



The Cam Academy Trust  
HR Manager  
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.



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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!

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**Claire Heald**

# ABOUT US

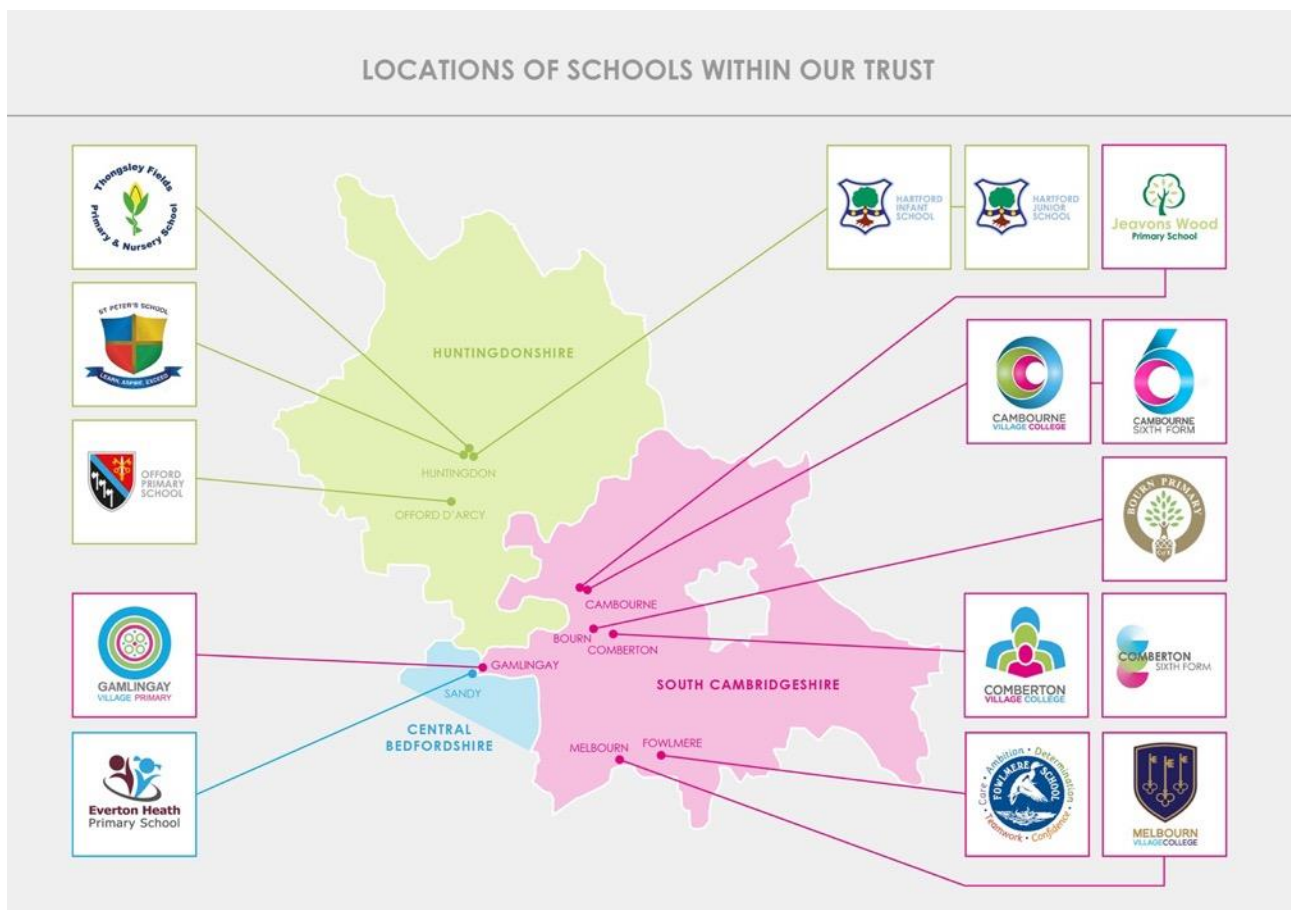
The Cam Academy Trust, originally The Comberton Academy Trust, was formed in 2011 to oversee the conversion of Comberton Village College to academy status in the first instance. With growing emphasis on academies working together in formal partnerships, the Trust quickly changed to become a multi-academy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

## HR Manager at Cambourne Village College

**Salary:** Scale SO1 (Range Point 23 to 25) £32,076 to £33,945 FTE. Actual Salary £30,250 to £32,012 per annum (based on 43 weeks per year)

**Contract:** Permanent. Term time plus training days (39 weeks) plus 4 weeks to be worked across the holidays by agreement. 52 weeks per year may be considered.

**Hours:** 37 per week, Monday to Friday.

**Start date:** As soon as possible.

**Application closing date:** 09.00am on Monday 8<sup>th</sup> June 2024.

Cambourne Village College, as part of The Cam Academy Trust, is looking to appoint a proficient and effective HR Manager to manage the HR function in our secondary school. This is a generalist role managing all operational areas of HR, but with an understanding of the Senior Leadership Group's strategic aims. As such, the position requires the ability to demonstrate HR astuteness in the educational sector, along with a strong analytical ability.

This is a varied role that includes maintaining HR records and the Single Central Record, inputting information onto the schools MIS and payroll system, overseeing the recruitment of teachers and support staff, dealing with HR queries and the preparation of employment letters and other documentation.

The successful candidate will be well organised and self-motivated, have a high level of accuracy and attention to detail, be able to remain calm and professional whilst under pressure and have the ability to demonstrate tact, diplomacy and sensitivity when dealing with personnel issues.

# 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](mailto: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](http://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](mailto: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](mailto:tdarling@cambournevc.org).

Thank you for your interest in The Cam Academy Trust.

**Closing date: 9am Monday 8th of July 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

## HR Manager

**Hours:** 37 per week, Monday to Friday. Term time plus training days (39 weeks) plus 4 weeks to be worked across the holidays by agreement (52 weeks per year may be considered)

**Salary:** SO1, Pt 23 - 25 (£32,076-£33,945 FTE). Actual Salary £30,250 to £32,012 per annum (based on term time plus 4 weeks).

**Line of responsibility:** Principal

### Main duties and responsibilities:

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the Principal. Please note that the post holder may be required to work outside of normal school-working hours to attend meetings etc.

### HR Management

- Implement and co-ordinate the school's appraisal arrangements for support staff.
- Co-ordinate continuing professional development for support staff.
- Ensure effective line-management of HR staff.
- Update and implement the school's staffing structures in discussion with the Principal.
- In liaison with the finance department, ensure that all the necessary data required for payroll, the teachers' pension and local government pension agencies is submitted when:
  - A new appointment is made.
  - Changes are made to an existing member of staff's terms and conditions.
  - A member of staff's employment terminates.
- In conjunction with the finance department, liaise with school's payroll provider to ensure all forms including timesheets, new starter/leaver/variation forms and annual returns are submitted within required deadlines.
- Ensure that all relevant assessments are completed and resulting outcomes implemented in relation to HMRC requirements, for example, evaluation of an individual's self-employed status.
- Ensure that all aspects relating to work status and registration, immigration and sponsorship are followed, including liaison with all relevant parties as necessary.
- Ensure that all relevant changes affecting staff are communicated and actioned, including contract, salary and pensions information.
- Ensure that annual Salary Assessment Forms are completed and issued to all staff.
- Ensure that all staff personnel details are included in individual secure personnel files and on the school's MIS.
- Responsible for administering leaving procedures for all staff.
- Oversee arrangements for the induction of all new staff including Health & Safety training on Smartlog, Safeguarding training etc.
- Responsible for the implementation and operation of all internal HR policies e.g. disciplinary, grievance, capability, redundancy, sickness absence monitoring, and equality schemes including the appeals process.

- Responsible for ensuring that all HR-related casework is completed within required timescales.

### **Recruitment**

- Responsible for managing the recruitment process for all staff, including involvement in identification of vacancies, advertising, shortlisting, interview arrangements, letters of appointment, safer recruitment, vetting and barring checks, and contracts of employment. Delegate tasks to colleagues as appropriate.

### **Administrative**

- Oversee the rigorous upkeep of the Single Central Record for the school.
- Ensure that all administrative duties, checks, documentation, reports and returns (internal and external) are completed accurately and submitted within required deadlines.
- Collate information, statistics and prepare reports as required by the Principal.
- Take minutes/notes in meetings as required and circulate associated information.
- Deal with correspondence promptly and as required.

### **General**

- Attend school events and meetings as required.
- Assist with school emergencies, in conjunction with other members of the senior leadership group (SLG), including the implementation of effective evacuation and search procedures as required.
- Implement, in conjunction with staff and members of the SLG, all health and safety procedures and requirements.
- Maintain a current knowledge of employment law and appropriate education legislation, advising the Principal as appropriate.
- Attend training sessions and meetings as required.
- Arrange and provide training sessions to HR colleagues to ensure that they are aware of associated procedures and regulations.
- Responsible for the effective management of budgets within HR's remit, negotiating best value rates with agencies and other parties.
- Responsible for the updating and production of the school's Staff Handbook.
- Seek, consider, and act upon professional support and advice as required.
- Advise the governing board and its committees as required.

### **Data Protection**

- Assist with 'Subject Access' and 'Freedom of Information' requests
- Ensure compliance with data protection regulations.

### **Performance Management**

The post holder will negotiate and engage fully, with targets set annually with the Inclusion Co-Ordinator, who will monitor and review her/his performance in accordance with the College's Performance Management policy.



## **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 school's ethos and its objectives, policies and procedures as agreed by the governing body.

To uphold the school's policy in respect of Child Protection matters.

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.

S/he shall be subject to all relevant statutory and institutional requirements.

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 staff participate in the school's performance management scheme.

# PERSON SPECIFICATION

## HR Manager

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.

| Essential   | Desirable   | Evidence  |
|---|---|---|
| <b>Qualifications and experience</b>  |   |   |
| <ul style="list-style-type: none"> <li>• Evidence of being an effective member of an establishment/administration team.</li> <li>• Evidence of being a highly skilled and effective administrator.</li> <li>• Evidence of significant HR experience to support the day-to-day operations of the School.</li> <li>• L5 CIPD qualification or another recognised HR qualification.</li> </ul> | <ul style="list-style-type: none"> <li>• Further or higher education qualifications relevant to the field.</li> <li>• Evidence of HR management within a school or similar organisation.</li> <li>• Experience of managing and co-ordinating a performance management scheme.</li> <li>• Experience of preparing and presenting casework to panels e.g. disciplinary.</li> <li>• Experience of managing change and implementing new systems/ procedures/controls.</li> <li>• Evidence of effective leadership and line-management of staff including a team.</li> </ul> | Application form<br>Letter of application<br>References<br>Interviews<br>Certificate/s (to be available at interview) |
| <b>Knowledge and skills</b>   |   |   |
| <ul style="list-style-type: none"> <li>• Ability to build and form good relationships with students, colleagues and other professionals.</li> <li>• Able to lead, develop and motivate a team of staff, delegating duties as required.</li> <li>• Ability to work constructively as part of a team,</li> </ul>  | <ul style="list-style-type: none"> <li>• Experience of recruitment strategies and procedures.</li> <li>• Knowledge and understanding of safer recruitment requirements in schools.</li> <li>• Knowledge and</li> </ul>  | Application form<br>Letter of application<br>References<br>Interviews   |

| Essential  | Desirable   | Evidence  |
|--|---|---|
| <p>understanding school roles and responsibilities including own.</p> <ul style="list-style-type: none"> <li>• Ability of working as team to formulate and review the aims and objectives of an establishment/ company.</li> <li>• Excellent verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students and other professionals.</li> <li>• Ability and knowledge to implement a wide range of HR procedures.</li> <li>• A current knowledge and understanding of employment law, appropriate education legislation and requirements of employment contracts.</li> <li>• Working knowledge of law with regard to health and safety legislation, contracts, Freedom of Information Act, copyright, data protection and GDPR.</li> <li>• Ability of managing and monitoring a budget.</li> <li>• Ability to proficiently use office computer software including word-processing, spreadsheet, HR database/s and internet systems.</li> </ul> | <p>understanding of pension schemes and retirement opportunities.</p>                             |   |
| <b>Personal qualities</b>  |   |   |
| <ul style="list-style-type: none"> <li>• Excellent interpersonal skills with ability to maintain strict confidentiality.</li> <li>• A diplomatic and patient approach.</li> <li>• Initiative and ability to prioritise one's own work and that of others to meet deadlines.</li> <li>• Able to follow direction and work in collaboration with the SLG.</li> <li>• Efficient and meticulous in</li> </ul>  | <ul style="list-style-type: none"> <li>• Able to attend evening meetings, if required.</li> </ul> | <p>Application form<br/>Letter of application<br/>References<br/>Interviews</p> |

| Essential  | Desirable | Evidence |
|--|-----------|----------|
| <p>organisation.</p> <ul style="list-style-type: none"> <li>• Able to work flexibly, adopt a 'hands on' approach, and respond to unplanned situations.</li> <li>• Ability to evaluate own development needs and those of others and to address them.</li> <li>• A willingness to seek specialist advice and awareness of where to seek it.</li> <li>• Commitment to the highest standards of child protection and safeguarding.</li> <li>• Recognition of the importance of personal responsibility for health and safety.</li> <li>• Commitment to the school's ethos, aims and its whole community.</li> </ul> |           |          |



## 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.

