




Application pack  
Curriculum leader for Mathematics  
April 2025



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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

Thank you for your interest in joining The Cavendish School. While we have only been open a short time, we are proud to have built a vibrant, inclusive, and forward-thinking community of pupils, staff, and families. In March 2024, we were delighted to receive an Outstanding Ofsted rating, and we are honoured to be recognised as the world's first International Baccalaureate (IB) special school — a reflection of our commitment to innovation and excellence in autism education.

The Cavendish School is Cambridgeshire's first state-maintained special free school for autistic pupils. Our mission — enabling the self — is rooted in empowering our pupils with the skills, confidence, and self-awareness to take their place in the world. We have a strong ethos and culture that drives everything we do and underpins the positive impact we are able to have on our pupils and their families.

Our core aim is to provide a safe, nurturing environment paired with inclusive, high-quality education and support. We are committed to enabling all pupils to thrive academically while progressing in their personal development journeys. What makes The Cavendish School truly unique is our enriching curriculum and educational environment, specifically designed to meet the needs of autistic pupils. We continually ask ourselves why each element of our provision matters — both for education and for lifelong learning — to ensure every policy and decision is purposeful and impactful. As a trauma-informed school, we embed a therapeutic thinking approach throughout our practice, enabling pupils to feel safe, valued, and supported to engage fully in learning.

Our learning environment is designed to meet a wide range of needs. It includes therapy rooms, sensory regulation and relaxation spaces, life skills areas, and fully equipped facilities for the sciences and the arts. Pupils also benefit from our outdoor learning areas and forest school, ensuring that education extends well beyond the classroom.

We are now seeking a therapy assistant to join our team — someone who is passionate about working within a whole-school, inclusive approach and contributing to a supportive, positive school community. Whether you are aspiring to move into the field or highly experienced, we will provide the right supervision and professional development to help you grow and thrive in your role.

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.

If you are as passionate about providing and maintaining an inclusive and whole person educational environment as we are, if you are motivated to make a lasting difference in the lives of autistic pupils and their families, and if you are ready to be part of a unique and ambitious specialist school, then I would be delighted to receive your application.

We welcome applications from individuals with a range of backgrounds and experiences. If you would like more information about the school or the role, please feel free to contact us at [HR@tcs.tela.org.uk](mailto:HR@tcs.tela.org.uk).

We are open to applications from a variety of backgrounds.

Stephanie Smith  
Head of School and Director Autism for ELA



# About The Cavendish School

The Cavendish School (TCS) is a pioneering Autism Specialist school located in Cambridgeshire. As the county's first state-maintained special free school for autistic pupils, we were founded with a clear vision: to offer families a truly inclusive, local school where autistic young people can thrive in a therapeutic, enriching, and specialised environment.

Our ethos is encapsulated in the phrase 'Enabling the Self', which speaks to our belief in the potential, agency, and individuality of every pupil. We know and recognise that too many autistic children and adults face considerable challenges — not just in education, but in building independence, self-esteem, and a meaningful place in society. Many struggle to come to terms with their identity in a world that too often misunderstands or excludes them. We are determined to change that narrative. At The Cavendish School, we aim to ensure that each of our pupils grows in confidence, self-awareness, and strength — walking tall and proud, knowing that their voice matters and that they have real, exciting opportunities ahead of them. Our pupils are not defined by their diagnosis, but empowered by the support and recognition they receive.

We provide a unique curriculum and educational environment, specifically tailored to meet the needs of autistic pupils. At the heart of our approach is the International Baccalaureate (IB) framework, which promotes inquiry-based, holistic learning. Pupils in Years 3 to 8 follow the Primary Years Programme (PYP), a transdisciplinary model that encourages real-world connections, independent thinking, and the development of international-mindedness. The curriculum is underpinned by a belief in pupil voice, choice, and ownership — giving learners the tools to engage meaningfully with their education and the wider world.

From Year 9 onwards, pupils begin a curriculum focused on preparing for adulthood (PfA), designed to support their development into independent, confident individuals. This continues through Years 10 and 11, where pupils can access up to nine qualifications, including GCSEs and Level 1/2 courses, carefully selected to reflect their interests, strengths, and aspirations.

Our Post-16 provision is both bespoke and aspirational. Through a collaborative model with The Open University, our pupils are able to specialise in areas of deep personal interest and begin studying towards a Certificate of Higher Education, equivalent to the first year of a degree. This innovative approach ensures that pupils can pursue ambitious academic goals in a supportive, autism-specialist setting — preparing them for further study, employment, and lifelong learning.

Our physical environment is just as unique. Purpose-built to support regulation, wellbeing, and engagement, our school includes therapy rooms, calming sensory areas, individualised learning spaces, and specialist rooms for life skills, science, and the arts. Outdoor learning is an integral part of our offer, with forest school and recreational spaces helping pupils reconnect with nature and develop important personal and social skills. We are a trauma-informed school, guided by a therapeutic thinking approach that underpins every decision we make — from curriculum design to policies and daily interactions. We continuously ask ourselves: Why is this important to education and lifelong learning? This reflective practice ensures that our support is meaningful, inclusive, and genuinely impactful.

Our team is made up of passionate, skilled individuals from a range of educational, therapeutic, and clinical backgrounds. We value flexibility, creativity, and a deep respect for neurodiversity. We see autism not as a limitation, but as a different way of thinking and processing the world — one that offers unique insights and skills that are increasingly essential in today's evolving society.

As part of the Eastern Learning Alliance, we work closely with a network of like-minded schools and colleagues, strengthening our offer and ensuring continued innovation in special education.

To find out more, visit our website: [www.thecavendishschool.org.uk](http://www.thecavendishschool.org.uk)



# 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: Curriculum leader for Mathematics (MLT)**

**Salary: Main/Upper pay scale + SEN allowance + TLR2 (£3,214 to £5,000 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

<b>Job Title:</b>	Curriculum Leader for Mathematics (MLT)
<b>Reports to:</b>	Assistant Headteacher

	ESSENTIAL	DESIRABLE
<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>Further relevant study; such as a postgraduate Diploma or Masters level degree (Level 7 or 8)</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>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>
<b>Knowledge /Skills (Ability to)</b>	<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>

	<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>	
<b>Personal Qualities</b>	<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 minibuss training (MIDAS)</p> <p>Full UK Driving license and business insurance</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 **Wc 19<sup>th</sup> May 2025** and will include a range of activities and interviews. The interview day will consist of

- ∞ a tour of the site
- ∞ Teaching session
- ∞ 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 noon on **19<sup>th</sup> May 2025**

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

*Visits to the school are encouraged and welcomed*

