

The Cavendish School

enabling the self

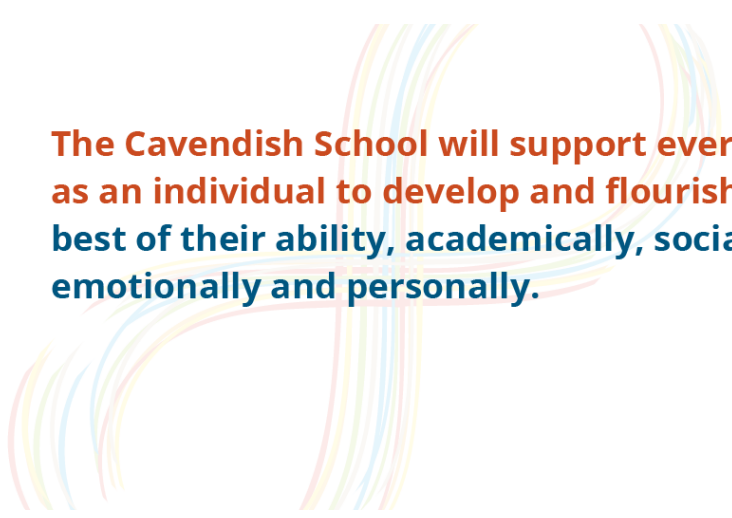


Application pack
Curriculum leader for Mathematics
(Middle Leadership Team)
April 2024



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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 leader, 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 subject area leader 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 leaders who are experienced or new to the role of middle leadership.

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

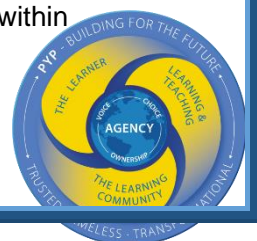
The Cavendish School is a relatively new school, having opened fully to a starting cohort in January 2022. During the time since our opening, we are delighted to have built a strong community and culture where the staff team share ambitious academic and social learning goals for our pupils. Our school 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 place a great accent on staff training and appoint from a wide range of experience and setting backgrounds. 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 neuro-type difference 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: Curriculum leader for Mathematics (MLT)

Salary: Main/Upper pay scale + SEN allowance + TLR2 (£3,214 to £6,000 dependent on experience)

Responsible to: Assistant Headteacher

Primary Purpose of the Role

As middle leader (MLT) with a responsibility for subject areas, you will play a crucial role in developing and maintaining 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. You will work with the senior leadership team, therapeutic team and head of school to lead in your subject area, working with a view of the whole child, incorporating a pupil's legal provision and targets (EHCP) in line with the SEND code of practice.

Your four core roles within your leadership will be to;

- ∞ Judge the standards of pupil's work and their rate of progress in your subject
- ∞ Evaluate teaching and learning, identifying strengths and areas for improvement
- ∞ Lead sustainable improvement by developing a high-quality curriculum delivered through effective teaching, recommending professional development and mentoring staff.
- ∞ Evaluate the consistency of implementation and effectiveness of adaptation and needs provisions for pupil's accessing the subject in order to ensure high impact in pupil's progression and achievement.

As subject leader 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. Middle leaders will be given an additional 0.1 of non-contact time.

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, Learning and Assessment

Evaluating teaching and learning

- ∞ To assist SLT with the development and monitoring of procedures for promoting high expectations and quality teaching, learning and assessment and drive forward their delivery and implementation.
- ∞ 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.
- ∞ Evaluate the effectiveness and consistency of pupil feedback in your subject area.
- ∞ Evaluating the curriculum in your subject to ensure that pupils progress in their learning through remembering content and integrating new knowledge into larger concepts.
- ∞ Work with the other subject leaders to ensure that links between the subject topics and to the transdisciplinary theme are secure.
- ∞ To act as an exemplary role model in the provision of high-quality teaching, learning and assessment.

Judging standards

- ∞ To monitor, review and evaluate teaching and learning through regular formal and informal classroom observations in your subject.
- ∞ Have an overarching responsibility for pupils' achievement and standards in the subject area through analysing and interpreting data on pupils' attainment in the subject.
- ∞ Set up and monitor assessment of pupils' attainment across each year group in order to inform both the work of the subject and the task of whole school monitoring.
- ∞ Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises

Leading sustainable improvement

- ∞ Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, vision and aims
- ∞ Being involved in agreeing on targets for accelerating pupils' progress and raising attainment in the context of whole-school target.
- ∞ To contribute to the development of the whole School curriculum as appropriate, ensuring a focus on maximum access and achievement for all.
- ∞ To support the development and maintenance of a high-quality learning environment.
- ∞ To actively support SLT in ensuring that all staff undertake their duty of care and professional responsibilities.

Resources

- ∞ To support the efficient and effective deployment of resources as appropriate
- ∞ Provide support with textbooks and library books in the subject area
- ∞ Create a safe, welcoming environment and take care of the classroom accommodation
- ∞ Provide support with classroom displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- ∞ Audit, check and manage resources to ensure they are up to date and match pupil and curriculum need and EHCP need/provision
- ∞ Manage the subject budget effectively to ensure it is spent on resources that add value and enhance the learning experience
- ∞ Prepare appropriate resources for remote learning to ensure the curriculum can be delivered to pupils learning from home.

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)
- ∞ Build a collaborative learning culture within the school

- ∞ Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- ∞ 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
- ∞ Manage own workload and that of others to allow an appropriate work/life balance
- ∞ 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
- ∞ Present a coherent, understandable and accurate account of the subject's performance to a range of audiences including deputy headteacher, staff, parents and carers and students

Leadership and Management

- ∞ Ensure effective communication for the smooth day to day operational running of your subject within school and home learning opportunities.
- ∞ Contribute to decision making as part of subject leadership.
- ∞ Promote positive standards of conduct from all staff and support well-being and attendance
- ∞ Liaise with families and professionals to support pupil outcomes
- ∞ Promote equal opportunities throughout the school and ensure the application of the school equal opportunities policy
- ∞ Participate in the design and delivery of training sessions within school and for other schools or organisations
- ∞ Support in establishing and delivering the highest possible standards of behaviour learning and attainment.
- ∞ Lead and manage staff in an appropriate manner, offering support, encouragement, guidance and advice to ensure effective policy in practice.
- ∞ Monitor and evaluate the contribution and impact of your subject to ensure pupils are making progress within a broad and balanced curriculum.
- ∞ Promote your subject, its importance, the value it brings across the school, the related careers and further learning opportunities to all stakeholders.
- ∞ Provide quality assurance, monitoring and intervention as agreed and monitor the quality of teaching and learning across the subject.
- ∞ Identify staff development needs and co-ordinate these with those responsible for CPD in the school to promote actions to raise standards.

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

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| Job Title: | Curriculum Leader for Mathematics (MLT) |
| Reports to: | Assistant Headteacher |

| | ESSENTIAL | DESIRABLE |
|---------------------------------------|---|---|
| Qualifications and Training | <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>Further relevant study; such as a postgraduate Diploma or Masters level degree (Level 7 or 8)</p> |
| Experience | <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&S checks including risk benefit analysis</p> | <p>First aid or emergency first aid training</p> <p>Experience of monitoring the quality of teaching and learning</p> <p>Experience of identifying CPD needs in a school and in supporting teachers to improve their practice</p> |
| Knowledge /Skills (Ability to) | <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>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>A working knowledge of interventions to support rapid progress.</p> <p>Successful teaching in a special needs class /unit /school</p> |

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| | <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>Personal Qualities</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>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>Minibus driver, or the willingness to complete minibus training (MIDAS)</p> <p>Full UK Driving license and business insurance</p> |

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| | <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 [10th 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 [07th May 2024](#)

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

