



The Cam Academy Trust
Lead Governance Professional
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

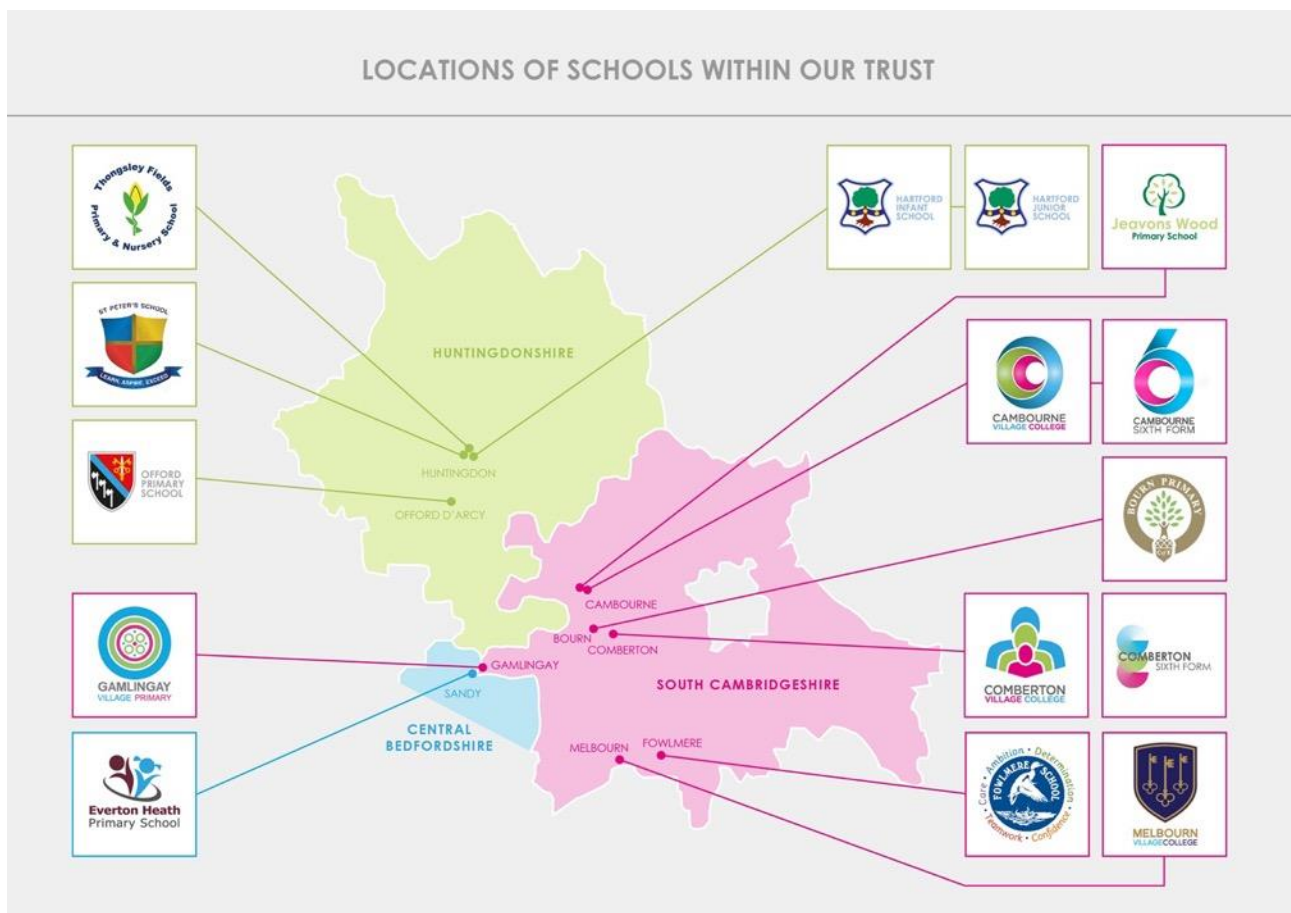
The Cam Academy Trust was formed in 2011.

The Trust is currently made up of seven primary phase schools and four secondary schools, three of which have 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.

We are entering a period of potential growth for our family of schools.



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 100 trainees training with the SCITT this academic year across its primary, secondary, part-time, full-time, salaried, and non-salaried routes. It is notable that 47% of the secondary trainees teachers are in shortage subjects. Such is the strength of CTSN's reputation; over the last three years more than three-quarters of its trainees were employed in local schools.

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, Peterborough, West Suffolk, King's Lynn and West Norfolk.

The Hub supports teachers to improve educational standards for students in our region from the youngest child in Early Years to Post-16 students.

The Cambridge Maths Hub offers free, high-quality Professional Development to Maths teachers across the Hub area.

The Cabins

Our [Cabins](#) work in close partnership with schools to provide autistic students with an opportunity to be educated in mainstream settings.

We set high expectations for students but provide significant support from highly skilled and caring staff whose dedicated support helps pupils to cope with the challenges that they face

All our cabins strive to ensure that every pupil attains the highest possible academic achievement and that they consistently experience innovative and inspiring teaching.



THE VACANCY – LEAD GOVERNANCE PROFESSIONAL

Contract: Permanent/Full or Part time (4 day min)
requirement to occasionally work outside of core school hours

Salary: £43,421 - £46,464 fte

Required: September 2024

Place of Work: Head Office at Comberton Village College
with travel to other trust schools as required and some home working

The Cam Academy Trust recognises the importance of high-quality governance and the significance of this strategic function. With that in mind, we are looking to appoint a Lead Governance Professional who is passionate about driving improvement and developing governance through strong and effective leadership.

The Lead Governance Professional will be responsible for all aspects of governance and compliance- related matters, will provide strategic direction to governance and governance staff, adhere to best practice and fulfil all legal and regulatory obligations. They will also develop the trust's governance framework and drive improvements to its structure, procedures and systems.

This is a fantastic opportunity to work with committed, knowledgeable colleagues across our school, the central team, and the Trust Board.

This role would suit someone that is:

- Passionate about the importance of strong governance and the impact it has on outcomes for children and young people
- Enthusiastic about supporting leaders to make our schools great
- Forward thinking and committed to continuous improvement
- Highly organised
- Experienced in ensuring compliance

Pre-application discussions are welcomed and encouraged. If you would like to find out more about this position, or to arrange a visit, please contact [Tania Tull](#), Trust HR Manager.

We look forward to hearing from you.

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 a medical questionnaire.

HOW TO APPLY

To apply for this position, please submit your completed application form and covering letter to **Claire Heald, Chief Executive** and send to [Tania Tull](#), Trust HR Manager by **9am** on Friday 12 July.

Your covering letter should demonstrate how your career to date has prepared you for this post and be no longer than two sides of A4.

Applications will only be accepted from applicants completing the application form in full.

Application forms can be found on our [website](#). Please note that we do not accept CVs.

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 and person specification.

We reserve the right to interview and appoint prior to the advert closing date. With this in mind, we encourage you to apply as soon as possible.

If you have any questions or queries about this role please contact [Tania Tull](#), Trust HR Manager.

Thank you for your interest in The Cam Academy Trust.



JOB DESCRIPTION - LEAD GOVERNANCE PROFESSIONAL

Job Details

Salary:	PO3a, Pt 35 – Pt 38 (£43,421 - £46,464 fte)
Hours:	37 hours per week / 52 weeks per year Part time hours (4 days per week) can be considered
Work Location:	The Cam Academy Trust, Head Office, Comberton Village College, Cambridgeshire (with travel to schools across the trust; some remote working is possible)
Reporting to:	Trust senior leadership team
Contract:	Permanent

Purpose of the Role

Strong governance enables our Trust to provide the best possible education for its young people. The post-holder will lead on the overall strategic management of services that support the Trust board and local governance and ensure effective governance across the Trust. This will include overseeing all aspects of governance effectiveness and compliance within the trust, ensuring governance adheres to excellent practice and meets all statutory and regulatory requirements.

The post-holder will work collaboratively with stakeholders in and outside of the organisation so that governance supports and enables the operational delivery of strategic objectives. The lead governance professional will be a role model for effective and ethical governance.



Six Core Principles

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

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.

Responsibilities of the role

Responsibility	Objectives
<p>To provide high quality support to governance at all levels</p>	<ul style="list-style-type: none"> • ensuring the efficient and effective operation of the trust board and its committees • working with executives and strategic and operational leads to ensure support for governance is compliant, effective and contributes towards strategic priorities being met • Clerk meetings of the trust board and its committees, in order to ensure the smooth and secure operation of Governance arrangements, meetings and follow-up actions that enables the successful delivery of the trusts strategic objectives. • acting as the lead adviser on issues relating to the governance of the Trust and its schools, including providing advice and guidance on: <ul style="list-style-type: none"> ○ complex, technical issues that relate to governing structures, procedures and the legal framework that underpins them ○ risk informed assessments of options for support and interventions to strengthen governance ○ exclusions/complaint resolution ○ evidenced based best practice, policy and thought leadership in school governance • developing and implementing the MAT's strategy for effective governance support services • ensuring effective communications are maintained with Local Advisory Boards, governance professionals and wider stakeholders, such as the DfE and ESFA. • ensuring governance at all levels is carrying out its functions with impact • leading on development of the Trust's Governance Framework with a strong understanding of the Trust's governance structure, its Articles of Association and Scheme of Delegation, and to ensure that the Trust operates in line with these. • managing and coordinating the delivery and ongoing improvement of governance support across the trust • acting as the main point of contact for queries relating to governance within the trust • supporting production of the annual report and governance statement published with the trust's annual accounts • ensuring compliance with Companies House annual filing requirements

	<ul style="list-style-type: none"> • ensuring relevant authorities are notified of changes to membership and governance structures as appropriate • monitoring compliance with schemes of delegation • ensuring systems and controls are in place to comply with obligations under education legislation, funding agreements, charity legislation, company law, data protection legislation, safeguarding guidelines and health and safety legislation • satisfying all aspects of meeting compliance as stipulated in the trust's articles of association and the Academy Trust Handbook, and in accordance with arrangements agreed by the board • maintaining the trust's online governance portal or equivalent • managing any budget and resources allocated to the governance support function
<p>To develop governance at all levels</p>	<ul style="list-style-type: none"> • keeping the board focused on its core strategic priorities, their strategic leadership responsibilities and their duty to maintain the highest professional standards of conduct and ethics • setting the cycle of trust board and committee meetings and preparing focused agendas, ensuring all meetings are inclusive. well-structured and in a format suitable for presentation. • developing governing structures, particularly in relation to committee structures and the scheme of delegation, and routines across schools and monitoring effectiveness • ensuring governing structures are developed in parallel with organisational growth strategies • reviewing and maintaining governance documents, such as articles of association, schemes of delegation, terms of reference, role descriptions, records of trust board and academy committee membership and codes of conduct • developing record management and communication methods that are fit for purpose and maintain confidentiality • overseeing a strategy and protocol for recruiting governors and trustees that ensures the board and its committees are properly constituted, inclusive, diverse and meet the needs of the organisation • developing and overseeing systems for board self-evaluation and review, including commissioning of external reviews • leading on the strategy and planning of governance induction, initial training and CPD. This will involve contact with newly appointed members and being the first point of contact should any issues arise. • To maintain an up-to-date Register of trustee and governor training.

<p>Leading governance support staff</p>	<ul style="list-style-type: none"> • To provide advice, guidance, and on occasion instruction to the Clerks of the Local Governing Bodies of all schools across the Trust on constitutional and procedural matters in order to ensure smooth and consistent operation of the governance functions, including advising clerks on appropriate CPD, its implementation and delivery of CPD. • In acting as coordinator of the work of Local Advisory Boards Clerks, the post-holder will: <ul style="list-style-type: none"> ○ Lead on the appointment and induction of Clerks to Local Advisory Boards (LABs) ○ Advise, guide, and where appropriate, instruct Local Advisory Boards of the Trusts schools concerning any aspect of the smooth operation of the LAB and/or its consistency of approaches with the central working methods of the Trust. ○ Advise local Clerks on the constitution of Local Advisory Boards procedural or election matters, the maintenance of appropriate record keeping/minuting systems etc. • conducting appraisals for Clerks • succession planning for different roles in the structure
<p>Leading on policies</p>	<ul style="list-style-type: none"> • maintaining a trust policy register and advising on the policy review and approval cycle, ensuring policies are compliant and up to date. • ensuring copies of statutory policies and other statutory documents such as the scheme of delegation and register of interests are published on the website or filed as agreed and in line with statutory requirements to ensure legal compliance. • managing the flow of information between the trust board and academy committees • support the application of policies, procedures, and relevant legislation/guidance across the trust • To maintain an up-to-date Register of Interests for all Members and Trustees.

<p>Leading on complaints, exclusions and resolutions</p>	<ul style="list-style-type: none"> • Lead on complaints management, including accurate recording of complaints and ensuring prompt, timely responses in line with policies (to include stage 2 and 3 complaints) and also any received by external organisations such as the ESFA • Take a resolution focused approach that seeks to avoid complaint escalation through effective communication and partnership working with stake-holders • Coordinate investigations, working with Trust leaders to ensure appropriate appointment of investigating officers. • As appropriate, draft complaints responses and work with school leaders to ensure high quality complaints responses • Effective liaison with other Trust functions with regards to complaints, for example HR • Ensure that governance and governance support staff receive exclusion training. • Support school leaders by providing accurate advice and guidance on exclusions policies and processes and document preparation • Organise and convene exclusions panels as needed, distributing documentation as needed
<p>General Responsibilities for all Staff</p>	<ul style="list-style-type: none"> • To consistently uphold the Trust's core principles • To work in a co-operative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the academies and Trust. • To work with children and young people within the framework of the academy in a courteous, positive, caring, and responsive manner. • To take an active and positive role in the Trust's commitment to the development of staff, undertaking training as required. • To act in a professional way that is consistent with the values and expectations of the Trust. • To be responsible for promoting and safeguarding the welfare of children and young persons.

The Cam Academy Trust is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff to actively share this commitment. All adults working in our Trust in whatever capacity will be part of a thorough safer recruitment process. All appointments will be subject pre-employment checks including the taking of satisfactory references and enhanced criminal record clearance (via the Disclosure and Barring Service) in line with the need to create and maintain a safe culture.

PERSON SPECIFICATION - LEAD GOVERNANCE PROFESSIONAL

	Essential	Desirable
Qualifications		
Educated to degree level/Level 4 Certificate in Academy Governance or equivalent skills and knowledge (or working towards)	Y	
Relevant experience within an education and / or service (such as legal, commercial or charity) environment.	Y	
Qualified as a Chartered Secretary / Chartered Governance Professional (through the Chartered Governance Institute of UK and Ireland)		Y
Experience		
Experience of working with the ICO guidelines for GDPR	Y	
Experience of writing policies and data protection impact assessments	Y	
Knowledge and experience of risk management and completing and reviewing risk assessments	Y	
Prior experience of working within the education sector, or a similar environment		Y
Knowledge		
Good knowledge of the school system	Y	
Extensive knowledge of governance law, structures, policy and practice in all types of state school	Y	
Awareness of current issues and thought leadership relating to the governance of schools and academy trusts	Y	
The ability to solve problems and proactively anticipate challenges	Y	
Highly effective influencing and enabling skills	Y	
The confidence to work at the most senior levels of the organisation and to appropriately challenge the status quo	Y	
The ability to (and experience of) taking effective minutes and maintaining accurate records	Y	

Knowledge of the characteristics of effective governance, and the ability to evaluate these in practice	Y	
An understanding of school funding models		Y
An understanding of the framework of governance and regulations for academy trusts in England (or the demonstrable ability to gain this understanding quickly)	Y	
A knowledge of the Companies Act 2006 and other legislation as it relates to education, and the range of compliance required in an Academy Trust		Y
High level communication and IT skills	Y	
High level strategic planner with excellent organisation skills that has the ability to coordinate the work of others	Y	
Commercial acumen		Y
Good interpersonal/relationship building/stakeholder engagement skills	Y	
Excellent communication skills - both written and verbal - and ability to act as an ambassador for the Trust	Y	
Attributes		
Personal integrity and commitment to the principles of public life	Y	
Commitment to maintain confidentiality at all times	Y	
Ability to manage and make decisions independently	Y	
Ability to lead others, coach, motivate and inspire others	Y	
To remain calm and resilient under pressure	Y	
Commitment to the six core principle of Cam Academy Trust, including a commitment to inclusion	Y	
A commitment to the highest professional standards	Y	
A flexible 'can do' outlook and a commitment to continued personal and professional learning and modelling this to others	Y	

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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.

