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St Peter's School
St Peter's Road
Huntingdon
PE29 7DD



Job Application Pack

Teacher of French

School: St Peter's School

Salary: MPS/UPS

Contract: Permanent, Full Time. (Part time will be considered) ECT's are welcome to apply

Start date: September 2024

Closing date: 25/06/2024

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About our Trust

The Cam Academy Trust, originally The Comberton Academy Trust, was formed in 2011 to oversee the conversion of Comberton Village College to academy status in the first instance. With growing emphasis on academies working together in formal partnerships, the Trust quickly changed to become a multi-academy trust so that more schools could join and work closely with us.

As this partnership developed it was only right that the name changed with it as further schools/academies joined, including from the primary as well as secondary phase of education. The Comberton Academy Trust was renamed 'The Cam Academy Trust' – a clear statement that the Trust is greater than the sum of its parts.

The Trust currently comprises seven primary phase schools and four secondary schools, two with Sixth Forms. We are excited that a third Sixth Form is due to open at Cambourne Village College in 2023.

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 Comberton Sixth Form), Cambourne Village College, Melbourn Village College and St Peter's School (and Sixth Form), Huntingdon.

The Trust strives for 'Excellence for All' and at the heart of this are six core principles which drive everything it does.

These are:

The Excellence Principle – Education must be of the very highest standard

The Comprehensive Principle – Education must be for all kinds and abilities

The Broad Education Principle – Education must incorporate a broad range of subject areas and personal development

The Community Principle – Every Academy must be at the heart of its local community and serve it well

The Partnership Principle – Each Academy must seek to work positively in partnership with others for mutual benefit

The International Principle – The curriculum inside and outside the classroom must have a clear international dimension.

Benefits

We offer the following benefits, designed to promote your wellbeing and make your time with The Cam Academy Trust satisfying and rewarding.

Core benefits

- Holiday – Up to 30 days' paid holiday a year plus bank holidays for full time non-teaching staff (statutory leave for teaching staff)
- Paid leave – enhanced sick pay, maternity pay and adoption leave pay (linked to service) and paid leave for unforeseen personal situations
- Pension – a generous defined benefit pension with the Local Government Pension Scheme or Teachers' Pension Scheme
- Death in service payment – lump sum payment and an ongoing pension for your partner & children (subject to conditions & membership of our pension scheme)

Health and wellbeing

- Employee counselling and support – free, independent 24/7 help and advice for work-related issues, as well as problems affecting your home life
- Wellbeing groups – arrangements may differ from school to school (secondary school staff)
- Environment – good working environment with excellent facilities (facilities may differ from school to school)

Professional development

- Professional development – full and part-funded training courses and a wide range of learning opportunities available to all staff

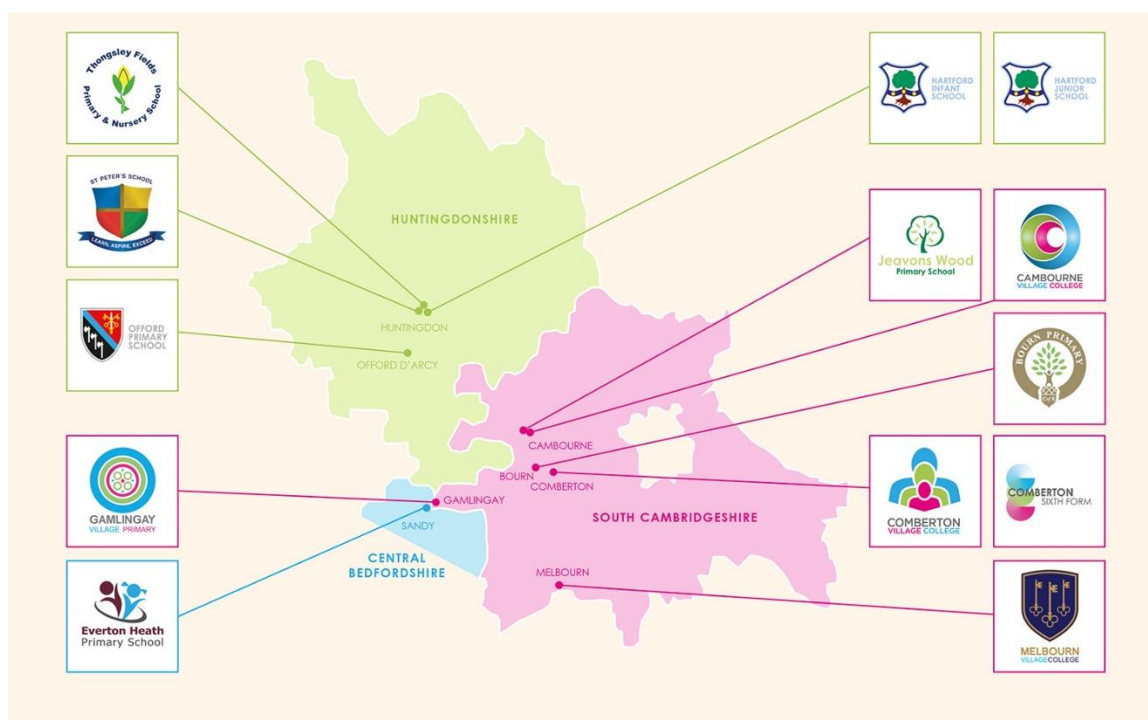
Employee discounts

- Car parking – free and on-site
- Hot drinks – tea & coffee making facilities provided for all staff
- Cycle-to-work scheme – save £££ on a new bike and accessories
- Subsidised membership to the [Chartered College of Teaching](#) (teaching staff)

Work-life balance

- Flexible working – all staff can make a request to work flexibly
- Teacher cover - We have Cover Supervisors reducing the amount of cover required by teachers and PPA periods are on timetables and not used for cover purposes (school teaching staff)

Our Schools



Comberton Village College & Comberton Sixth Form



Comberton Village College is a thriving community of approximately 1800 students, including 500 in the Sixth Form which was added to the school in 2011.

It was established in 1960 as part of Henry Morris' vision for schools being village colleges at the heart of their community and not just places for children to learn. It has a vibrant Adult Education department as well as an on-site Sports and Arts Centre, including a full-size artificial football pitch and spacious performance hall. Current improvements to the much-extended site include the installation of a £multi-million ground-source heat pump to move away from the use of oil.

Cambourne Village College

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

It has been repeatedly grown since its inception and now has plans for further expansion to include a sixth form from 2023 and further capacity to match growing demand for families moving into Cambourne West, the fourth of the villages it serves. It, too, offers extensive arts and sports facilities for community use.



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Telephone number 01480 459581

It was the first school in the Trust to equip its students with iPads, an initiative now being rolled out across the Trust.

Melbourn Village College



MELBOURN
VILLAGE COLLEGE

Melbourn Village College is the smallest and oldest of the village colleges in the CAT community. With around 600 students in Years 7-11, it still offers an innovative curriculum with Mandarin taught to all from Year 7 with the option to take the language at GCSE level and, recently, at A Level in conjunction with Comberton Sixth Form.

Melbourn is undergoing considerable investment and improvement with a new artificial pitch that opened in late 2021 and work due to start on upgrading classrooms in summer 2022.

St Peter's School, Huntingdon

St Peter's School is located in the heart of Huntingdon and offers a nurturing and supportive environment for around 1400 students from a diverse multi-cultural catchment.

The school joined the Trust in 2016 and has undergone significant change with Ofsted continuing to rate it as a 'Good' school. There has also been major investment in its buildings and infrastructure with a complete refurbishment of the Sixth Form and more work completed in Summer 2023.



Everton Heath Primary School



Everton Heath
Primary School

Located just over the Bedfordshire border, Everton Heath is the smallest school in the Trust with just over 70 students. However, the installation of two new classrooms in 2021 has given it capacity to grow.

It has joined forces with larger neighbours, Gamlingay Village Primary (less than two miles away) and the second smallest Trust school, Offord Primary, in a new collaborative West Village Partnership. It is a catchment school for Comberton Village College.

Everton Heath Primary School is part of the newly formed West Village Partnership.

Gamlingay Village Primary

Established as a full primary school by the Trust in 2018 from Gamlingay First School, it was relocated to the former middle school site following a major upgrade to the existing buildings.

It is now a thriving school for more than 380 pupils and includes specialist primary provision for students



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on the autistic spectrum, many of whom go on to Comberton Village College's similar secondary offering as Comberton is the school's designated 11-16 provider.

Gamlingay Village Primary School is part of the newly formed West Village Partnership.



Hartford Infant and Preschool

Renamed in early 2022 to reflect the addition of a bespoke preschool, the team are proud of their caring, secure and purposeful environment to nurture youngsters at the start of their educational journey.

The school shares a site with the Junior School in a suburb of Huntingdon and most pupils make the natural transition across the playground before going on to St Peter's, allowing them the full educational experience within the Trust.



HARTFORD
JUNIOR SCHOOL

Hartford Junior School

Hartford Junior School has two-form entry at the start of Key Stage 2 with the majority switching from the Infant School next door.

Rated 'Good' at their first inspection since joining the Trust in 2017, they are proud of their progress in recent years, based on their ethos of 'effort, encouragement and excellence'.

Jeavons Wood Primary School, Cambourne



Jeavons Wood is one of four primary schools located in the growing South Cambridgeshire community of Cambourne and is a feeder school for Cambourne Village College.

It has more than 400 pupils in a modern, airy building constructed 10 years ago and works unswervingly to support all their pupils both socially and academically.



OFFORD
PRIMARY
SCHOOL

Offord Primary School

The newest full members of the Trust, Offord joined in 2019 and undergone significant changes with a new headteacher and the recent collaborative partnership with Gamlingay and Everton Heath.

They are the first primary school in the Trust to obtain enough iPads for every pupil after securing a generous donation from a local charity which supports education in Offord D'Arcy and Offord Cluny.



Offord Primary School is part of the newly formed West Village Partnership.

Thongsley Fields Primary & Nursery School, Huntingdon

Thongsley Fields Primary & Nursery School was created in 2003 from separate junior and infant schools built to serve families on the Oxmoor estate in Huntingdon. They joined the Trust in 2018 and with a new headteacher are developing grand plans for their curriculum., their grounds and the provision and support for pupils and their families.

Like Hartford Junior School, they are a partner primary for St Peter's School with whom they share a Governing Body.

Bourn Primary Academy

Bourn Primary Academy, a single form entry Church of England school, became the Trust's first associate members in September 2021, cementing an already close relationship with both Comberton and Cambourne Village Colleges, which it lies between.

All the Trust's services are available to Bourn, which is in the Comberton catchment, and they now work closely with all the other schools and staff across the Trust, sharing experiences and best practice.



Safeguarding Children and Young People

The Cam Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be subject to an enhanced DBS check, barred list check and other relevant pre-employment checks.

The Vacancy

Teacher of French
Main/Upper Pay Range
Required September 2024
Contract: Permanent
ECT's are welcome to apply

Teaching is the most rewarding job in the world. We have the opportunity to change students' lives for the better and you could make a positive impact at St Peter's School.

We are a forward thinking and rapidly improving, "good" school that is creating a legacy of learning for our community. Our students Learn, Aspire and Exceed as they work with our highly skilled teaching and associate staff supporting and guiding them.

St Peter's is part of The Cam Academy Trust which offers students and staff fantastic potential to collaborate, share and develop a wide range of teaching and learning across the schools in the trust. As a family of schools, we support, share and challenge each other to improve the future lives of all our young people. The MAT Progress 8 score is above average.

We are currently seeking to employ a dynamic and inspiring Teacher of French. You will join our small, dedicated team in motivating and supporting our students to ensure outstanding attainment.

We are based in Huntingdon, just 12 miles north of Cambridge with its own mainline station connecting with London in less than an hour.

The Modern Languages Department is an innovative, experienced and collaborative team who strive to guide our students towards their goals. You will be joining a well-organised, supportive team of professionals. The department is well resourced and staff are committed and hard-working.

St Peter's prides itself in the professional development available to staff, we have had a number of staff complete a wide range of courses including NPQML, enhancement courses and training with exam board providers as well as in house training.

For an application pack, please visit our website www.stpetershuntingdon.org and follow the vacancies link or email recruitment@stpetershuntingdon.org
The closing date for applications is midday on **25th June 2024**

Please note that we do not accept CVs

In accordance with Keeping Children Safe in Education, the school will consider carrying out an online search as part of their due diligence on shortlisted candidates. Where an online check will be conducted, this will be indicated in the invitation to interview letter. Schools will only take into account data that is relevant to the role.

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, prohibition from teaching check, satisfactory references to the school, and medical questionnaire.

About Us

Welcome to St Peter's School. We work together with our students to make sure every individual has the best chances of success, now and in the future. We trust our young people to be responsible and positive members of society which is why we encouraged them to define our ethos.

Our students identified 3 key areas that they felt defined a high quality education. **Learn, Aspire & Exceed**. With these shared, common goals, staff and students collaborate to create a high quality learning environment.

Learn

Our staff and students were unanimous in learning being the focus of our school. This covers the academic knowledge and skills needed to make rapid progress but importantly also covers much wider range of opportunities for students to develop their character, resilience and abilities.

Aspire

We want our students to leave St Peter's ready to make a positive impact. Our Careers Education, Information and Guidance (CEIAG) widens students experience and broadens their horizons in terms of future educational and employment opportunities.

Exceed

Our students do not want to succeed; they want to do better. They want to exceed what is expected of them in every part of their lives. We are proud to celebrate their successes and to prepare them to lead excellent lives.

Background

We hope that you will join the nurturing partnership between staff, pupils and parents which gives our school the right environment for students to make the most of their learning.

Through our unique combination of care and academic challenge, we are making sure that our students maximise their learning opportunities within a safe and secure environment and are delighted that Ofsted agree we are taking great strides towards these goals, rating St Peter's as 'good' in March 2017.

At St Peter's we are committed to providing a positive learning environment in which every student can achieve his or her best. Every single adult at St Peter's has the same purpose – to support our young people to become successful adults of the future. We have high expectations and aspirations for all of our students and we work to prepare them fully for the future beyond school, recognising, nurturing and celebrating individual skills and talents.

Job Description

| | |
|--------------------------------|--|
| POST TITLE: | Teacher of French |
| PURPOSE OF JOB: | <ul style="list-style-type: none"> • To create an ethos in which all staff are motivated and supported to develop their skills and knowledge • To carry out the duties of a school teacher as set out in the current edition of the School Teachers' Pay and Conditions Document maintaining a professional understanding of the curriculum, assessment and pastoral requirements. • To be a leading professional • To carry out the functions of a class teacher at St Peter's School in accordance with the stated aims and objectives of the school. • To be responsible for particular functions/roles as noted below |
| RESPONSIBLE TO: | Line Manager |
| PERFORMANCE MANAGEMENT: | By the Line Manager allocated in the performance management arrangements published at the beginning of each academic year. |
| SALARY: | Main Pay Scale |

RESPONSIBILITIES

1. 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

2. Teaching

This will include:

- Foster, and encourage and expect others to foster, the school's ethos (Learn Aspire Exceed) in all our stakeholders at all times.
- Role model excellent behaviour and implement the school's behaviour policy in lessons to maintain excellent classroom management with due regard to health and safety policies.
- Planning and preparing lessons in accordance with departmental schemes of work and national curriculum, taking into account the educational needs of our students
- To contribute to the development of schemes of work in the department as appropriate.
- Ensure punctuality and establish a purposeful work atmosphere during all learning activities.
- Setting and marking classwork and homework. Set work when required for absent students whilst adhering to the school policy of marking one piece of work every eight lessons which could be an assessment or homework.
- Assessing, recording and reporting on the development, progress of students taking into account prior levels of attainment that can be used to set future targets.

- Implement the school's behaviour policy in lessons and maintaining classroom management with due regard to health and safety policies.
- Participating in arrangements for preparing students for public examinations, including the preparation, recording and submission of assessments ensuring examination regulations are adhered to.
- Ensure effective setting of homework when it is appropriate to do so.
- Identify and work appropriately with SEND students and HPA students.
- Set appropriate and challenging work for students.

3. Pastoral work

This will include:

- To be a tutor under the direction of the Heads of Year.
- Monitor and set targets for the social and academic progress of all students in the tutor group as required.
- Promoting the general progress and wellbeing of individual students and of any assigned class or group of students.
- Endeavour to build up a good relationship with students in the tutor group, so that they have a first point of contact for guidance and advice on both educational and social matters.
- Maintain an accurate attendance register, encouraging good attendance, communicating with parents of students when necessary.
- Participating in meetings called by external agencies for the purpose of supporting students.
- Report issues of concern to the appropriate staff.

4. Assessment, recording and reporting.

This will include:

- Preparing and contributing to oral and written assessments, reports and references relating to individual students or groups of students.
- Keep appropriate records of students work.
- Carry out assessment programmes, as determined by the school or department.
- Complete student reporting in line with school policy. Attend parents evening as required and keep parents informed about their child's performance and future targets as requested.

5. Contributing to the work of the subject department.

This will include:

- Contributing to the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and student support arrangements.
- Participating in the sharing of good practice both within and between departments.
- Attending departmental meetings.

6. Contributing to whole school development.

This will include:

- Attending and participating in school management meetings as required, including full staff briefings and consultations.
- Participating in the development of whole school policies as appropriate

7. Participating in performance management and professional development activities.

This will include:

- Participating in the school induction arrangements for new staff, including those applying to a newly qualified teacher.
- Participating in the school's arrangements for performance management.
- Participating in arrangements for further training and professional development, including attendance at professional training days.

Page Break

The teacher will be part of the schools performance management scheme. S/he will have a Line Manager/TLR holder in their department who will set agreed targets for the year. The Line Manager will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date.

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.

The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

| | |
|-----------------------|---|
| Salary | Upper Pay Scale |
| Responsible to | Line Manager |
| Purpose | Post threshold teachers are required to meet the post threshold standards |

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

(This Job Description is to be read in line with the Teachers' Standards and Teachers' Pay and Conditions, DfE and in addition to the contents of the Teacher Job Description (Main Scale)

Teachers on the Upper Pay Scale must:

- Be highly competent in all elements of the Teachers' Standards
- Make achievements and contribution to the school that are substantial and sustained*
- Demonstrate an excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards and of developing adherence to those standards by colleagues
- Consistently demonstrate a positive impact on pupil progress to achieve or exceed expected outcomes
- Consistently achieve a positive impact on raising standards across the school
- Effectively demonstrate to colleagues good and outstanding teaching and learning practice and how to make a contribution to the work of the school
- Work effectively and collaboratively across the school in a wider role or outside the school
- Demonstrate effective or innovative use of CPD opportunities
- Attend CPD opportunities and feedback to the wider school
- Contribute and have responsibility for an element on the department TIPs (Team Improvement Plans)

Upper Pay Scale Teachers will be expected to:

- Foster, and encourage and expect others to foster, the school's ethos (Learn Aspire Exceed) in all our stakeholders at all times.
- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential

- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications
- Have up-to-date knowledge and understanding of the national curriculum and the different types of qualifications and specifications and their suitability for meeting learners' needs
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being young people
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- Promote collaboration and work effectively as a team member
- Contribute to the professional development of colleagues through demonstrating effective practice, and providing advice and feedback

Undertake any other duties commensurate with the level of the post, as required to ensure the efficient and effective running of the School.

*Substantial means of real importance, validity and value to the school. Sustained maintained continuously over a period of at least 2 years, therefore directly contributing to the schools development plan.

Person Specification



ST PETER'S SCHOOL HUNTINGDON TEACHER OF FRENCH

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

| Criteria | Essential | Desirable | Measured |
|--|-----------|-----------|---|
| QUALIFICATIONS | | | |
| Good degree or equivalent professional qualification. | x | | Application/Certificate |
| Holds QTS. | x | | Application/Certificate |
| EXPERIENCE AND SKILLS | | | |
| Experience and/or training in teaching across the whole ability and age range. | x | | Application/selection process/lesson observations |
| Knowledge of relevant current curriculum developments and their bearing on classroom practice. | x | | Selection process |
| Able to prepare resources to meet a wide range of abilities of students. | x | | Application/selection process |
| The ability to motivate young people and relate positively towards them. | x | | Application/selection process/lesson observations |
| Experience and/or training in assessment for learning techniques. | | x | Selection process |
| Experience and/or training in the teaching of Personal Development. | | x | Application/selection process |
| Experience of using electronic teaching resources, including the use of Powerpoint and interactive whiteboard resources. | | x | Application/selection process/lesson observations |
| Willingness and experience of teaching a second subject. | x | | Application/selection process |
| Knowledge of the use of data to support student achievement. | x | | Application/selection process |
| INTERPERSONAL SKILLS | | | |
| To be committed to the Every Child Matters agenda. | x | | Selection process |
| Supportive approach to school ethos, policies and activities. | x | | Selection process |
| Effective communication skills. | x | | Selection process |
| Willingness to be involved in the wider life of school. | | x | Selection process |
| Enthusiasm for participating in extra-curricular activities and establish links with other curricular areas. | | x | Selection process |
| Keen to further develop subject specialist ability and also other aspects of professional role. | | x | Selection process |

