

Deputy Campus Manager

(with responsibility for The Cavendish School site)

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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 as place of work you will be a part of creating!

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 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 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.

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. When students reach year 9 they will chose 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. The IB Primary Years Programme (PYP), 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.

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. 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.

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 rigour, 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: Deputy Campus Manager with responsibility for The Cavendish School Site

Salary: Grade Scale 6: points 18-22 (£24,982 to £27, 041) dependent on experience

Responsible to: Campus Manager, Deputy Head TCS and Vice Principal IVC

Primary Purpose of the Role

You will be a member of our whole site team spanning Impington Village College, Impington International College and The Cavendish School. You will work closely with the multi-site manager holding the main responsibility for the maintenance and upkeep of The Cavendish School site.

The aim of your role will be to make a major contribution to the management and administration of the school site and buildings and develop the physical environment and resources to support the educational provision in line with the school strategic vision. You will strive to improve the productivity of the Trusts sites and carry out pre-planned maintenance programmes for TCS in conjunction with the Deputy Headteacher and to promote the efficient use of the School's assets to support the educational objectives of the sites.

You will be responsible for all aspects of site management for The Cavendish school including a wide range of duties and responsibilities connected with the fabric and grounds of the school. This includes security, monitoring contracts/contractors, lettings, monitoring routine maintenance and refurbishment, fabrication and repairs.

As part of your role within the multi-site team you will provide support the same responsibilities within Impington Village College and Impington International College, under the direction of the Multi-site manager. The role also includes deputising when the multi-site manager is not on site to allow for a strong and dynamic team within the Eastern Learning Alliance.

Post commencement date: January 1st 2022

Main responsibilities

- ∞ To manage the daily unlocking of school buildings and provide access to premises and classrooms in the event of emergency situations or unexpected poor weather. Ensuring the buildings, contents and grounds are secure and intruder alarms are set when the school is not in use. Be responsible for the key safe for TCS. Work in conjunction with the Multi-site manager to do this efficiently within the co-location for IVC, IIC.
- ∞ Site Maintenance – ensuring the school building is fit for purpose and that all planned and reactive maintenance is carried out to TCS buildings and grounds as required. An annual schedule of required works will need to be maintained and liaison with contractors required using school workflow systems.
- ∞ Maintenance and reporting on snagging lists and working to ensure a smooth relationship with building contractors for all warranty work and appropriate fixes.
- ∞ Planning – ensuring a premises development plan, including energy conservation, is progressed by costing and planning projects to ensure best value and agreeing an annual program of work in conjunction with ELA estates team.
- ∞ Fire & Security – ensuring all systems are maintained and tested and that relevant policies and procedures are in place and regularly updated.
- ∞ Health & Safety – ensuring the School complies with current legislation, including the maintenance of appropriate records in conjunction with Local authority regulations. This will require the post holder to maintain appropriate risk assessments for all areas of the builds and to liaise extensively with teaching and support staff. Ensure frequent physical and system/procedural audits are undertaken to ensure compliance.

- ∞ Cleaning & Welfare – ensuring that the site is kept clean and tidy to ensure an environment suited to learning. The post holder will be required to support and liaise with cleaning staff and undertake immediate cleaning where appropriate
- ∞ Ensure adequate stocks of fuel and other supplies such as cleaning products, maintenance equipment etc.
- ∞ Portering – to manage the provision of porter services across the Academy. The post holder will be required to ensure that classrooms and examinations are set up in accordance with the requirements of the School's teaching and examinations staff. They will also ensure that all deliveries made to the building are logged accordingly.
- ∞ Ensure that external lettings are properly resourced and that rooms are open and set up correctly.
- ∞ Budgets – the post holder will work with the business manager, finance teams and site officers to make sure ordering processes are kept to and money saving exercises are taken.
- ∞ Contracts and utilities – to manage contractors and arrange visits for sites in conjunction with ELA Estates, business managers, finance teams and site officers. Ensuring that all work is carried out efficiently and effectively to the required standards and in compliance with health and safety regulations and ensure that contract companies have relevant safeguarding checks in place.
- ∞ Ensure that the regular servicing and maintenance schedule, inline with Trust policies and DfE new build guidelines is carried out and documented.
- ∞ Carry out and record routine procedures and inspection of ancillary equipment, drainage, pumps, windows, boilers, heating, lighting, emergency lighting, fire alarm, intruder alarm and any other equipment located on the schools property.
- ∞ Operate the heating plant so that the required temperatures are maintained and that adequate hot water is available. Carry out frost protection procedures, cleaning filter and flues according to procedures laid down.
- ∞ During periods of school closure act as custodian overseeing all project work, additional cleaning, office moves etc.
- ∞ Responsible for the maintenance of the playing fields and grounds ensuring that grass cutting, Strimming, hedge trimming and cut back (during allowed annual period only) shrub pruning, weeding and clearance of leaves is carried out.
- ∞ Clean and clear all drains and gullies to ensure effective operation in accordance with health and safety procedures.
- ∞ Ensure all hard areas, grassed areas, beds, borders and grounds are free from litter and accumulated dirt and rubbish.
- ∞ Clear leaves, snow, ice, moss etc as appropriate including treatment of surfaces with salt etc
- ∞ Prepare reports and evidence for Deputy Headteacher (TCS) and ELA estates team.
- ∞ Be a key part within the area team, working alongside the Multi-site manager and deputising where appropriate.

Health and Safety

- ∞ Ensure that in all activities undertaken, the school properly discharges its duties under its Health and Safety policy, the Health and Safety at work act, COSHH regulations and any other relevant statute, regulation or directive. Similarly to ensure that all contractors operate in safety in accordance with these same statutes.
- ∞ Ensure general and specific risk assessments are carried out and recorded in line with all Health and Safety requirements and support with Health and Safety audits across all areas of the school.

- ∞ With the Health and Safety representative, ensure the implementation of the School's responsibilities in relation to maintain Health and Safety documentation.
- ∞ Ensuring that buildings are safe and secure at all times and adhere to both Health and Safety requirements for the health and well-being of staff, students and visitors.
- ∞ Take responsibility for the delivery and storage of materials and other goods ensuring safe storage of hazardous materials where necessary.
- ∞ To maintain Health and Safety standards and Fire regulation compliance including but not limited to maintaining the firefighting equipment and systems ensuring all equipment is in working order, correctly labelled and placed, and properly tested in accordance with regulations

Shaping the Future and strengthening the Community

- ∞ 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
- ∞ Demonstrate a commitment to providing the best environment and adaptability to ensure the meeting of the needs of all pupils regardless of need.

Leadership and Management

- ∞ To support in the management, supervisions and co-ordination of the caretaking team and shift patterns to operate safely, effectively and efficiently. This includes but is not limited to, ensuring that the team undertake their normal work and scheduled maintenance but also support in ensuring that they (and personally for TCS) undertake reactive repairs to unplanned breakdowns and building fabric failures and ground problems.
- ∞ Promote positive standards of conduct from all staff.
- ∞ Liaise with Leaders from IVC, IIC and TCS to ensure best practice and most efficient usage of resources.
- ∞ Represent The Cavendish School as an ambassador where required.

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, sharing your experience as an employee and in your career with our pupils.
- ∞ Develop and maintain a culture of high expectations for self and others
- ∞ 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
- ∞ Understanding, ability and desire to be a fully integrated member of the TCS community working with pupils and staff.
- ∞ Attend all staff training on a variety of topics pertaining to working with pupils in a school environment e.g understanding Autism, Steps Therapeutic Behaviour support

Keeping pupils safe

- ∞ Ensure the welfare and safeguarding of pupils across the whole school through rigorous application of the school child protection, behaviour management and pupil well-being policies.
- ∞ Promote excellent standards of pupil safety and positive behaviour through application of schools behaviour principles. (Including specific training)

- ∞ Ensure that pupils with health and medical needs have their needs safely met in line with school, local and national policy.
- ∞ Work with the Multi-Site Manager, health and safety representatives and Leaders of all schools to ensure that the school is safe and fit for the purpose of meeting pupils educational and special educational needs.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

You will be required to attend meetings outside of school working hours to support school governance and other school functions.

Person Specification

Job Title:	Deputy Campus Manager (with responsibility for The Cavendish School site)
Reports to:	Campus Manager, Deputy Headteacher TCS, Vice Principal IVC&IIC

	ESSENTIAL	DESIRABLE
Qualifications and Training	<p>5 GCSE's or equivalent (including Maths and English)</p> <p>Experience of working within a trade or site maintenance.</p> <p>Certification of relevant health and safety training or a willingness to attend appropriate Health and Safety training</p> <p>Level 1 qualification in a relevant trade</p>	<p>Experience of working within a SEND setting</p> <p>Level 2 or above qualification in a relevant trade</p> <p>Experience of working within a school caretaking setting</p>
Experience and Knowledge	<p>Knowledge of maintaining a large public building</p> <p>Knowledge of managing and operating fire and security systems</p> <p>The know-how to assess and carry out minor repairs and maintenance independently and commission experts where required.</p> <p>ICT literacy</p> <p>Experience of managing a team</p> <p>Experience of managing contractors</p> <p>Experience of managing and being accountable for delegated budget</p> <p>Significant experience in similar role</p> <p>A thorough practically based understanding of premises maintenance issues</p>	<p>Experience of working with pupils with complex needs as a result of Autism and comorbid conditions</p> <p>Qualification in plumbing, electric, engineering or carpentry</p> <p>Management qualification</p> <p>Experience of managing significant budgets</p>
Knowledge /Skills (Ability to)	<p>Is able to positively contribute to The Cavendish school team</p> <p>Ability to communicate effectively with all members of the school including children and wider community to facilitate partnerships.</p> <p>Ability to work independently and lead.</p> <p>Ability to organise one's own work, to prioritise tasks and keep to deadlines</p>	<p>Willingness and motivation to develop own skills and work towards professional training qualifications</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 and position as Staff within a specialist ASD environment</p>	
Personal Qualities	<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 children and young people with special educational needs and disabilities and has a high level of commitment.</p> <p>Commitment to young people's wellbeing, safeguarding and development</p> <p>A positive 'can do' attitude, shared with pupils and colleagues to build and sustain a great team ethos</p> <p>High levels of resilience and determination</p> <p>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>	<p>Minibus driver, or the willingness to complete D1 License and minibus training (MIDAS)</p> <p>Full UK Driving license and business insurance</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

The interviews for this open advertisement will be made for all teachers who submit a quality application. The interviews will take place at Impington Village College and will include a range of activities and interviews. The interview day will consist of

- a tour of the site
- written task
- interview with students
- Interview Panel of Trust representative, and representatives from IVC and TCS

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.

Please ensure your form and letter is returned to

