

The Cavendish School

enabling the self

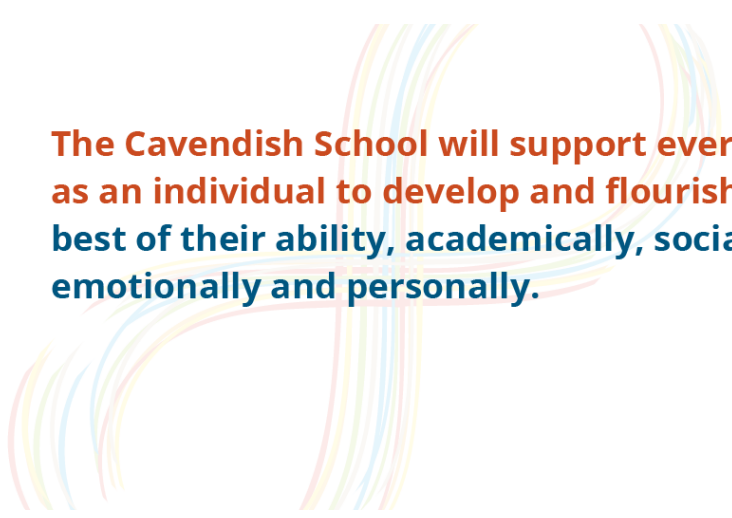


Application pack
Forest School and Outdoor leader
(November 2024)
(Flexible working requests welcome)



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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. We opened to our first cohort in September 2021 with a wider opening of years 3 to 13 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 a dedicated and outstanding Forest school leader, who is passionate about playing a full role in their pupils' education and wants to be part of a strong positive community. Our Forest school leader will play an active role in developing our forest school provision equipped with a shared site orchard and our own Horticulture room. You will be 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. 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

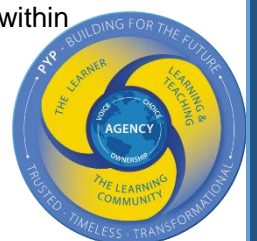
The Cavendish School is now just over three years old, with most of our cohort joining us in January 2022. During that time, we are delighted to have built a strong community and culture where the staff team share ambitious academic and social learning goals for our pupils. Our school is a remarkable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

Due to initial delays in government funding, the project took time to progress. However, we successfully appointed McAvoy's as our contractors; they previously built The Rise School, another excellent institution for children with autism in West London. Our designs and plans were approved by South Cambridgeshire District Council, and we opened the new school on part of the IVC site in Early 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: Forest school and outdoor learning leader

Salary: Scale 6 (points 18-22)

Responsible to: Senior leadership

Primary Purpose of the Role

As an outdoor learning leader, you will play a crucial role in developing and maintaining a high-quality education which provides harmony between the academic, social and therapeutic needs of our learners.

As outdoor learning leader and classroom support you will play an integral part in the learning spaces, 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 staff 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.

We are looking for a skilled, experienced and enthusiastic Forest School Practitioner to develop and deliver this exciting programme. The Practitioner will be self-motivated and a good communicator, able to confidently liaise with our school and engage groups of children ranging in age from 7 to 19. A good sense of humour, resilience and ability to start each day fresh will be an integral part of your school practice. We are looking for the *right person* to join our friendly and passionate team.

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
- ∞ Collaborate at operational levels with parents, carers and across multiple agencies for the well-being of allocated children.
- ∞ Host students, volunteers and visitors within your class.
- ∞ Promote and facilitate family participation in learning and life of the school and in particular your class
- ∞ Provide support for school events.

Leadership and Management

- ∞ Lead, manage and support Teaching Assistants within your sessions.
- ∞ 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.

Forest School and outdoor learning

- ∞ To plan, develop and establish a Forest School, with guidance and support from the Head of School and support from assistants as appropriate
- ∞ To plan, prepare and deliver a range of Forest School sessions, with support from assistants as appropriate.
- ∞ To liaise with participants prior to sessions to ensure plans are appropriate and all needs and expectations are met.
- ∞ Ensure Health & Safety requirements are met, including Risk Assessments which are continually checked and updated
- ∞ To supervise and support participants with varying needs while delivering sessions.
- ∞ To create and maintain an engaging, fun and supportive environment, demonstrating flexibility in planning and running sessions in response to varying/changing needs of children.
- ∞ To be aware of and comply with all Policies and Procedures.
- ∞ To participate in training and other learning activities/meetings as required.
- ∞ To administer basic first aid as the need arises.
- ∞ To observe confidentiality at all times.
- ∞ To undertake all duties reasonably requested by the leadership team
- ∞ Model effective learning and positive social interactions for our pupils
- ∞ Keep daily records and update pupils assessment and learning journeys
- ∞ To contribute to pupils EHCP advice and provide insight into outcomes.
- ∞ Ensure that all spaces, equipment and facilities are kept clean and tidy, ready and, in liaison with the site teams.

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

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 Therapeutically thinking 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 (e.g. parents evening).

Person Specification

Job Title:	Forest School and outdoor learning Leader
Reports to:	Head of School

	ESSENTIAL	DESIRABLE
Qualifications and Training	GCSE grade C/4 in English and Mathematics (or equivalent)	Forest School Level 3 qualification up to date Outdoor First Aid qualification Relevant training in SEND and autism, specifically Wilderness therapy (or desire to train)
Experience	Recent and/or significant experience of forest school/outdoor learning sessions with a range of ages. Experience of working with children/Young people Recent experience of working in a school/learning setting. 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 and resourcing 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	Experience of working with pupils with complex needs as a result of Autism and comorbid conditions Planning and leading extra curricular education visits and residential trips. Can demonstrate ability to deploy support staff effectively
Knowledge /Skills (Ability to)	Is able to positively contribute to The Cavendish school team Has a positive attitude towards inclusion in special schools and mainstream schools Skilled and knowledgeable in a range of age-appropriate outdoor activities including games and crafts, and able to share skills in line with good practice, policies and procedures Full working knowledge of current statutory and regulatory guidelines related to outdoor learning and education. an ability to make creative and practical connections between different areas of the curriculum, including the arts, science, geography and technology	Experience in delivering first aid, medication, personal/intimate care, behaviour management strategies. (candidates must be willing to deliver these areas also take part in activities such as swimming) Some experience of planning, monitoring and assessment of pupils' work.

	<p>knowledge of / interest in sustainable development, the natural world and horticultural activities</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>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 use ICT/the internet and email to support pupils' learning and report writing.</p> <p>Able to work on own initiative with parents/carers and the child's community within an agreed framework and set of objectives.</p> <p>Knowledge of current child protection guidance, safeguarding, and health and safety requirements.</p> <p>Will seek to develop links with local schools and community groups.</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>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>Minibus driver, or the willingness to complete minibus training (MIDAS)</p> <p>Full UK Driving license and business insurance</p> <p>Confident swimmer and pool side spotter</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 during December and will include a range of activities and interviews. The interview day will consist of

- ∞ A tour of the site
- ∞ Activity session with pupils
- ∞ Interview with TCS students
- ∞ Time to explore the school and gain an understanding of the school community and culture
- ∞ 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 5pm on 8th December 2024, please note we may interview and fill this post early for the right candidate.

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

Visits to the school are encouraged and welcomed

