



**The appointment of Headteacher at
The Cavendish School**

October 2020

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Welcome from Lucy Scott, CEO of Eastern Learning Alliance

Thank you for showing an interest in working for ELA. The Eastern Learning Alliance was formed in September 2020 merging two well-respected Trusts; The Morris Education Trust and Cambridgeshire Educational Trust to create a new Trust of four secondary schools, one primary and two sports centres located in Cambridgeshire and Norfolk. Our driving goal is to improve the quality and richness of the education that we offer to our young people, to continue to provide a community focus whilst benefiting from a collaborative educational environment across the Trust to share best practice, career development and CPD opportunities. The Trust has ambitious plans to form a group of schools providing outstanding education for all local children.

I am very proud to be part of this new venture to provide education for children with Autism.

I very much hope that after reading all the information on our Trust and this exciting new role as Head Teacher of the Cavendish school you will make an application. In the pages that follow, you should hopefully have all the information you need to inform your application. Of course there may be further information you feel you need and we would welcome contact from you. We will also welcome visits to the site from any prospective applicant and these can be booked via Jenna Bickley, jbickley@tmet.org.uk.

Lucy Scott
CEO, Eastern Learning Alliance

Welcome from Ryan Kelsall, Deputy CEO of Eastern Learning Alliance

Thank you for your interest in the post of Headteacher 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, which we believe will offer a great opportunity for a school leader looking to have a real and unique impact. 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 specialized 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 are on

course to open the new school on part of the site of Impington Village College (IVC) in autumn 2021 and now need our Headteacher in post for April 2021 to play the lead role in finalizing plans for the school and for recruiting its first cohort of staff and children.

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

Welcome from Julie Bailey (Chair Designate of the Local Governing Body)

The role of Headteacher at TCS is a unique opportunity to lead this new school from its opening in brand new purpose built accommodation and the formation of a new school community within one of the most successful and innovative multi-academy trusts in the country. The trust's commitment to inclusive education is the reason its schools are communities in which children and young people thrive as well as the reason that this new school will have the best possible start.

As Headteacher you will have the support and guidance from myself and the rest of the governing body in developing the school as a centre of excellence in autism education and as a place that our broader educational community will look to for inspiration. I will support you fully as we work together to build and develop a strong teaching and support team that share the school's values and feel confident in their roles. As a former secondary teacher myself, an academic researcher into autism education and a parent of children at IVC, you will have at your right hand someone who is passionate about improving acceptance of and tolerance about neurodiversity and who also knows and understands the locality very well. You can also expect support in bringing together our team, our pupils and their families as a strong school community.

As Headteacher of the first specialist state funded school for children with autism in the Cambridge area, you will have support and encouragement in sharing your team's skills and knowledge with local schools, colleges and other organisations. We already have links with local researchers, teachers and professionals who share our commitment to providing the best possible education for children and young people with autism who are unable to access mainstream schooling.

Together we will build a school community that joins the trust in taking a lead in inclusive education, with the highest expectations for its pupils and a clear vision of a community in which our children will thrive and prepare to take their place in the world.

The combination of the trust's commitment to inclusive and innovative education, access to leading autism and education research locally, and the enthusiastic support of our local community means that this is truly an exceptional opportunity to establish a school in which children and young people with autism can thrive.

I look forward to hearing your ideas for making this vision a reality for the TCS community.

Julie Bailey
Chair (designate) of The Cavendish School Local Governing Body

About The Cavendish School

As a school that is yet to open, we appreciate that there is not as much to see or read about the school as one that is open and bustling. On the one hand that can be unnerving because you are looking for information about the place where you will work. On the other hand, it is very exciting because that place of work is yours to create and mold!

We have a website which provides some information: <http://www.thecavendishschool.org.uk/>. The school was founded to give families of children with autism the opportunity to attend a local state provider where the young persons' 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 recognize that too many children and adults with autism struggle to achieve independence in their lives and often face significant challenges coming to terms with the condition as well as gaining greater acceptance and tolerance. 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.

We have an outline for our curriculum; however this appointment will enable the new Headteacher to give it greater shape. This partly underpins why we are securing the appointment at this time – we want you to have the time and space to develop it with like-minded peers and those we come to appoint in the months ahead.

Broadly speaking, our school curriculum will follow International Baccalaureate (IB) programmes and accredited qualifications, alongside specific therapies or interventions as appropriate for individuals. Initially the school will admit students in years 3 to 7, who will follow the Primary Years Programme and Middle Years Programme. When students reach year 9 they will choose from a range of accredited qualifications including GCSEs where appropriate. Our sixth form will be small and bespoke, with access for those students for whom this is appropriate to Impington International College or other providers further afield.

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 many from mainstream settings. We are looking for practitioners with 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. There will also be a strong partnership with Girton Glebe, our primary school, and with colleagues in the local authority and in Cambridge University, with whom we hope to work on research into autism.

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. Naturally we want our new Headteacher at TCS to share those and wish to play a leading part in ELA's development.

In developing the relationship between the Trust and individual academies, we wanted to ensure the right blend of responsibility and accountability. Our Scheme of Delegation hopefully encapsulates this. In summary, we want to ensure our Heads are free from as much 'distraction' to enable them to focus on the core business of running a great and successful school. Your key relationship will be with the deputy CEO (your line-manager) and the Chair of the Local Governing Body (LGB) who is very much your 'critical friend' and there as local support.

MET-Living

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 'MET-Living' 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'. As Headteacher, you will be instrumental in shaping this agreement.

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 Headteacher, we can provide you with:

- direct support of your work by Ryan Kelsall, Deputy CEO of Eastern Learning Alliance (ELA)
- a significant budget to recruit and develop your team at TCS and the opportunity to shape and model an outstanding curriculum
- The opportunity to join and engage with the IB world schools global network of leaders
- support on school improvement from our Trust educational team
- bespoke professional development linked to your identified needs
- preferential rates for access to the excellent sports/leisure facilities within our Trust

Job Description

Post: Headteacher

Salary: Negotiable initial salary in the region of £70,000

Responsible to: the deputy CEO, Trustees and the Local Governing Body

Primary Purpose of the Role

1. To provide exceptional and outstanding leadership and management of The Cavendish School
2. To be responsible for the oversight, internal organisation, management and control of the school
3. To maintain and develop the distinct ethos of the school and provide moral leadership within the school
4. To build a collaborative learning culture within the school to ensure that every child reaches their full potential in all areas of their development and makes excellent progress
5. To work with the necessary ability, vision, energy and enthusiasm, and as a skilled negotiator, with all, putting the needs of the children first
6. With the deputy CEO and other Trust Leaders, to respond dynamically as appropriate to key national policies and initiatives
7. To promote and safeguard the welfare of children and young persons for whom the school is responsible and those with whom they come into contact
8. To be responsible of the allocated budget and resources (including staffing) of the school, identifying relevant needs and actioning these as determined by the Scheme of Delegation and, with the deputy CEO, CFO and COO, conduct staff appointments

Shaping the Future

- Working with the deputy CEO, Senior Leadership Team and local governors to create a powerful vision for the school that is aligned to the vision, values strategic priorities, aims and objectives of the Trust
- Ensure that the vision is clearly articulated, shared, understood and acted upon effectively by all within the school
- Work within the school to translate the vision into agreed objectives and operational plans which will promote and accelerate school improvement and team ownership
- Demonstrate TSC'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
- In liaison with the deputy CEO, determine clear evidence-based improvement plans for the development of the school and ensure key issues are addressed effectively
- In collaboration with the deputy CEO and other Heads, contribute to the development and growth of ELA and the trusts teaching school.

Leading Teaching, Learning and Managing the Organisation with continual Monitoring and Evaluation

- Lead by example, providing inspiration and motivation
- Achieve the priorities and objectives set by the Trust for the school and demonstrate and articulate high expectations in reaching these
- Ensure every individual child has access to high quality teaching and learning
- Ensure a continuous and consistent focus on students' achievement and personal development, using relevant data and benchmarks to monitor progress
- Challenge under-performance at all levels and ensure effective corrective action and follow-up
- Maintain and promote the highest standards of student behaviour, discipline and attendance within the school
- Manage delegated financial and human resources effectively and efficiently to achieve educational goals and priorities
- Ensure that the management systems work effectively in line with legal and Trust requirements
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and all health and safety regulations

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 and actively engage with other schools to develop effective learning communities, particularly through the Morris Teaching School Alliance
- Maintain the agreed strategies and procedures for staff recruitment, induction, professional development and performance review and liaise with the COO about the management of relevant associate staff
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, with clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Report to the deputy CEO on the professional development of senior and middle leaders and liaise with the COO about the development of associate staff working at TCS
- Develop and maintain a culture of high expectations for self and others and taking appropriate action when performance is unsatisfactory
- Regularly review own practice, set personal targets and take responsibility for own personal development by participating positively in arrangements made for the appraisal of 'Headteacher' performance
- Manage own workload and that of others to allow an appropriate work/life balance

Security Accountability

- Develop 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
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation, in keeping with Trust performance management and appraisal procedures and policies
- Work with the deputy CEO (and through him to the Trustees), providing information, objective advice and support, to enable the school to meet its statutory responsibilities

- Develop and maintain suitable quality assurance systems, including internal reviews, self-evaluation and performance management
- Present a coherent, understandable and accurate account of the school's performance to a range of audiences including the CEO, Trustees, local governors, staff, parents and carers and students

Strengthening Community

- Ensure the school supports fully the distinct ethos of TCS and Trust through all activities within the school and those that are part of 'MET-L' (Morris Education Trust Living)
- Collaborate with other schools in order to share expertise and bring positive benefits to the school and the community it serves
- Collaborate at both strategic and operational levels with parents, carers and across multiple agencies for the well-being of all children

The Headteacher will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Trust, including working with and in other schools in ELA.

Working to: deputy CEO (and Trustees) and the Local Governing Body

Responsible for: Senior Leadership Team of TCS

Working with: COO, CFO, Local Governing Body, teaching and relevant associate staff of TCS

REVIEW DATE/RIGHT TO VARY

This Job Description is as currently applies and will be reviewed regularly. The post-holder may be required to undertake other tasks that can be reasonably assigned to, including development activities, which are within capability and pay-scale.

Person Specification

Job Title:	The Learning Alliance: Headteacher – The Cavendish School
Reports to:	Deputy Chief Executive Officer

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualifications/ Training	<p>Qualified teacher statu</p> <p>A good honours degree or equivalent</p> <p>Evidence of recent and relevant training and development at headship level, in preparation for headship, or at senior leadership level</p> <p>Relevant training in SEND and autism, specifically</p>	<p>NPQH or other school leadership accredited training.</p> <p>Additional Ofsted training / experience.</p> <p>A professional qualification in SEND relevant to this post</p>
Experience	<p>Successful, significant and substantial senior leadership within a school where there are significant populations of SEND</p> <p>A proven track record of delivering school improvement</p> <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>Experience of successfully building effective teams and in performance management by monitoring, evaluating and delegating effectively.</p> <p>Implementing effective and inclusive systems to support students' well-being, positive behaviour and achievement for pupils with autism</p> <p>Proven success in budget and resource management, ensuring value for money to support the best educational outcomes</p>	<p>Leadership experience in an outstanding or good special school.</p> <p>Experience as a Headteacher</p>

<p>Knowledge/Skills (Ability to)</p>	<p>Knowledge of current child protection guidance, safeguarding, and health and safety requirements</p> <p>In depth knowledge and understanding of education policies and issues, particularly those affecting children and adults with autism</p> <p>Ability to formulate and implement effective and efficient strategies that improve teaching and learning in a sustained way and challenge underachievement</p> <p>Ability to communicate effectively with all members of the school and wider community</p> <p>Clear and successful decision making skills and a proven track record of problem solving and conflict resolution</p>	
<p>Personal Qualities</p>	<p>Empathy with the ethos and values of ELA and TCS</p> <p>Commitment to young people's wellbeing, safeguarding and development</p> <p>Dedicated to continuous school improvement</p> <p>Self-knowledge and a commitment to continual professional development of self and all the school's employees</p> <p>Presence and visibility as a leader, demonstrating optimism and managerial courage with a well-developed sense of proportion</p> <p>Role model of best practice, with a professional manner that motivates others and inspires confidence, trust and respect</p>	

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

These will take place at Impington Village College during the week commencing 23 November 2020 and will include a range of activities and interviews. On the first day, there will be:

- a tour of the site
- data and written tasks
- observing a lesson and giving feedback
- interviews with smaller panels of staff, IVC students, Governors/Trustees
- group interview

At the end of the first day, the panel will meet to consider the day and to make a cut down to two or three candidates who will return for the second day to give a presentation to an audience and to undertake a formal interview with the panel.

If you would like to apply, please complete the application form and a letter (not more than 2 sides of A4) outlining:

- your reasons for applying
- what you will bring to the role
- what your style and approach will be as TCS's new Headteacher
- why you believe you might be suited to this particular challenge/opportunity.

Applications close at 12pm on Wednesday 18 November

Please ensure your form and letter is returned to Susan Kay, HR Manager for TLA:
skay@tmet.org.uk .