



The CAM Academy Trust
Teacher of English
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!

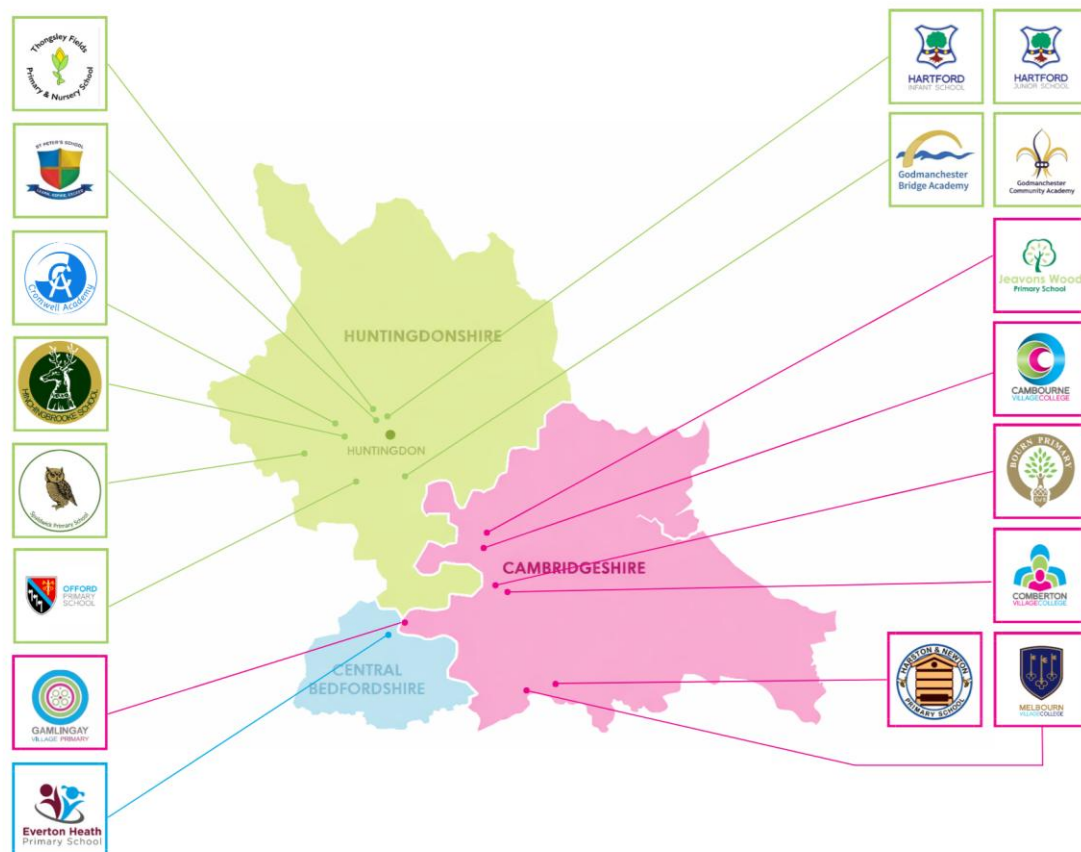
Claire Heald

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

Contract: Permanent – full time

ECTs welcome to apply

Start date: September 2026

Place of work: Hinchingsbrooke School, Huntingdon

We are looking for an enthusiastic and proactive English teacher to join our department of thriving practitioners. We firmly believe that to offer the highest standard of teaching and leadership, we must also be prepared to continue learning and adapting as teachers. To that end, we regularly engage with the latest pedagogy and seek to practically apply educational research to our curricula. We are a highly collaborative, supportive, and positive team boasting 18 practitioners including a core team of TLR holders who work with teachers to ensure that the student experience of English is consistent, engaging and that all achieve their potential regardless of ability. We also subscribe to this view in the support and professional development of our team.

We have high expectations in every facet of our work at Hinchingsbrooke and reap the rewards of this hard work with results that are consistently above national average and high demand for our subject in post-16 options. Alongside our commitment to achieving strong results, we enjoy a strong partnership with Cambridge University as a partner school mentoring PGCE students and we have held the PTI mark for commitment to subject excellence for the last ten years.

We offer a robust Key Stage 3 curriculum which guides students through the literary canon throughout the two year curriculum that we offer at this Key Stage. Students begin by examining ancient Greek literature and progress through a variety of genres including Shakespearean comedy, WW1 poetry and media representation in Disney before culminating in an exploration of issues faced in contemporary literature. Students develop a range of reading, writing, and oracy skills throughout this canonical journey. In Year 9, we seek to build on the thematic approach of Key Stage 3 by looking at a range of literary and non-fiction texts thematically whilst introducing KS4 and examination skills. We study literary context in further depth and our chief goal is to ensure students understand the broader context of their GCSE texts and the way that language has been used to cultivate them. By Year 10 and 11, students begin to hone their studies examining our set texts more forensically in preparation for their Literature and Language GCSEs. All of our Key Stages include a diverse range of texts and anthologies and 'Big Reads' so that students have access to a varied reading diet.

In our department, we firmly believe that all students should be able to access the curriculum and become equipped for life beyond Hinchingsbrooke School. To that end, we also offer additional entry level qualifications comprising of Step Up to English and Functional Skills courses which allow students to earn an entry level qualification before they take their GCSE examinations.

We warmly welcome applications who are eager to join a warm, supportive and stimulating academic culture.

Why come to Hinchingsbrooke?

This is a fantastic school to work in: on interview, we ask candidates for their impressions of the School and without fail they comment on how wonderful our students are, the positive team ethos amongst staff and how friendly and welcoming the School is.

If you are an outstanding teacher, it really is worth applying for this post and joining somewhere special. We are seeking to appoint a candidate who is passionate about their subject area; a team player who will thrive on collaboration and teamwork. Someone who really wants to make a difference!

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post will be subject to an enhanced DBS disclosure.

Hinchingbrooke School values the diversity of our workforce and welcomes applications from all sectors of the community.

For further details please visit our website [Hinchingbrooke School - Home](#).



HOW TO APPLY

To apply for this position, please submit your completed application form with supporting statement 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.

If you have any questions about this role, please contact Debbie Warner, Principal's PA on dwarner@hbk.accesmat.uk.

Closing date: 10.00 on Friday 15 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.

Line of responsibility:

The teacher is directly responsible to the Head of Department on curriculum matters and the Head of Year for pastoral issues.

Strategic purpose:

The basic duties of a teacher are outlined in the latest School Teachers' Pay and Conditions Document. The post holder shall maintain a good understanding of whole College curriculum, assessment and pastoral policies.

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.



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>Teaching</p>	<ul style="list-style-type: none"> • Plan work in accordance with departmental schemes of work and National Curriculum Programmes of Study • Publish lesson plans and homework on Teams, Go4Schools and OneNote in accordance with the department and College's policies • Take account of pupils' prior levels of attainment and use them to set future targets • Set work when required for absent students • Maintain good behaviour and conduct by following the student behaviour policies and procedures. • Ensure punctuality and 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 pupils, adapting teaching to meet pupils' needs including those with SEND. • Ensure effective setting of homework and ensuring comprehensive feedback to students • Identify and work appropriately with 'special educational needs' pupils and all identified pupil groups • Attend and contribute to key stage, subject, team and full staff meetings • In relation to the College's strategic plan, contribute towards the goals and targets • Maintain a professional interest in educational initiatives relevant to the teacher's subject/s • Keep appropriate records of students' work. • Undertake assessment and school reports in line with school procedures • Attend parents' evenings as required and keep parents informed about their child's performance and future targets.
<p>Assessment, recording and reporting</p>	<ul style="list-style-type: none"> • Keep appropriate records of pupils' work in line with College policy • Mark and return work set, including homework, within an agreed and reasonable time • Apply the College's Assessment Policy when marking pupils' work • Complete pupil reports in line with College policy • Attend parents' evenings as required and keep parents informed about their child's performance and future target
<p>Pastoral work</p>	<ul style="list-style-type: none"> • Undertake responsibility for a form group • Monitor and set targets for the social and academic progress of all pupils in the form

	<ul style="list-style-type: none"> • Endeavour to build a good relationship with the pupils in the form, so that they will look to the teacher for support and advice • Command high standards of pupil behaviour and conduct at all times and support the College in its application of related policies • Report issues of concern to the appropriate senior staff • Maintain an accurate register of attendance and do everything possible to encourage good attendance • The teacher will be part of the College's appraisal scheme. S/he will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The College will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date
Personal development	<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.
Safeguarding	<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.
Advocacy and influence	<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 or if a current trainee be due to get QTS 	X	
<ul style="list-style-type: none"> Good degree or equivalent qualification 	X	
<ul style="list-style-type: none"> Experience and/or training in teaching across the ability and age range for KS3/KS4 	X	
<ul style="list-style-type: none"> Experience and/or training in teaching at KS5 		X
<ul style="list-style-type: none"> A continued commitment to own professional development. 	X	
<ul style="list-style-type: none"> Teaching experience within the designated age range. 	X	
<ul style="list-style-type: none"> Of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children. 	X	
<ul style="list-style-type: none"> Excellent standard of teaching within 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
<ul style="list-style-type: none"> Management experience and/or leading extra-curricular projects. 		X
<ul style="list-style-type: none"> Good knowledge of current legislation, guidance and policy in the subject area. 		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. 		

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.

School specific benefits

- Access to staff discounts from local suppliers
- Free use of on-site leisure facilities including gym and swimming pool
- O2 Staff discount



The CAM Academy Trust

Head Office | Cambourne Village College
Sheepfold Lane | Cambourne | CB23 6FR

info@catrust.co.uk

www.catrust.co.uk