

The Cavendish School

enabling the self




Application pack
Administrator -Maternity leave Cover
April 2024



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The Cavendish School will support every student as an individual to develop and flourish to the best of their ability, academically, socially, emotionally and personally.

Welcome from Stephanie Smith

Head of School

I am pleased that you are interested in applying to be part of The Cavendish School. It is an exciting time for us as we approach our 3rd year of opening. We are proud of the community that we serve and of our supportive and welcoming staff atmosphere.

The Cavendish School is Cambridgeshire's first state maintained special free school provision for young people with autism and aspires to support students in its mission of 'enabling the self'; equipping students with the skills, confidence and abilities to take their place in the world. We have a strong ethos and culture which drives forward the development of the school and most importantly drives the positive impact that we are able to have on the lives of our pupils and their families. Our core aims are to provide a safe, nurturing space, alongside inclusive and comprehensive support so that all students thrive academically and in their own personal development journeys. Through our curriculum with The International Baccalaureate, English Qualifications and a focus on preparing for adulthood, we provide a unique educational environment that our young people with autism need to thrive and succeed when their needs cannot be met in a mainstream school. Every pupil at our school deserves our high expectations and support to have equitable access to education and the world, Autism does not mean less.

Our school environment includes fully supported therapy rooms, sensory relaxation and regulation areas, Life skills rooms as well as a full range of areas dedicated to the sciences and arts. Our outdoor learning areas and the ability to develop a forest school area will ensure that learning goes beyond the classroom.

We are looking for someone who is a dedicated and outstanding administrator, who is passionate about playing a full role in their pupils' education and wants to be part of a strong positive community. Our administration team play an active role in school life and are valued members of our wider team. Through your interactions with our pupils you will be able to offer invaluable support so that they can flourish and thrive as adults. Everything that you do should reflect the views, aspirations, needs and support required for the young people within the school. We want the child to be at the centre of everything we do no matter how challenging that may be. Autism must be viewed as a different way of thinking and processing the world; one that provides unique insights and skills that we need in an ever-developing climate of society and work.

You will be passionate about ensuring that the whole person is considered and that cross departmental working ensures joined up practice that truly reflects the views, ambitious aspirations, needs and support required for the young person that they are working with. We want the child to be at the centre of everything we do no matter how challenging that may be. Autism must be viewed as a different way of thinking and processing the world; one that provides unique insights and skills that we need in an ever-developing climate of society and work.

As a school offering the international Baccalaureate curriculum we are able to offer learning that is truly in tune with the growing demands of life in an international community, use lines of inquiry to stimulate a life-long love of learning and connections across multiple subjects and skills

If you are as passionate about inclusive and whole person education as we are, if you want to make a difference for children and their families and are up for the challenge afforded by this exciting new specialist Autism school, then I very much look forward to receiving your application.

If you would like more information on the school or the role then please contact me on HR@tcs.tela.org.uk



Stephanie Smith
Head of School, The Cavendish School

About The Cavendish School

The Cavendish School is now just over 2 years old, with most of our cohort joining us in January 2022. During that time, we are delighted to have built a strong community and culture where the staff team share ambitious academic and social learning goals for our pupils. Our school is a remarkable community of learning that fosters an atmosphere of warmth and support, full of fun, kindness and laughter which creates a love of learning far beyond a pupil's time with us.

Nothing beats a visit to the school to feel the warm, friendly atmosphere, and we hope you will come and have a look round in person, but should you not be able to there is plenty of information about the school on our website: <http://www.thecavendishschool.org.uk/>. The school was founded to give families of autistic children the opportunity to attend a local state provider where the young person's needs would be met in a therapeutic and specialised environment. Our vision for the school is encapsulated around the phrase 'Enabling the self'. We know and recognise that too many children and adults with autism struggle to achieve independence in their lives and often face significant challenges in gaining greater acceptance and showcasing their strengths in a world focused on a deficit model. Our ultimate ambition for TCS is for all young people to leave our care walking tall and proud, confident in the knowledge and understanding that there is a real opportunity for them in the world they will inhabit.

Our school, as an IB candidate school, has a curriculum which follows International Baccalaureate (IB) programmes and English accredited qualifications, alongside specific therapies or interventions as appropriate for individuals. Pupils in years 3 to 8, study following the Primary Years Programme whilst ensuring that they are acquiring the rich knowledge within the National curriculum for both core and foundation subjects. The IB Primary Years Programme (PYP), is an inquiry-based transdisciplinary curriculum model. The PYP is a broad and balanced curriculum model that encourages students to make practical connections between their learning and real-life contexts, to develop the IB characteristics and become global citizens. The PYP curriculum framework emphasises the central principle of agency that is threaded throughout the three pillars of the curriculum: the learner, learning and teaching and the learning community it underlines that everyone connected to the school community has voice, choice and ownership to impact learning and teaching. These holistic components complement and reinforce each other to form a coherent whole. Subjects are studied in relation to transdisciplinary themes (such as "how the world works") to ensure that learning is contextualised and holistic. When students reach year 9 they will work through a preparing for adulthood and careers curriculum theme so that they have the understanding and knowledge about their future aspirations, to choose from a range of accredited qualifications including GCSEs where appropriate, for their time in Key stage 4. Our sixth form, opening in September 2025, will be small and bespoke, with access to a selected range of subjects to support our young people into work, apprenticeships or University.

Our design for TCS saw us looking to create a therapeutic environment with plenty of space for individual work and for places where the young people could head during the day for periods of calm. We will place a great accent on staff training and expect to appoint from a wide range of settings. We are looking for practitioners with resilience and a 'can-do' mindset and those who believe that people with autism are not inhibited but who have a life condition which needs a supportive and flexible environment in which they can flourish.

Our community will naturally have close relations with the staff at IVC, but also with colleagues across the whole trust. In order to be truly successful, we also have strong relationships within the local authority, our partners in health (including mental health) and with the Therapeutic practitioner community.



Welcome from Ryan Kelsall

Deputy CEO of Eastern Learning Alliance

Thank you for your interest in a post at The Cavendish School (or TCS as it tends to be known). I very much hope that from reading all the details, you would like to apply for the role. In return you will be strongly supported by a multi-academy trust that has as its core vision the drive to 'build a better world through education and to enable all students to achieve their full potential'.

TCS came into existence as an idea in early 2016, when the *Cambridge News* highlighted the poverty of specialised provision locally for children with autism. It seemed ideal therefore for a trust with a track record in inclusion and special needs to create a new provision via the Free School programme. The Local Authority was delighted with our approach, as was the DfE and Regional Schools Commissioner. We therefore reached out across the local community for support and successfully submitted our plans in September 2016.

With the slowing down of government and delays to the funding, the project has taken time to get to this stage. However, we have our contractors (McAvoy's who successfully built The Rise School, another excellent school for children with autism in West London) and our designs/plans have now been given approval by South Cambs' District Council. We then opened the new school on a previous part of the site of IVC in January 2022.

I look forward to receiving and reading your application. If you decide not to apply, I wish you every success with the next step in your career.

Ryan Kelsall
Deputy CEO, Eastern Learning Alliance

About the Eastern Learning Alliance



The Eastern Learning Alliance (ELA) was formed in 2020 following the merger of Cambridgeshire Educational Trust (CET) and Morris Education Trust (MET), creating a strong local multi-phase/setting MAT rich in our distinctive values.

The ELA Trust is a small purposeful family of schools, each with its own distinct identity which, combined, offer more choice than any other group of schools, enabling every student to pursue their dreams and passions. As our Trust grows, each school will retain that identity but share the same values and standards of academic rigor, excellent extra-curricular opportunities and exceptional arts and performing arts.

What makes ELA so very different is that it is born out of an alliance between two existing trusts, not out of a need for one school to grow. Our joint commitment is to being proudly international and internationally minded, serving a diverse community of families from Cambridge, across the UK and overseas, facilitated by our host family network, with a broad, specialist and inclusive provision.

We are a trust with an excellent track record in inclusion and special needs that has as its core vision the drive to 'build a better world through education'.

ELA-Active

Our schools are proud of their community work. This includes on-site sports/leisure provision, adult learning and lettings which bring in many varied groups across the year. We recognise that the 'non-school' elements of the village college are no less important than the 'school' and require their own leadership and management. Therefore the Trustees have created a subsidiary company (which is still part of ELA) called 'ELA-Active to oversee and operate the 'non-school' elements. To ensure this works well, an agreement is put in place to manage the facilities best for the benefit of both 'school' and 'non-school'.

What we can offer you

You will be joining a relatively new MAT at an exciting stage of its growth and development. We are passionate about the environment we create and how we look after our staff.

As a newly appointed member of staff, we can provide you with:

- ∞ A **minimum of 20% non-contact time** (equivalent to one day)
- ∞ A vibrant and supportive community of staff and parents.
- ∞ Support from a wide therapeutic team and close working relationships with our colleagues in health.
- ∞ A **Well-being directory** for all staff offering financial supports and to improve wellbeing and work-life balance.
- ∞ **Free school meals** are provided for dining with our pupils.
- ∞ A **50% discount to our trust sports centre** membership
- ∞ A brand new and autism-friendly innovative learning environment
- ∞ A **forward looking, evidence informed, CPD programme** with Trust wide CPD which includes reduced contact time and **collaborative time for teachers (every Friday afternoon)**.
- ∞ Opportunities for **sponsorship on university** or professional qualifications.
- ∞ An additional **bookable holiday** "Eastern Family day" for you to take when you require
- ∞ A modern **flexible working** school, with the opportunities for home working and reduced hours.

Job Description

Post: **Administrator – Maternity Leave Cover**

Salary: **£24,294-£25,979 FTE (Approx £20,930- £22,381 Pro-rata)**

(Encapsulating Scale 4 Point 7-11, 37 hours per week term time + training days only Monday-Friday 8.00-3.45, 16.30 finish Tuesdays, times and hours are negotiable))

Responsible to: **Business and Administrative Manager, Head of School**

Primary Purpose of the Role

You will be a member of our administration support team, as a key member and 'front of house' of a school for pupils all of whom have a diagnosis of Autistic Spectrum Condition. The administration team at The Cavendish School will be passionate about inclusion and providing high quality environments and provision to allow pupils to thrive with us and beyond. A professional service, attention to detail, warm and welcoming, good sense of humour, resilience and ability to start each day fresh will be an integral part of school practice.

As administrator you will play an integral part in promoting our mission of enabling-the-self through your part in providing a warm, welcoming and nurturing reception space. As part of an inspiring, inclusive and impactful team dynamic you will provide administrative support to the school to help to enable class teams to be able to focus on providing an emphasis on pupils' social and emotional wellbeing, as well as communication development. All pupils at The Cavendish School have an Education, health and care plan (EHCP) with specific provision detailed, your role will be essential in ensuring that we get this exactly right to meet the needs of our pupils and fulfil our duties.

Post commencement date: **June 2024**

Shaping the Future and strengthening the Community

- ∞ Ensure that The Cavendish School's vision is embodied and acted upon effectively within the school.
- ∞ Demonstrate TCS's vision and values in everyday work and practice and motivate and work with others to create a shared collaborative culture and positive climate
- ∞ Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence
- ∞ Promote and facilitate family participation in school life.
- ∞ Provide support for school events.

Main responsibilities

- ∞ Model effective learning and positive social interactions for our pupils
- ∞ To assist with the smooth-running of the office
- ∞ Carry out general office duties – e.g writing letters
- ∞ Maintain the general email accounts, responding to queries/ direction of enquiries as required
- ∞ Greeting visitors, ensuring a professional 'front of house' service to pupils, parents and visitors
- ∞ To help to ensure there is an effective reception service for the school during opening hours

- ∞ Ensuring all visitors are signed in and out of the building, have had the appropriate safeguarding checks completed and met by the relevant member of staff
- ∞ Support with attendance monitoring and locating pupils where necessary
- ∞ Helping to operate the schools main switchboard, transferring calls, or taking and delivering messages to staff as appropriate
- ∞ Receiving incoming mail and distributing to the correct staff members. Stamping / franking and posting of outgoing mail.
- ∞ Keep all pupil records on SIMS up to date – addresses, contact details, medical information etc
- ∞ Order stationary as required
- ∞ Keeping the school diary up to date, scheduling meetings
- ∞ Check and sign for deliveries and informing the relevant member of staff of their arrival. Ensuring the collection of these deliveries as soon as possible to ensure the reception area is kept clear at all times.
- ∞ Ensuring visitors are provided with refreshments, as and when directed by SLT.
- ∞ Attend to students who are feeling unwell and make arrangements with parents to collect unwell students

Supporting the administration team

- ∞ Working with the wider administration team to respond to enquiries, ensuring all matters are dealt with appropriately and promptly.
- ∞ Undertake support activities as required, e.g. collating resources, photocopying, mounting displays, filing etc
- ∞ Assisting with administrative tasks, e.g. giving out holiday forms, collecting, recording and passing on money and reply slips.
- ∞ Undertake student record keeping as requested.
- ∞ Assist with inputting new starter information into SIMS
- ∞ Send out messages to parents via our home / school communication method
- ∞ Assist in preparation for open days and parent days
- ∞ Take minutes for the occasional meetings
- ∞ Updating line manager of all absences for teaching and support staff on a daily basis and providing reasons for this absence
- ∞ Under the guidance of the Business and Administrative Manager, manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the pupils and all health and safety regulations.
- ∞ Attend training as provided and support the implementation of agreed initiatives and changes.
- ∞ Provide administrative support to management, as required
- ∞ Assist the school office with general duties, as required
- ∞ Act in accordance with GDPR at all times
- ∞ Adhere to ELA's privacy notice and ensure private and confidential data is kept secure and disposed of in an appropriate manner.

Developing Self and Working with Others

- ∞ Treat people fairly, equitably and with dignity and respect to create and maintain a positive trusting culture that exhibits 'Humans first, professional second' (Myatt, 2016)
- ∞ Support a collaborative learning culture within the school
- ∞ Develop and maintain a culture of high expectations for self and others
- ∞ Attend relevant meetings and CPD training as required

- ∞ Support an inclusive and inspirational ethos within the school (aligned with that of the Trust) that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- ∞ Partake in first aid training to help support with the school first aid provision, ensuring first aid boxes are replenished by ordering supplies as needed.

Keeping pupils safe

- ∞ Ensure the welfare and safeguarding of pupils across the whole school through rigorous application of the school child protection, behaviour management and pupil well-being policies.
- ∞ Promote excellent standards of pupil safety and positive behaviour through application of schools behaviour principles.
- ∞ Ensure that pupils with health and medical needs have their needs safely met in line with school, local and national policy.
- ∞ Undertake First aid training and refreshers in order to provide first aid and administer medications.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

You will be required to attend meetings outside of school working hours to support school governance and other school functions.

Person Specification

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| Job Title: | Administrator – The Cavendish School |
| Reports to: | Business and Administrative Manager |

| | ESSENTIAL | DESIRABLE |
|---------------------------------------|---|--|
| Qualifications and Training | GCSE grade C/4 in English and Mathematics (or equivalent) | Relevant IT training / qualification Relevant training in SEND and autism, specifically |
| Experience | Knowledge/experience using Microsoft Office Excellent, confident interpersonal communication skills Good organisation skills including personal workload organisation and diary management Able to work accurately and meet deadlines (attention to detail is a must) Experience of working within a customer service office environment | Experience of working with pupils with complex needs as a result of Autism and comorbid conditions Knowledge / experience using SIMS Recent experience (including as volunteer) of working in a school office. Experience of working with children/Young people |
| Knowledge /Skills (Ability to) | Is able to positively contribute to The Cavendish school team Able to work without close supervision and enjoy working on own initiative Excellent timekeeping Flexible and willing to help with various activities Has a positive attitude towards inclusion in special schools and mainstream schools Will respect parents and carers as partners and involve them in the education and learning community of their children Ability to communicate effectively with all members of the school and wider community to facilitate partnerships between school and home. Is prepared to work collaboratively with a wide range of professionals Ability to deal with confidential information sensitively and appropriately in line with school and trust policies. Is prepared to undertake training appropriate to the role Ability to use ICT/the internet and email | Experience in delivering first aid and medication,. Good current typing speed Knowledge of current child protection guidance, safeguarding, and health and safety requirements. |

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| Personal Qualities | <p>Empathy with the ethos and values of ELA and TCS a commitment to working collaboratively with the Trust and embedding the Trust ethos and values in the school.</p> <p>Is enthusiastic about children and young people with special educational needs and disabilities and has a high level of commitment.</p> <p>Commitment to young people's wellbeing, safeguarding and development</p> <p>A positive 'can do' attitude, shared with pupils and colleagues to build and sustain a great team ethos</p> <p>High levels of resilience and determination</p> <p>Role model of best practice, with a professional manner that motivates others and inspires confidence, trust and respect.</p> <p>Flexibility and willingness to adapt quickly and effectively to changing situations/circumstances.</p> <p>Approachable, open minded and good sense of humour</p> | Full UK Driving license |

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people and to be committed to promote diversity and equality for all.

Interviews and application process

The interviews for this post will be held week commencing 13th May 2024. The interviews will take place at The Cavendish School and will include an interview and task. The interview morning will consist of

- A tour of the site
- Task
- Interview Panel of Head of School and Business and Administrative Manager

If you would like to apply, please complete the application form and a letter (no more than 1 side of A4) outlining:

- ∞ your reasons for applying
- ∞ what you will bring to the role
- ∞ why you believe you might be suited to this particular challenge/opportunity.

Applications close: 9am on Tuesday 7th May 2024

We reserve the right to end this advertisement upon successful appointments.

Please ensure your form and letter is returned to HR@TCS.tela.org.uk

