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



Job Application Pack

Head of Faculty – Science/Computer Science

School: St Peter's School

Salary: MPS/UPS with a TLR 1B £13,546

Contract: Permanent, Full Time. (Part time will be considered)

Start date: September 2024

Closing date: 20/05/2024

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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

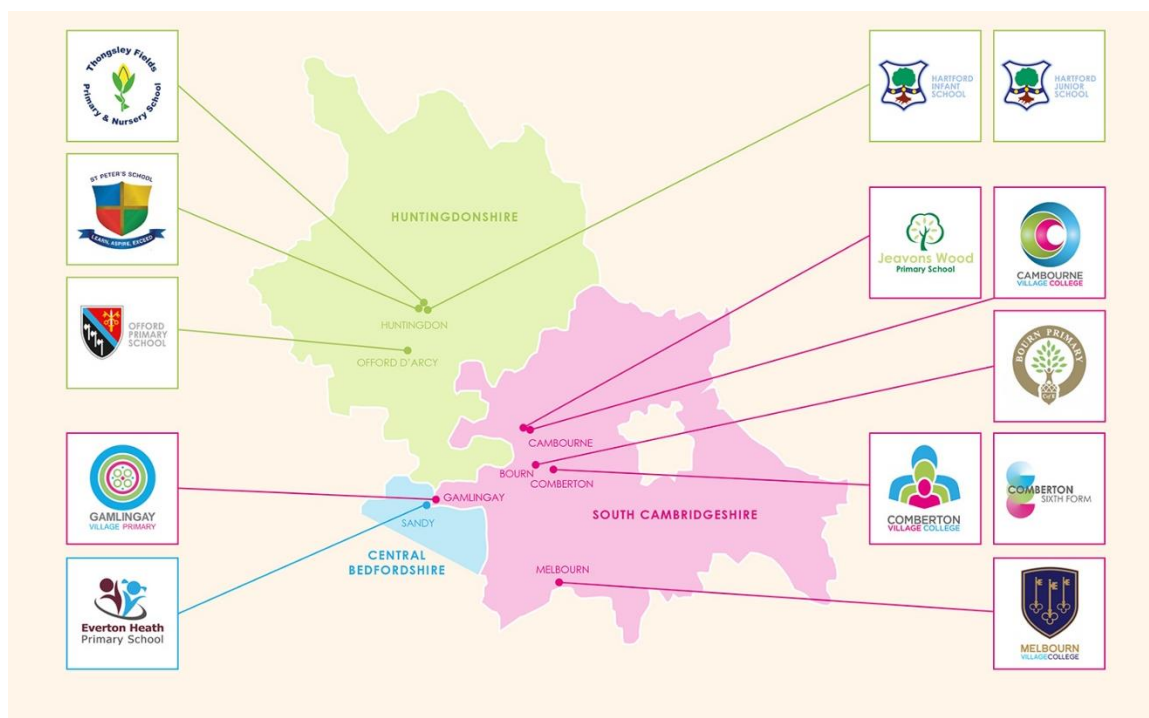
Employee discounts

- 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](https://www.stpetershuntingdon.org/) (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

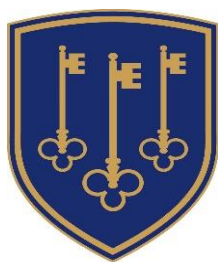
Cambourne Village College opened as a Free School in 2013 as the first new village college in Cambridgeshire for 30 years. It serves the community of Cambourne, a group of villages located between Cambridge and St Neots.

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.



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 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
VILLAGE COLLEGE
summer 2022.

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

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 now rating 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



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 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 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

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

Head of Faculty – Science/Computer Science
Main/Upper Pay Range plus a TLR 1B £13,546
Required September 2024
Contract: Permanent

This is a rare and exciting opportunity for an experienced middle leader to take on the leadership of a faculty. The Head of Faculty will be highly motivated and able to combine excellent organisation and management skills with the ability to lead, inspire and motivate both staff and students in a range of departmental subjects. We are looking for an outstanding leader who can inspire our learners to succeed in order to achieve the best possible outcomes.

You will need to be an outstanding role model with a proven track record of successful outcomes. You will need to have a passion and drive for continuous improvement with the highest expectations onto further success. You will have the drive to ensure that the learners have the best possible life chances.

Working with The Cam Academy Trust, we offer our staff the 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. We work closely with the other Science departments within the trust, sharing resources and supporting each other with any training requirements.

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

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. Successful candidates will have completed or are working towards the NPQML/SL or similar nationally recognised qualifications.

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

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 **20th May 2024**. Interviews will be held on **17th May 2024**

Please note we do not accept CV's. Shortlisted candidates may be subject to online searches as part of due diligence checks.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be subject to an enhanced DBS check, barred list check, satisfactory references 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 October 2022.

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:	Head of Faculty
PURPOSE OF JOB:	<ul style="list-style-type: none"> • Foster, encourage and expect others to foster, the school's ethos (Learn, Aspire, Exceed) in all of our stakeholders at all times • To create an ethos in which all staff are motivated and supported to develop their skills and knowledge • To work with the Head Teacher and other members of the Senior Leadership team and Governors to provide excellent leadership and management within St Peter's School • 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 in terms of Teaching ability • 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 specific issues as noted in the school improvement plan • To be responsible for particular functions/roles as noted below
RESPONSIBLE TO:	Assistant Head Teacher
PERFORMANCE MANAGEMENT:	Completed by the Line Manager
SALARY:	Main Pay/Upper Scale plus a TLR 1B £13,546

(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 and Upper Pay Scale))

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

GENERAL RESPONSIBILITIES

Carry out the duties of a School Teacher as set out in the current edition of the School Teachers' Pay and Conditions Document.

- Teach in a subject faculty/team
- Input to the Senior Leadership Team regarding the strategic direction of the school, including involvement in school improvement planning and implementation of actions.
- Participate in the school's performance management practices as appropriate.
- Work with the Senior Leadership Team in the preparation of bids or *ad hoc* projects requiring input from all of the Senior Leadership Team
- Attend Governing Body meetings as appropriate.

- f) Ensure high standards of behaviour across the school, including following up any incident as necessary with the relevant student, parent and pastoral staff.
- g) Carry out the duties defined in the Teacher's main pay scale job description.
- h) Carry out any other responsibilities as reasonably requested by the Head Teacher
- i) Responsible for the strategic leadership of the faculty

SPECIFIC RESPONSIBILITIES

1. Strategic leadership of the faculty
2. Staff (including professional development, recruitment, performance management)
3. Teaching, Learning and Assessment (ensuring examination regulations are adhered to)
4. Students and parents
5. Resources, including Health and Safety
6. Attendance at meetings

1: STRATEGIC LEADERSHIP OF THE FACULTY

- a) Develop and maintain a clear shared vision for faculty direction and its contribution to the school's overall ethos
- b) Liaise regularly and effectively with the allocated line manager.
- c) Effectively represent the faculty (or ensure that it is represented).
- d) Maintain up-to-date knowledge of new national (e.g. curriculum and examination specifications) and local developments concerning the faculty, advising the senior leadership team as appropriate.

2: STAFF

- e) Be responsible for the leadership and management of teaching and associate staff within the faculty, including advising on appointments and deployment, effective monitoring of work and participating in the Performance Management process as required.
- f) Provide support for new faculty members and promote the professional development of all faculty colleagues.
- g) Provide support for colleagues on classroom management issues, liaising as appropriate with tutors, Student Support Managers, Heads of Year and other pastoral staff.
- h) Ensure that staff follow procedures in the case of planned or unplanned absence and that appropriate work is set in an appropriate format.

3: TEACHING, LEARNING AND ASSESSMENT

- i) Be accountable for improving the quality of teaching and learning in all Key Stages
- j) Plan and implement effective Schemes of Work for students in the faculty in all key stages, ensuring that they are in line with the National Curriculum, Public Examination and School Policies whilst ensuring work is sufficiently differentiated.
- k) Regularly quality assure and evaluate the assessment and attainment data in the faculty for all key stages in accordance with school policies.
- l) Provide appropriate professional development opportunities for staff to, for example, deliver new qualifications, enhance their curriculum knowledge and improve the quality of their teaching and learning practices.
- m) Ensure that appropriate procedures are in place to monitor the progress of students, rapidly instigating intervention strategies, in consultation with the Head of Year, as appropriate.

4: STUDENTS AND PARENTS

- n) Be responsible for all matters relating to the management of students in the faculty, always including the formation of appropriate teaching groups and for student behavior in the faculty area - within and outside lessons.
- o) Monitor, and improve as necessary, the quality of written reports ensuring that deadlines are adhered to.
- p) Ensure that appropriate contact is maintained with parents throughout the year regarding the progress and behavior of students.

5: RESOURCES

- q) Assist the Head of Faculty in ensuring all equipment is used safely and be responsible for Health and Safety within the
- r) Assist the Head of Faculty in the financial management of the faculty, ensuring compliance with the Trust's financial regulations.

6: ATTENDANCE AT MEETINGS

- a) Lead faculty meetings
- b) Relevant line management meetings
- c) Governor meetings as appropriate
- d) Other meetings as directed/required to fulfil the requirements of the role

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.

Person Specification



ST PETER'S SCHOOL HUNTINGDON HEAD OF FACULTY – PERSON SPECIFICATION

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/REGISTRATIONS			
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 legislation, guidance, and curriculum developments	x		Selection process
Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all students.	x		Application/selection process
The ability to motivate young people and relate positively towards them.	x		Application/selection process/lesson observations
Management experience in subject area or key stage	x		
Experience and/or training in assessment for learning techniques.	x		Selection process
Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning		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
Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.	x		
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

