

# The Cavendish School

enabling the self

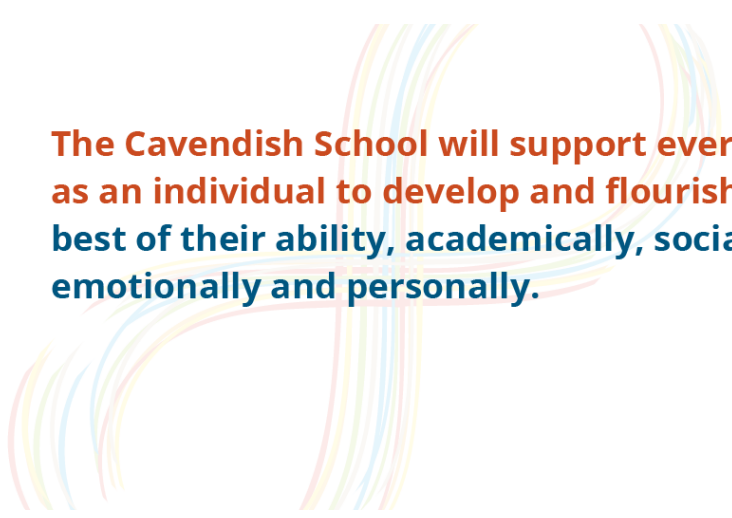


Application pack  
Teacher of English  
April 2024



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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 have just opened to our first cohort in September '21 with a wider opening of years 3 to 7 in our purpose built premises on Park Drive in Impington in January 2022.

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 an outstanding subject area teacher, who is passionate about playing a full role in their pupils' education and wants to be part of a strong positive community. Our pupils have ambitious aspirations for the academic achievement and in sharing with those, we want to sustain an innovative and inspirational curriculum which allows for this. As a passionate teacher in your subject, you will be integral to ensuring the delivery and progress within your area, being able to take ownership of the promotion and development of your subject, carving out its importance in a broad and balanced curriculum.

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. We are open to applications from both special educational and mainstream backgrounds from teacher who are experienced or new to teaching.

If you would like more information on the school or the role then please contact me on [HR@tcs.tela.org.uk](mailto:HR@tcs.tela.org.uk)



Stephanie Smith  
Head of School, The Cavendish School

# About The Cavendish School

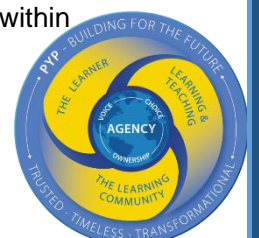
The Cavendish School is now just over a year old, with most of our cohort joining us in January 2022. During that time, we are delighted to have built a strong community and culture where the staff team share ambitious academic and social learning goals for our pupils. Our school is a remarkable community 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'. We are very excited for the opening of TCS and to be providing new local provision for children with autism.

### **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:

- The opportunity to contribute to a growing community and take learning beyond the classroom.
- The opportunity to join and engage with the IB world schools and contribute to the IB curriculum and resources.
- A brand new and autism-friendly innovative learning environment
- bespoke professional development linked to your identified needs and forward looking, evidence informed, CPD programme with Trust wide CPD
- Preferential rates for access to the excellent sports/leisure facilities within our Trust

## Job Description

**Post: Teacher of English**

**Salary: Main/Upper pay scale + SEN allowance**

**Responsible to: Assistant Headteacher**

### **Primary Purpose of the Role**

As an English teacher, you will play a crucial role in developing a high-quality education delivered through a knowledge rich, sequenced and ambitious curriculum, to support pupils to have a meaningful learning experience where they learn more and remember more.

As a teacher you will rise to the challenge of developing and maintain a progressive curriculum which is well-constructed and sequenced throughout all years the school caters for. You will ensure up-to-date knowledge of your subject areas including pedagogical approaches through an ABC (analyse, build and cultivate) approach so that pupils at TCS are able to thrive within a curriculum which is innovative and at the forefront of the latest research.

The school operates a dedicated whole teaching staff non-contact time weekly. During which subject leaders will work cross curricular to ensure links with the IB lines of inquiry and the creation of generalisation of skills and learning for pupils across the subjects.

### **Shaping the Future and strengthening the Community**

- ∞ Ensure that The Cavendish School's vision is clearly articulated, shared, understood and acted upon effectively by all 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
- ∞ Collaborate at operational levels with parents, carers and across multiple agencies for the well-being of all children.
- ∞ Host students, volunteers and visitors within the department.
- ∞ Promote and facilitate family participation in learning and life of the school

### **Teaching and learning with continual Monitoring and Evaluation**

- ∞ To ensure the planned curriculum is translated into the classroom teaching consistently and that pupils are exposed to knowledge in line with the progressive building of knowledge and skills laid out for pupils to learn more and remember more.
- ∞ Demonstrate high quality teaching and learning (QFT and Autism Strategies), providing inspiration and motivation.
- ∞ Support and be an ambassador for the IB programmes and learner profile.
- ∞ Ensure every individual child has access to a high-quality provision to achieve EHCP targets and that all legal provision is always given.
- ∞ Ensure a continuous and consistent focus on students' achievement and personal development, using relevant data systems to monitor progress
- ∞ Maintain and promote the highest standards of student behaviour, discipline and attendance within the school in line with the school's behaviour and intervention policies
- ∞ Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the pupils, curriculum and all health and safety regulations.
- ∞ Contribute to whole school and Class level events

- ∞ Collaboratively plan and implement of educational visits and journeys for the pupils in line with their curriculum and needs.
- ∞ Chair Education, Health and Care Plan reviews for allocated pupils. Produce educational reports inline with legal timeframes to support these reviews and communication with all stakeholders.
- ∞ Provide termly reports on all areas of progress to leaders and parents.
- ∞ Participate in parents evening consultations.

### ***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
- ∞ Regularly review own practice, set personal targets and take responsibility for own personal development by participating positively in arrangements made for the appraisal system.
- ∞ Support an inclusive and inspirational ethos within the school that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- ∞

### ***Leadership and Management***

- ∞ Lead, manage and support Teaching Assistants within your class.
- ∞ Promote positive standards of conduct from all staff.
- ∞ Liaise with families and professionals to support pupil outcomes
- ∞ Represent The Cavendish School as an ambassador where required.

### ***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.
- ∞ Undertake STEPs training and support a trauma informed approach and view through a trauma informed lens for practice.
- ∞ 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.

**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

<b>Job Title:</b>	Teacher of English
<b>Reports to:</b>	Assistant Headteacher

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Qualifications and Training</b>	<p>Qualified teacher status.</p> <p>Degree</p> <p>At least grade B GCSE or equivalent in English and Mathematics</p>	<p>A professional qualification relevant to this post</p> <p>Relevant training in SEND and autism, specifically</p>
<b>Experience</b>	<p>An outstanding teacher with a proven track record of delivering results, achieving high standards and the ability to demonstrate and inspire outstanding teaching/classroom practice.</p> <p>An understanding of what best practice looks like for supporting pupils with communication needs and knowing how these needs can impact upon behaviour; planning and providing for the appropriate support to access education and pupils reporting safeguarding.</p> <p>Working knowledge of the SEND Code of Practice, to support effective understanding of safeguarding, attendance and therapeutic matters.</p> <p>Experience of monitoring pupil outcomes</p> <p>An understanding of the potential health and safety risks within a school environment and the skills to monitor H&amp;S checks including risk benefit analysis</p>	<p>Experience of working with pupils with complex needs as a result of Autism and comorbid conditions</p> <p>Planning and leading extra curricular education visits and residential trips.</p>
<b>Knowledge /Skills (Ability to)</b>	<p>Is able to positively contribute to The Cavendish school team</p> <p>Has a positive attitude towards inclusion in special schools and mainstream schools</p> <p>Knowledge of current child protection guidance, safeguarding, and health and safety requirements.</p> <p>Will respect parents and carers as partners and involve them in the education and learning community of their children</p> <p>Will seek to develop links with local schools and community groups.</p> <p>Is prepared to work collaboratively with a wide range of professionals in order to provide the best possible education for pupils.</p>	<p>A working knowledge of specific interventions such as Makaton, Attention Autism, TEACCH, PECS Lego Therapy, Rebound Therapy, colourful semantics, dyslexia interventions such as Toe by Toe and English interventions such as Corrective reading and Switch on reading, be able to share your knowledge with others.</p> <p>Successful teaching in a special needs class /unit /school</p>

	<p>Knowledge of current child protection guidance, safeguarding, attendance and health and safety requirements.</p> <p>Successful experience of working with challenging and vulnerable young people and appropriately meeting their needs including adaptation of the curriculum</p> <p>In depth knowledge and understanding of education policies and issues, including those affecting children and adults with autism.</p> <p>Ability to read and write clearly and accurately in order that meaning is understood and conveyed.</p> <p>Ability to communicate effectively with all members of the school and wider community to facilitate partnerships between school and home.</p> <p>Ability to deal with confidential information sensitively and appropriately in line with school and trust policies.</p> <p>Clear and successful decision-making skills and a proven track record of problem solving and conflict resolution.</p> <p>Is prepared to undertake training appropriate to the role</p> <p>Ability to respond constructively to unexpected situations</p> <p>Strong subject knowledge</p>	
<p><b>Personal Qualities</b></p>	<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>Strong work ethic and punctuality</p> <p>Ability to relate well to colleagues and students and parents / members of the public</p> <p>A professional manner</p> <p>Ability to work well as part of a team</p> <p>Knowledge of and genuine interest in educational issues and how they apply to this school.</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>Minibus driver, or the willingness to complete minibus training (MIDAS)</p> <p>Full UK Driving license and business insurance</p>

	<p>High levels of resilience and determination</p> <p>Demonstrable experience of highly effective communication skills, both orally and in writing and as an active listener</p> <p>Role model of best practice, with a professional manner that motivates others and inspires confidence, trust and respect.</p> <p>Be highly organised and able to plan and prioritise work within timeframes and to meet deadlines.</p> <p>Creative approach to problem solving</p> <p>Flexibility and willingness to adapt quickly and effectively to changing situations/circumstances.</p> <p>Open minded and good sense of humour</p>	
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**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 will take place at The Cavendish School on the 10<sup>th</sup> May 2024 and will include a range of activities and interviews. The interview day will consist of

- ∞ a tour of the site
- ∞ data and written tasks
- ∞ observing a lesson and giving feedback
- ∞ interview with TCS students
- ∞ Interview Panel

If you would like to apply, please complete the application form and a letter (no more than 2 sides 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 at 9am on [7<sup>th</sup> May 2024](#)

Please ensure your form and letter is returned to [HR@TCS.tela.org.uk](mailto:HR@TCS.tela.org.uk)

