



Cam Academy Trust

Chief Executive

Candidate Information Pack



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.



The partnership principle

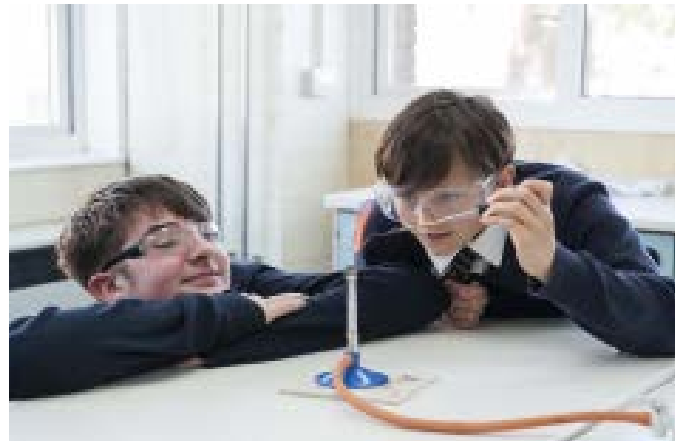
We expect our schools to work in partnership with others for mutual benefit. It is not acceptable for our schools to be islands and seek to plough their own furrows. It is right to work with and support others and we know that schools do better by seeking to behave in this way. Most obviously this applies 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.*

WELCOME FROM THE CHAIR OF THE TRUST BOARD

Our core principles and values are at the heart of everything we do. They are our non-negotiables. If you share these principles and want to strive for 'Excellence for All', I hope you will apply for the role of Chief Executive.

This pack is designed to give you sufficient information to decide whether or not to apply for the post. There is further information on our websites, and you may wish to speak to our founding Chief Executive– Stephen Munday – and myself. If you are shortlisted for the post, you will be able to visit some of the schools, meet governors, trustees, principals, staff and students. A brief outline of the process can be found later in the pack.

We want an exceptional leader, who will work with the Trustee Board to take the Trust to the next stage in its development. We are expecting to grow in numbers, and this will require a radical review of the way we operate. We want our Principals to have autonomy in their schools, but also to work together for the benefit of all the young people. We have a small central team, and this will need revision. All schools are facing the challenge of recruiting and retaining staff – we want to be a model employer. It is important that we invest in staff – training, flexible working, job satisfaction. Good financial management has enabled us to improve our buildings – our students deserve good learning environments. We want our students to benefit from broad curricula and wide-ranging extra-curricular activities.

Our schools must be at the heart of its local community whether that is in the new town of Cambourne or the village of Everton. We recognise that parents are important partners in the education of children and young people. Whilst all the schools in the MAT are geographically close, their contexts differ, and the Local Advisory Boards are critical in this respect, as well as having a relentless focus on standards and teaching and learning. We are committed to the comprehensive principle and are proud of our SEND provision and The Cabins – units for children with autism.

Stephen Munday has been an outstanding Headteacher, Chief Executive and Leader, because he has seized opportunities that benefit students and staff and been outward looking. He has developed networks that have enabled him to contribute to education nationally. We hope that the new Chief Executive will take time for their own personal development and promote the work of the schools in the MAT.

If you share our principles and values, we welcome your application.

Sue Williams



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/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.

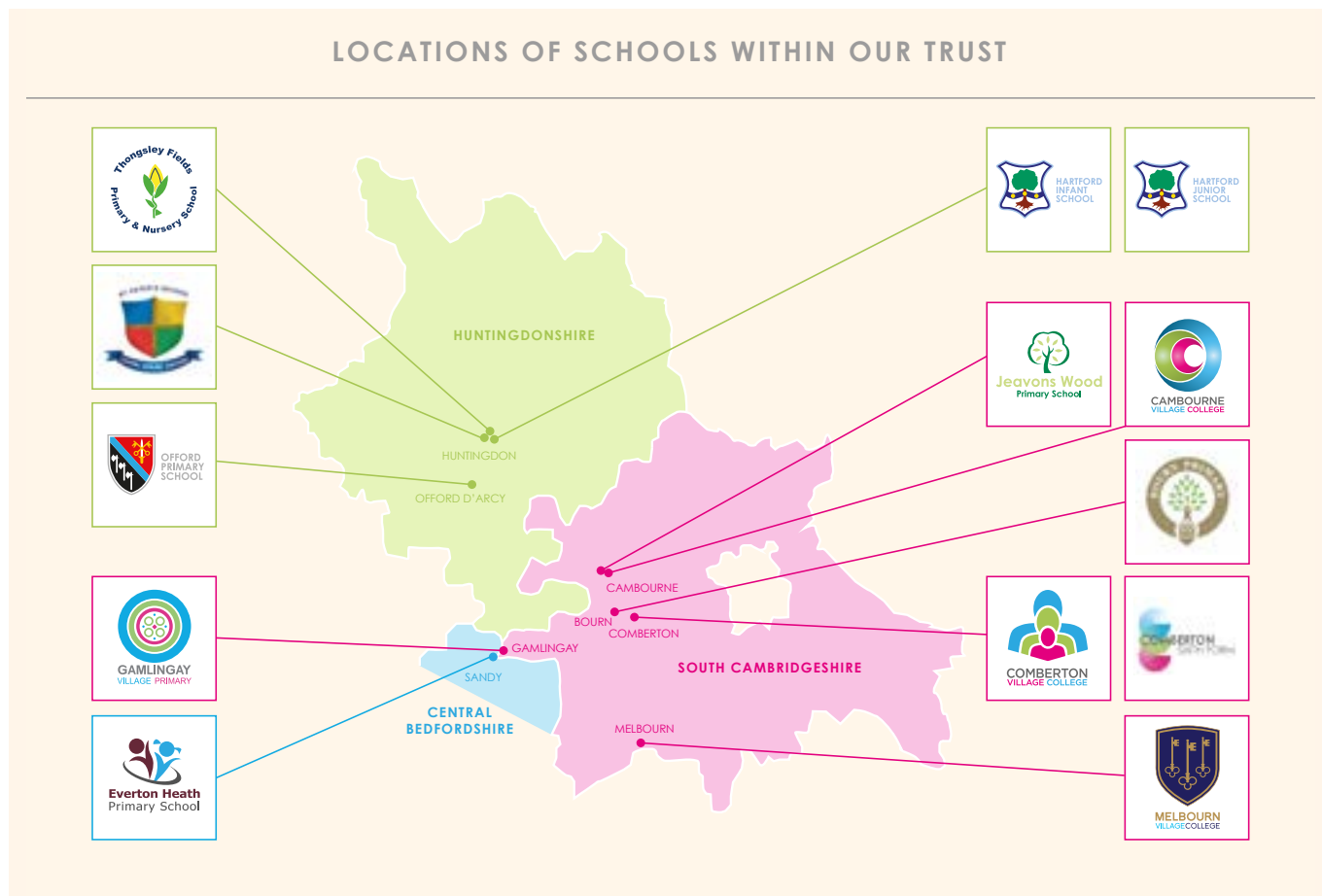
OUR SCHOOLS

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

LOCATIONS OF SCHOOLS WITHIN OUR TRUST





Comberton Village College & Comberton Sixth Form

Comberton Village College is a thriving community of approximately 1,800 students, including 500 in the Sixth Form and 350 staff.

The Principal at Comberton Village College is Peter Law, who has been in post since September 2019. Janet Banks is Chair of the Local Advisory Board.



As Principal of Comberton Village College, I very much appreciate having the supportive framework and resources of the Cam Academy Trust, whilst being fully given the independence and authority to lead on the key strategic decisions that are central to my role and position.

Peter Law, Principal at Comberton Village College



Cambourne Village College

Cambourne Village College is a growing community of approximately 1369 students. It is anticipated that student numbers will increase to 1589 when the Sixth Form opens in September 2024.

The Principal at Cambourne Village College is Lynn Mayes, who joined the school on 1 September 2023. Lynn oversees a team of approximately 200 employees.

Kris Stutchbury is Chair of the Local Advisory Board.



The Cam Academy Trust genuinely believes in the potential of their staff, and they grow future leaders. They have earned my trust through consulting, valuing, and developing all staff, but most importantly, believing in us all. The Trust elicits the best performance from all the staff as we know how much we matter. There's no blueprint for The Cam Academy Trust, just a clear set of principles that are felt through every interaction with the people that are educated and work there. I have the freedom to lead one of the Trusts largest schools, with a huge support network behind the scenes. This support for staff improves the learning and life chances of our students and establishes high expectations by empowering staff. The Trust has a strong focus on moral purpose and social justice.

Lynn Mayes, Principal at Cambourne Village College





Melbourn Village College

Melbourn Village College is the smallest and oldest of the village colleges in the Trust, with around 600 students and approximately 100 employees.

Christopher Bennet is the Executive Headteacher at Melbourn Village College and St Peter's School. Niki Smith was appointed as Head of School from the 1 September 2023 and Sue Williamson is Chair of the Local Advisory Board.



Our staff take advantage of our smaller size to know both our students as individuals and to develop better team working skills for the benefit of our students. The Trust provides a wide range of support in a timely manner which is effective.

Christopher Bennet, Executive Headteacher at Melbourn Village College



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 1,200 students from a diverse multi-cultural catchment.

Emma Butler was appointed as Head of School from the 1 May 2023 and oversees 195 employees.

Simon Newman is Chair of the Local Advisory Board.

Focusing upon building positive relationships between our students, staff and parents has been imperative in supporting the success of our young people. A strength of our Trust is being able to identify, with their support, our own developmental areas which will have the most impact upon the progress of our students.

Christopher Bennet, Executive Headteacher at St Peter's School





Hartford Infant and Preschool

Hartford Infant and Preschool is located on a shared site with Hartford Junior School in Huntingdon and has more than 207 pupils and 35 staff.

Rae Lee is the Headteacher. Sunetha Diaram is Chair of the joint Local Advisory Board.



Hartford Junior School

Hartford Junior School is a feeder school for St Peter's School with more than 220 pupils and 35 staff.

Rae Lee is Headteacher. Sunetha Diaram is Chair of the joint Local Advisory Board.



Hartford Infant School and Hartford Junior School joined the Trust in 2017 to support their unique circumstances, a deciding factor was that The Cam Trust promised a supportive partnership for our individual pathways. Today both Schools including the established Preschool continue to work closely enabling its diverse community to flourish, and The Cam Trust has continuously nurtured this journey. The Cam Trust celebrates the autonomy of the Hartford leadership teams and brings out the 'best in everyone', thus supporting the ethos of both schools under the protective umbrella of the six core principles that lie at the heart of their work.

Rae Lee, Headteacher at Hartford Infant and Preschool and Hartford Junior School



Jeavons Wood
Primary School

Jeavons Wood Primary School, Cambourne

Jeavons Wood is one of four primary schools located in the growing South Cambridgeshire community of Cambourne and has 400 pupils and 55 staff. The pupils progress to Cambourne Village College.



The Executive Headteacher is Sue Wright, who also has a trust safeguarding role. Em McMurray is Headteacher and David Clarke is Chair of the Local Advisory Board.

I am proud to work for a Trust that puts children and young people at the heart of all their decision making. I love working for a Trust that values people and supports their career development.

Sue Wright, Executive Headteacher of Jeavons Wood Primary School

At Jeavons Wood, I am so proud of our curriculum. It encompasses knowledge and skills in a creative way. We make sure nurture and therapeutic thinking are valued by all. I love the way we can continue to be our own unique school within the Trust. I love the support the Curriculum and Assessment Strategy Team provides to keep improving our school.

Em McMurray, Headteacher at Jeavons Wood Primary School



Thongsley Fields Primary & Nursery School, Huntingdon

Thongsley Fields Primary & Nursery School is in Huntingdon and has 244 pupils and 45 employees.

David Jones is the Headteacher.



The school shares a local advisory board with St Peter's School and Simon Newman is the Chair.

Being a part of The Cam Academy Trust has brought a fresh perspective to school improvement and collaborative working. Our school has benefited from the positive leadership and guidance provided through the Trust, along with a strong and diverse community of schools challenging and supporting each other. We are proud to be part of our Trust group of schools, learning and sharing together but with the freedom to celebrate and develop our own unique character and strengths.

David Jones, Headteacher at Thongsley Fields Primary & Nursery School

The West Village Partnership

The partnership consists of three schools – Everton Heath Primary, Gamlingay Village Primary and Offord Primary. Each of the schools are distinctly different, varying in size and the facilities they have within the school. By working more closely together, the aim is to ensure that all pupils benefit from 'Excellence for All'

The Cam Academy Trust have enabled growth and development of schools I have led, provided additional opportunities for pupils, and supported my own personal development and career progression. The Trust's investment in pupils and staff is significant and valued; and I am proud to be an employee of The Cam Academy Trust.

Shelley Desborough, Executive Headteacher of The West Village Partnership

Offord Primary School



Offord joined the Trust in 2019 and has 90 pupils and 13 employees.

Kate Ruddock is the Headteacher.



Our school has such a supportive environment with staff, pupils and families all working together for the best interests of all. The best thing about being a primary school Head in The Cam Academy Trust is the collaboration between other Heads and the school staff. There's always someone around to help you out if needed.

Kate Ruddock, Headteacher at Offord Primary School



Gamlingay Village Primary School

Gamlingay Village Primary School is a thriving school with more than 380 pupils and includes specialist primary provision for students on the autistic spectrum in the 'Cabin'.

Dawn Henry is the Head of School.



We are proud of our dedicated staff who go above and beyond for our pupils. I am proud to be a member of a Trust where people, pupils and staff, are at the heart of decisions that we make and values that we adopt.

Dawn Henry, Head of School at Gamlingay Village Primary School



Everton Heath Primary School

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.



The Head of School at Everton Heath Primary School is Katie May, who has been in post since 1 January 2023 and oversees a team of 16 employees.

As the new Head of School at Everton Heath Primary, I am proud to work within the West Village Partnership, which has been created to strengthen education provision through a robust curriculum that aligns with the principles of the Trust. Working with an experience Executive Head and the Heads at Gamlingay Village Primary and Offord Primary, has given myself and my staff wider opportunities for curriculum and professional development than would normally be possible as a small village school. Everton Heath has also benefited from the knowledge and support of the Trust leadership as we work together to improve the school's outcomes and attainment, as well as provide high-quality learning experiences.

Katie May, Head of School at Everton Heath Primary School



Associate member - Bourn Primary Academy

Bourn Primary Academy, a single form entry Church of England school, became the Trust's first associate member 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.

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 notably 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 Cabin.

THE TRUST BOARD

Members



Mr. John Hartley (Chair)
Governor at Comberton
Village College



Mr. Colin Greenhalgh
Governor at Comberton
Village College



Mrs. Janet Banks
Chair of Comberton Village
College Local Advisory
Board

Trustees



Mrs. Sue Williamson
(Chair)
Governance and
Remuneration Committee
Community and Partnerships
Committee



Mr. Stephen Munday
(Chief Executive)



Mr. Sebastian Kindersley
Governance and
Remuneration Committee
Community and Partnerships
Committee - Chair



Mr. Andrew Read
Governance and
Remuneration Committee -
Chair



Mr. Rod Warsap
Curriculum and Standards
Committee
Audit and Risk Committee



Mrs. Kris Stutchbury
Curriculum and Standards
Committee - Co-Chair



Dr. Nicola Walshe
Curriculum and Standards
Committee - Co-Chair



Mr. Jacob Powell
Community and Partnerships
Committee



Dr. Rita Monson
Audit and Risk Committee
- Chair
Vice Chair of Board



Mr. Simon Krintas
Finance and Resources
Committee - Chair



Mr. George Pearson
Finance and Resources
Committee
Vice Chair of Board



Mrs. Elizabeth Simpkin
Curriculum and Standards
Committee

The Vacancy



Chief Executive

Salary range: £146,438 to £194,363

Required: April 2024

We want to appoint an outstanding leader to the post of Chief Executive of The Cam Academy Trust from April 2023. The Trust consists of four secondary schools, seven primary/infant schools and one associate primary school in South Cambridgeshire and Huntingdonshire. We are now entering the next phase of development and are looking for an inspirational candidate to lead on our continued drive for school improvement, as well as our growth and development agenda.

We anticipate that the successful candidate will have led a school or academy and achieved successful outcomes – in the widest sense – for students, but we will consider applicants with leadership experience in other educational settings. We hope to make the appointment from April 2024, but understand that this might be September 2024. The Trust strives for 'Excellence for All' through six principles that are non-negotiable:

- **The Excellence Principle** – Education must be of the very highest standard.
- **The Comprehensive Principle** – Education must be for children and young people of all 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.

The successful applicant will be an innovator, good communicator, understand change management, a good problem solver and model the Nolan principles.

Closing date for applications is 9am on 5th January 2024 and interviews will take place in late January/early February 2024.

Thank you for your interest in joining The Cam Academy Trust.

THE JOB DESCRIPTION

Contract type: Permanent / Full-time

Start date: April 2024

Reports to: The Board of Trustees of The Cam Academy Trust

Core Purpose

The Chief Executive is the accounting officer of the trust. They are responsible for informing and supporting the work of the board – including the board’s setting of the trust’s strategic vision. The Chief Executive is responsible for delivering the agreed strategy; overseeing all operations of the trust – including enabling educational and organisational improvement at scale; ensuring sustainability, compliance, and the mitigation of risk; and building strategic partnerships with a range of stakeholders to ensure both strong educational outcomes for pupils and the sustainable development of the trust.

Duties and Responsibilities

1. Strategic leadership and development of the trust

The Chief Executive will be accountable for providing strategic leadership and direction for the trust and its academies towards the vision and principles set by the trust board, in line with the trust’s values. The Chief Executive leads through:

- Articulating a clear narrative for the organisation’s growth and development – based on the board’s vision and reflecting the trust’s definition of “Excellence for All”.
- Developing a clear organisational strategy that includes taking responsibility for key documents such as the business plan, long-term strategic plan, and school improvement plans.
- Ensuring a healthy balance between central strategy and accountability, and the ability of each school to develop a sufficient sense of individuality and ability to respond to local needs.
- Modelling and actively promoting commitment to the trust’s principles and values and, more broadly, commitment to ethical governance, leadership, and practice across the organisation. The Chief Executive adheres to and embodies the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles).
- Developing and maintaining effective relationships with key partners and stakeholders including the Regional Director, the Department for Education (DfE), Education and Skills Funding Agency, local authorities, the wider local community and other local schools.
- Accessing opportunities for personal development through engaging with leaders, research, and sector networks.

2. Governance

The Chief Executive leads through:

- Investing sufficient time in developing relationships with the board; including regularly meeting with the chair.

- Ensuring clear processes for their own role in formulating strategy and how the board engages with this process and endorses strategy.
- Ensuring they and the executive team have developed clear and appropriate reporting mechanisms that contribute to efficient governance of the trust.
- Welcoming accountability from the board and robust performance management, while encouraging the board to discharge this across all aspects of organisational delivery and performance.
- Supporting the board to meet their duties as company directors and as trustees of a charitable body, working with the board to ensure operational compliance and fulfilment of all statutory responsibilities.
- Ensuring the implementation of high-quality benchmarked surveys and other engagement mechanisms to achieve routine accountability to communities (based on metrics set by the board) – including to parents, students and staff.

3. Workforce Development

The Chief Executive leads through:

- Building and developing an executive team of experts – across a range of appropriate disciplines – to ensure effective delivery across the trust’s operations.
- Recruiting talented and sufficiently skilled and experienced people to senior leadership positions within the organisation, ensuring a commitment to equality, diversity, and inclusion.
- Line Management of the senior executive leadership team including Maths Hub, SCITT and Cabin, and secondary principals, and through them ensuring high performance and effectiveness across each aspect of the trust’s operations.
- Confidently and sensitively addressing under performance or behaviours that are inconsistent with the values and culture the organisation stands for.
- Demonstrating a commitment to developing leaders and ensuring a succession planning strategy is in place both across the senior executive team and for headteachers and key specialist leaders across the trust.
- Committing to talent management and development, sustainable workload, flexibility, and other key employment benefits.
- Bringing about organisational change and improvement through a careful approach to engaging and involving staff.

4. Quality of Education and Student Outcomes

The Chief Executive leads through:

- Fostering a culture of ‘collective commitment’ to all the trust’s schools among senior leaders, including principals, headteachers, leaders and staff.

THE JOB DESCRIPTION

- Ensuring the broad education principle through quality curriculum, teaching and assessment of student learning across the trust through central systems, frameworks and the clear setting of standards and expectations across all schools.
- Ensuring that the data captured is consistent with the organisation's view of success, relevant, timely, triangulated and used formatively and actively to inform ongoing improvement across the trust and in individual schools.
- Fostering a culture of disciplined innovation, where staff are empowered to engage in external and/or internal research and development activity that furthers the trust's vision and strategy and ensures that specialist staff stay at the cutting edge.
- Developing and leading the trust's improvement processes, including identifying and analysing academy improvement needs, prioritising appropriately – resourced solutions and evaluating the impact of improvement strategies.
- Celebrating the success – in broadest terms- of schools, students and staff.
- Ensuring that the Trust reflects a vibrant and inclusive ethos which actively values and promotes diversity, unity and community cohesion, and supports pupils to become successful integrated citizens.

5. Safeguarding, Sustainability and Compliance

The Chief Executive leads through:

- Discharging their financial responsibilities as accounting officer, including ensuring financial compliance, robust checks and balances, a commitment to achieving value for money, and financial probity at all times across the organisation.
- Working with the Director of Finance to ensure that the trust's strategy is supported by effective, responsive and integrated central services, as well as high-quality operational delivery across all schools.
- Engaging the board on sustainability issues, including strategic discussions and decisions as to how to invest resources to best serve the trust's medium to long term needs and ensure value for money over time.
- Encouraging an 'investor' culture, whereby the organisation takes a strategic and long term view as to where returns can be achieved that both reduce cost and improve quality.
- Building relationships with other local and regional MATs to share expertise, resources and to embark on shared procurement where appropriate.
- Ensuring that risk management systems and compliance monitoring systems are in place so that the organisation can anticipate and plan for risks and fulfil its statutory duties and responsibilities.
- Developing a culture that values, encourages, and ensures compliance for volunteerism, fundraising and sustainable income generation to further enhance the educational offer for students' and contributes to improved outcomes.

6. External Relationships

The Chief Executive leads through:

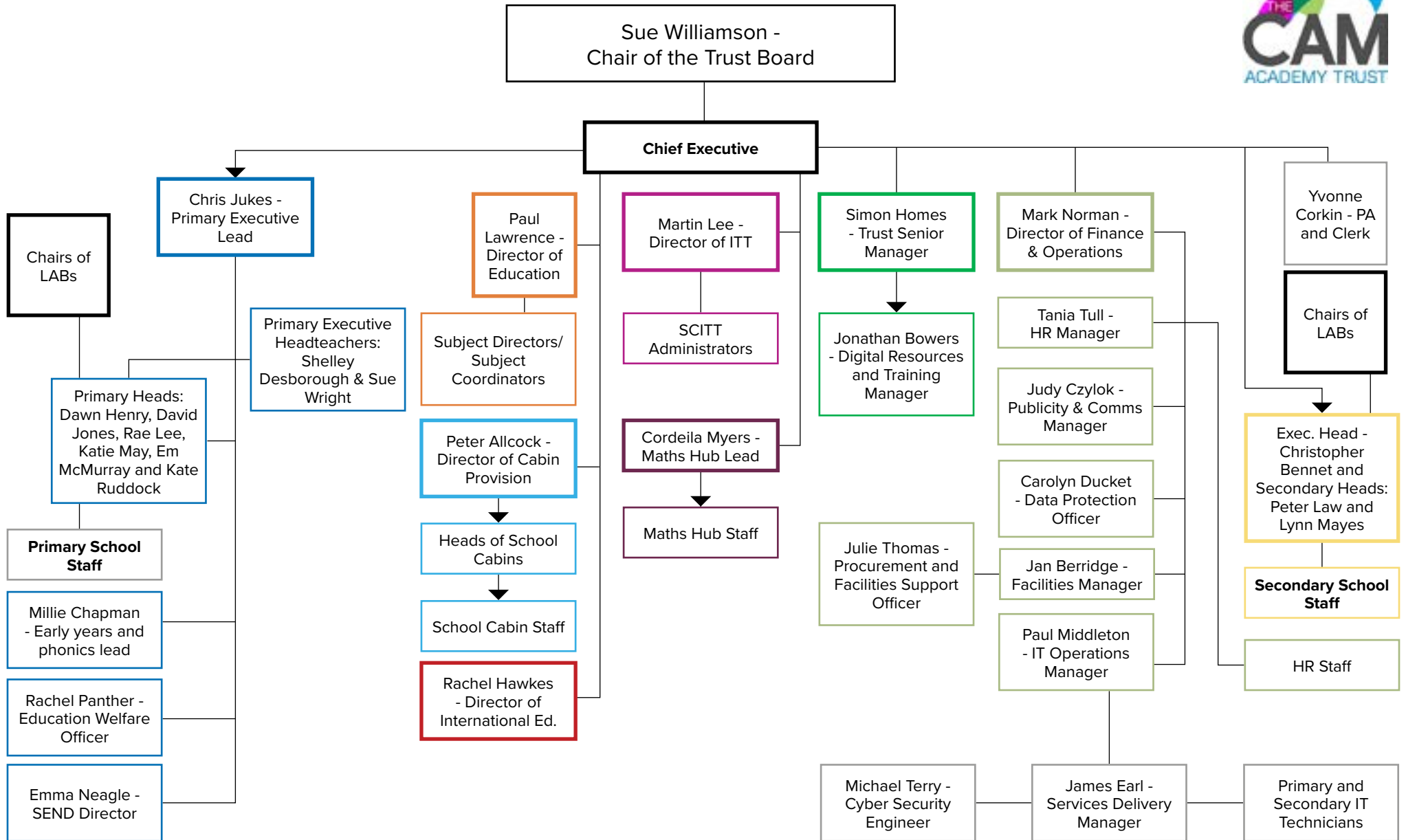
- Modelling the Community Principle and the Partnership Principle by creating a sense of openness and proactive engagement with local, regional and national stakeholders.
- Steering the organisation to engage with and embark on relationships that will add sufficient value to the organisation and students' educational experience, while avoiding collaborative overload and ensuring there are mutual benefits for all involved
- Accessing peer-to-peer networks (within and across sectors) that are relevant and add value to the Chief Executive and the senior team's professional development.
- Working with the board to generate a culture of 'pure accountability' to communities – including staff, parents and students – that ensures the trust is openly committed to understanding and meeting their general needs and expectations over time.

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 - Chief Executive

Qualifications	Essential	Desirable
Educated to degree level.	✓	
Evidence of further professional development.	✓	
Experience		
A track record of success in leading a school/academy and/or other educational institution.	✓	
Experience of performance management processes that motivate and develop staff, as well identifying and supporting staff that re-quire improvement.		✓
Experience of developing a philosophy of high aspirations and expectations for every student whatever their ability and needs. A track record of delivering comprehensive education.	✓	
Experience of creating and setting the strategic vision of an organisation, including effective business planning and implementation.	✓	
Experience of working with governors/trustees in creating and delivering the strategic vision of an organisation.	✓	
Experience of leading effective and efficient strategic financial, commercial, and resources management, to achieve accountability and a strong performance culture.		✓
A track record of motivating and developing teams and individuals to deliver successful outcomes and projects.	✓	
Experience of good governance, accountability and building constructive relationships, with trustees, governors and key stakeholders.	✓	
Successful track record of promoting community engagement and working with stakeholders for the benefit of students.		✓
Experience of promoting equality and diversity in relation to employment and organisational delivery.	✓	
Knowledge		
Understanding of school improvement strategies and how to create an outstanding, comprehensive school.	✓	
Understanding of the principles of curriculum design and implementation.	✓	
Knowledge (and experience) of teaching and learning strategies in different contexts.		✓
Up-to-date knowledge of the education system and current issues.	✓	
Understanding of the current inspection framework.		✓
Skills and abilities and personal qualities		
The deeply held belief that all students can achieve outstanding outcomes.	✓	
A personal commitment to the highest possible academic standards for all students.	✓	
The ability to analyse and process complex information and data rigorously and quickly.	✓	
Well-developed presentation skills and comfortable with public speaking.	✓	
The analytical ability to communicate effectively with a variety of audiences.	✓	
The ability to act as an effective ambassador for the Trust.	✓	
Experience of dealing with Regional Directors, DfE officials and policy makers.		✓
Committed to the Nolan principles	✓	
The ability to build a positive organisational culture that promotes distributed leadership.	✓	
The ability to build teams and inspire them to strive for continuous improvement and realise potential.	✓	

ORGANISATIONAL CHART



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.

HOW TO APPLY

The Cam Academy Trust have engaged the services of [Minerva](#). To apply for this position, please submit your completed application form and covering letter addressed to Mrs Sue Williamson, Chair of the Trust Board, via catrust@minervasearch.com by 9am on 5th January 2024.

Your letter of application should demonstrate how your career to date has prepared you for this post referencing the six principles of the Trust.

Applications will only be accepted from applicants completing the application form in full. Please note that we do not accept CV's.

Application forms can be found on the [website](#) and all applications will be acknowledged.

If you have any questions or queries about this role, or to arrange an informal discussion with Minerva please email catrust@minervasearch.com