



The Cam Academy Trust
Assistant Principal - Inclusion
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

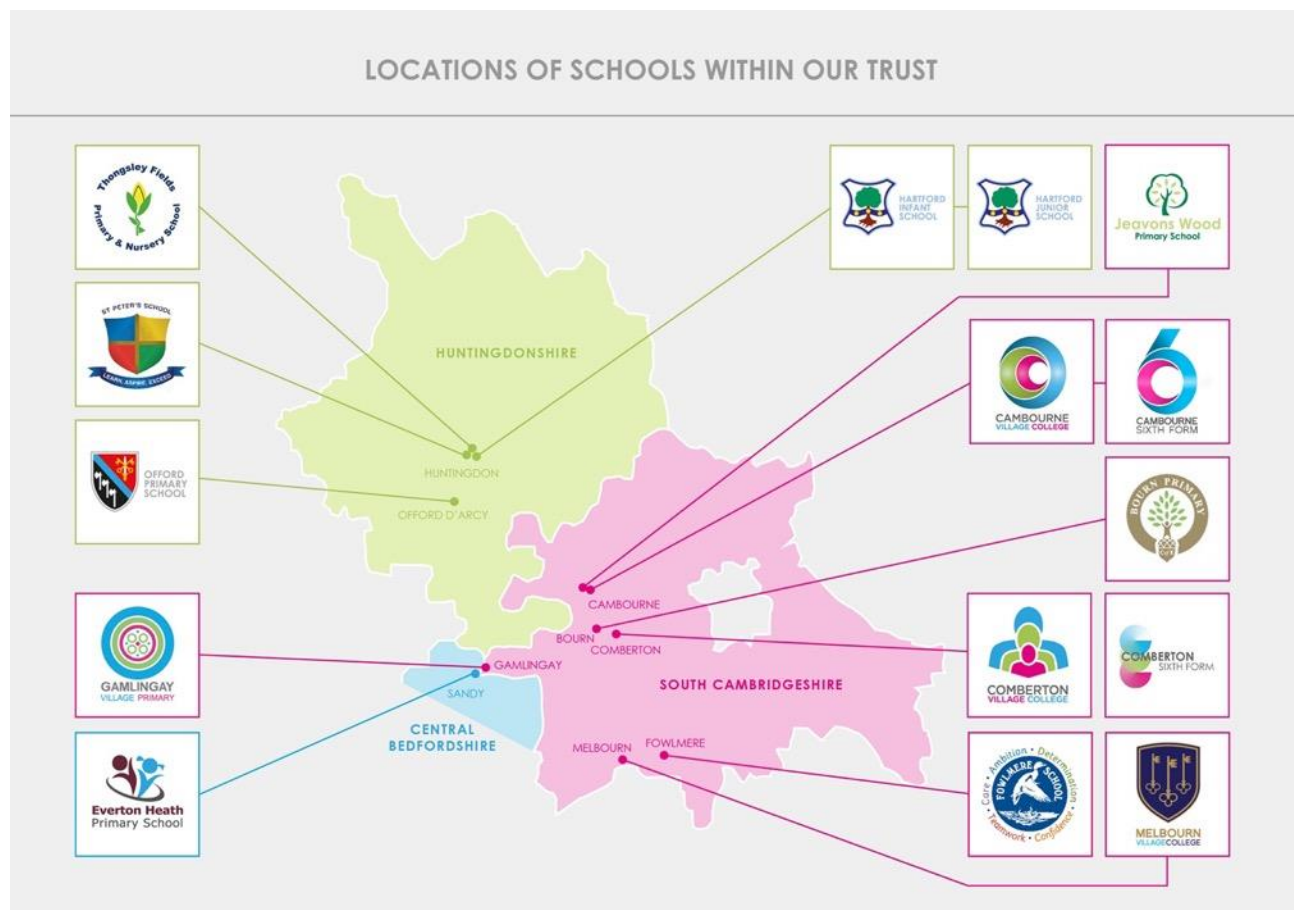
The Cam Academy Trust, originally The Comberton Academy Trust, was formed in 2011 to oversee the conversion of Comberton Village College to academy status in the first instance. With growing emphasis on academies working together in formal partnerships, the Trust quickly changed to become a multi-academy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

Assistant Principal

Salary: Leadership Scale 12 to 16

Contract: Permanent

Hours: Full time

Start date: April 2025 or earlier

We are seeking a motivated and inspirational Assistant Principal for Inclusion from April 2025 or earlier.

This post offers the opportunity to play a pivotal role in leading a well-considered and joined up inclusion strategy that meets the needs of our most vulnerable pupil. The Assistant Principal will be responsible to the Deputy Principal and will work alongside the senior leadership group in defining, articulating, and implementing the shared vision and values of the Academy through effective communication and engagement with all stakeholders. It is expected that the Assistant Principal will demonstrate outstanding leadership skills and behaviours.

The post holder will work with individuals and groups to secure the provision of a high-quality education for all our pupils. They will have oversight of our most vulnerable pupils who may be accessing additional or alternative support and provision to secure engagement in education.

The postholder will have oversight of our SEND department, alternative provisions including any remote provision provided and school counsellors. They will also work to promote strategies to support our young carers and looked after children.

It is an exciting time to join our teaching staff at Cambourne Village College. Already a well-established and successful school, the addition of our Sixth Form marks the final phase of our expansion. The school benefits from a wealth of exciting facilities and a strong culture of mutual support; staff morale is high and our students are courteous and eager to participate in the highly engaging curriculum offered to them. We are ambitious for our Sixth Form to reflect the successes of our main school, where results are consistently strong, with excellent Progress 8 scores. Cambourne Village College is a 1:1 iPad school, with all students having a personal device.

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 opened 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.

The full current curriculum for all year groups can be viewed on the College website:

<https://www.cambournevc.org/curriculum> . Full details are provided on the job description and person specification.

HOW TO APPLY

To apply for this position, please submit your completed application form and covering letter to the HR Manager, Ramona Ross 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. We do also accept applications via TES.

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.

Pre-application visits to the College are welcomed. Please contact the HR Department hr@cambournevc.org

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: 09.00 on Friday 20th December 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

Assistant Principal - Inclusion

Salary

Leadership Group: range Point 12 to Point 16

Line of Responsibility

The Assistant Principal of School is directly responsible to the Deputy Principal of School

Line Management

The Assistant Principal of School will ensure effective line-management of a range of departments, year groups and all members of staff for whom the post holder has direct responsibility.

MAIN PROFESSIONAL DUTIES

Inclusion Responsibilities

- Have a strategic overview of provision for students with SEND across the school.
- Provide leadership for the SENCo to ensure regular monitoring and reviewing the quality of provision for SEND students.
- Lead the inclusion team to secure high expectations, effective deployment of resources and improved learning outcomes for all students.
- Lead the school strategy on inclusion.
- Work alongside the SENCo to ensure that subject leaders and other colleagues are supported to deliver effective strategies and provision for those students who require alternative provision.
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school development plan.
- Take the lead on Looked After Children in School and liaising with the virtual head to ensure the PEP is up to date and shared across school.
- Liaise with the SEN Governor and Local Authority keeping them informed of Education Health Care Plans, Inclusion Action Plans and EAL Action Plans providing information to inform decision-making and policy review.
- Lead and Manage the inclusion team including the Centre, Internal Alternative Provision (AP), online provision and external AP.

- Ensure Individual Alternative Education Provisions (IAEP) are completed with families and updated every 6 weeks.
- Be the lead person for behaviour, well-being and pastoral care for vulnerable students (including SEND).
- Work alongside colleagues to support, train and ensure high quality teaching and specialist support as deemed suitable.
- Regularly update and monitor the effectiveness (funding and student outcomes) of all our children who have an IAEP and who are on the SEND register.
- Work closely with curriculum leaders to make sure that the curriculum is relevant, accessible, and engaging for all vulnerable students (including SEND and Disadvantaged).
- Work closely with the Deputy Principal for Quality of Education and Deputy Principal for Behaviour and Attitudes on data analysis of groups of students (EAL, PP, More Able, SEND) to promote positive outcomes.
- Oversee the deployment of our pupil councillors.

Special Responsibilities and Duties

- To develop, with colleagues, effective ways of overcoming barriers to learning with sustaining effective teaching through the analysis and assessment of student needs.
- To lead the strategy for SEND support so that all SEND students are making effective progress in collaboration with the AP Teaching and Learning.
- To ensure small group tuition for students identified as requiring extra provision is provided.
- Monitor pupil achievement of key groups (PP, More Able, SEND, EAL), in collaboration with Deputy Principals for Teaching and Learning and Behaviour and Attitudes, and set targets for improvement to raise standards of students' learning and achievement. This will involve using tracking systems, including maintaining provision mapping for the College.
- To maintain good partnerships between parents and the College and liaise effectively with external agencies to promote and secure maximum support for student learning.
- Lead and manage the inclusion team including SENCo, specialist SEN teachers, SEN support staff and other professionals who work at the College, ensuring that all EHCP/IHP and risk assessments are undertaken to a high standard.
- Working in partnership with alternative provision agencies to ensure that students are well placed, tracking attendance and progress where appropriate.

- Ensure all alternative provision providers used are Local Authority approved and the College has all the compliance documentation. Conduct visits as appropriate to ensure compliance and safeguarding standards are met.
- Ensure information sharing at all alternative provision and SEND children is accurate and share in a timely way.
- To lead staff meetings, staff INSET and parents' meeting as appropriate.
- To offer advice and support to teaching colleagues regarding their training needs, in line with priorities set out in the school development plan, including planning and leading training and development opportunities related to inclusion.
- To take a leading role in continuous development, to monitor planning/work, target setting, assessment and classroom practice, to mentor staff and/or trainee teachers or teaching assistants.
- To ensure that all newly appointed staff have adequate support as part of their initial and ongoing induction on all identified vulnerable students.
- Be available to attend governing body meeting when necessary and to present AP information.
- To work alongside other leaders (SLG, HODs and HOYs) and staff involved in supporting the development of inclusive practice across the College to make sure the curriculum is relevant, accessible and engaging for all vulnerable students.
- To meet regularly with your line manager to discuss the performance of those areas listed above and to feedback on any issues.
- To assume any other reasonable duties as needed and as directed by the Deputy Principal and Principal.

General Duties

Members of the Senior Leadership Group are expected to:

- Always ensure the well-being and safety of our students.
- Take a full and active part in College life.
- Set an example of high professional standards.
- Uphold and promote the ethos of Cambourne Village College and the Cam Academy Trust.
- Contribute positively to the discussion and development of College policy in meetings
- Uphold and promote the College policy in discussions with staff, students, parents, governors and the local community.
- Establish positive working relationships with all stakeholders.
- Attend full and committee meetings of the Governors as required.
- Respond to student incidents/
- Be flexible, and work outside / beyond their job descriptions, as the need arises.

Conditions of employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).

The post holder is required to support and encourage the College's ethos and its objectives, policies and procedures as agreed by the governing body.

To uphold the College's policy in respect of child protection and safeguarding matters.

The post holder will be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.

The post holder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

All members of staff are required to participate in the College's appraisal scheme.

PERSON SPECIFICATION

Assistant Principal - Inclusion

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.

Category	Essential	Desirable
Education and Training		
Qualified teacher status	✓	
Honours degree	✓	
Further qualifications/higher degree		✓
Evidence of recent professional development	✓	
Holder of or willing to work towards NPQSL		✓
Designated Safeguarding Lead	✓	
National Award for SENCo		✓
Proven successful experience of:		
Middle leadership	✓	
Implementing and leading whole-school initiatives	✓	
Effective leadership of teams	✓	
Improving outcomes for vulnerable children		✓
School self-review and evaluation		✓
Management of pupil data	✓	
Effective budget management	✓	
Safeguarding	✓	
SEND Provision		✓
Strategic direction and development of school		
Ability to implement strategic planning	✓	
Ability to monitor and evaluate progress	✓	
Ability to manage change effectively	✓	
Commitment to equal opportunities and inclusion	✓	
Teaching and learning		
Breadth of successful teaching experience in secondary phase	✓	
Strong curricular knowledge	✓	
A commitment to innovation and creativity	✓	
Leading and managing staff		
Ability to inspire, lead, support and challenge staff	✓	
Accountability		
Ability to manage, maintain, evaluate and act upon whole school pupil records and data	✓	

Ability to secure staff accountability	✓	
Effective relationships and networks		
Ability to relate effectively with and gain the respect of staff and students	✓	
Ability to develop appropriate links with partner organisations, parents, external agencies and the wider community	✓	
Personal qualities		
Commitment	✓	
Flexibility	✓	
Enthusiasm	✓	
Optimism	✓	
Creativity	✓	
Excellent organisational skills	✓	
Excellent communication skills	✓	
Excellent behaviour management skills	✓	
Integrity	✓	
Ability to see things in perspective	✓	
Team player	✓	



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.

