

The Cavendish School

enabling the self




Application pack
Teaching Assistant
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 Teaching Assistant, 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. Our teaching Assistants will play an active role in the classroom supporting pupils to become independent learners and develop the skills 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. Teaching assistants will be a part of a class team and wider school support, working with a range of pupils with complex needs. 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 and new teaching assistants

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

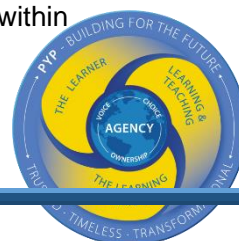
The Cavendish School is now just over a year old, with most of our cohort joining us in January 2022. During that time, we are delighted to have built a strong community and culture where the staff team share ambitious academic and social learning goals for our pupils. Our school is a remarkable community 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



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: **Teaching Assistant (Levels 2 & 3)**

Salary: **£23,114 – £24,294 FTE (Approx £19,913 - £20,930 Pro-rata)**

(Encapsulating Level 2/point 4 – Level 3/Point 7)

Responsible to: **Class Teacher, Assistant Headteacher,**

Primary Purpose of the Role

You will be a member of our school teaching support team, as a key member of a class for 8 – 10 pupils all of whom have a diagnosis of Autistic Spectrum Condition. Teaching Assistants 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 good sense of humour, resilience and ability to start each day fresh will be an integral part of classroom and school practice.

As classroom support you will play an integral part in the classroom promoting our mission of enabling-the-self through your part in providing a safe, nurturing space, alongside an inclusive and comprehensive offering of support so that all of our students thrive. You will form part a holistic approach to education, working alongside multiple professionals including specialist class teachers and a wide therapeutic team. As part of an inspiring, inclusive and impactful class dynamic you will support with 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.

As a class teaching Assistant at TCS you will be involved in all aspects of the education for the pupils within your class. This will include input on setting pupil targets, preparation of classroom resources as well direct pupil support.

Learning in all aspects of the school day is particularly important to pupils at the Cavendish, staff will support pupils during a lunchtime provision.

Post commencement date: September 2024 or sooner

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 learning and life of the school and in particular your class
- ∞ Provide support for school events.

Supporting the pupils

- ∞ Model effective learning and positive social interactions for our pupils

- ∞ Under the direction of the teacher, carry out pre-determined tasks to establish and maintain supportive relationships with individual pupils or small groups to ensure they understand and can achieve the tasks.
- ∞ Help with the care and support for pupils including attending to their emotional and/or physical care needs
- ∞ Support inclusion in the classroom, ensuring all pupils have access to our high quality provision and feel involved.
- ∞ As directed by the class teacher to achieve EHCP targets and that all legal provision is always given.
- ∞ 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
- ∞ Contribute to whole school and Class level events.
- ∞ In conjunction with the Class Teacher, adapt lessons to meet the needs of individual children and small groups. (Level 2&3)
- ∞ Take responsibility for delivering learning activities with small groups who would benefit from a different learning approach as agreed. (Level 2&3)
- ∞ Arrange and deliver special classes for pupils to improve the range of quality of learning as agreed. (Level 3)

Supporting the teacher

- ∞ Prepare the classroom for lessons as directed
- ∞ Undertake support activities as required, e.g. collating resources, photocopying, mounting displays, filing etc
- ∞ Undertake student record keeping as requested.
- ∞ Contribute to reports on pupil progress and development as directed. (Level 2 &3)
- ∞ Contribute to the planning and evaluation of work programmes for individual pupils and groups (Level 2&3)
- ∞ Provide feedback on learning activities and contribute to school review and development planning. (Level 3)
- ∞ Under the guidance of the teacher, 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.

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
- ∞ Participate in and support the professional development of other Teaching Assistants as required. (Level 2)
- ∞ Act as a mentor to and support the professional development of other Teaching Assistants as required. (Level 3)
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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

Job Title:	Teaching Assistant – The Cavendish School
Reports to:	Class Teacher, Assistant Headteacher,

	ESSENTIAL	DESIRABLE
Qualifications and Training	GCSE grade C/4 in English and Mathematics (or equivalent)	Teaching Assistant/Supporting Learning Qualification Relevant training in SEND and autism, specifically
Experience	Experience of working with children/Young people Recent experience (including as volunteer) of working in a school.	Experience of working with pupils with complex needs as a result of Autism and comorbid conditions
Knowledge /Skills (Ability to)	<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>Ability to communicate effectively with all members of the school and wider community to facilitate partnerships between school and home.</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>Ability to deal with confidential information sensitively and appropriately in line with school and trust policies.</p> <p>Is prepared to undertake training appropriate to the role</p> <p>Ability to use ICT/the internet and email to support pupils' learning.</p> <p>Able to work on own initiative with parents/carers and the child's community within an agreed framework and set of objectives. (L2&3)</p>	<p>A working knowledge of SEND interventions such as Makaton, Attention Autism, TEACCH, PECS Lego Therapy, Rebound Therapy, colourful semantics</p> <p>Successful teaching support in a special needs class /unit /school</p> <p>Experience in delivering first aid, medication, personal/intimate care, behaviour management strategies.</p> <p>(candidates must be willing to deliver these areas also take part in activities such as swimming)</p> <p>Some experience of planning, monitoring and assessment of pupils' work.</p>
Personal Qualities	Empathy with the ethos and values of ELA and TCS a commitment to working collaboratively	Minibus driver, or the willingness to complete minibus training (MIDAS)

	<p>with the Trust and embedding the Trust ethos and values in the school.</p> <p>Is enthusiastic about teaching 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>Creative approach to pupil support</p> <p>Flexibility and willingness to adapt quickly and effectively to changing situations/circumstances.</p> <p>Open minded and good sense of humour</p>	<p>Full UK Driving license and business insurance</p> <p>Confident swimmer and pool side spotter</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, Impington and will include a time with pupils and interviews. The interview day will consist of

- A tour of the site
- Time with pupils
- Interview Panel of Head of School and Assistant Headteacher

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 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



