



The Cam Academy Trust

Job Application Pack

Teacher of French

School: St Peter's School

Salary: MPS/UPS

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

ECT'S are welcome to apply.

Start date: Sept/Dec 2024

Application Closing Date: Monday 8th July 2024.



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

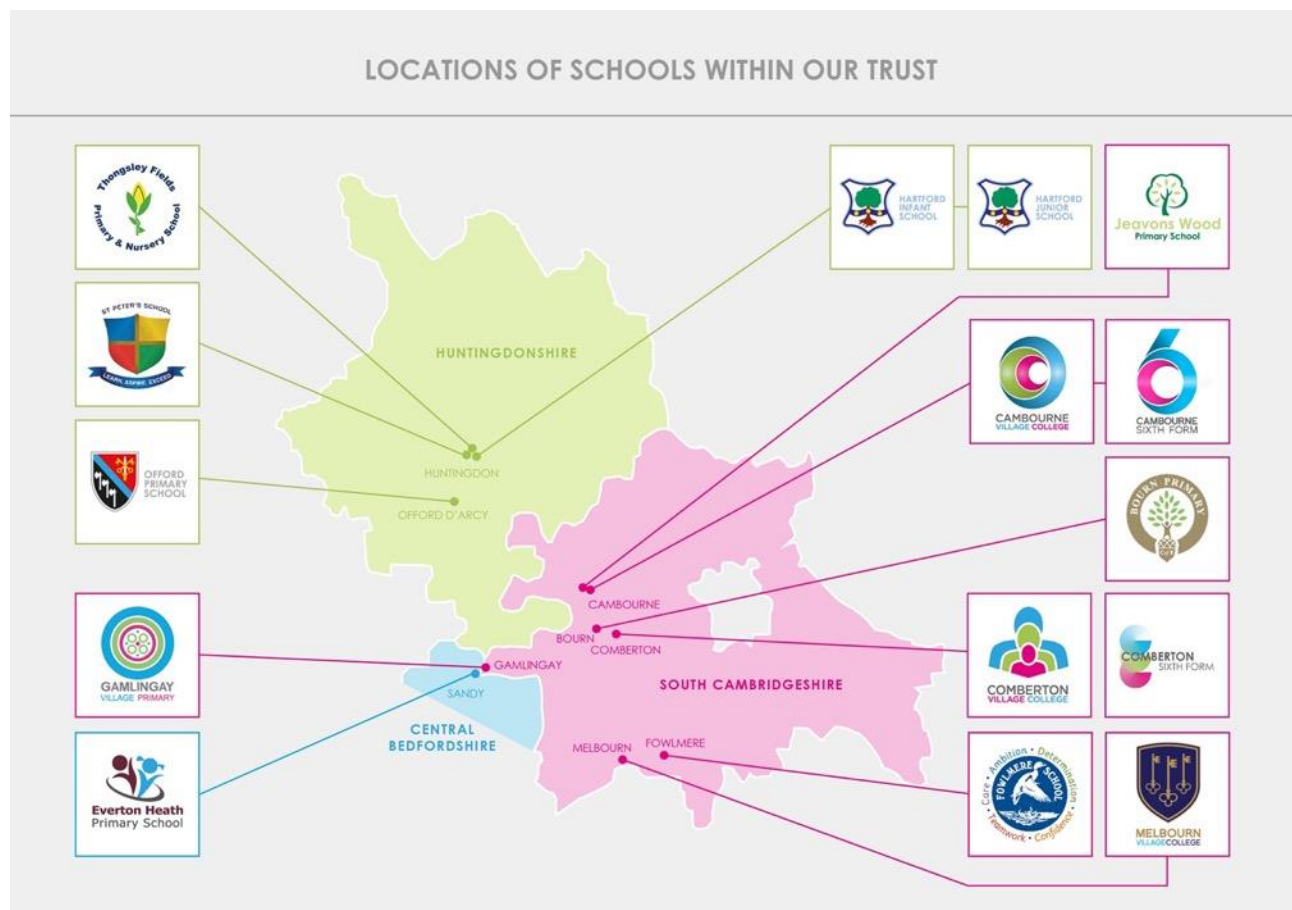
The Cam Academy Trust, originally The Comberton Academy Trust, was formed in 2011 to oversee the conversion of Comberton Village College to academy status in the first instance. With growing emphasis on academies working together in formal partnerships, the Trust quickly changed to become a multi-academy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

Teacher of French – St Peter's School

Salary: Main/Upper Pay Range

Required September/December 2024 (negotiable)

Contract: Permanent

ECT's are welcome to apply

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. The MAT Progress 8 score is above average.

We are currently seeking to develop our existing Mathematics department by employing a dynamic and inspiring Teacher of Maths to join our team in motivating and supporting our students to ensure outstanding attainment.

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

As a supportive, hardworking and friendly team with a desire to raise student achievement beyond expectation, we have extensive resources to support teaching and learning and are constantly reflecting on our curriculum to make further improvements. 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 Maths team

We believe that every student has potential and we are always encouraging students to achieve their targets by offering full help and support. With excellent behaviour procedures and respectful students who are always eager to learn, the Maths department has been able to show sustained success in driving forward results.

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, enhancement courses and training with exam board providers as well as in house training.

HOW TO APPLY

To apply for this position, please submit your completed support staff application form and covering letter to recruitment@stpetershuntingdon.org

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 <https://www.stpetershuntingdon.org/join-us/staff/current-vacancies> 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 recruitment@stpetershuntingdon.org

Closing date: Mid-day Monday 8th July 2024. The school reserves the right to interview and appoint within the application window.

In accordance with Keeping Children Safe in Education, the school will consider carrying out an online search as part of their due diligence on shortlisted candidates. Where an online check will be conducted, this will be indicated in the invitation to interview letter. Schools will only take into account data that is relevant to the role.

Thank you for your interest in The Cam Academy Trust

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 a medical questionnaire.



JOB DESCRIPTION

POST TITLE:	Teacher of French
PURPOSE OF JOB:	<ul style="list-style-type: none"> • To create an ethos in which all staff are motivated and supported to develop their skills and knowledge • 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. • To be a leading professional • To carry out the functions of a class teacher at St Peter's School in accordance with the stated aims and objectives of the school. • To be responsible for particular functions/roles as noted below
RESPONSIBLE TO:	Line Manager

1. 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

2. Teaching

This will include:

- Foster, and encourage and expect others to foster, the school's ethos (Learn Aspire Exceed) in all our stakeholders at all times.
- Role model excellent behaviour and implement the school's behaviour policy in lessons to maintain excellent classroom management with due regard to health and safety policies.
- Planning and preparing lessons in accordance with departmental schemes of work and national curriculum, taking into account the educational needs of our students
- To contribute to the development of schemes of work in the department as appropriate.
- Ensure punctuality and establish a purposeful work atmosphere during all learning activities.
- Setting and marking classwork and homework. Set work when required for absent students whilst adhering to the school policy of marking one piece of work every eight lessons which could be an assessment or homework.
- Assessing, recording and reporting on the development, progress of students taking into account prior levels of attainment that can be used to set future targets.
- Implement the school's behaviour policy in lessons and maintaining classroom management with due regard to health and safety policies.
- Participating in arrangements for preparing students for public examinations, including the preparation, recording and submission of assessments ensuring examination regulations are adhered to.
- Ensure effective setting of homework when it is appropriate to do so.
- Identify and work appropriately with SEND students and HPA students.
- Set appropriate and challenging work for students.

3. Pastoral work

This will include:

- To be a tutor under the direction of the Heads of Year.
- Monitor and set targets for the social and academic progress of all students in the tutor group as required.
- Promoting the general progress and wellbeing of individual students and of any assigned class or group of students.
- Endeavour to build up a good relationship with students in the tutor group, so that they have a first point of contact for guidance and advice on both educational and social matters.
- Maintain an accurate attendance register, encouraging good attendance, communicating with parents of students when necessary.
- Participating in meetings called by external agencies for the purpose of supporting students.

- Report issues of concern to the appropriate staff.

4. Assessment, recording and reporting.

This will include:

- Preparing and contributing to oral and written assessments, reports and references relating to individual students or groups of students.
- Keep appropriate records of students work.
- Carry out assessment programmes, as determined by the school or department.
- Complete student reporting in line with school policy. Attend parents evening as required and keep parents informed about their child's performance and future targets as requested.

5. Contributing to the work of the subject department.

This will include:

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

6. Contributing to whole school development.

This will include:

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

7. 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.
- 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.

Salary	Upper Pay Scale
Responsible to	Line Manager
Purpose	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.

PERSON SPECIFICATION

Criteria	Essential	Desirable
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QUALIFICATIONS		
Good degree or equivalent professional qualification.	x	
Holds QTS.	x	
EXPERIENCE AND SKILLS		
Experience and/or training in teaching across the whole ability and age range.	x	
Knowledge of current legislation, guidance and developments relating to the subject area.	x	
Knowledge of relevant current curriculum developments and their bearing on classroom practice.	x	
Able to prepare resources to meet a wide range of abilities of students.	x	
The ability to motivate young people and relate positively towards them.	x	
Experience and/or training in assessment for learning techniques.	x	
Experience and/or training in the teaching of Personal Development.	x	
Experience of using electronic teaching resources, including the use of Powerpoint and interactive whiteboard resources.		x
Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	x	
Knowledge of the use of data to support student achievement.	x	
INTERPERSONAL SKILLS		
To be committed to the Every Child Matters agenda.	x	
Commitment to maintain confidentiality when applicable	x	
Supportive approach to school ethos, policies and activities.	x	
Establish and maintain supportive relationships with individual students	x	
Willingness to undertake in service training	x	



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.



The Cam Academy Trust

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