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St Peter's School  
St Peter's Road  
Huntingdon  
PE29 7DD



## Job Application Pack

# Lead of Physics

School: St Peter's School

Salary: MPS/UPS plus TLR 2B £5,490

Contract: Permanent, Full Time. (Part time will be considered)

Start date: Easter/September 2024

Closing date: 19/02/2024 (Mid-day)

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### Welcome from the CEO



We are delighted you are interested in joining one of the Academies in our Trust.

The Cam Academy Trust is a community of schools in and near South Cambridgeshire and Huntingdon which offers 'Excellence for All' students from aged 3 to 18 in 11 schools incorporating pre-school, primary phase, secondary and sixth forms.

School years are a critical period of all our lives as we develop the skills, knowledge and behaviours needed to become successful members of our communities. We want all young people proceeding through all our schools to become capable, caring and confident.

All within The Cam Academy Trust are committed to giving all our pupils the very best grounding that we can through exceptional teaching and learning and outstanding pastoral support.

Each of our academies has its own Principal or Headteacher who works with their own team of high-quality staff and these staff also work with each other to share best practice to ensure our pupils are well educated and well cared for.

Our over-arching purpose is simple: we want to secure educational excellence for all with our Academies working at the heart of and serving their local communities.

A handwritten signature in black ink that reads "S. Munday".

Stephen Munday CBE

## About our Trust

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/academies 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, two with Sixth Forms. We are excited that a third Sixth Form is due to open at Cambourne Village College in 2023.

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 Comberton Sixth Form), Cambourne Village College, Melbourn Village College and St Peter's School (and Sixth Form), Huntingdon.

The Trust strives for 'Excellence for All' and at the heart of this are six core principles which drive everything it does.

These are:

The Excellence Principle – Education must be of the very highest standard

The Comprehensive Principle – Education must be for all kinds and abilities

The Broad Education Principle – Education must incorporate a broad range of subject areas and personal development

The Community Principle – Every Academy must be at the heart of its local community and serve it well

The Partnership Principle – Each Academy must seek to work positively in partnership with others for mutual benefit

The International Principle – The curriculum inside and outside the classroom must have a clear international dimension.

## 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

- Holiday – Up to 30 days' paid holiday a year plus bank holidays for full time non-teaching staff (statutory leave for teaching staff)
- Paid leave – enhanced sick pay, maternity pay and adoption leave pay (linked to service) and paid leave for unforeseen personal situations
- Pension – a generous defined benefit pension with the Local Government Pension Scheme or Teachers' 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)

### 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
- Wellbeing groups – arrangements may differ from school to school (secondary school staff)
- Environment – good working environment with excellent facilities (facilities may differ from school to school)

### Professional development

- Professional development – full and part-funded training courses and a wide range of learning opportunities available to all staff

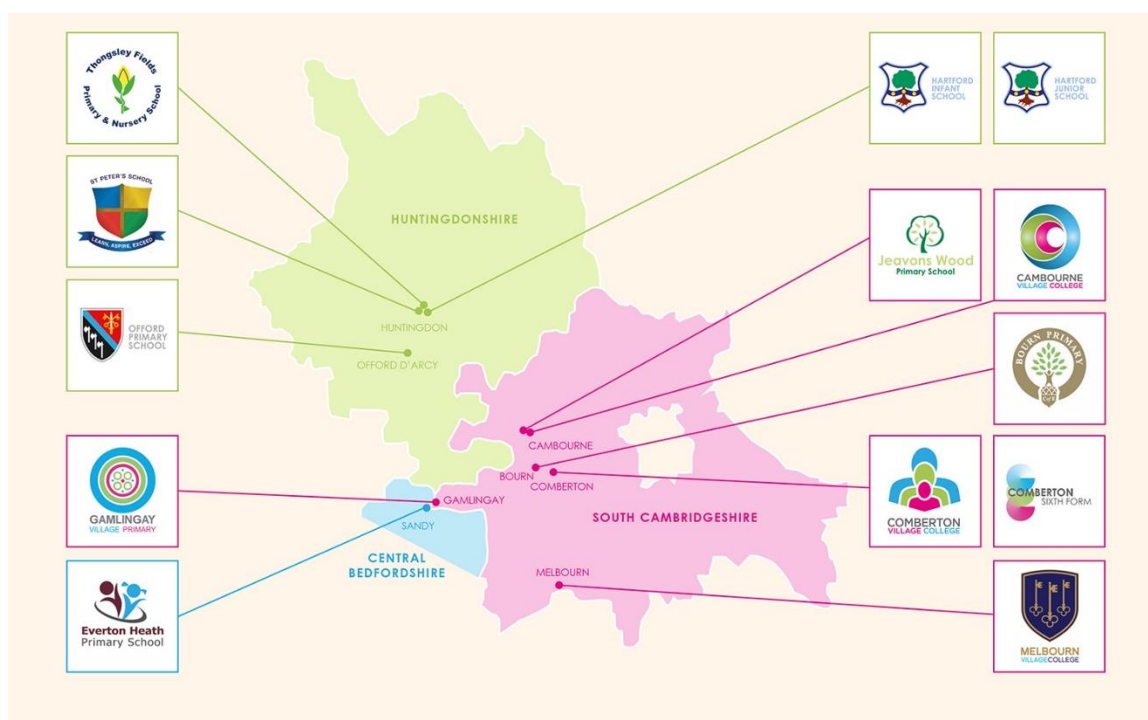
### Employee discounts

- Car parking – free and on-site
- Hot drinks – tea & coffee making facilities provided for all staff
- Cycle-to-work scheme – save £££ on a new bike and accessories
- Subsidised membership to the [Chartered College of Teaching](#) (teaching staff)

### Work-life balance

- Flexible working – all staff can make a request to work flexibly
- Teacher cover - We have Cover Supervisors reducing the amount of cover required by teachers and PPA periods are on timetables and not used for cover purposes (school teaching staff)

## Our Schools



### Comberton Village College & Comberton Sixth Form



Comberton Village College is a thriving community of approximately 1800 students, including 500 in the Sixth Form which was added to the school in 2011.

It was established in 1960 as part of Henry Morris' vision for schools being village colleges at the heart of their community and not just places for children to learn. It has a vibrant Adult Education department as well as an on-site Sports and Arts Centre, including a full-size artificial football pitch and spacious performance hall. Current improvements to the much-extended site include the installation of a £multi-million ground-source heat pump to move away from the use of oil.

### Cambourne Village College

Cambourne Village College opened as a Free School in 2013 as the first new village college in Cambridgeshire for 30 years. It serves the community of Cambourne, a group of villages located between Cambridge and St Neots.

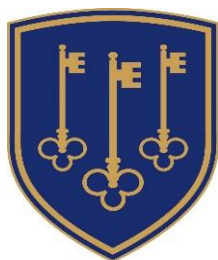
It has been repeatedly grown since its inception and now has plans for further expansion to include a sixth form from 2023 and further capacity to match growing demand for families moving into Cambourne West, the fourth of the villages it serves. It, too, offers extensive arts and sports facilities for community use.





It was the first school in the Trust to equip its students with iPads, an initiative now being rolled out across the Trust.

### Melbourn Village College



**MELBOURN**  
VILLAGE COLLEGE

Melbourn Village College is the smallest and oldest of the village colleges in the CAT community. With around 600 students in Years 7-11, it still offers an innovative curriculum with Mandarin taught to all from Year 7 with the option to take the language at GCSE level and, recently, at A Level in conjunction with Comberton Sixth Form.

Melbourn is undergoing considerable investment and improvement with a new artificial pitch that opened in late 2021 and work due to start on upgrading classrooms in summer 2022.

### St Peter's School, Huntingdon

St Peter's School is located in the heart of Huntingdon and offers a nurturing and supportive environment for around 1400 students from a diverse multi-cultural catchment.



The school joined the Trust in 2016 and has undergone significant change with Ofsted now rating it as a 'Good' school. There has also been major investment in its buildings and infrastructure with a complete refurbishment of the Sixth Form and more work completed in Summer 2023.

### Everton Heath Primary School



**Everton Heath**  
Primary School

Located just over the Bedfordshire border, Everton Heath is the smallest school in the Trust with just over 70 students. However, the installation of two new classrooms in 2021 has given it capacity to grow.

It has joined forces with larger neighbours, Gamlingay Village Primary (less than two miles away) and the second smallest Trust school, Offord Primary, in a new collaborative West Village Partnership. It is a catchment school for Comberton Village College.

Everton Heath Primary School is part of the newly formed West Village Partnership.

### Gamlingay Village Primary

Established as a full primary school by the Trust in 2018 from Gamlingay First School, it was relocated to the former middle school site following a major upgrade to the existing buildings.

It is now a thriving school for more than 380 pupils and includes specialist primary provision for students



on the autistic spectrum, many of whom go on to Comberton Village College's similar secondary offering as Comberton is the school's designated 11-16 provider.

Gamlingay Village Primary School is part of the newly formed West Village Partnership.



### Hartford Infant and Preschool

Renamed in early 2022 to reflect the addition of a bespoke preschool, the team are proud of their caring, secure and purposeful environment to nurture youngsters at the start of their educational journey.

The school shares a site with the Junior School in a suburb of Huntingdon and most pupils make the natural transition across the playground before going on to St Peter's, allowing them the full educational experience within the Trust.



**HARTFORD**  
JUNIOR SCHOOL

### Hartford Junior School

Hartford Junior School has two-form entry at the start of Key Stage 2 with the majority switching from the Infant School next door.

Rated 'Good' at their first inspection since joining the Trust in 2017, they are proud of their progress in recent years, based on their ethos of 'effort, encouragement and excellence'.

### Jeavons Wood Primary School, Cambourne



Jeavons Wood is one of four primary schools located in the growing South Cambridgeshire community of Cambourne and is a feeder school for Cambourne Village College.

It has more than 400 pupils in a modern, airy building constructed 10 years ago and works unswervingly to support all their pupils both socially and academically.



**OFFORD**  
PRIMARY  
SCHOOL

### Offord Primary School

The newest full members of the Trust, Offord joined in 2019 and undergone significant changes with a new headteacher and the recent collaborative partnership with Gamlingay and Everton Heath.

They are the first primary school in the Trust to obtain enough iPads for every pupil after securing a generous donation from a local charity which supports education in Offord D'Arcy and Offord Cluny.



Offord Primary School is part of the newly formed West Village Partnership.

### Thongsley Fields Primary & Nursery School, Huntingdon

Thongsley Fields Primary & Nursery School was created in 2003 from separate junior and infant schools built to serve families on the Oxmoor estate in Huntingdon. They joined the Trust in 2018 and with a new headteacher are developing grand plans for their curriculum., their grounds and the provision and support for pupils and their families.

Like Hartford Junior School, they are a partner primary for St Peter's School with whom they share a Governing Body.

### Bourn Primary Academy

Bourn Primary Academy, a single form entry Church of England school, became the Trust's first associate members in September 2021, cementing an already close relationship with both Comberton and Cambourne Village Colleges, which it lies between.

All the Trust's services are available to Bourn, which is in the Comberton catchment, and they now work closely with all the other schools and staff across the Trust, sharing experiences and best practice.



### Safeguarding Children and Young People

The Cam Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be subject to an enhanced DBS check, barred list check and other relevant pre-employment checks.





Lead of Physics  
Main/Upper Pay Range  
Required Easter/September 2024  
Contract: Permanent

Teaching is the most rewarding job in the world. We have the opportunity to change students' lives for the better and you could make a positive impact at St Peter's School.

We are a forward thinking and rapidly improving, "good" school that is creating a legacy of learning for our community. Our students Learn, Aspire and Exceed as they work with our highly skilled teaching and associate staff supporting and guiding them.

St Peter's is part of The Cam Academy Trust which offers students and staff fantastic potential to collaborate, share and develop a wide range of teaching and learning across the schools in the trust. As a family of schools, we support, share and challenge each other to improve the future lives of all our young people. We are celebrating another year of record results as we continue to drive up standards.

We are currently seeking to employ a motivated and committed Lead of Physics to join our Science Faculty. The Science department has shown sustained success in driving forward results, in KS4 actual results greater than 85% 9-4 in Biology, Chemistry and Physics. We offer four A level options, Biology, Chemistry, Physics, and Applied Science.

We are a supportive, hardworking and friendly team of staff with a desire to raise student achievement beyond expectation. We have extensive resources, including some newly refurbished labs and new practical equipment, to support teaching and learning and are constantly reflecting on our curriculum to make further improvements. In science, teamwork is key to everything we do, we work collaboratively together to improve our teaching and the experience every child has in science. We are seeking someone who will show their enthusiasm and be able to demonstrate their commitment by contributing to the innovation of pedagogy in our flourishing Science team.

We work closely with the other science departments in the trust, sharing resources and supporting each other with any training requirements. St Peter's prides itself in the professional development available to staff, we have had a number of staff complete a wide range of courses including: NPQML, physics enhancement courses and training with exam board providers as well as in house training.

We are based in Huntingdon, just 12 miles north of Cambridge with its own mainline station connecting with London in less than an hour.

For an application pack, please visit our website [www.stpetershuntingdon.org](http://www.stpetershuntingdon.org) and follow the vacancies link or email [recruitment@stpetershuntingdon.org](mailto:recruitment@stpetershuntingdon.org). The closing date for applications is midday on **19<sup>th</sup> February 2024**.

Please note we do not accept CV's. Shortlisted candidates may be subject to online searches as part of due diligence checks

***This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be subject to an enhanced DBS check, barred list check, satisfactory references to the school, and medical questionnaire.***

## About Us

Welcome to St Peter's School. We work together with our students to make sure every individual has the best chances of success, now and in the future. We trust our young people to be responsible and positive members of society which is why we encouraged them to define our ethos.

Our students identified 3 key areas that they felt defined a high quality education. **Learn, Aspire & Exceed**. With these shared, common goals, staff and students collaborate to create a high quality learning environment.

### Learn

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Our staff and students were unanimous in learning being the focus of our school. This covers the academic knowledge and skills needed to make rapid progress but importantly also covers much wider range of opportunities for students to develop their character, resilience and abilities.

### Aspire

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We want our students to leave St Peter's ready to make a positive impact. Our Careers Education, Information and Guidance (CEIAG) widens students experience and broadens their horizons in terms of future educational and employment opportunities.

### Exceed

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Our students do not want to succeed; they want to do better. They want to exceed what is expected of them in every part of their lives. We are proud to celebrate their successes and to prepare them to lead excellent lives.

### Background

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We hope that you will join the nurturing partnership between staff, pupils and parents which gives our school the right environment for students to make the most of their learning.

Through our unique combination of care and academic challenge, we are making sure that our students maximise their learning opportunities within a safe and secure environment and are delighted that Ofsted agree we are taking great strides towards these goals, rating St Peter's as 'good' in October 2022.

At St Peter's we are committed to providing a positive learning environment in which every student can achieve his or her best. Every single adult at St Peter's has the same purpose – to support our young people to become successful adults of the future. We have high expectations and aspirations for all of our students and we work to prepare them fully for the future beyond school, recognising, nurturing and celebrating individual skills and talents.

## Job Description

<b>POST TITLE:</b>	Lead of Physics
<b>PURPOSE OF JOB:</b>	<ul style="list-style-type: none"> <li>• To carry out the duties of a school teacher as set out in the current edition of the School Teachers' Pay and Conditions Document maintaining a professional understanding of the curriculum, assessment and pastoral requirements.</li> <li>• To create an ethos in which all staff are motivated and supported to develop their skills and knowledge</li> </ul>
<b>RESPONSIBLE TO:</b>	Head of Science
<b>PERFORMANCE MANAGEMENT:</b>	By the Line Manager allocated in the performance management arrangements published at the beginning of each academic year.
<b>SALARY:</b>	MPS/UPS with TLR 2B

### RESPONSIBILITIES

#### Safeguarding

- Responsible for the safeguarding of students who are under their immediate care, following relevant school policies, reporting concerns promptly (including Health and Safety).
- Safeguarding the mental health and wellbeing of students and staff

#### Main Responsibilities

1. To develop and maintain a clear shared vision for the direction of Physics in Science and its contribution to the overall ethos and aims of the school.
2. To assist in developing policies on teaching and learning, and other areas as required. To support colleagues to implement whole school policies.
3. To lead improvements in the quality of learning and teaching by providing guidance on a choice of appropriate teaching and learning methods which engage and inspire our pupils.
4. Ensure schemes of work are developed and are appropriate to ensure pupils are able to make good progress, relative to their starting points.
5. Create, maintain and enhance effective relationships.
6. Establish short-, medium- and long-term plans for the development and resourcing of physics
7. To liaise regularly and effectively with the Line Manager
8. To effectively represent Head of Science on the relevant school management groups (e.g. Middle leader meetings) on relevant committees and working parties and appropriate external organizations.
9. To develop and implement teaching and learning initiatives and strategies throughout the school which raise the quality of the teaching practice of members of staff in Science.
10. To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring a centre of best practice and excellence
11. To undertake research into best practice in other schools
12. To develop high quality teaching materials to support identified staff in Science
13. To support underperforming teachers in Science and as appropriate in all subject areas

**TEACHING RESPONSIBILITIES:****1. Teaching students as assigned in the school timetable.**

This will include:

- Planning and preparing courses and lessons, taking into account the educational needs of students.
- Setting and marking class work and homework.
- Assessing, Recording and Reporting on the development, progress and attainment of students.
- Implementing the school's Behaviour Policy in lessons to ensure good order and discipline and the maintenance of health and safety.
- Participating in arrangements for preparing students for public examinations, including the preparation, recording and submission of assessments.

**2. Providing support for individual students and groups.**

This will include:

- Acting in the role of Tutor under the direction of the Director of Learning.
- Promoting the general progress and well-being of individual students and of any assigned class or group of students.
- Providing guidance and advice to students on educational and social matters and on their further education and career.
- Preparing and contributing to oral and written assessments, reports and references relating to individual students or groups of students.
- Communicating and consulting with parents of students, including attendance at parents' meetings.
- Participating in meetings called by external agencies for the purpose of supporting students.

**3. Contributing to the work of the subject department.**

This will include:

- Attending departmental meetings.
- Contributing to the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and students support arrangements.
- Participating in the sharing of good practice both within and between departments.

**4. Contributing to whole school development.**

This will include:

- Attending and participating in school management meetings as required, including full staff meetings and consultation groups.
- Participating in the development of whole school policies.

**5. Participating in performance management and professional development activities.**

This will include:

- Participating in the school induction arrangements for new staff, including those applying to a newly qualified teacher.
- Undertake further professional development e.g. outstanding teaching practice and national professional qualifications for senior leadership i.e. NPQSL
- Participating in the school's arrangements for performance management.
- Participating in arrangements for further training and professional development, including attendance at professional training days.

The teacher will be part of the schools performance management scheme. S/he will have a Line Manager/TLR holder in their department who will set agreed targets for the year. The Line Manager 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.

In addition to the responsibilities described above, to carry out any other duties of a similar nature at the reasonable request of the Head Teacher.

This Job Description will be subject to regular review and any changes will be made in consultation with the post holder. The aim will always be to reach agreement on any changes but, if agreement is not possible, the Governing Body reserves the right to make the changes following consultation.

The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

<b>Salary</b>	Upper Pay Scale
<b>Responsible to</b>	Line Manager
<b>Purpose</b>	Post threshold teachers are required to meet the post threshold standards

#### **Safeguarding**

- Responsible for the safeguarding of students who are under their immediate care, following relevant school policies, reporting concerns promptly (including Health and Safety).
- Safeguarding the mental health and wellbeing of students and staff

*(This Job Description is to be read in line with the Teachers' Standards and Teachers' Pay and Conditions, DfE and in addition to the contents of the Teacher Job Description (Main Scale)*

#### **Teachers on the Upper Pay Scale must:**

- Be highly competent in all elements of the Teachers' Standards
- Make achievements and contribution to the school that are substantial and sustained\*
- Demonstrate an excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards and of developing adherence to those standards by colleagues
- Consistently demonstrate a positive impact on pupil progress to achieve or exceed expected outcomes
- Consistently achieve a positive impact on raising standards across the school
- Effectively demonstrate to colleagues good and outstanding teaching and learning practice and how to make a contribution to the work of the school
- Work effectively and collaboratively across the school in a wider role or outside the school
- Demonstrate effective or innovative use of CPD opportunities
- Attend CPD opportunities and feedback to the wider school
- Contribute and have responsibility for an element on the department TIPs (Team Improvement Plans)

#### **Upper Pay Scale Teachers will be expected to:**

- Foster, and encourage and expect others to foster, the school's ethos (Learn Aspire Exceed)



in all our stakeholders at all times.

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications
- Have up-to-date knowledge and understanding of the national curriculum and the different types of qualifications and specifications and their suitability for meeting learners' needs
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being young people
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- Promote collaboration and work effectively as a team member
- Contribute to the professional development of colleagues through demonstrating effective practice, and providing advice and feedback

Undertake any other duties commensurate with the level of the post, as required to ensure the efficient and effective running of the School.

\*Substantial means of real importance, validity and value to the school. Sustained maintained continuously over a period of at least 2 years, therefore directly contributing to the schools development plan.



**ST PETER'S SCHOOL HUNTINGDON**  
**LEAD OF PHYSICS – PERSON SPECIFICATION**

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

Criteria	Essential	Desirable	Measured
<b>QUALIFICATIONS/REGISTRATIONS</b>			
Good degree or equivalent professional qualification.	x		Application/Certificate
Holds QTS.	x		Application/Certificate
<b>EXPERIENCE AND SKILLS</b>			
Ability to teach science (KS3 AND KS4) and Physics to KS5			
Experience and/or training in teaching across the whole ability and age range.	x		Application/selection process/lesson observations
Knowledge of relevant current curriculum developments and their bearing on classroom practice.	x		Selection process
Able to prepare resources to meet a wide range of abilities of students.	x		Application/selection process
The ability to motivate young people and relate positively towards them.	x		Application/selection process/lesson observations
Experience and/or training in assessment for learning techniques.	x		Selection process
Experience and/or training in the teaching of Personal Development.		x	Application/selection process
Experience of using electronic teaching resources, including the use of Powerpoint and interactive whiteboard resources.	x		Application/selection process/lesson observations
Willingness and experience of teaching a second subject.	x		Application/selection process
Knowledge of the use of data to support student achievement.	x		Application/selection process
<b>INTERPERSONAL SKILLS</b>			
To be committed to the Every Child Matters agenda.	x		Selection process
Supportive approach to school ethos, policies and activities.	x		Selection process
Effective communication skills.	x		Selection process
Willingness to be involved in the wider life of school.		x	Selection process
Enthusiasm for participating in extra-curricular activities and establish links with other curricular areas.		x	Selection process
Keen to further develop subject specialist ability and also other aspects of professional role.		x	Selection process



