



Trust Director of Maths (Secondary) Candidate 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 that 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

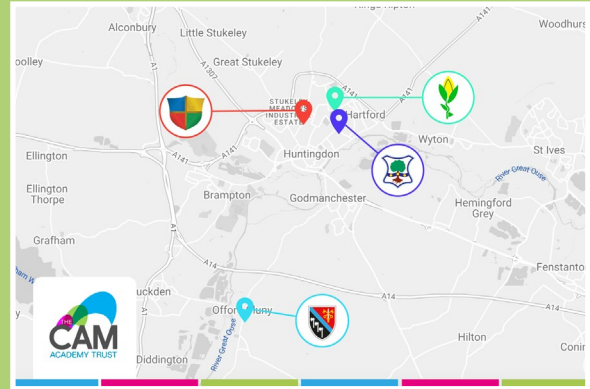


About Us

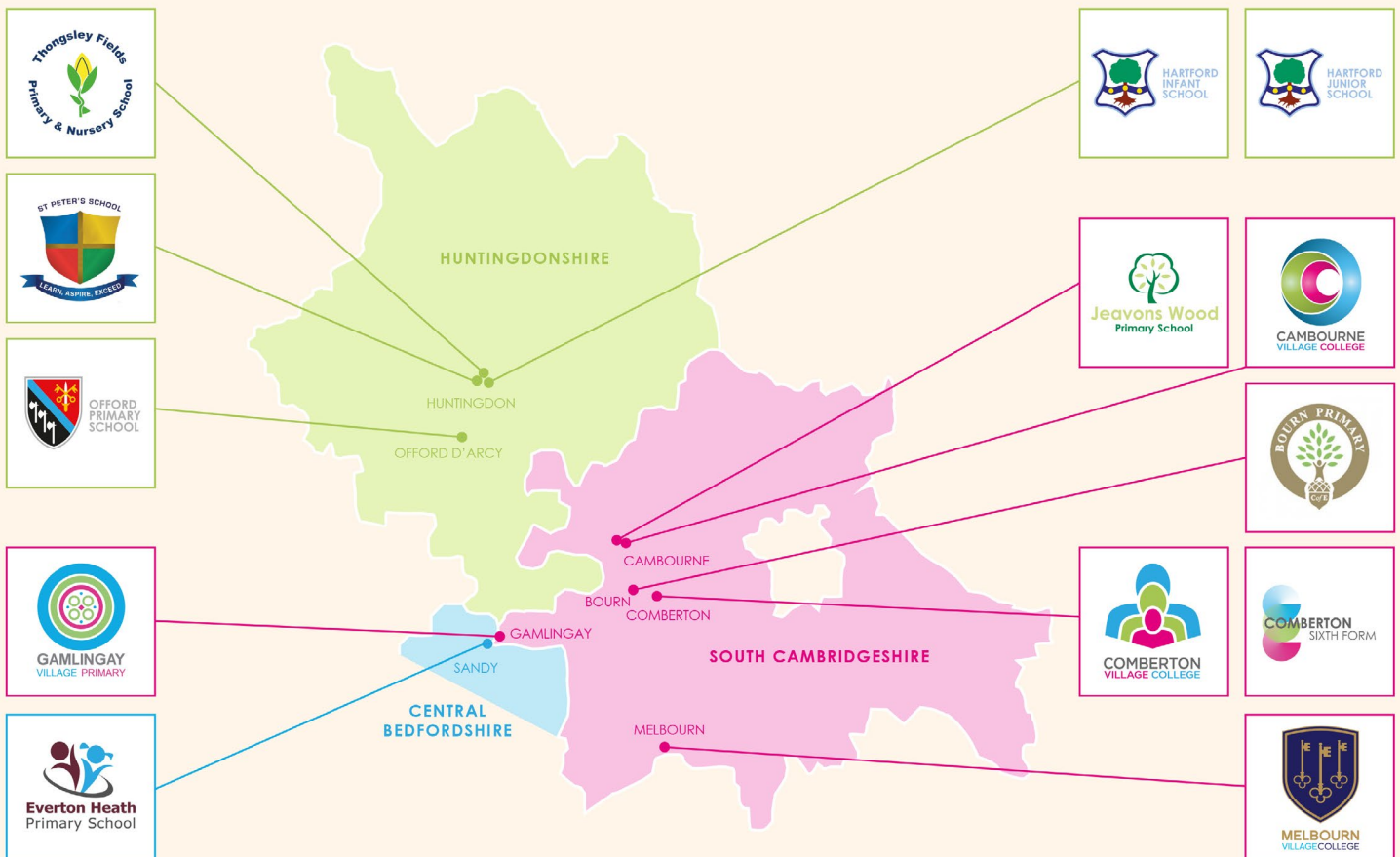
The Cam Academy Trust was formed in 2011. The Trust currently comprises seven primary phase schools and four secondary schools, two of which have sixth forms. We are excited that a third sixth form is due to open at Cambourne Village College in 2024.

Our primary schools are Everton Heath Primary School, Gamlingay Village Primary, Jeavons Wood Primary School, Offord Primary School, Hartford Infant and Pre-School, Hartford Junior School and Thongsley Fields Primary and Nursery School, (which is in 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).



LOCATIONS OF SCHOOLS WITHIN OUR TRUST



Teacher Training

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. Tutors are experienced practising teachers, drawn from not only the Trust's schools but also a wider network of schools across the region. There are more than 100 trainees registered 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 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 subsequently 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, 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.

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.





The Vacancy

Contract: Permanent/Full or Part time

Salary: L11 to L15

Required: January 2025 or sooner

Place of Work: Melbourn Village College with travel to other Trust secondary schools and Trust office as required

We are looking to appoint an experienced leader of maths who can lead the secondary maths strategy across our Trust. We are seeking a leader with deep expertise in curriculum and pedagogy and a belief in the importance of subject specialism and evidence based approaches. A key priority for the role will be to rapidly but sustainably raise standards across our schools.

This role will involve working across our trust schools to support the teachers and leaders of maths. The role will also involve being based at and directly supporting schools that are determined to be a priority from a maths perspective. Initially, this would be at Melbourn Village College.

Teaching is at the heart of what we do and holding a teaching commitment as part of the role supports that important principle.

The post-holder will take a leading role in the development of a maths subject community and excellent CPD opportunities for our teachers and leaders of maths.

The Cam Academy Trust is home to the Cambridge Maths Hub, which is based at Cambourne Village College, and we aim for our maths teaching staff to have strong involvement with the hub. We would like to see the Trust Director of Maths not just enhancing the teaching and learning of maths across the trust but also across the region, through collaborative engagement with the Maths Hub. The Trust Director of Maths will be able to make good use of the networking and development opportunities offered by the Hub.

This post is being advertised at a key point for The Cam Academy Trust as it moves into the next phase of its development and represents an exciting opportunity for a passionate leader of maths.

Maths across the Trust

We are a highly successful trust comprised of 4 secondary schools and 7 primary schools. Our secondary schools are varied, from Melbourn Village College, an 11-16 rural school with just over 600 students to Comberton Village College an 11-18 school with just under 2000 pupils. All our schools share the same guiding principles: that they are at the heart of the local community to serve in the way that suits their unique context and challenges.

As a trust there is a strong focus on CPD, with programmes in place to support the development of staff in their ECT years and beyond.

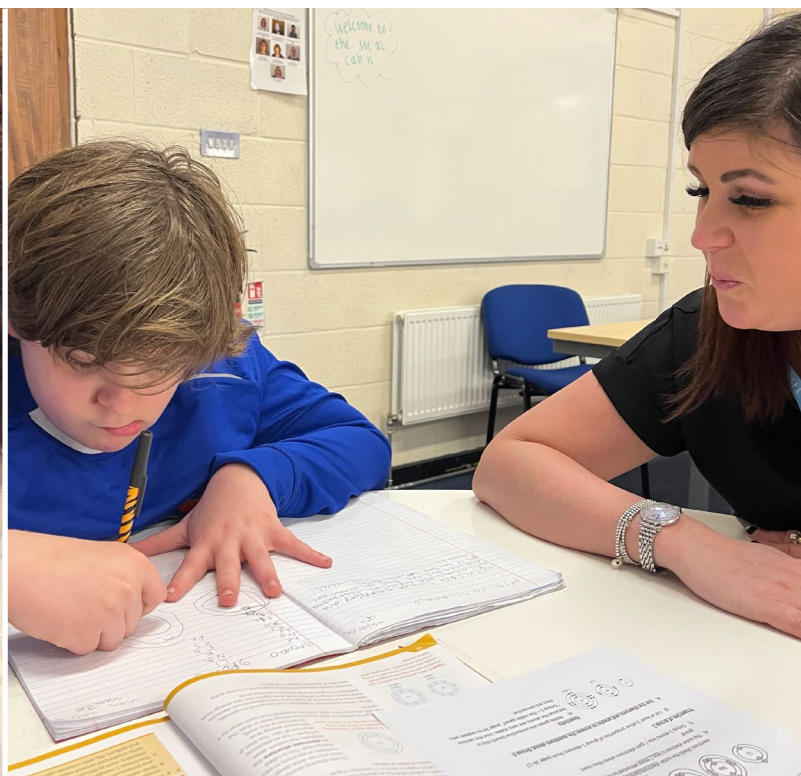
We believe in a strong emphasis on problem solving at all levels; we regularly enter pupils for the UKMT challenges and attend many extracurricular events to inspire our students such as the AMSP maths feasts. We have two local AMSP coordinators based in Comberton Village College.

We subscribe to Sparx maths as a trust to reduce staff workload with setting homework and to support individualised pupil learning. Three of our four secondary schools have now set up iPads so that students have 1-1 devices; classrooms have apple classroom which work well with teacher iPads to allow for ease of presenting and monitoring.

We are proud of the fact that our maths departments have a variety of specialisms where staff have backgrounds not just in maths but in engineering, computer science and sports science as well as other areas. Where we have non-specialists joining the teams, we are supportive in their development of subject knowledge and transition to becoming a maths specialist.

Three of our four secondary schools teach the same curriculum which we are continually refining. We have developed a bank of resources that staff can use and adapt. In recent years we have been incorporating the ideas of teaching for mastery into the curriculum, and our focus this year has been on problem solving, with our schools applying to be Nrich Problem Solving Schools. The Trust Director of Maths (Secondary) is responsible for ensuring high curriculum standards.

Our schools offer opportunities to teach A Level, and we welcome the way that post 16 students develop our mathematical thinking and pedagogy. Cambourne Village College will be opening a sixth form in September 2024, and we are working closely as a trust to support this exciting new venture. Currently we offer maths and core maths to our post-16 students at St Peters School and Comberton Village College, and maths is regularly the most popular A-Level.



A young woman with long brown hair and glasses is sitting at a desk in a classroom, looking intently at a tablet computer. She is wearing a white school shirt and a dark tie. The background shows a blue wall with a potted plant illustration and other students in the background. The image is partially overlaid with a pink and blue graphic design.

The Job Description Trust Director of Maths (Secondary)

Reports to: Director of Education

Strategic Purpose: To lead on the maths subject strategy for The Cam Academy Trust, ensuring high standards of provision across all secondary schools and strong outcomes for pupils.

To develop a strong maths subject community that contributes to the development of leaders and strong subject standards.

The Job Description Trust Director of Maths (Secondary) *Continued*

Core Responsibilities

- Work collaboratively with all maths leaders, visiting schools regularly
- Ensure a strong maths curriculum is in place in all secondary schools, supported by an appropriate assessment model
- Lead on maths focused school improvement
- Support effective maths pedagogy in all secondary schools
- Undertake curriculum quality assurance and review and prepare reports as needed
- Lead an effective maths subject community
- Consider how current research in mathematics should inform our practice, and disseminate this to trust staff
- Set up links between trust schools and encourage dialogue about maths
- Support with recruitment for maths across the trust and maintain an oversight for the strengths or weaknesses in each department
- Promote enrichment for maths across the trust,
- Take a lead on Sparx maths or other relevant Ed Tech platforms, regularly reviewing the relevant dashboards and evaluating impact
- Collaborate with and promote the Maths Hub and the CPD they offer across the trust
- Promote AMSP and the support they offer across the trust
- Work directly with maths teams which require more dedicated support, being based in a priority school and taking on direct leadership if required





In terms of any teaching commitment

- Plan work in accordance with the maths department schemes of work.
- Take account of students' prior learning when planning work
- Set work when required for absent students.
- Maintain good discipline by following the school's student behaviour policies and procedures.
- Establish a purposeful working atmosphere during all learning activities.
- Maintain excellent classroom management with due regard to health and safety policies.
- Set appropriate and challenging work for all students.
- Ensure effective setting of homework and ensuring comprehensive feedback to students. Identify and work appropriately with 'special educational needs' students and 'academically more able' students.
- Keep appropriate records of students' work.
- Carry out assessment programmes
- Complete student reports in line with school policy, strategies are in place to support staff workload.
- Attend parents' evenings as required and keep parents informed about their child's performance and future targets.

6 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.

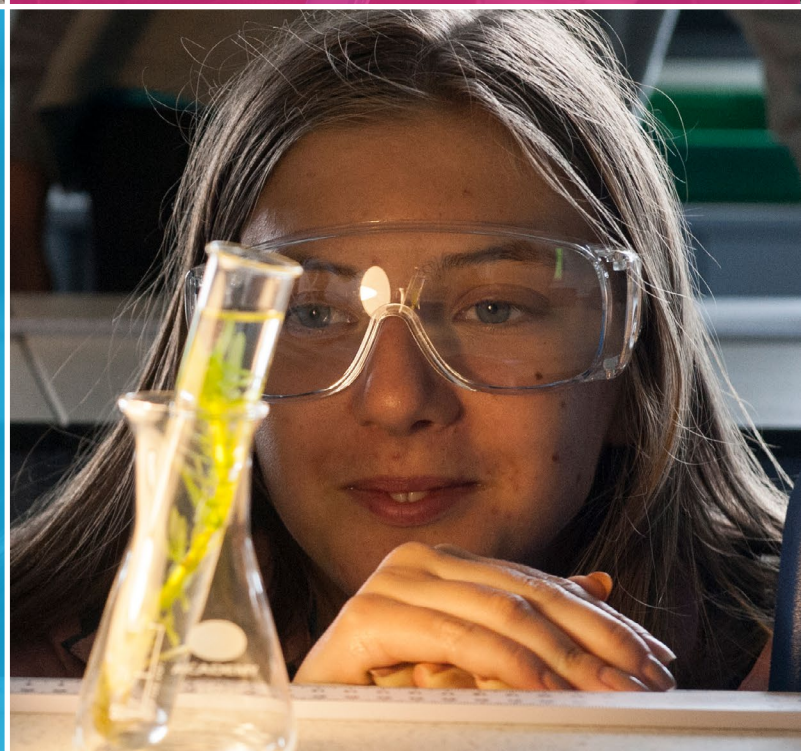


The community principle

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.



Person Specification

Trust Director of Maths (Secondary)

Criteria	Essential	Desirable	Measured
Qualifications			
Good degree or equivalent qualification	X		Certificate
QTS with a minimum of five years teaching experience	X		Certificate
Current/Former Teaching for Mastery Specialist		X	Application
PD Leads Qualification		X	Certificate
Experience and Skills			
Experience of teaching across the ability and age range for KS3/KS4 in a state funded school	X		Application/selection process/lesson observations
Experience in teaching at KS5		X	Application
A strong track record of high-quality maths teaching	X		Lesson observation
A continued commitment to own professional development	X		Application
A commitment to collaboration and partnership within and across schools	X		Application/ Selection process
Good knowledge of current legislation, guidance, and policy in maths education along with how these impact on teaching		X	Selection process
Critical engagement with educational research		X	Application/ Selection process
Experience of leading a maths department or other leadership responsibility	X		Application
A strong track record of leading and embedding change in maths with diplomacy, patience, and empathy	X		Application/ Selection process
Experience of leading mathematics professional development	X		Application/ Selection process
Ability to establish a safe and stimulating environment for students, rooted in mutual respect	X		Lesson observation
An ability to motivate young people and relate positively towards them	X		Lesson observation/ Selection process
To be committed to promoting good progress and outcomes for students in maths	X		Selection process/ References
Demonstrating an understanding of and taking responsibility for promoting high standards of literacy through oracy and the correct use of standard English	X		Application/Lesson observation/Selection process
Have a clear understanding of the needs of all students and be able to use and evaluate distinctive teaching approaches to engage and support them	X		Lesson observation/ Application
Ability to travel between the trust schools	X		Application

Person Specification

Trust Director of Maths (Secondary)

Continued

Criteria	Essential	Desirable	Measured
Interpersonal Skills			
Experience of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children	X		Selection process/ References
Excellent communication skills	X		Selection process
Evidence of working effectively in a team	X		Selection process/ References
An ability to work effectively, along with using initiative, when working alone.	X		Application/Selection process
Supportive approach to school ethos, policies and activities	X		Selection process
Effective communication skills with staff, pupils, and parents	X		Application/Selection process
Willingness to be involved in the wider life of school Enthusiasm for participating in extra-curricular activities and establish links with other curriculum areas		X	Application/Selection process
Willingness to work in trust schools, according to need	X		Application/Selection process





How to Apply

If you would like to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact our retained consultant at Academicis, Tracy Laverack:

tlaverack@academicis.co.uk or
01223 907979 / 07554 118 997

Please email your application to,
Tracy Laverack: **tlaverack@academicis.co.uk**

Closing date: 30th September 2024

Shortlisting: 2nd October 2024

Interview dates: W/C 8th October 2024



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