



The Cam Academy Trust
Teaching Assistant in
The View (alternative provision)
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

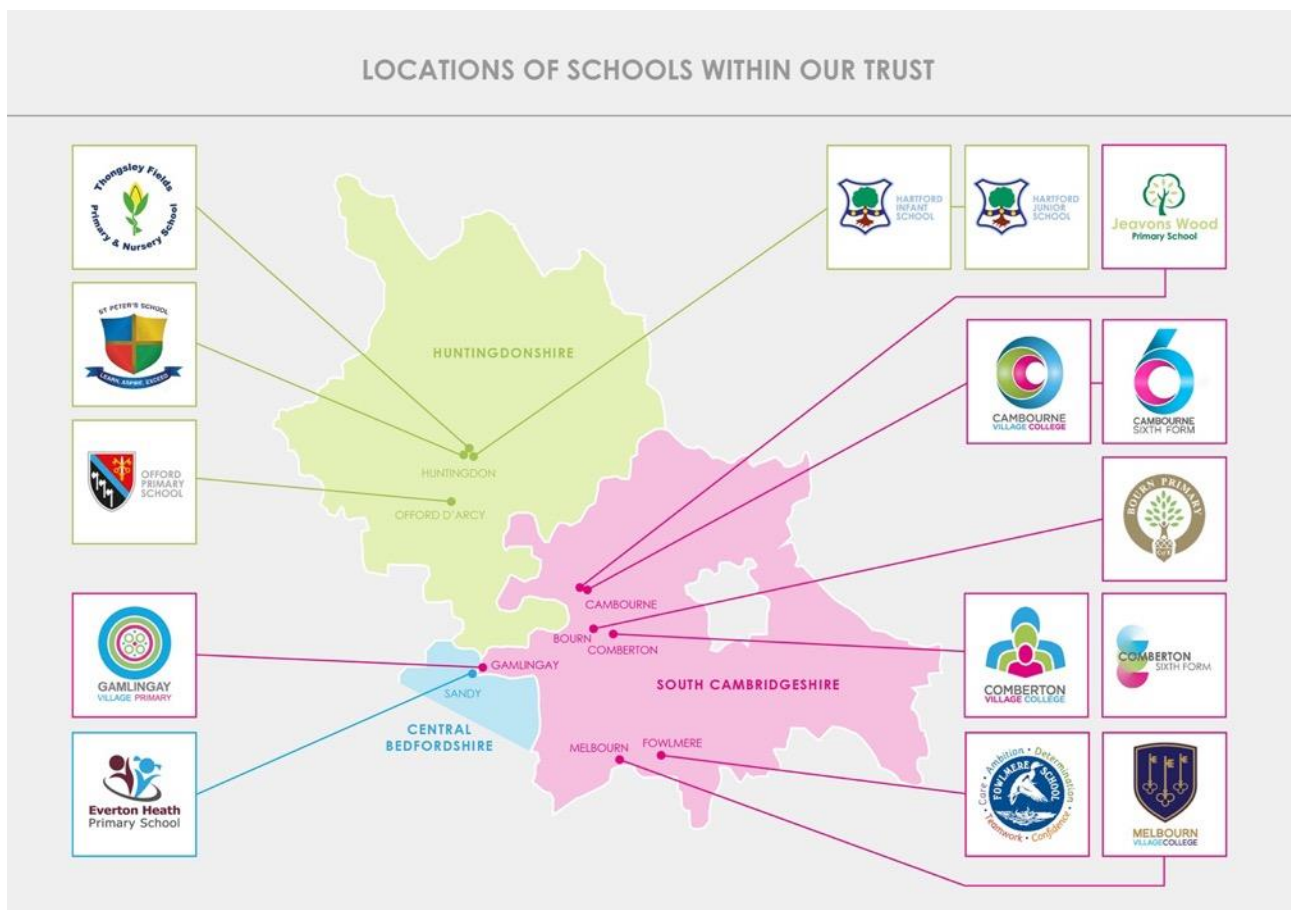
The Cam Academy Trust, originally The Comberton Academy Trust, was formed in 2011 to oversee the conversion of Comberton Village College to academy status in the first instance. With growing emphasis on academies working together in formal partnerships, the Trust quickly changed to become a multi-academy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

Salary: Scale 3 (range point 5 to 6) £23,500 to £23,893 FTE. Actual salary £20,155 to £20,492 per annum.

Contract: Permanent. Term time only plus 5 training days (39 weeks per year)

Hours: 32.5 hours per week, Monday to Friday 08.15 to 15.45

Start date: 1 September 2024

We are seeking a talented, committed and ambitious Teaching Assistant to join our excellent staff in one of our alternative provision areas, The View. The role will involve ensuring that students accessing this provision, who are likely to be facing a variety of behavioural, emotional, social difficulties and/ or medical needs, are fully supported to be able to realise their full positive potential.

Key areas of the role will include providing;

Learning Support - to create a positive environment for pupils accessing the Provision, working with the Inclusion Manager to create appropriate timetables for pupils accessing The View Provision, including academic subjects and extra-curricular activities.

Pastoral Support – To provide a safe, welcoming and reassuring environment in The View that first with the school's RESPECT Values whilst maintaining the school's behaviour and attitude policies are adhered to and applied consistently and with reasonable adjustment.

Administration and Communication – to maintain accurate records and documentation relating to students in The View and other administration elements.

Cambourne Village College is an Ofsted 'Outstanding' rated, over-subscribed secondary school, eight miles from Cambridge. We opened as an academy of the Cam Academy Trust in September 2013. Our ethos is aspirational and inclusive, our staff is highly motivated, our pupils courteous and hard-working, and we have excellent facilities. A 350 place sixth form opens in September 2024, with 175 students in each of Years 12 and 13. Joining Cambourne Village College represents a unique opportunity to work in a newly-established school within a wider, high-quality Academy Trust that gives excellent possibilities for professional and career development.

For further information about this role please see the job description and person specification further in the pack.

HOW TO APPLY

To apply for this position, please submit your completed **Support Staff** application form and covering letter to the HR Department on hr@cambournevc.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 www.cambournevc.org/contact-us/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.

Visits to the school are welcome, please contact hr@cambournevc.org if you wish to arrange a visit.

If you have any questions or queries about this role please contact Tom Darling, Deputy Principal on tdarling@cambournevc.org.

Thank you for your interest in The Cam Academy Trust.

Closing date: 12 noon on Wednesday 19th June 2024 .

The college reserves the right to interview and appoint within the application window.

Our school is committed to safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. Appointment to this post would be subject to an enhanced DBS check and satisfactory medical and employment references



JOB DESCRIPTION

Teaching Assistant – The View (alternative provision)

Salary: NJC Scale 3, point range 5 to 6, £23,500 to £23,893 per annum FTE. Actual salary £20,155 to £20,492 per annum

Hours of work: 32.5 hours per week - 8.15am to 3.45pm Monday to Friday, working 39 weeks per year (term time plus training days).

Line of Responsibility

The Teaching Assistant of Inclusion is directly responsible to the Inclusion Manager for the View. The Inclusion Manager is directly responsible to the Assistant Principal for Inclusion.

Job Purpose:

To ensure that students accessing this provision, who are likely to be facing a variety of behavioural, emotional, social difficulties and/ or medical needs, are fully supported to be able to realise their full positive potential.

1 – Learning support

- To create a positive learning environment for pupils accessing the View Provision
- To work with the Inclusion Manager to create appropriate timetables for pupils accessing the View Provision, including academic subjects and extra-curricular activities.
- To provide smaller group and 1:1 support for students accessing the View Provision.
- To support in overseeing the quality of work being produced by pupils both on-site and working remotely and to liaise with parents/ carers and subject teachers as necessary.
- Support provision students with enrichment activities both on school and off school site.
- To support in organizing work experience for pupils accessing the View Provision
- To work collaboratively with other Alternative Provision staff to review pupil progress and/or ensure pupils are accessing the most appropriate provision for their needs.

2 – Pastoral support

- To provide a safe, welcoming, and reassuring environment in Alternative Provision that fits with the School's RESPECT Values.
- To monitor and promote good attendance of all pupils attending Alternative Provision, whether in school or remotely.
- To ensure that the school's behaviour and attitudes policy is applied consistently and with reasonable adjustment.
- To help support the delivery of PSHE in accordance with the school programmes of study, including researching and providing extra sessions on subjects of importance for pupils attending Alternative Provision

- To ensure that the parents and carers of pupils accessing the View provision are contacted on a regular basis, via a range of methods including telephone calls, emails and in-person meetings.
- To support in the induction of new students into the provision
- To support in attending meetings in school and with other agencies, as required, and provide information for monitoring purposes.
- To support in the delivery of Careers provision and transition arrangements for pupils accessing the View Provision

3 - Administration and Communication

- To support in the completion of maintaining accurate records of all documentation relating to students accessing The View, including the paperwork relating to applications for statutory assessment when appropriate e.g., IEP documentation, EHA, EHCP and formal reports, liaising with parents and carers as appropriate.
- To support in the completion of half-termly reports for pupils accessing the provision.
- To liaise, as necessary, with other agencies and individuals.

4 - Support for the wider school

- Develop and maintain effective working relationships with all staff.
- Develop and maintain effective working relationships with all parent/carers.
- Develop and maintain effective working relationships with all students.
- Contribute to the maintenance of a safe and healthy environment.
- Attend and actively participate in staff meetings and training.
- Keep informed and up to date with whole school messages and information.

Performance Management

The post holder will engage with targets set annually with the Inclusion View Manager who will monitor and review her/his performance in accordance with the College's Performance Management policy.

PERSON SPECIFICATION

Teaching Assistant in The View (alternative provision)

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.

| Qualifications | Essential | Desirable |
|---|-----------|-----------|
| 5 GCSEs Grade C or equivalent including English and Maths | √ | |
| A' Levels in relevant subjects | | √ |
| Higher Education Qualifications | | √ |
| Further relevant qualifications in SEND | | √ |
| Full Driving licence | | √ |
| Successful Experience of | | |
| Working in a similar role in a school or similar public/educational establishment | | √ |
| Working with students of a similar age in a SEN environment | | √ |
| Working with a wide range of SEND | | √ |
| Raising the attainment of pupils with SEND through positive interventions | | √ |
| Forming positive relationships with children and young people | | √ |
| Forming positive relationships with parents | | √ |
| Liaising with other professional colleagues | | √ |
| Knowledge and Skills: | | |
| Knowledge of the SEN Code of Practice | | √ |
| Knowledge about a range of SEN conditions | | √ |
| Confident user of a range of ICT packages | | √ |
| Good written and verbal communication skills | √ | |
| Awareness of the new Education, Health and Care Plans | | √ |
| Personal Attributes | | |
| Ability to work positively within a team | √ | |
| Commitment to the highest standards of child protection. | √ | |
| Desire to enhance and develop skills and knowledge through CPD | √ | |
| Ability to relate positively to all students and staff | √ | |
| Flexible and adaptable | √ | |
| High personal motivation | √ | |
| Creative approach to problem solving | √ | |
| Resilient | √ | |
| Empathy | √ | |
| Honesty and Integrity | √ | |



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.

