

WWW.CATRUST.CO.UK



Job Application Pack

Assistant Maths Hub Lead and Teacher of Mathematics

School: Multiple locations, see job description

Salary: **L5 to L11**

Contract: Permanent, Full time/Part Time

Start date: September 2024

Application closing date: Noon on Tuesday 7th May 2024

Contents

Welcome from the CAM Trust	1
The Vacancy	2
Job Description	5
Person Specification	8
About our Trust	10
Benefits	11
Our Schools	13
Safeguarding children and young people	16

Welcome from The Cam Academy Trust

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 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.

The Vacancy: Assistant Maths Hub Lead and Teacher of Mathematics

Full Time / Part-time (at least 80%)

Leadership: L5 to L11

Required September 2024

We are looking to appoint an experienced maths teacher who can contribute towards the rich and developing maths education landscape in our region. Our new, and attractive, role will involve spending half the week working with the Cambridge Maths Hub to enhance the teaching and learning of maths in the region. The other half will be spent teaching in one of our Trust secondary schools, in the knowledge that teaching is at the heart of what we all do and enhancing the craft in our own classroom is essential to supporting others successfully. A part-time (at least 80%) post would be considered.

Cambridge Maths Hub

This role is being advertised for the first time due to the expanding demand for support from local schools. At Cambridge Maths Hub we work with almost all secondary schools in Cambridgeshire, Peterborough, West Suffolk and King's Lynn and West Norfolk. Two-thirds of the region's secondary schools have participated or are participating in the Teaching for Mastery programme. This attractive role keeps effective maths teachers in the classroom but also utilises their skills to support others.

Cambridge Maths Hub has been operating for ten years. We work with teachers and schools from Early Years through to post 16. We provide high quality professional development for teachers, all free and funded by the DfE. We currently have 67 Local Leaders of Maths Education (LLME) from 50 different schools delivering our professional development. We offer access to the standard Maths Hub programme (decided centrally, with training, by the NCETM). Through our Targeted Support programme, we also offer bespoke support for schools where progress in maths is an issue, for whatever reason.

The recent Ofsted review of maths highlights the significant impact of Maths Hubs on teaching and learning. We are seeing evidence of this across our region. Many of our schools are isolated. Teachers, in the past, rarely engaged with professionals outside of their own school. This was true in our city schools where time and capacity limited the opportunities for teachers to collaborate and even more so in our rural schools. Over the last five years we have seen increased engagement in collaborative maths professional development through the Maths Hub. Over 90% of our schools have engaged, most continuing year after year. The model used is one of developing collaborative professional communities. Teachers engage in "push and pull" conversations and seek to explore difficult ideas enabling them to teach more effectively. The leaders of these Work Groups (LLME) are based in schools: almost all are teachers (some are senior leaders). The groups bring a variety of experience from a variety of schools. Our belief is that the solutions for improving schools rest within our schools. As teachers share with one another and learn from one another, we see the reality of this. Allen & Sims write: "Learning from

peers is the single most important characteristic of schools that manage to sustain growth in teacher expertise" Allen and Sims 2018, The Teacher Gap.

Maths across the Trust

We are a highly successful trust comprised of 4 secondary schools and 7 primary schools. Our secondary schools are varied from Melbourn Village College, an 11-16 rural school with just over 600 students to Comberton Village College an 11-18 school with just under 2000 pupils. All our schools share the same guiding principles: that they are at the heart of the local community to serve in the way that suits their unique context and challenges.

As a trust we believe in excellence for all and the maths departments in our schools embody this. Our pupils make fantastic progress thanks to the enthusiastic, dynamic members of staff who are supported to teach in a style which suits them. We believe in a strong emphasis on problem solving at all levels, we regularly enter pupils for the UKMT challenges and attend many extracurricular events to inspire our students such as the AMSP maths feasts. We have two local AMSP coordinators based in Comberton Village College. Our schools have a strong focus on supporting students with SEND needs and as maths departments we work with TAs in the classroom so that these students make excellent progress.

The Cambridge Maths Hub is based at Cambourne Village College and staff in all four of our secondary schools are involved with the hub either by attending courses or by facilitating on courses. We also have several staff who have secondments to the hub for part of the week. Recently as a trust we have had a shift towards integrating mastery teaching into our maths curriculum, so we have staff in different cohorts of mastery specialist training. As a trust there is a strong focus on CPD, with programmes in place to support the development of staff in their ECT years and beyond. St Peters school have made excellent use of an additional period of joint PPA time where the whole department can meet weekly to allow for collaborative planning and discussions on pedagogy.

Our maths departments all have access to department offices which create a collaborative space for staff to work. We subscribe to Sparx maths as a trust to reduce staff workload with setting homework and to support individualised pupil learning. Three of our four secondary schools have now set up iPads so that students have 1-1 devices, classrooms have apple classroom which work well with teacher iPads to allow for ease of presenting and monitoring.

Our departments are made up of a diverse range of people, we have a strong track record of welcoming part time teachers, we are also proud of the fact that our maths departments have a variety of specialisms where staff have backgrounds not just in maths but in engineering, law, computer science and sports science as well as many other areas. Where we have non-specialists joining the teams, we are supportive in their development of subject knowledge and transition to becoming a maths specialist.

Three of our four secondary schools teach the same scheme of learning which we are continually refining. This spiral scheme of learning has been designed to provide an excellent level of support for students in their learning but also for staff delivering the curriculum. We have a bank

of resources that staff can use for all lessons, but we also acknowledge that autonomy in the classroom is important, and staff are welcome to teach in the way that best suits them.

For the right candidate our schools offer opportunities to teach A Level. Cambourne Village College will be opening a sixth form in September 2024, and we are working closely as a trust to support this exciting new venture. Currently we offer maths, double maths and core maths to our post-16 students at St Peters School and Comberton Village College, and maths is regularly the most popular A-Level.



Photos show our April 2024 trust training day with Charlie from Nrich

Pre-application discussions are welcomed and encouraged. If you would like to find out more about any of our schools, or you would like to arrange a visit, please contact the Trust Director of (Secondary) Maths, Katie Slusar-Fletcher on kslusar@combertonvc.org or Cordelia Myers, Strategic Lead for Cambridge Maths Hub: admin@cambridgemathshub.org.

To apply for this position please submit a completed application form and covering letter (consisting of no more than 2 sides of A4 when printed) via email to ttull@catrust.co.uk by midday on **Tuesday 7th May 2024**. Please note that we do not accept CVs.

Job Description – Secondary School Teacher

Line of responsibility

The successful candidate will be directly responsible to the head of department on curriculum matters. The teacher will be part of their trust school's appraisal scheme. S/he will have a team leader who will set agreed targets for the year. The team leader 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.

Furthermore, the successful candidate will have the support of the Maths Hub Lead in their role as an Assistant Maths Hub Lead. They will report to the lead and be managed by them.

Strategic Purpose
The basic duties of a teacher are outlined in the latest school teachers' pay and conditions document. The successful candidate shall maintain a good understanding of whole school curriculum, assessment, and pastoral policies.
Core Responsibilities (Teaching)
<p>Plan work in accordance with the maths department schemes of work.</p> <p>Take account of students' prior levels of attainment and use them to set future targets.</p> <p>Set work when required for absent students.</p> <p>Maintain good discipline by following the school's student disciplinary policies and procedures.</p> <p>Ensure punctuality and establish a purposeful working atmosphere during all learning activities.</p> <p>Maintain excellent classroom management with due regard to health and safety policies.</p> <p>Set appropriate and challenging work for all students.</p> <p>Ensure effective setting of homework and ensuring comprehensive feedback to students. For KS3/KS4 this is with the support of Sparx, and at KS5 there are centrally produced end of topic homework activities that can be used to support with staff workload.</p> <p>Identify and work appropriately with 'special educational needs' students and 'academically more able' students.</p> <p>Keep appropriate records of students' work.</p> <p>Mark and return work set, including homework, within an agreed and reasonable time.</p> <p>Carry out assessment programmes, as agreed by the maths department.</p> <p>Complete records of achievement in line with school policy.</p> <p>Complete student reports in line with school policy, reports at KS3/KS4 are not written reports to support staff workload.</p>

Attend parents' evenings as required and keep parents informed about their child's performance and future targets. Parents evenings are online via school cloud.

Working with Cambridge Maths Hub

Work with the Maths Hub Leadership and Management (MHLM) team to plan how the Hub effectively engages with secondary schools.

Participate in MHLM team meetings

Plan, deliver and evaluate one (or more) Work Groups

Lead an area of Cambridge Maths Hub work (such as Subject Knowledge Work Groups): monitoring, supporting and feeding back to the MHLM team

Regularly update MHLM Team on work progress

Report to the Strategic Board, as required

Support planning within secondary provision

Working with schools

Identify schools suitable for participation in the Maths Hub's secondary programme

Identify leading Teaching for Mastery (TfM) schools as potential influencers

Work with school leaders to ensure sustained participation in the Maths Hub offer

Provide support to Work Group Leads through identifying need, planning, facilitating, and evaluating professional development

Communicate with and influence HTs and Heads of Department to consider adopting TfM within their schools

Have an understanding and knowledge of the payments made to specialists and schools

Work with the MHLM Team and LLME to recruit and retain WG schools

Working with teachers

Work with MHLM Team and LLME to identify, recruit and appoint future Mastery Specialists and other secondary LLME

Develop teachers to become more effective maths teachers

Understand the full Maths Hub programme so teachers can be advised about suitable programmes to meet their needs

Working with Local Leaders of Maths Education (LLME)

Work with the MHLM Team to recruit and develop LLME

Support Work Group Leads in the planning, delivery and evaluation of one (or more) Work Groups

Actively contribute to the LLME professional dialogue through "push and pull" discussions

Contribute to the publicity of Cambridge Maths Hub through blogs, "book looks" and social media

Working with NCETM

Collaborate with other AMHL across the network
--

Participate in Maths Hub online communities.
--

Attend NCETM central training

Person Specification: Assistant Maths Hub Lead and Teacher of Mathematics

Criteria	Essential	Desirable	Measured
QUALIFICATIONS			
Good degree or equivalent qualification	X		Certificate
QTS with a minimum of five years teaching experience	X		Certificate
Current/Formal Teaching for Mastery Specialist		X	Application
PD Leads Qualification		X	Certificate
EXPERIENCE AND SKILLS			
Experience of teaching across the ability and age range for KS3/KS4 in a state funded school	X		Application/selection process/lesson observations
Experience in teaching at KS5		X	Application
A strong track record of high-quality maths teaching	X		Lesson observation
A continued commitment to own professional development	X		Application
A commitment to collaboration and partnership within and across schools	X		Application/ Selection process
Good knowledge of current legislation, guidance, and policy in maths education along with how these impact on teaching		X	Selection process
Critical engagement with educational research	X		Application/ Selection process
A strong track record of leading and embedding change in maths departments with diplomacy, patience and empathy	X		Application/ Selection process
Experience of leading mathematics professional development	X		Application/ Selection process
A commitment to establishing and embedding Teaching for Mastery in secondary schools	X		Lesson observation/Selection process
Ability to establish a safe and stimulating environment for students, rooted in mutual respect	X		Lesson observation
An ability to motivate young people and relate positively towards them	X		Lesson observation/Selection process
To be committed to promoting good progress and outcomes for students in maths	X		Selection process/References
Demonstrating an understanding of and taking responsibility for promoting high standards of literacy through oracy and the correct use of standard English	X		Application/Lesson observation/Selection process
Have a clear understanding of the needs of all students and be able to use and evaluate distinctive teaching approaches to engage and support them	X		Lesson observation/Application
Facility to travel around the region	X		Application
INTERPERSONAL SKILLS			
Experience of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children	X		Selection process/References

Excellent communication skills	X		Selection process
Evidence of working effectively in a team	X		Selection process/References
An ability to work effectively, along with using initiative, when working alone.	X		Application/Selection process
Supportive approach to school ethos, policies and activities	X		Selection process
Effective communication skills with staff, pupils, and parents	X		Application/Selection process
Willingness to be involved in the wider life of school Enthusiasm for participating in extra-curricular activities and establish links with other curriculum areas		X	Application/Selection process
Willingness to work in trust schools, according to need	X		Application/Selection process

The Trust Board 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.

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 2024.

Our Primary phase schools are: Everton Heath Primary School (just inside Bedfordshire), Gamlingay Village Primary, Jeavons Wood Primary School in Cambourne, Offord Primary School in Offord D'Arcy, Hartford Infant and Pre-School, Hartford Junior School and Thongsley Fields Primary and Nursery School in 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

- Statutory holiday for teaching staff with disaggregated training sessions so that schools are flexible, this depends on the school.
- 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 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. Schools currently offer anything from weekly yoga sessions to a staff trip to crazy golf.
- Environment – good working environment with excellent facilities. Maths departments all have a collaborative office space.
- In 3 of our 4 trust secondaries students have iPads and members of teaching staff are also given an iPad.
- All teaching staff are given laptop computers which remotely connect to the school network so that staff can be flexible in where they work.

Professional development

- Professional development – full and part-funded training courses and a wide range of learning opportunities available to all staff.
- The Maths Hub is a big part of the professional development for maths in all trust schools.
- As a trust we are members of ATM and we encourage maths staff to engage with their magazines which are in the office.

Employee discounts

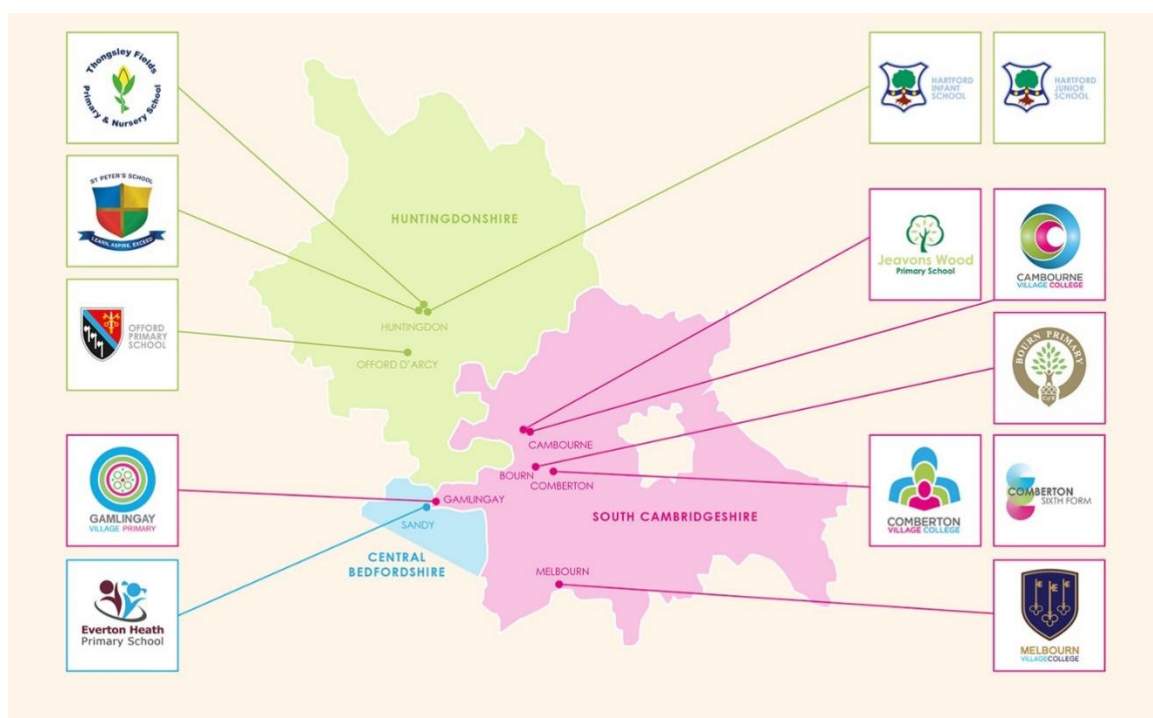
- Car parking – free and on-site, with EV charging points in many trust schools
- Hot drinks – tea & coffee making facilities provided for all staff
- Cycle-to-work scheme – save £££ on a new bike and accessories
- Subsidised membership to the [Chartered College of Teaching](#)
- Staff at Comberton can get discounted membership of Comberton Sports and Arts, the public gym which is on site.

- Staff at Melbourn have access to free off-peak gym and swimming in the onsite public pool

Work-life balance

- Flexible working – all staff can make a request to work flexibly
- Many members of the maths departments are currently part time, either to develop a broader career with secondments to the Maths Hub and AMSP or by choice to change the balance of their week.
- As a trust we subscribe to a number of websites to support staff planning and reduce workload, including Sparx, Mathsbox and Mathspad.
- 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 where feasible.

Our Schools



Comberton Village College & Comberton Sixth Form



Comberton Village College is a thriving community of approximately 1900 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

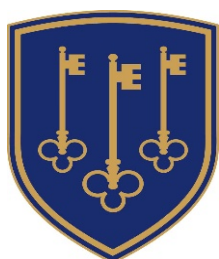
Cambourne Village College opened as a Free School in 2013 as the first new village college in Cambridgeshire for 30 years. It serves the community of Cambourne, a group of villages located between Cambridge and St Neots.

It has been repeatedly grown since its inception and now has plans for further expansion to include a sixth form from 2024 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 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 a programme of classroom upgrades that began in 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 1200 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 other spaces.



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.

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.

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 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

The newest full members of the Trust, Offord joined in 2019 and has undergone significant changes with a new headteacher and the recent collaborative west village 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.



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.