



The Cam Academy Trust  
Cover Supervisor  
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

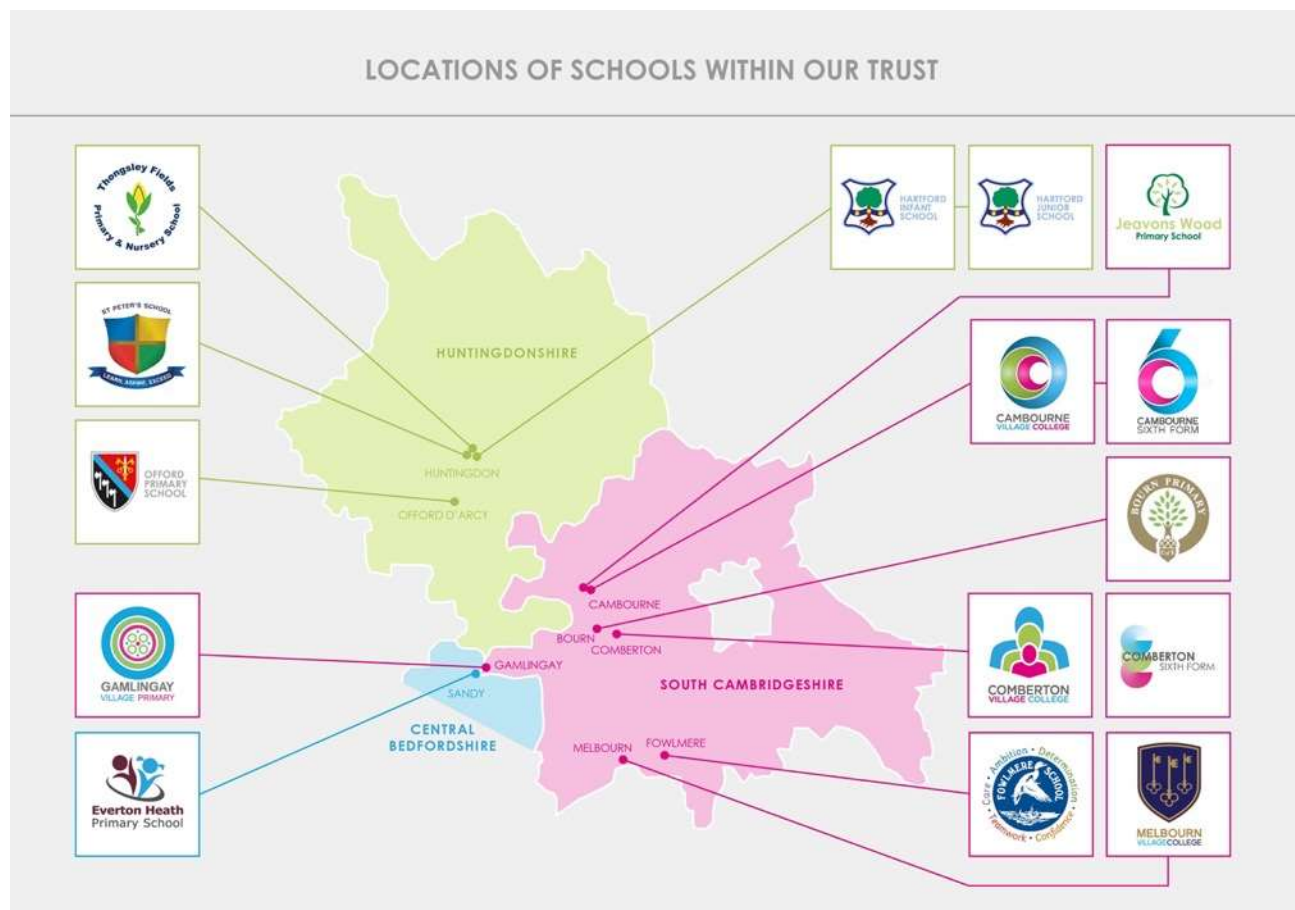
The Cam Academy Trust, originally The Comberton Academy Trust, was formed in 2011 to oversee the conversion of Comberton Village College to academy status in the first instance. With growing emphasis on academies working together in formal partnerships, the Trust quickly changed to become a multi-academy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

## **COVER SUPERVISOR**

**School:** Melbourn Village College

**Scale:** 5 Point 12

**Salary:** £26,421(FTE)

**Hours:** 32.5

**Contract:** Permanent

**Start date:** ASAP

**Application closing date:** 28<sup>th</sup> June 2024

*(We reserve the right to appoint prior to the deadline)*

Melbourn Village College is seeking to appoint a Cover Supervisor for 32.5 hours per week term time plus 5 professional days. You will be required to supervise classes and deliver prepared lessons in the absence of a class teacher.

Some teaching or instructing experience would be advantageous but is not essential, although you must be confident with classroom behaviour management and possess the ability to respond calmly and receptively to students.

Pastoral experience of working with young people in an approachable, friendly, and sympathetic manner will be advantageous. The ability to maintain appropriate boundaries and know when to listen, when to challenge and when to signpost is also a useful skill to possess. However, full training and support will be provided to the successful applicant, so please feel free to apply, even if you have not experienced working in an educational or social/youth work setting previously.

The job entails being a substitute when the normal class teacher is unavailable. Work will be prepared by the missing teacher, or the Head of Department, and provided to you, along with any resources (PowerPoints, worksheets etc). Your role will be to deliver the lesson to the students and assist them in their learning during the lesson.

Some students find the presence of a substitute for their teacher unsettling, but being part of the school staff will enable you to get to know the students and provide a more consistent environment than would be achieved by a supply teacher who is unknown to the students.

Working with staff in a less formal setting can also enhance a member of staff's relationships with students and allow the students to see them in a different role. We

welcome all staff to join in with our after-school clubs and activities – if you have a hobby or skills you would like to share with some interested students, we would be interested to hear about it.

**This school 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, satisfactory references and a medical questionnaire.**

## HOW TO APPLY

To apply for this position, please submit your completed application form and covering letter to **Dee Lyne, HR Officer** and send to [dlyne@melbournvc.org](mailto:dlyne@melbournvc.org) by **midday on 28<sup>th</sup> June 2024**.

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 [website](#) 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.

If you have any questions or queries about this role please contact Dee Lyne, HR Officer [dlyne@melbournvc.org](mailto:dlyne@melbournvc.org)

Thank you for your interest in The Cam Academy Trust.



# JOB DESCRIPTION

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

<b>POST TITLE:</b>	Cover Supervisor
<b>HOURS WORKED:</b>	32.5 hours per week
<b>GRADE:</b>	Scale 5, point 12
<b>RESPONSIBLE TO:</b>	Cover Manager
<b>PURPOSE OF JOB:</b>	<ul style="list-style-type: none"><li>• Foster, and encourage and expect others to foster, the school's ethos (Learn Aspire Exceed) in all our stakeholders at all times.</li><li>• In the absence of the class teacher, to work as a cover supervisor in the school or department under the supervisory arrangements established by the school.</li></ul>

## Safeguarding

- Responsible for the safeguarding of students who are under their immediate care, following relevant school policies, reporting concerns promptly (including Health and Safety).
- Safeguarding the mental health and wellbeing of students and staff

## Main Responsibilities

- Adhere to all school policies, those relating to child protection, confidentiality and health and safety.
- Provision of classroom supervision for absent staff, across the curriculum as required, including explanation and allocation of work set by teachers.
- Liaise with the Head of Department, where possible, to ensure that instructions are clarified.
- Take class registers recording attendance in accordance with school policy.
- Answer any questions or concerns students may have during the lesson.
- Liaise with SENDCo regarding SEN students.
- Collect in all work at the end of each lesson and leave the classroom tidy.
- Understand the use of a wide range of strategies to deal with classroom behaviour, ensuring that the behaviour of pupils is managed in accordance with the school's behaviour policy whilst they are undertaking the work.



- Feedback to the absent teacher, information relating to progress and behaviour.
- Assisting in exam invigilation under the supervision of the exams officer.
- Provision of administrative and other support to teaching departments.
- Assistance with extra-curricular activities.
- Attend morning briefings.

In addition to the responsibilities described above, to carry out any other duties of a similar nature at the reasonable request of the Head Teacher.

This Job Description will be subject to regular review and any changes will be made in consultation with the post holder. The aim will always be to reach agreement on any changes but, if agreement is not possible, the Governing Body reserves the right to make the changes following consultation.

# PERSON SPECIFICATION

## Cover Supervisor

Criteria	Essential	Desirable
<b>QUALIFICATIONS</b>		
5 GCSE'S including English and Maths to Grade C	x	
A qualification related to supervising and/or directing student activity		x
<b>EXPERIENCE AND SKILLS</b>		
Experience with working with children or young people	x	
Willing/able to undertake first aid training		x
Liaising with other professional colleagues		x
<b>INTERPERSONAL SKILLS</b>		
To be committed to the principle that every child is important ;“Everybody is Somebody”.	x	
Manage classes of students, delivering instructions and maintaining a purposeful learning environment	x	
Supportive approach to school ethos, policies, and activities.	x	
Establish and maintain supportive relationships with individual students or small groups to ensure they understand and can achieve tasks	x	
Effective communication skills both verbally and in writing	x	
Keep a record of cover completed and a record of the work set for classes	x	
Use school IT systems to deliver learning and reports	x	
Follow direction from line manager/ staff member/s covered for	x	

Assist in classroom support, or administrative tasks, if not needed for cover	x	
Participate in exam invigilation as required by Line Manager	x	

An Enhanced DBS check will be carried out for the successful candidate.



## 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.

