



The CAM Academy Trust
Head of KS3 Science
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 an exciting phase of development and look to the future.

I feel highly privileged to lead our trust at this time. Our five year strategy – CAM30 – sets out our roadmap to becoming a truly exceptional family of schools.



We are a values-driven trust – 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 an 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 work together to deliver 'excellence for all', enabling all pupils and staff to thrive and be successful. If this excites you; we want to hear from you!

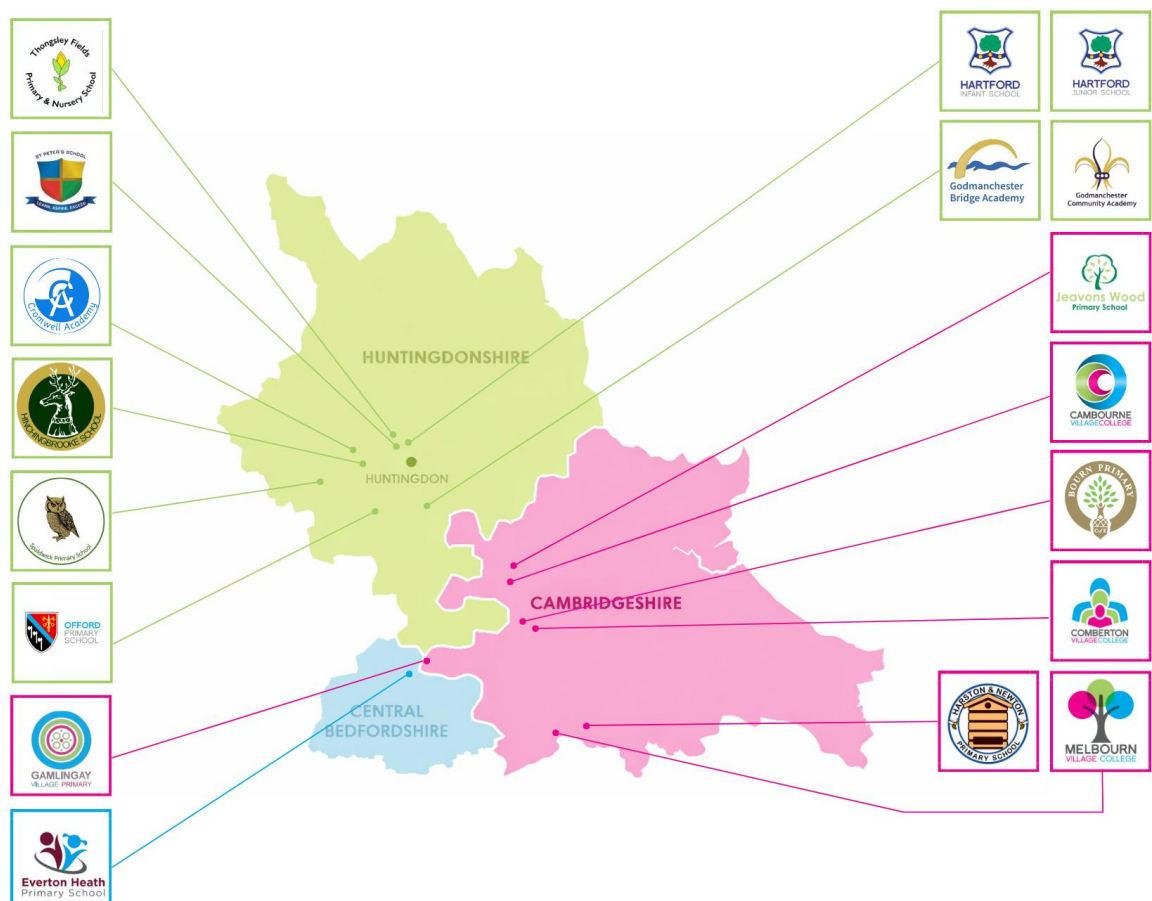
Claire Heald

ABOUT US

The CAM Academy Trust was established in 2011 and currently comprises twelve primary schools and five secondary schools, four of which include sixth forms. In January 2026, ACES Academies Trust - a Huntingdon-based multi-academy trust - merged with CAM, adding five additional schools to our family.

Our primary schools are Cromwell Academy, Everton Heath Primary School (just inside Bedfordshire), Gamlingay Village Primary, Godmanchester Bridge Academy, Godmanchester Community Academy, Jeavons Wood Primary School, Offord Primary School, Hartford Infant and Pre-School, Hartford Junior School, Harston and Newton Primary School, Spaldwick Primary School and Thongsley Fields Primary and Nursery School. 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), Hinchingsbrooke School, Melbourn Village College and St Peter's School (and Sixth Form).



ABOUT US

Continued

Teacher training (CTSN)

The CAM Academy Trust supports the training of new teachers to become qualified members of the teaching profession. We do this through our SCITT (CTSN).

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.

Our SCITT has a strong regional reputation.

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, as well as Peterborough, West Suffolk, King's Lynn and West Norfolk.

The Hub supports teachers to improve educational standards for students in our region from the youngest child in Early Years to Post-16.

The Cambridge Maths Hub offers free, high-quality professional development to maths teachers across the Hub area.

The Cabins

Our Cabin provisions are attached to four of our schools. The Cabins provide autistic students with an opportunity to be educated in mainstream settings.

We set high expectations for students but provide expert support from highly skilled and caring staff.

All our cabins strive to ensure that every pupil attains the highest possible academic achievement and offer high levels of pastoral support.



THE VACANCY

Salary: MPS/UPS plus a TLR2C (£3,527 per annum)

Contract: Permanent. Full time or Part Time

Start date: September 2026

Place of work: Comberton Village College, Comberton

Are you a charismatic, values-driven leader with the passion and expertise to design an exceptional Key Stage 3 science curriculum? We are seeking an inspiring and ambitious Head of KS3 Science who believes deeply in inclusion, is committed to championing the most disadvantaged learners, and has the creativity and intellectual rigour to ensure every pupil secures the strongest possible foundations for success at GCSE, A Level and beyond.

About the Role

This is an exciting opportunity to lead and shape the Key Stage 3 science curriculum at the heart of a large, well-established Science department. The successful candidate will play a pivotal role in ensuring that pupils experience Biology, Chemistry and Physics in ways that are ambitious, coherent and deeply engaging from the very start of their secondary education.

The role would suit either an experienced and ambitious teacher ready to take on curriculum leadership, or an established middle leader seeking a focused and impactful responsibility. Teachers from any science discipline are encouraged to apply, though candidates with a physics or chemistry background would be especially welcome.

The successful candidate will be well-supported by the Head of Science, the Trust Lead for Science, and the school's Senior Leadership Team, while having the autonomy to design and refine a KS3 curriculum that is creative, conceptually rigorous and carefully sequenced to prepare pupils exceptionally well for Key Stage 4 and post-16 study.

We are looking for a leader who:

- Holds uncompromisingly high expectations for all pupils, with a proven commitment to securing strong outcomes and excellent scientific understanding from the very start of KS3—especially for those who face the greatest barriers.
- Is passionate about curriculum design, with the ability to develop an engaging, knowledge-rich and ambitious KS3 science curriculum that lays the strongest foundations for success at GCSE, A Level and beyond.

- Has a deep appreciation of disciplinary thinking in Biology, Chemistry and Physics, and understands how conceptual understanding at KS3 underpins future success.
- Brings people with them through positivity, clarity and enthusiasm, supporting colleagues to deliver high-quality KS3 teaching and inspiring pupils' love of science.
- Champions inclusion at every level, ensuring that all pupils feel challenged, supported and able to thrive within science lessons.
- Is determined to make KS3 science exceptional, with a relentless focus on curriculum coherence, effective pedagogy and continuous improvement.

What We Offer

- A committed, reflective and enthusiastic Science team who value collaboration and curriculum thinking.
- A school culture that prioritises professional learning, staff wellbeing and intellectual curiosity.
- Pupils who are motivated, inquisitive and eager to engage with a rich and ambitious science curriculum.
- Excellent facilities, strong trust-level support and a senior leadership team committed to subject excellence and leadership development.

‘Pupils here are not taught just to pass exams. They acquire the skills and knowledge they need to be first-rate mathematicians, scientists, historians, and artists, among others.’ (Ofsted, November 2024)

About Science at Comberton

All pupils study Biology, Chemistry and Physics from Years 7–11, following a carefully designed curriculum that builds deep conceptual understanding and strong ‘working scientifically’ skills. At Key Stage 3, the curriculum is structured to develop curiosity, precision and disciplinary thinking, ensuring pupils are exceptionally well prepared for the demands of GCSE study.

At Key Stage 4, students follow either AQA Trilogy Combined Science (two GCSEs) or opt for three separate GCSE sciences. Uptake in Separate Sciences is high across the ability range.

Comberton Sixth Form offers a broad suite of A Level Sciences, including Biology, Chemistry and Physics, as well as Environmental Science, all of which are highly

popular and achieve strong outcomes.

Enrichment and Extra-Curricular Science

- Lectures and seminars with local scientific organisations and universities.
- Practical fieldwork and investigative laboratory experiences that deepen scientific thinking.
- A wide programme of subject-related trips, both within the UK and internationally.
- Super-curricular pathways designed to extend academic curiosity beyond the classroom.

About Our School

We are a highly successful, community mixed comprehensive school with Teaching School status, set in a pleasant rural location just five miles from the centre of Cambridge. We currently educate around 2,000 pupils aged 11–18, including a thriving sixth form centre that opened in September 2011.

Our pupils are well-motivated, staff morale is excellent, and outcomes at both KS4 and KS5 are consistently strong across our comprehensive intake. The school has been rated Outstanding by Ofsted over many years, with our most recent inspection in November 2024 confirming Outstanding in all categories.

For further details on our school please visit our website www.combertonvc.org.

HOW TO APPLY

To apply for this position, please submit your completed application form with supporting statement to Victoria Hearn, Principal on [MyNewTerm](#).

Your supporting statement should demonstrate how your career to date has prepared you for this post and be no longer than two sides of A4.

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

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 and appoint within the application window. With this in mind, we encourage you to apply as soon as possible.

Prospective candidates are strongly encouraged to visit the school for a tour and to meet with the Principal and other senior colleagues during the week beginning 13th April. This can be arranged by contacting recruitment@catrust.co.uk.

If you have any questions about this role, please contact us on college@combertonvc.org.

Closing date: 09.00 on Thursday 14th May 2026
Interviews to be held on: Tuesday 19th May 2026

Thank you for your interest in The CAM Academy Trust.



JOB DESCRIPTION

Salary:

The post holder will be paid on the appropriate point of the main or upper pay scale plus a TLR2C (£3,527 per annum).

Line of responsibility:

The Head of KS3 Science is directly responsible to the Head of Science.

Strategic purpose:

The Head of KS3 Science will work to support the Head of Science to provide a clear vision for the teaching of the KS3 science area. Within the areas of specific responsibility held, the post holder exercises leadership by promoting the best possible progress of all students based on excellent teaching and learning; this involves creating a climate in which teachers and students are comfortable with their roles, feel valued and are, therefore, able to give of their best.

In addition to the responsibilities described, to carry out any other duties of a similar nature at the reasonable request of the central education team.

The job description will be subject to regular review and any changes will be made in consultation with the post holders. The aim will always be to reach agreement on any changes, but if agreement is not possible, the trust reserves the right to make the changes following consultation.



Six core principles

At the heart of our work lie the six core principles of The Cam Academy Trust. These drive everything that we do.



EXCELLENCE

We insist on the very best. This means setting out a clear entitlement to excellence for all our young people. For us, excellence comes from the highest standards of curriculum, teaching and pupil support. We adopt a mindset that keeps us striving for better.



COMPREHENSIVE EDUCATION

We are proud to educate pupils of all abilities, backgrounds and needs. Inclusive schools are vibrant communities, that are richer for their diversity. We value fairness and social equity.



BROAD EDUCATION

Our pupil entitlement offers more than just academic success. A broad education develops confidence, creativity and character. The wider experience and opportunities offered in our schools mean that our pupils have more choice and agency.



COMMUNITY

We prioritise our civic duty. Our schools are at the heart of their local communities. We draw on the best that our local area has to offer and work with community leaders to help our schools thrive.



PARTNERSHIP

Together we achieve more than we can alone. We deeply value the partnership we have with our families. CAM plays an active role in our communities, our region and the wider education system. We share, and build connections to help make the system better.



INTERNATIONAL

We think beyond borders; we value diversity. We prepare pupils to thrive in a global society, promoting cultural understanding and awareness of the wider world.

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 a medical questionnaire.

JOB DESCRIPTION continued

<p>Core responsibilities</p>	<p>This post involves leading, co-ordinating and managing the KS3 curriculum areas. Specific areas of responsibility include:</p> <ul style="list-style-type: none"> • Curriculum responsibilities: Managing the writing, reviewing and updating of KS3 schemes of work, organising topic rotations and the development of resources. • Assessments: Ensuring assessments are in place across the key stage, coordinating the moderation of assessed tasks to ensure consistent levelling across the department, leading on pupil progress tracking and intervention. • Coordination of a KS3 room for the Open Evening • Oversight of KS3 parents evenings • Running KS3 items at department meetings and training days • Regular communication with all teachers of KS3 to check progress • Setting of students at KS3 • Liaison with KS3 parents • Working in conjunction with HOD for KS3 work sampling • Work with other members of staff to develop extra curricular science provision for KS3. • Managing the KS3 budget • Liaison with technicians over matters relating to the delivery of the KS3 curriculum • Undertake any appropriate task at the direction of the Head of Science.
<p>Personal development</p>	<ul style="list-style-type: none"> • Maintain excellent subject expertise and awareness of the latest, evidence informed practice • Engage in regular professional learning and reading. • Engage positively in the Trust’s arrangement for performance management and professional growth.
<p>Safeguarding</p>	<ul style="list-style-type: none"> • Adhere to Trust safeguarding policy and procedure at all times. • Promote strong cultures of safeguarding across the Trust and schools.
<p>Advocacy and influence</p>	<ul style="list-style-type: none"> • Be an advocate for the Trust externally and across our schools. • Be outwards facing and see opportunities for positive influence and external partnership and networking.

The CAM Academy Trust is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff to actively share this commitment. All adults working in our Trust in whatever capacity will be part of a thorough safer recruitment process. All appointments will be subject pre-employment checks including the taking of satisfactory references and enhanced criminal record clearance (via the Disclosure and Barring Service) in line with the need to create and maintain a safe culture.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience		
<ul style="list-style-type: none"> • Qualified teacher status 	X	
<ul style="list-style-type: none"> • Good degree or equivalent qualification 	X	
<ul style="list-style-type: none"> • Teaching experience within the designated age range. 	X	
<ul style="list-style-type: none"> • A continued commitment to own professional development. 	X	
<ul style="list-style-type: none"> • Excellent standard of teaching within subject area. 	X	
<ul style="list-style-type: none"> • Management experience in subject area or a key stage. 		X
<ul style="list-style-type: none"> • Excellent knowledge of current legislation, guidance and policy in the subject area. 	X	
<ul style="list-style-type: none"> • Further relevant professional studies. 		X
<ul style="list-style-type: none"> • Experience of more than one school/academy. 		X
<ul style="list-style-type: none"> • Experience of more than one key stage. 		X
Knowledge and Interpersonal Skills		
<ul style="list-style-type: none"> • Establishing a safe and stimulating environment for students, rooted in mutual respect. 	X	
<ul style="list-style-type: none"> • Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions. 	X	
<ul style="list-style-type: none"> • Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students. 	X	
<ul style="list-style-type: none"> • Being accountable for students' attainment, progress and outcomes. 	X	
<ul style="list-style-type: none"> • Being aware of students' capabilities and their prior knowledge, and plan teaching to build on these. 	X	
<ul style="list-style-type: none"> • Guiding students to reflect on the progress they have made and their emerging needs. 	X	
<ul style="list-style-type: none"> • Encouraging students to take a responsible and conscientious attitude to their own work and study. 	X	
<ul style="list-style-type: none"> • Demonstrating knowledge and understanding of how students learn and how this impacts on teaching. 		X
<ul style="list-style-type: none"> • Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students' interest in the subject, and addressing misunderstandings. 	X	
<ul style="list-style-type: none"> • Demonstrating a critical understanding of developments in the subject and curriculum areas and promoting the value of scholarship. 	X	

<ul style="list-style-type: none"> Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject, articulacy and the correct use of standard English. 		X
<ul style="list-style-type: none"> Imparting knowledge and developing understanding through effective use of lesson time. 	X	
<ul style="list-style-type: none"> Promoting a love of learning and student's intellectual curiosity. 	X	
<ul style="list-style-type: none"> Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired. 	X	
<ul style="list-style-type: none"> Reflecting systematically on the effectiveness of lessons and approaches to teaching. 	X	
<ul style="list-style-type: none"> Contributing to the design and provision of an engaging curriculum within the relevant subject area(s). 		X
<ul style="list-style-type: none"> Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively. 	X	
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these. 	X	
<ul style="list-style-type: none"> Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students' education at different stages of development. 		X
<ul style="list-style-type: none"> Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements. 	X	
<ul style="list-style-type: none"> Making use of formative and summative assessment to secure students' progress. 	X	
<ul style="list-style-type: none"> Using relevant data to monitor progress, set targets, and plan subsequent lessons. 	X	
<ul style="list-style-type: none"> Giving students regular feedback, both orally and through accurate marking, and encouraging students to act on the feedback. 	X	
<ul style="list-style-type: none"> Having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. 	X	
<ul style="list-style-type: none"> Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them. 	X	
<ul style="list-style-type: none"> Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary. 	X	

<ul style="list-style-type: none"> • Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 		X
<ul style="list-style-type: none"> • Making a positive contribution to the wider life and ethos of the school. 	X	
<ul style="list-style-type: none"> • Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. 	X	
<ul style="list-style-type: none"> • Communicating effectively with parents with regard to students' achievements and well-being 	X	
<ul style="list-style-type: none"> • Deploying support staff effectively. 		X
<ul style="list-style-type: none"> • Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. 		X

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).

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.

Work-life balance

- Flexible working – all staff can make a request to work flexibly.



The CAM Academy Trust

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www.catrust.co.uk