



**The CAM Academy Trust**  
**Family Help and Targeted Support**  
**Coordinator**  
**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!

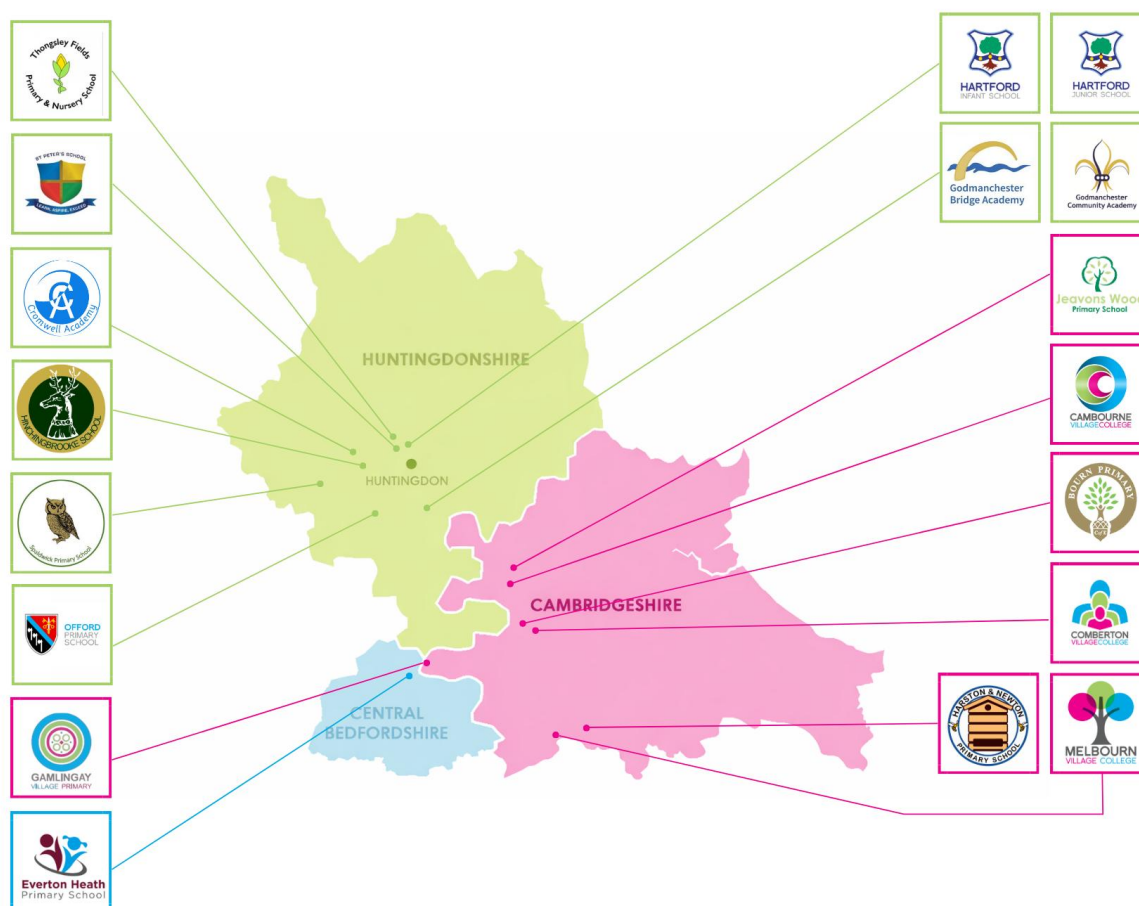
**Claire Heald**

## 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), Hinchingbrooke 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:** NJC Scale 5, points 12 to 17 (£28,598 to £31,022 per annum FTE). Actual salary £24,528.28 per annum on point 12 based on 37 hours per week.

**Contract:** Permanent, 37 hours per week - Monday to Thursday 08.00 to 16.00 and Friday 08.00 to 15.30. Term time plus 5 training days (39 weeks per year). **Part time hours in a job share will also be considered**

**Start date:** As soon as possible

**Place of work:** Cambourne Village College, Cambourne

Cambourne Village College is seeking a dedicated, compassionate and proactive Family Help and Targeted Support Coordinator to work as a wider part of our Inclusion, Year and Safeguarding Teams. This is an exciting opportunity for an individual who is passionate about improving outcomes for young people and supporting families to overcome barriers to education and wellbeing.

In this rewarding role, you will lead the school's Early Help and targeted family support provision, working closely with students, parents, carers, school staff and external agencies to provide timely interventions and coordinated support. You will complete and manage Early Help Assessments (EHAs), coordinate Team Around the Family (TAF) meetings, and act as Lead Professional where appropriate to ensure families receive the right support at the right time.

We are looking for someone with experience of working with children, young people and families, a strong understanding of safeguarding and child protection, and excellent communication and relationship-building skills. The successful candidate will be able to manage a varied caseload, work effectively with a range of agencies and professionals, and build positive, trusting relationships while keeping the welfare of children at the heart of everything they do.

This role offers the opportunity to make a genuine difference to the lives of young people by promoting attendance, engagement, wellbeing and positive educational outcomes, while strengthening partnerships between home, school and support services.

If you are committed to helping children and families thrive and want to be part of a supportive and ambitious school community, we would love to hear from you

Cambourne Village College is an Ofsted 'Outstanding' rated, over-subscribed secondary school, eight miles from Cambridge. We opened as an academy of the Cam Academy Trust in September 2013. Our ethos is aspirational and inclusive, our staff is highly motivated, our pupils courteous and hard-working, and we have excellent facilities. A 350 place sixth form

opened in September 2024, with 175 students in each of Years 12 and 13. Joining Cambourne Village College represents a unique opportunity to work in a newly-established school within a wider, high-quality Academy Trust that gives excellent possibilities for professional and career development.

For further details on Cambourne Village College, please visit the website [Homepage - Cambourne Village College](#)



## 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 Tom Darling, Deputy Principal on [tdarling@cambournevc.org](mailto:tdarling@cambournevc.org).

**Closing date: 09.00 on Wednesday 23<sup>rd</sup> September 2026**

Thank you for your interest in The CAM Academy Trust.



# JOB DESCRIPTION

**Salary:**

NJC Scale 5, points 12 to 17 (£28,598 to £31,022 per annum FTE). Actual salary £24,528.28 per annum on point 12 based on 37 hours per week.

**Line of responsibility:**

The Careers Guidance and Development Lead is directly responsible to the Deputy Principal for Behaviour, Attitudes and Personal Development

**Strategic purpose:**

To lead and coordinate the school's Early Help and targeted family support offer, ensuring that students and their families receive timely and effective intervention to address emerging needs before they escalate.

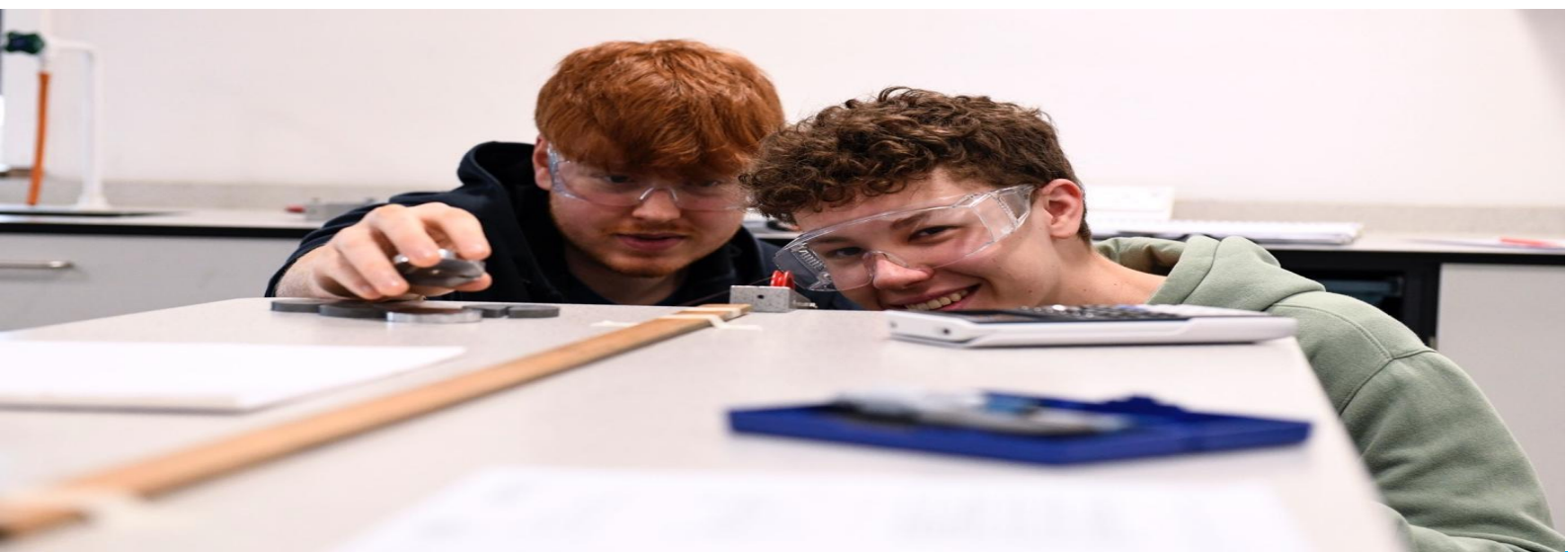
The postholder will be responsible for completing and managing Early Help Assessments (EHAs), acting as Lead Professional where appropriate, and coordinating support plans through a Team Around the Family (TAF) approach. Working closely with students, families, school staff and external agencies, the role will promote improved attendance, engagement, wellbeing, safeguarding and positive educational outcomes.

As part of the wider Inclusion, Year Teams and Safeguarding Team, the Family Help and Targeted Support Coordinator will play a key role in reducing barriers to learning and strengthening relationships between home, school and external support services.

The successful candidate will build positive, trusting relationships with young people and families while maintaining clear professional boundaries and ensuring that the child's welfare remains central to all decision-making.

In addition to the responsibilities described above, 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

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| <b>Key Responsibilities</b> | <p><b>Early Help and Family Support</b></p> <ul style="list-style-type: none"> <li>• Act as the school's lead practitioner for Early Help Assessments (EHAs).</li> <li>• Work with inclusion and year teams to Identify students and families who would benefit from early intervention and targeted support.</li> <li>• Complete high-quality Early Help Assessments in partnership with students, parents and carers.</li> <li>• Develop, implement and review outcome-focused support plans.</li> <li>• Act as Lead Professional for identified families where appropriate.</li> <li>• Coordinate and chair Team Around the Family (TAF) meetings and ensure agreed actions are completed.</li> <li>• Monitor progress against targets and review support plans within agreed timescales.</li> <li>• Maintain oversight of all active Early Help cases across the school.</li> <li>• Ensure the voices of children and young people are captured and reflected within all assessments and plans.</li> </ul> <p><b>Student Wellbeing and Inclusion</b></p> <ul style="list-style-type: none"> <li>• Support students experiencing social, emotional, behavioural or mental health difficulties.</li> <li>• Work proactively with vulnerable groups, including:             <ul style="list-style-type: none"> <li>○ Students with persistent absence.</li> <li>○ Pupil Premium students.</li> <li>○ Young carers.</li> <li>○ Students with SEND.</li> <li>○ Students at risk of exclusion.</li> <li>○ Students affected by domestic abuse, parental mental health issues or substance misuse.</li> </ul> </li> <li>• Support students experiencing difficulties during transition into, through and beyond secondary education.</li> <li>• Contribute to strategies that improve belonging, engagement, behaviour and participation in school life.</li> </ul> <p><b>Attendance and Engagement</b></p> <ul style="list-style-type: none"> <li>• Work closely with attendance, pastoral and safeguarding teams to identify and support students with attendance concerns.</li> <li>• Undertake home visits where appropriate and in line with school procedures.</li> <li>• Work with families to remove barriers preventing regular school attendance.</li> <li>• Develop and coordinate targeted interventions to improve attendance and punctuality.</li> </ul> |
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- Support reintegration plans for students returning following absence, suspension or alternative provision.
- Monitor and evaluate the impact of attendance interventions.

### **Multi-Agency Working**

- Develop effective partnerships with external agencies and professionals.
- Make referrals to appropriate support services and monitor outcomes.
- Liaise regularly with:
  - Family Help Services
  - Children's Social Care
  - Health and Mental Health Services
  - CAMHS
  - Educational Psychology
  - Youth Services
  - School Nursing
  - Attendance and Inclusion Services
  - Police and Community Safety Teams
  - Voluntary Sector Organisations
- Represent the school at multi-agency meetings and professional forums.
- Ensure that information is shared appropriately and in accordance with safeguarding and GDPR requirements.

### **Safeguarding Responsibilities**

- Work as part of the year teams, inclusion staff and safeguarding team to promote the welfare and safety of students.
- Support the DSL in identifying and responding to safeguarding concerns.
- Escalate concerns promptly in line with school safeguarding procedures.
- Contribute to safeguarding plans, risk assessments and professional meetings.
- Maintain accurate and secure case records.
- Ensure all interventions align with statutory safeguarding guidance and local authority procedures.

### **Case Management and Administration**

- Maintain detailed case files, intervention records and meeting notes and share with key staff at wellbeing and belonging meetings in school
- Track and monitor outcomes using school and local authority systems.
- Produce reports for senior leaders, governors and external agencies as required.
- Maintain confidential records in accordance with GDPR and data protection legislation.
- Contribute to school self-evaluation and improvement planning relating to attendance, safeguarding and family support

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal development</b>   | <ul style="list-style-type: none"> <li>• Maintain excellent subject expertise and awareness of the latest, evidence informed practice</li> <li>• Engage in regular professional learning and reading.</li> <li>• Engage positively in the Trust's arrangement for performance management and professional growth.</li> </ul>                                                                                                                                                  |
| <b>Safeguarding</b>           | <ul style="list-style-type: none"> <li>• Adhere to Trust safeguarding policy and procedure at all times.</li> <li>• Promote strong cultures of safeguarding across the Trust and schools.</li> <li>• Responsible for the safeguarding of students who are under their immediate care, following relevant school policies, reporting concerns promptly (including Health and Safety).</li> <li>• Safeguarding the mental health and wellbeing of students and staff</li> </ul> |
| <b>Advocacy and influence</b> | <ul style="list-style-type: none"> <li>• Be an advocate for the Trust externally and across our schools.</li> <li>• Be outwards facing and see opportunities for positive influence and external partnership and networking.</li> </ul>                                                                                                                                                                                                                                       |

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 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>Qualifications and Experience</b>                                                                                                                                                          |           |           |
| Good basic education to GCSE level (C and above) in English and Maths, or the equivalent and a Level 3 qualification or equivalent                                                            | X         |           |
| Relevant experience or qualification in social care, youth work, education, family support, safeguarding, counselling, health or a related discipline, or equivalent professional experience. | X         |           |
| Relevant safeguarding and child protection training.                                                                                                                                          | X         |           |
| Evidence of ongoing professional development.                                                                                                                                                 | X         |           |
| Experience of working directly with children, young people and families.                                                                                                                      | X         |           |
| Experience of undertaking assessments and developing or coordinating support plans.                                                                                                           | X         |           |
| Experience of using Liquid Logic                                                                                                                                                              | X         |           |
| Experience of working with vulnerable children and families.                                                                                                                                  | X         |           |
| Experience of multi-agency working.                                                                                                                                                           | X         |           |
| Experience of managing a caseload and maintaining accurate case records.                                                                                                                      | X         |           |
| Experience of identifying and responding appropriately to safeguarding concerns.                                                                                                              | X         |           |
| <b>Knowledge and Interpersonal Skills</b>                                                                                                                                                     |           |           |
| Good understanding of child development and the factors that can affect children's and young people's wellbeing and educational outcomes.                                                     | X         |           |
| Sound knowledge of safeguarding and child protection procedures.                                                                                                                              | X         |           |
| Understanding of the principles and purpose of Early Help/ Targeted Support                                                                                                                   | X         |           |
| Excellent communication and interpersonal skills.                                                                                                                                             | X         |           |
| Ability to establish positive relationships with young people and families.                                                                                                                   | X         |           |
| Ability to work sensitively with challenging or complex situations.                                                                                                                           | X         |           |
| Strong organisational and case-management skills.                                                                                                                                             | X         |           |
| Ability to assess information, identify priorities and make sound professional judgements.                                                                                                    | X         |           |

|                                                                                                           |   |   |
|-----------------------------------------------------------------------------------------------------------|---|---|
| Ability to work effectively both independently and as part of a multidisciplinary team.                   | X |   |
| High level of written and verbal communication skills.                                                    | X |   |
| Good IT and record-keeping skills                                                                         | X |   |
| Experience of working within a secondary school or other education setting.                               |   | X |
| Experience of completing an Early Help Assessment and coordinating Team Around the Family meetings.       |   | X |
| Knowledge of local Early Help pathways and children's services.                                           |   | X |
| Experience of supporting attendance, behaviour, emotional wellbeing or family-related difficulties.       |   | X |
| Experience of working with contextual safeguarding concerns, exploitation or complex family circumstances |   | 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](http://www.catrust.co.uk)