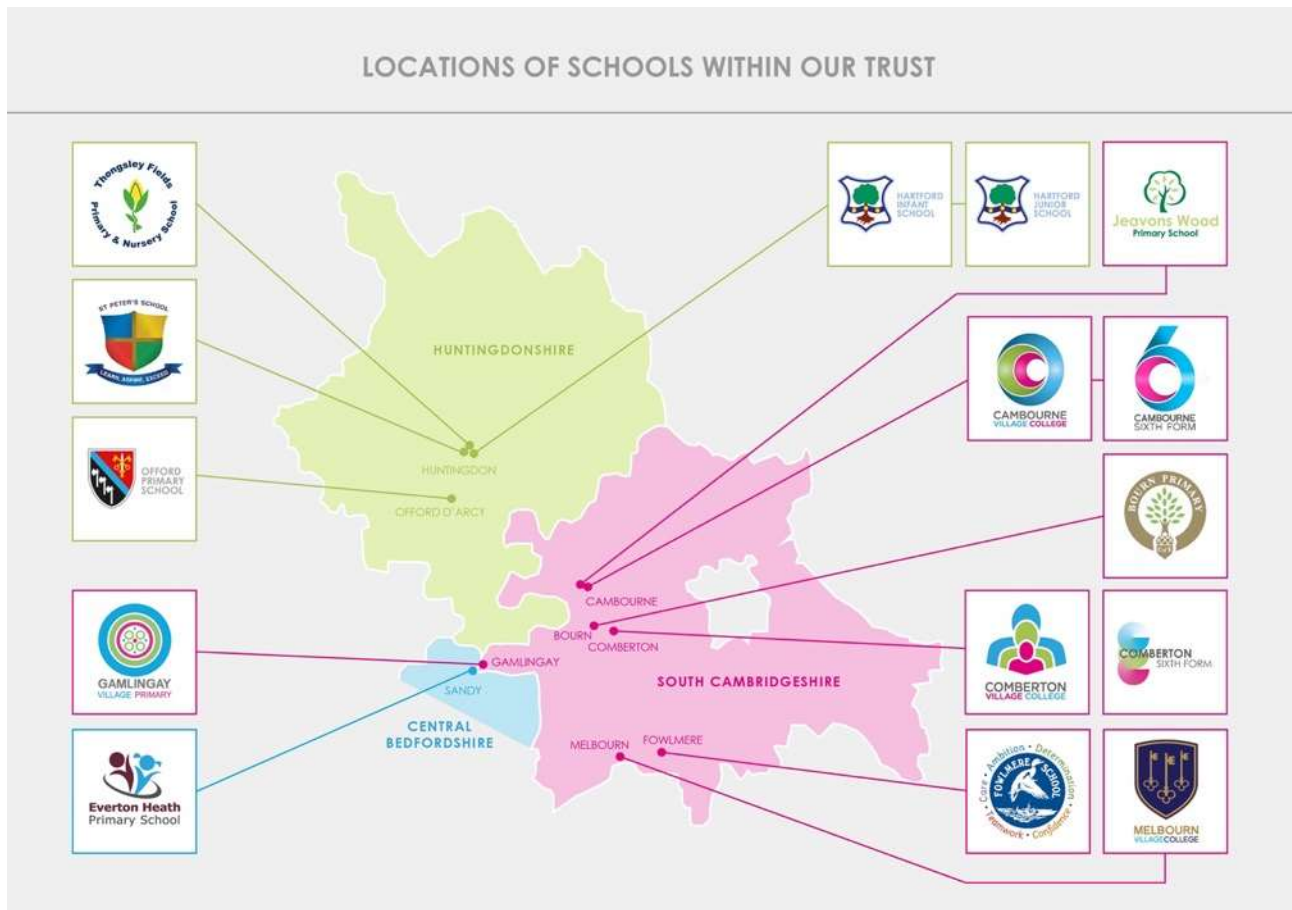
The Cam Academy Trust was formed in 2011.

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 – TEACHER OF MATHS

Teacher of Mathematics

School: Melbourn Village College

Salary: MPS/UPS

Contract: Permanent, Full Time

Start date: January 2025

Application closing date: Friday 6th September 2024

Please note, we reserve the right to appoint prior to the closing date

We are seeking to appoint someone who has:

- excellent subject knowledge of GCSE maths
- a strong sense of teamwork and willingness to contribute
- a desire to improve their own and department's practice
- enthusiasm for maths and the ability to convey this to pupils
- a comprehensive knowledge of the National Curriculum in maths
- successful teaching skills, including use of technology to enhance learning
- efficient and systematic working skills
- effective oral and written communication skills
- a commitment to contributing to the success of the whole college

This post will offer excellent opportunities for development in a dynamic and successful maths department and in a school that has professional development as a core value.

The post would provide excellent opportunity for personal development within a well-organised and forward-looking department.

The successful candidate will need to meet the requirements of the general teacher job description and person specification which is available on the trust website.

HOW TO APPLY

To apply for this position, please submit your completed application form and covering letter to Dee Lyne, HR Officer and send to dlyne@melbournvc.org by midday on Friday 6th September 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 contact dlyne@melbournvc.org

Thank you for your interest in The Cam Academy Trust.



JOB DESCRIPTION

Job Details

Contract: Permanent, Full-time

Salary: MPS/UPS

Hours: 32.5

Place of Work: Melbourn Village College

Reporting to: Line Manager

Purpose of the Role

Teaching and Learning

- To teach assigned classes as appropriate
- To devise, maintain and enhance units of learning for Key Stage 3 and 4, in conjunction with any other teachers of their subject
- To contribute to the teaching of whole college developments e.g. ICT, Citizenship, Work Related Learning and SMSC, incorporating them into lessons as per schemes of work
- To plan lessons carefully, using available data and taking into account the different needs of pupils in their classes
- To use suggested strategies within the SEND pupil profiles of pupils within their classes, reporting back on their efficacy to the child's key-worker/CSS
- To develop and use appropriate materials and teaching methods which take into account the priorities of the school and individual pupils
- To employ a variety of motivating and stimulating approaches to pupil learning
- To set and assess homework in accordance with the school and department policies
- To prepare pupils for entry into subject examinations as appropriate
- To ensure high standards of effort, accuracy and presentation by pupils are encouraged
- To promote pupils' understanding of their own learning and encourage a positive mindset

Safeguarding

- To ensure that pupils are safeguarded at all times and all possible concerns are reported to the appropriate person or through appropriate means
- To treat all pupils fairly and equally regardless of gender, religion, culture and social context, including gender identity and sexuality
- Maintain a prompt and accurate register of attendance for each lesson

Resource Management

- To ensure that the classroom is a well organised, safe and stimulating learning environment with up-to-date, motivating displays which support learning (support to put up the displays will be given)
- To ensure that classrooms are left tidy at the end of each lesson. To report any damage promptly to the Head of Department, the Site Team or IT-Support as appropriate
- To contribute to the development of up-to-date resources for department use in the classroom and for communal areas of display

Pastoral Work

- To fulfil the role of Form Tutor, as defined in the staff handbook
- Take accurate registers and encourage good attendance
- Promote the general progress and wellbeing of individual pupils in their tutor group

- Endeavour to build up a good relationship with pupils in their tutor group, in order to support their role as the first point of contact for tutees and parents for advice and guidance.
- Communicate effectively with parents of their tutees with regards to wellbeing and achievements, meeting online or in person as appropriate

Monitoring and Assessment

- To mark pupils' work on a regular basis in line with the school's and departmental marking policies and provide feedback
- To assess pupils accurately using relevant subject descriptions, criteria from national qualifications, predictive data, etc and use the assessment as a basis for setting targets with high expectations for all pupils
- Record assessment data on Go4Schools in a timely fashion and as required by the reporting systems of the school
- To provide opportunities for pupils to assess, reflect on and improve their performance
- To communicate and liaise with parents as appropriate, including parents' evenings and responding to emails in a timely fashion
- To make effective use of data and analysis of data to inform teaching and interventions

Behaviour Management

- To ensure that pupils enter and exit classrooms quietly and calmly and sit in their allotted place
- To create a classroom environment where all pupils feel valued, respected and cared for
- To reward good behaviour and achievement in accordance with the school's policy
- To ensure that mutual respect, self-discipline, mature behaviour and good habits are encouraged
- To monitor the uniform and bringing of equipment by pupils and report deficiencies as necessary, using school systems
- To support colleagues by applying the correct procedures to ensure good behaviour as outlined in the school's behaviour policy and protocols
- To record all behaviour events in a timely fashion and apply sanctions in accordance with school policy, communicating with parents as required

Professional Conduct

- Maintain high standards of attendance and punctuality
- Model the presentation and behaviour expected of pupils
- Behave in a professional manner at all times, in all communications and in all meetings
- Dress in a manner which promotes professional values, as appropriate for the activities being undertaken
- Attend staff briefings, staff meetings, house meetings, parent evenings, induction / open evenings and curriculum evenings as appropriate (line manager to advise)

Professional Development

- To maintain an up-to-date knowledge of subject area(s) and national educational strategies
- To maintain an up-to-date knowledge of subject specifications and syllabi
- To undertake relevant professional development
- To participate in the school's Performance Management scheme, liaising with line manager in setting appropriate Performance Management objectives that are aspirational
- To engage in research and whole-school CPD

Collaborative Work

- Liaise with classroom TAs and other support staff as appropriate, directing the work of the TA in lessons
- To support collaborative partner work with schools inside and outside the Trust, colleges, universities and businesses, where appropriate
- Participate in cross-Trust departmental liaison groups and share practice to the benefit of staff across the Trust
- To work in other Trust schools as required, by agreement

- To maintain a good relationship with all stakeholders in the community

Additional Duties

- To attend departmental, year team and staff meetings, including staff briefings
- To be involved in extra-curricular activities and whole school initiatives
- To carry out three supervisory duties each week (FTE) and weekly bus duty, ensuring that duties are covered in times of planned absence (by swapping duties, for example)

This job description is intended to assist the postholder and others in defining the role. It should be read in conjunction with the 'professional duties' section of the School Teachers Pay & Conditions document, which defines a teacher's duties, and the latest version of the 'Teachers' Standards' (see appendix 1). All teachers are expected to meet Teachers' Standards at all times.

Upper Pay Spine (where appropriate)

There is no separate job description for staff who are being paid on the Upper Pay Spine. However, these staff are expected to:

- a) be highly competent in all areas described within the Teachers' Standards; and*
- b) be able to evidence that their achievements and contributions to the college as a whole are substantial and sustained.*



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

Essential	Desirable	Evidence
Qualifications and experience		
<p>First degree.</p> <p>Qualified teacher status.</p> <p>A continued commitment to own professional development.</p> <p>Teaching experience (including training practice) within the designated age range.</p> <p>Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children.</p> <p>Knowledge of current legislation, guidance and developments relating to the subject area.</p> <p>Successful practice in accordance with the specified teaching standards (as identified below).</p>	<p>Involvement in, and organisation of, wider school activities, including extra-curricular activities.</p> <p>Further study of subject or leadership qualification</p>	<p>Application form</p> <p>Certificates</p> <p>References</p>
Sets high expectations and inspires, motivates and challenges all pupils by:		
<p>Establishing a safe and stimulating environment for pupils, rooted in mutual respect.</p> <p>Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p> <p>Demonstrating consistently, the positive attitudes, values and behaviour which are expected of pupils.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
Promotes good progress and outcomes of pupils by:		
<p>Being accountable for pupils' attainment, progress and outcomes.</p> <p>Being aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.</p> <p>Guiding pupils to reflect on the progress they have made and their emerging needs.</p> <p>Demonstrating knowledge and understanding of</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

Essential	Desirable	Evidence
<p>how pupils learn and how this impacts on teaching.</p> <p>Encouraging pupils to take a responsible and conscientious attitude to their own work and study.</p>		

Demonstrates good subject and curriculum knowledge by:

<p>Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings.</p> <p>Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.</p> <p>Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
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Plan and teach well-structured lessons by:

<p>Imparting knowledge and developing understanding through effective use of lesson time.</p> <p>Promoting a love of learning and children's intellectual curiosity.</p> <p>Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</p> <p>Reflecting systematically on the effectiveness of lessons and approaches to teaching.</p> <p>Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
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Adapt teaching to respond to the strengths and needs of all pupils by:

<p>Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught</p>		<p>Application form</p>
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<p>effectively.</p> <p>Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p> <p>Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.</p> <p>Having a clear understanding of the needs of all pupils, 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.</p>		<p>Letter of application</p> <p>References</p> <p>Interviews</p>
<p>Make accurate and productive use of assessment by:</p>		
<p>Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</p> <p>Making use of formative and summative assessment to secure pupils' progress.</p> <p>Using relevant data to monitor progress, set targets, and plan subsequent lessons.</p> <p>Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<p>Manage behaviour effectively to ensure a good and safe learning environment by:</p>		
<p>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.</p> <p>Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p> <p>Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

<p>Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.</p>		
<p>Fulfil wider professional responsibilities by:</p>		
<p>Making a positive contribution to the wider life and ethos of the school.</p> <p>Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support, deploying support staff effectively.</p> <p>Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>Communicating effectively with parents with regard to pupils' achievements and wellbeing.</p>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

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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