

The Cam Academy Trust

CTSN SCITT Administration 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.



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

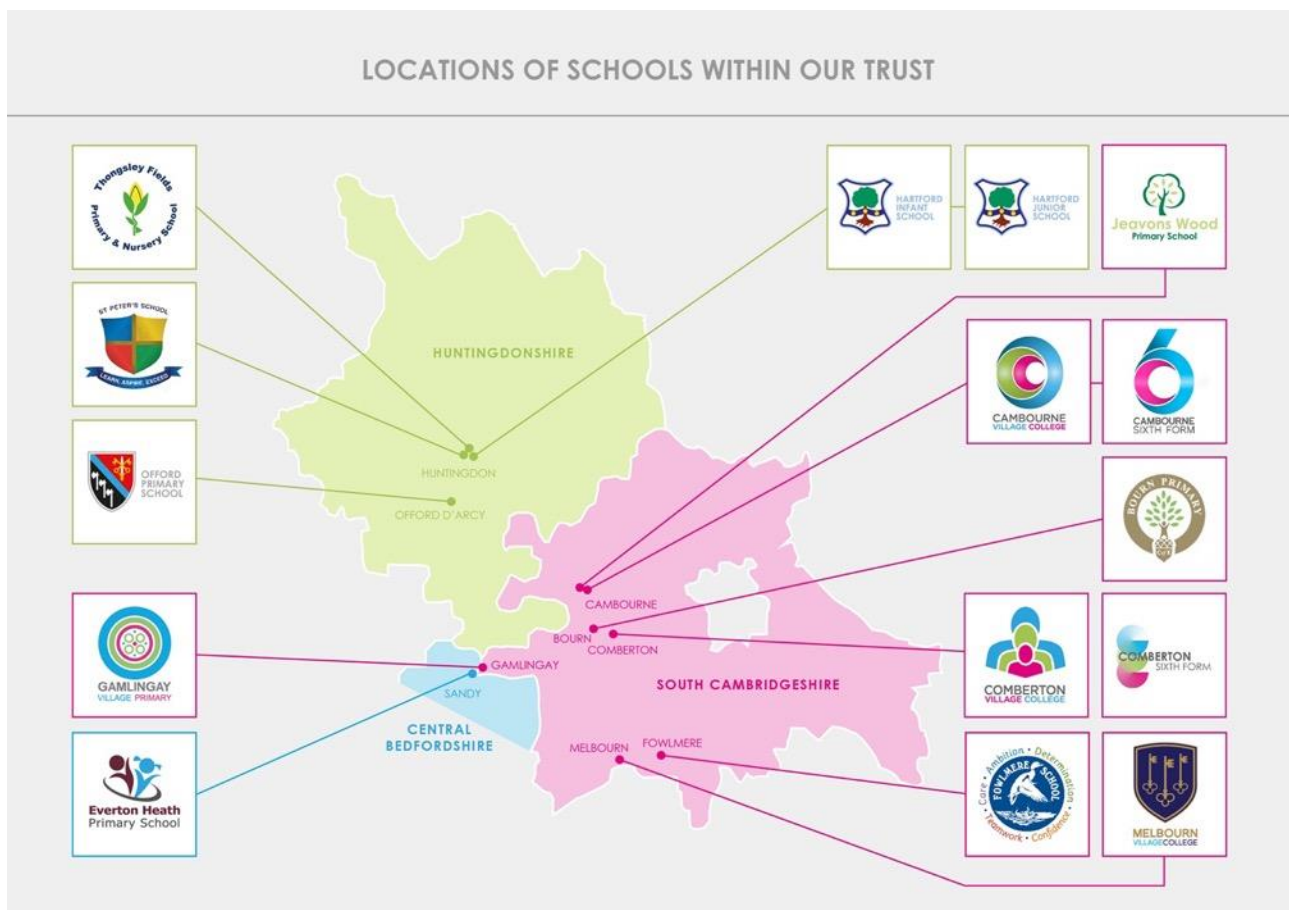
The Cam Academy Trust, originally The Comberton Academy Trust, was formed in 2011 to oversee the conversion of Comberton Village College to academy status in the first instance. With growing emphasis on academies working together in formal partnerships, the Trust quickly changed to become a multi-academy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

Salary: S01 Pt 23 – Pt 25 £32,076 - £33,945 FTE (£27,511 - £29,114 pro rata)

Contract: Permanent

Hours: 37 hours per week/Term time plus 5 days (39 weeks)

Start date: 1 September 2024

We are seeking to appoint an enthusiastic and hardworking **Administration Manager** for a busy Initial Teacher Training organisation. If you are a committed, flexible and reliable person with good administrative experience then this might be the right role for you.

The CTSN SCITT Administration Manager role would ideally suit someone with previous experience of ITT administration, school or teaching school hub admin management, but we would be happy to consider candidates with more diverse experience. Your interpersonal skills should be excellent, and you must be able to work under pressure. Confidentiality is a must, as is a high level of numeracy and literacy. Support and training are available as part of this role.

The successful applicant would typically work remotely, but the role requires some regular face-to-face meetings with the admin team members, the SCITT Director, and the senior leadership team.

CTSN SCITT is an accredited teacher training body that partners with local schools (SCITT stands for School-Centred Initial Teacher Training). We are a well-established SCITT celebrating 20 years of providing excellent teacher training across Cambridgeshire, West Suffolk, and North Essex.

To find out more about the SCITT please visit our website: <https://ctsnscitt.info>

CTSN SCITT is an equal opportunities employer, and we welcome applications from a range of backgrounds to represent diversity in line with our schools' community.

HOW TO APPLY

To apply for this position, please submit your completed application form and covering letter to Lisa Fish, SCITT Director and send to [Tania Tull](#), Trust HR Manager by midday on 26 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](#).

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.

We reserve the right to interview applicants in advance of the closing date.

If you have any questions or queries about this role please contact [Lisa Fish](#), SCITT Director.

Thank you for your interest in The Cam Academy Trust.



JOB DESCRIPTION

Salary:	SO1 Pt 23 – Pt 25 £32,076 - £33,945 FTE (£27,511 - £29,114 pro rata)
Hours of work:	Permanent - Term time plus 5 days
Purpose of role:	Working closely with the SCITT Director; organising and supervising administrative systems and support staff across the SCITT; being responsible for undertaking administrative, financial, and organisational processes; maintaining confidentiality at all times. Assist with the planning and development of support services.

The key duties of this post will generally include:

Organisation

To supervise the day-to-day work of the administrative function of the SCITT

To contribute towards the planning, development and organisation of the support service systems, procedures and policies

To supervise administrative staff as appropriate to ensure the smooth running of the SCITT

To work closely with the SCITT Director, e.g. ensuring suitable workflow of administration of strategic planning, organising meetings on behalf of the SCITT Director as appropriate, etc.

To work with SCITT partners, including the placement schools, lead schools and teaching school hubs to ensure effective communication

To maintain CTSN SCITT's social media platforms and website

To act as the point of contact between hub leaders and Trust's Finance team regarding:

- payments, funding and monitoring of the budget
- generating and processing of SCITT invoices
- overseeing the DfE grants processes, including the government checks

Administration

To develop a practical knowledge of the ITT Criteria, [the ITT re-accreditation process], and Ofsted ITE framework in order to coordinate the documentation required for this

To receive copies of minutes of all senior tutor meetings and checking for cross-phase consistency of practice

To attend and minute the SCITT's Strategic Board and senior leadership meetings

To analyse and evaluate data/information and produce reports/information as required

To keep records to demonstrate compliance with the ITE compliance criteria

To keep an up-to-date record of all policy and practice documentation, checking for cross-phase consistency

To ensure an updated partnership directory of all partners, including the administration of the partnership agreement and service level agreements.

To liaise with SCITT partners about the process for allocation of the budget, ensuring that invoices are authorised, and maintain ongoing oversight of the budget

To maintain a point of contact with the SCITT Director where needed.

Resources

To oversee the provision of resources needed to ensure the smooth recruitment and delivery of the SCITT programme, such as the NASBTT, WalkThru and PandaDoc packages

To provide advice and guidance to staff on administrative issues

To manage administration procedures in line with current ITT Criteria, the ITT re-accreditation process and the Ofsted ITE framework to satisfy internal and external audits

To lead on marketing and promotion of the SCITT, including:

- o ensuring website content is up to date
- o maintaining an active presence on social media platforms
- o producing and distribution of marketing materials
- o co-ordinating of marketing and information events across the partnership

To contribute to the overall ethos/work/aims of the SCITT

To coordinate cross-hub, particularly cross-phase administration of the whole SCITT. This will involve liaison with all admin team members and senior leaders to co-ordinate cross phase policy and practice as appropriate

To attend and participate in regular meetings with the SCITT Director, senior leadership team and recruitment tutors to provide updates, discuss developments of the administration function and share any issues or concerns

To comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, equal opportunities, reporting all concerns to an appropriate person

To develop constructive relationships and communicate with all staff and other partners/professionals

To participate in training and other learning activities and performance development as required

To maintain confidentiality in respect of personal records and data in line with UK GDPR policies

To undertake other such duties and responsibilities of an equivalent nature, as maybe determined by the Director of SCITT

Safeguarding

To be committed to the safeguarding and promotion of the welfare of children and staff

To be committed to safeguarding policies and procedures including child protection, internet safety and antibullying.

To conduct daily activities in line with the Staff Code of Conduct.

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, medical questionnaire and other related pre-employment checks.

PERSON SPECIFICATION

	Essential	Desirable
Experience	Has experience of: <ul style="list-style-type: none"> managing people effectively administration work working with different stakeholders using data and presenting information organising meetings and events 	Knowledge and experience of SCITT Knowledge of ITE including CTSN Knowledge of relevant legislation
Qualifications	5 A*-C GCSEs including English and Maths (or equivalent)	Educated to degree level or equivalent Further qualification or study in project management, admin skills or ICT
Communication	Has the ability to: <ul style="list-style-type: none"> communicate in a clear, accurate and succinct manner to delivering information to the right person ensuring they understand the message ensure that method of communication is appropriate to achieve the required result provide factual information as requested or re-directs requests to a more appropriate person Champion our mission and nurture our team and network of connections. 	
Teamwork	Has the ability to: <ul style="list-style-type: none"> work with and manage teams to generate solutions and reach consensus act in a manner consistent with team goals, standards and values, actively co-operating with colleagues build and maintain successful relationships with people, treat them consistently, with respect and consideration actively listen to take account of others' views and opinions be an effective leader foster a collaborative administrative team by: <ul style="list-style-type: none"> demonstrating strong leadership setting up good communication channels recognising and utilising individuals' talents creating a team sense of belonging setting achievable goals giving timely, appropriate feedback conveying a positive attitude 	

	o establishing a solution-focused approach	
Professional Practice	<p>Has the ability to:</p> <ul style="list-style-type: none"> • improve self-practice through observations, evaluation and discussion with colleagues • work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice • prioritise workload and to work to and meet deadlines • problem solve • perform accurately under pressure in a busy environment • Balanced decision-making: • work using own initiative and as part of a team 	
Adaptability	<p>Has the ability to:</p> <ul style="list-style-type: none"> • challenge conventional thinking and existing practices • respond positively to the change process • help others to understand the need and reasons for change • effectively implements new ideas and methods to adapt working practices • 'navigate the forest without tripping on every root' - the ability to see detail and take an overview in direction. • Help plan, develop, set up and monitor systems and processes to effect change 	
Disposition	<p>Has:</p> <ul style="list-style-type: none"> • confidence to communicate with colleagues and senior managers within the SCITT and across partner organisations • ability to build a team and take people with them • empathy - the ability to see other viewpoints • flexibility and adaptability • a positive, caring attitude with energy and commitment • the ability to be calm and measured • a sense of humour and a 'can-do' attitude 	
Other skills	<p>Has the ability to:</p> <ul style="list-style-type: none"> • work independently • meet deadlines and work under pressure • be creative • work confidently using MS Word, Excel & Teams • search for & extract information from a range of technology • Adapt data according to particular needs and present it appropriately 	<p>Experience of using Zoom / Teams</p> <p>Experience of using design packages</p>



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.



The Cam Academy Trust

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