



Comberton Village College
Teaching Assistant
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

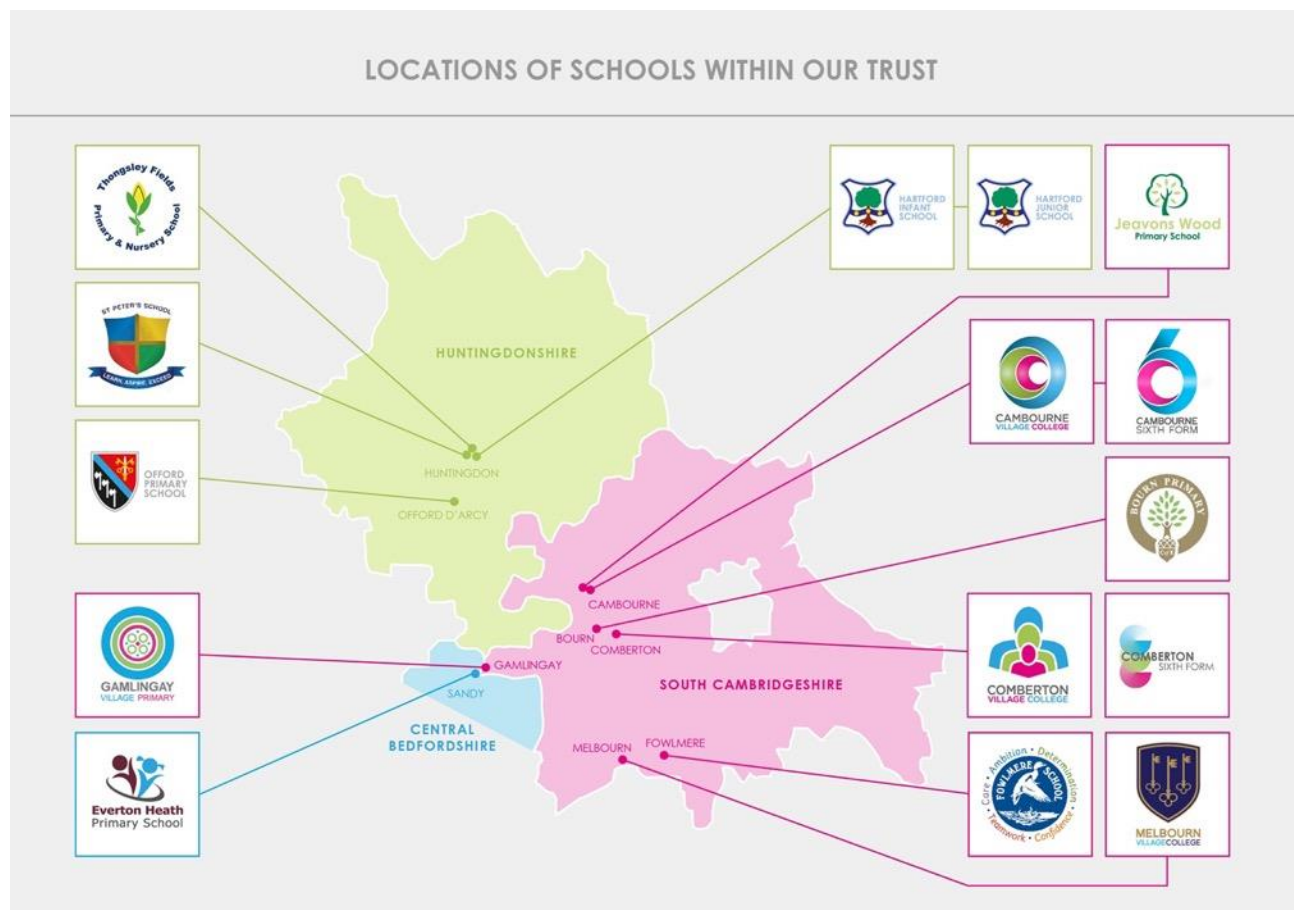
The Cam Academy Trust, originally The Comberton Academy Trust, was formed in 2011 to oversee the conversion of Comberton Village College to academy status in the first instance. With growing emphasis on academies working together in formal partnerships, the Trust quickly changed to become a multi-academy 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

Teaching Assistant
Fixed term – 1 year (with the potential to become permanent)
To start as soon as possible
Term time only

Salary: Scale TA1b – Scale Range 3-4
FTE salary: £22,737 - £23,114 (52 weeks)

Working hours: 08:50 - 14:50 (with an unpaid mid-morning and lunch break)
Depending upon the department, there is also some requirement to attend paid professional days and/or a paid fortnightly training meeting
Actual starting salary: £14,957.99 pa (based on 25.5 hours worked, 38 weeks per year and includes holiday pay)

We are seeking skilled and enthusiastic individuals to join our hard-working team of professionals who dedicate themselves to enabling our students to cope in a mainstream setting and feel safe to prosper academically and socially both now and in the future.

The successful candidate will:

- Have an approachable and patient nature;
- be positive, proactive and professional;
- have excellent interpersonal skills and emotional intelligence;
- be able to liaise confidently with staff and students;
- have a minimum of 5 GCSE grade 4/C including English and Maths;
- be energetic and have an interest in working with SEN children / young pupils; and
- for sixth form roles must have at least A levels or an equivalent level qualification.

The position could provide valuable experience for those wishing to enter the teaching profession. It would also be ideal for a school leaver before University or for a parent who is wishing to return to work.

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

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 Thursday 11th 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

Teaching Assistant

Salary: TA1b – Scale Range 3-4 £22,737 - £23,114 FTE

Hours of work: From 25.5 hours per week

Line of Responsibility The Teaching Assistant is directly responsible to the Head of Department.

Purpose

To work in one of the Comberton Village College SEN departments with students who may have Educational Health and Care Plans. These cover a wide range of special educational needs including Autism, physical disabilities, sensory impairment, learning difficulties, speech and language communication needs and Down's Syndrome. To help them engage with a mainstream education by adapting and differentiating as required to raise their standard of achievement.

Accountabilities

Supporting students – under the direction of the Head of Department

- To support students in mainstream lessons across all areas of the curriculum.
- To help students reflect on their development.
- To support students on out of school trips.
- To be a listening board for students to express their worries and concerns to.
- To pass relevant data and information to students' CSS (Communication Support Specialist) for each lesson, and to be aware of and act on relevant information from CSS's.
- Communicate information about lesson arrangements-cover lessons, assessments or tests, items needed for practical lessons.
- To complete and record data kept on One Drive for student attendance and performance in lessons.

Support for the curriculum - working under the direction of the teacher

- Pass on information regarding students' successes and difficulties and inform CSS's of where work needs adapting or student responses to curriculum areas.
- Record homework tasks in planner and pass information to Cabin, assist in ensuring homework handed in at appropriate times.
- To support mainstream students including those with SEND alongside students with EHCPs

Support for ASC students

- Undertake specialist training to underpin knowledge of Autism and appropriate support strategies. Depending upon the department, attending training and meetings after school once every fortnight.
- Play an active role in sharing knowledge and skills with mainstream staff and students.

Conditions of Employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- The postholder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.

- To uphold the school's policy in respect of child protection matters.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced Disclosure and Barring Service (DBS) check will be carried out for the successful candidate.
- S/he shall be subject to all relevant statutory and institutional requirements.
- The postholder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the postholder.
- All staff participate in the school's performance management scheme.

PERSON SPECIFICATION

Teaching Assistant

Qualifications

Essential	Desirable
5 GCSE's including English and Maths to Grade C	Experience in supervising and/or directing pupil/student activity.
	Able to support GCSE level subjects
For sixth form roles: At least relevant A Levels or equivalent qualifications	Further education qualifications. A qualification related to supervising and/or directing pupil/student activity.
	Good writing skills and the ability to pass these on to students

Experience

Essential	Desirable
Working with children or young people	Working in a school or similar public/educational establishment
	Working with students with SEND in a school environment
	Liaising with other professional colleagues

Knowledge/Skills (ability to)

Essential	Desirable
Support individual children or small groups of children with Special Educational Needs in the academic and social activities of the school.	
Establish and maintain supportive relationships with individual pupils or small groups to ensure they understand and can achieve tasks.	
Under the direction of the class teacher, carry out predetermined tasks to support pupil learning.	
Provide learning support as required for children with special needs, or where English is not their first language.	

Help with the care and support for pupils, including attending to their emotional and/or physical care needs	
Support inclusion in the classroom, ensuring all pupils feel involved with tasks and activities	

Personal Attributes

Essential	Desirable
Commitment to the highest standards of child protection.	
Desire to enhance and develop skills and knowledge through CPD	
Able to work flexibly in responding to supporting others on the team in the event of absence	
Able to work positively within a team	
A personal manner in keeping with the school ethos towards parents, children the community and wider world.	
Work autonomously in completing core job functions.	

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.



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.

