

RECRUITMENT

CARR MANOR COMMUNITY SCHOOL

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APPLICATION PACK

ROLE	LEARNING SUPPORT WORKER (Early Years)
GRADE	B3- £27,274-£29,071 (pro rata-£24,060-£25,646)
DEADLINE	FRIDAY 4th December 2026
CONTRACT TYPE	Permanent TTO+ 10 DAYS

CARR MANOR COMMUNITY SCHOOL, CARR MANOR ROAD, LEEDS, LS17 5DJ

Tel: 0113 3368400

www.carrmanor.org.uk

LEEDS LEARNING ALLIANCE

INCLUSIVE COLLABORATIVE AMBITIOUS

"CARR MANOR COMMUNITY SCHOOL IS A UNIQUE, EXCEPTIONAL SCHOOL" - OFSTED 2025

WELCOME FROM LUCIE LAKIN

We are really pleased that you are interested in joining our fantastic community.

Carr Manor Community School is an all-through school at an exciting phase of expansion and development across both our Primary and Secondary Phases. We are proud of our caring and inclusive reputation and have a strong team of professionals committed to developing and delivering a broad curriculum to children aged 2-19.

We are one of the founding partners of the Leeds Learning Alliance and we are looking forward to further developing our partnerships over the forthcoming months and years.

It is essential that applicants wanting to join our team share our school's ethos, which is firmly rooted in a restorative approach.

Our four values underpin everything we do, and they are:


KNOW OUR CHILDREN WELL



PARTNERS IN LEARNING


CHARACTER FOR LEARNING


ENJOY AND ACHIEVE

We firmly believe that in order to move forwards we need to be prepared and able to *'do things differently and do different things'*. We work restoratively with pupils, families and with each other, to maintain being an aspirational, inclusive and forward-thinking school.

Over time our school has developed significantly, and this growth has allowed us to expand our fantastic offers both in and out of the classroom. In 2012, Carr Manor High School expanded, adding a Primary Phase, and became Carr Manor Community School. At the time, we were one of only two all-through schools in Leeds.

In 2019, we expanded again, adding another storey and additional rooms to our Primary Phase, as well as creating our Mosaic building - our Autism resourced provision. The name Mosaic was chosen by pupils, staff and parents/carers, to represent our vision of nurturing from different perspectives. 2024 saw the opening of our Pre-School for children aged 2, 3 and 4.

In 2025, work was completed on our Community Hub, which is based in our Primary Phase car park, and offers bookable spaces for members of the local community to use. It also houses the Peace Cafè.

We significantly invest in the development and training of all colleagues who are equally happy to share their expertise, skills and knowledge across the organisation. We promote diversity and want a workforce which reflects the population of Leeds.

Our school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.

If you are looking to be stretched and challenged within a positive and creative staff team and you have a genuine desire to make a positive difference to our children, we welcome you to look through this recruitment pack and make an application for this fantastic opportunity.

Yours faithfully,





Mrs Lucie Lakin

Principal



LEEDS LEARNING ALLIANCE

The Leeds Learning Alliance (LLA) is a consortium of organisations formed by a collective ambition to improve education and inclusivity across the city of Leeds and beyond.

The Alliance currently supports over 135,000 learners across the city, at every age range from early years to adult. We have come together to share our commonwealth of resources to reduce inequalities and improve learning, health and employment outcomes.

The LLA prioritises inclusion by supporting communities, strengthening and broadening leadership, innovating, using and promoting research, developing skills and performance, improving access to employment, sharing expertise, developing people and advocating for learners that face disadvantage and discrimination. We promote digital and technological expertise. We champion the poorest, environmental regeneration and we are anti-racist.

THE LEEDS LEARNING ALLIANCE & CARR MANOR COMMUNITY SCHOOL

Carr Manor Community School is a foundation school and the Leeds Learning Alliance is our trust. We are proud to be a founding member of the LLA. Being part of the Alliance not only helps to improve the outcomes of our pupils by increasing the opportunities available to them through collaboration with other LLA members, but also provides opportunities for our staff members to develop and share best practices.

Our pupils have been involved in careers workshops with Ahead Partnership, volunteering and workshops at CATCH, experienced the facilities at Leeds Beckett and Leeds Trinity University and had the opportunity to watch professional sport through the Leeds Rhinos Foundation. We have had visits from high-ranking officers from the West Yorkshire Police, pupils have met with representatives of First Bus, and we have had workshops from the Northern School of Contemporary Dance. Our pupils have also delivered presentations at Leeds Learning Alliance meetings and conferences, considering issues of climate change and social justice.

Carr Manor Community School also benefits from being aligned and engaged with the LLA at a strategic level, allowing us to develop new practice and share resources. These and many other fantastic opportunities arise from the strong relationships between organisations that the Leeds Learning Alliance makes possible.

For more information about the Leeds Learning Alliance, visit **www.leedslearningalliance.org**



COACHING

At Carr Manor Community School, our Coaching programme is at the heart of how we build strong, respectful relationships and ensure every child is known, valued, and supported. It underpins our commitment to relational and restorative practices and is a key part of how we work together across our through school.

Our Coaching groups are 'vertical' and consist of approximately ten pupils and one member of staff, who are all in the same House. In the Primary Phase, groups include pupils from Reception - Year 5, and in the Secondary Phase, Years 6 - 11. We have four Houses - Trueman, Tomlinson, Bremner and Robinson, all of which are named after local sporting heroes.

When pupils arrive on a Monday morning, their first period is spent with their Coaching group. This is called a 'check-in' session.

This circle-based session allows all pupils to be fully informed of key events and opportunities happening in school, through the sharing of either the Coaching Chronicle or CarrManorTV. Pupils can also share updates from their weekends.

On Wednesday afternoons, two groups team up for 'Coaching Plus', to look at PSHCE topics such as careers, finance, health and wellbeing, citizenship and topical events. This is also an opportunity for a 'check-up' in the middle of the week.

On a Friday, Coaching groups will meet during their last period of the day. This is called a 'check-out' session and is a chance for pupils to discuss their achievements from the week and review current targets, ensuring they are best aligned to make the most of formal and enriched learning opportunities. The Friday Coaching session is also a chance for a community builder, where pupils can have fun whilst developing relationships within the group.

> *"Regular contact with a small group of peers and the same staff member allows all pupils to talk, listen and reflect on personal and school issues."* - Ofsted 2025



RESTORATIVE PRACTICE

Restorative Practice ensures that every voice in school is heard. It encourages pupils to treat others with respect and to understand why relationships are so important.

Our restorative approach helps pupils:

- understand how their actions can affect others.
- develop characteristics they can use in and out of school.
- understand themselves and each other better.
- learn why it's important to see another person's point of view.
- see that it's ok to make mistakes.
- learn how to move through conflict creatively.

We have been embedding and developing relational practices for over fourteen years, and restorative practices for over eight years.

We have a high number of pupils in school who are trained as Restorative Practice representatives. This means they have received specific training on how to facilitate restorative conversations. These representatives put these skills into practice with their peers by supporting self-regulation, facilitating repair, encouraging problem solving, creating connections and building relationships.

THROUGH SCHOOL

We are one of a small number of local authority maintained through schools in Leeds.

We are extremely proud to welcome children from the ages of 2 in our Pre-School, to 16 in Year 11. We also offer a small, bespoke sixth-form setting for pupils aged 16-19 who require additional support before they finish their CMCS journey.

Many of our staff members work across both phases, giving them a unique taster of both phases of our school.

Being an all-through school means our pupils benefit from an easier transition between year groups, shared expertise across the school, tailored teaching, shared resources, flexibility in the curriculum and the strong relationships that make our community what it is.

Our pupils thrive in this through school setting and as they progress through our school, they benefit from continuity and personalised learning. This also means that the values of a community that is both diverse and harmonious are extended to all pupils throughout their learning.

We build lasting relationships with families who have children with us from the beginning of their education up to when they move on to higher education, apprenticeships, or employment.



MOSAIC

The Autism resourced provision at Carr Manor Community School opened in September 2019, with capacity for 12 supported places.

The name Mosaic was chosen by our pupils, parents/carers and staff, and it supports our vision of nurturing from different perspectives, recognising that we are neurodiverse.

The staff team in Mosaic have expertise in supporting children that have a diagnosis of Autism (previously Aspergers) and those that have complex communication difficulties.

We offer a unique blend of personalised support and intervention, as well as individual timetables for each pupil that incorporate fifty percent access to mainstream lessons. This unique offer ensures we can focus on the academic potential for each child in our care.

One of our key focuses is to support children with communication and interaction difficulties, alongside sensory needs to access Autism specific sessions. We facilitate engagement and inclusion within our children's age-related mainstream classes and lessons.

Children in Mosaic who have an accompanying anxiety need are supported by our use of low arousal techniques, and our commitment to creating and sustaining a low arousal approach.

CHARACTER

We believe discipline is about character development. This means we focus on the 'head', 'heart' and 'hands'. We use every opportunity to help children explain what good character is (head), feel what good character is (heart), and know how to put good character into practice (hands).

We also celebrate the positive achievements of our pupils, whether this is making progress in a lesson they are currently struggling with, or achieving 100% attendance for the whole school year.

Our 'crew characteristics' badge nomination system allows pupils and staff to recognise and nominate members of the school community, who they believe are taking on and developing a leading role in the 'crew'.

When five of the same nominations are received, an enamel badge is then given to acknowledge this achievement.

Across school, we hand out stickers to pupils who have shown a positive attitude to learning, and who continue to show Character for Learning traits.

We also offer a Passengers into Crew programme, which acknowledges when pupils are displaying qualities of a leader.

FLEXIBLE LEARNING

Our vast Flexible Learning offer incorporates enrichment activities, intervention opportunities, sports teams and Independent Learning.

Across both phases we run a range of clubs before school, during break and lunch time and after school, to encourage pupils to try new things and make new friends.

Some of the clubs we run include creative writing, knitting and cross-stitch, dance, choir, athletics, table-tennis, music production, baking, football and robotics.

Other aspects of Flexible Learning include trips off-site to places such as Leeds Beckett University for athletics competitions and Meanwood Valley Farm, welcoming guest speakers into school, accredited awards like Duke of Edinburgh, parental and community activities and academic intervention during school holidays. This ensures pupils have many chances to pursue not only what they enjoy, but what will also help them achieve both in and out of school.

INDEPENDENT LEARNING

Independent Learning is our way of delivering high quality learning outside of the classroom.

Across both phases, pupils receive Independent Learning tasks that to complete at home or after school in one of our dedicated learning spaces.

By completing this Independent Learning, pupils are consolidating and deepening their learning from lessons, whilst supporting them to build effective learning habits.



At Carr Manor I have been given the chance to expand my professional experience, taking part in activities and events beyond my usual role. This has allowed me to develop my own practice and has also meant that my role has developed and changed during my time here, be it in reprographics, administration, working closely with the Leeds Learning Alliance, working with the pupils in Coaching and Flexible Learning Clubs or even running the staff relay during Sports Day.

Mr Gumbs
Year Manager (Previous Administrator)

THE LEARNING LINE

The Learning Line is Carr Manor Community School's approach to teaching and learning across the through school.

It is our language of learning for both staff and pupils at Carr Manor and is integral to how we work. This research-based approach is underpinned by key principles such as clear modelling by staff, having high expectations for all learners, ensuring learners have opportunity to engage in regular, low stakes spaced retrieval testing and helping our learners to become active participants in the learning process.

The Learning Line helps our learners develop their independence and allows deliberate practice of new skills to embed new knowledge into long term memory. There are seven stages to our Learning Line.

1. **Spaced Retrieval** - activities which expect pupils to recall knowledge to build long-term memory. Topics are interleaved and carefully spaced to ensure longer-term retention of knowledge.

2. **Learning Goals** - teachers identify and share with pupils the key knowledge, understanding and skills to be gained in the learning cycle.

3. **Build** - new content is delivered using a planned, methodical approach. Schema is deliberately built by connecting learning to prior knowledge, and using analogy and concrete examples. This stage aims to avoid cognitive overload and increase attention.

4. **Developing Understanding** - this stage provides pupils with opportunities to build on initial knowledge and skills by making connections and allowing them to deepen their learning. Pupils explore concepts in more depth and practice to develop confidence and fluency in their learning.

5. **Transfer** - synoptic learning opportunities are provided in which pupils apply their existing knowledge and understanding to new or unfamiliar situations.

6. **Short Term Retrieval** - pupils are challenged to recall knowledge and understanding from recent learning to support retention of learning.

7. **Independent Learning** - pupils complete tasks which directly link to classroom learning. Links to the learning goal are clear and support pupils' learning and progress.

ADVERTISMENT

We are really pleased that you are interested in joining our fantastic community.

We are now looking to appoint a **Learning Support Worker (Early Years)** who has the tenacity, skills and flexibility to work in a fast-moving environment and enhance our busy support teams.

The successful candidate will have Maths and English GCSE, grade C or above (or equivalent), strong IT skills, well developed organisational and communication skills and a basic understanding of child development and learning strategies.
An awareness of special educational needs and disabilities, particularly autism and speech and language would be useful.

The post holder will be expected to undertake a wide range of duties including: supporting pupils' learning and overall well-being; assisting teachers and other colleagues in the classroom and in small group interventions; cover supervision; recording and collating information; developing good relationships with parents/carers, colleagues and partner organisations; preparing classroom resources, equipment and materials; and supporting the implementation of whole school strategies, including literacy, our Coaching programme and House system, after school clubs, further and flexible learning, break/lunch duty, support movement of children around the building and invigilation duties.

It is essential that the post-holder shares our school's ethos, which is firmly rooted in a restorative approach and the following values: to **'Know our children well'**: to be **'Partners in Learning'**: to develop '**Character for Learning'**; to **'Enjoy and Achieve'**. We firmly believe that in order to move forwards we need to be prepared and able to 'do things differently and do different things'. We work relationally and restoratively with pupils, families, partner organisations and with each other. This is a key reason why Ofsted commented: ***'Exceptional does not do this school justice'***.

We significantly invest in the development and training of all colleagues who are equally happy to share their expertise, skills and knowledge across the organisation. We promote diversity and want a workforce which reflects the population of Leeds. This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment. All successful applications will be subject to an Enhanced Disclosure and Barring check, online checks and satisfactory references.

If you are looking to be stretched and challenged within a positive and creative staff team and you have a genuine desire to make a positive difference to our children, please submit an application form, covering letter and CV to hrrecruitment@carrmanor.org.uk. For further details about the role, please phone us on 0113 3368400 or visit www.carrmanor.org.uk/vacancies, where you will find our privacy notice, which is applicable for all job applicants.

"The staff and pupils and parents are proud to be part of the Carr Manor Family." (Ofsted, 2025)

JOB DESCRIPTION

JOB TITLE	LEARNING SUPPORT WORKER (Early Years)
Grade	B3
Responsible to	SEND TEAM Manager

ROLE:

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

MAIN DUTIES:

1. To supervise and manage groups of pupils in learning environments and to provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
2. To assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
3. To establish constructive relationships with pupils and interact with them according to individual needs
4. To promote the inclusion and acceptance of all pupils
5. To encourage pupils to interact with others and engage in activities led by the teacher
6. To set challenging and demanding expectations and promote self-esteem and independence.
7. To provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
8. To create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
9. To use strategies, in liaison with the teacher, to support pupils to achieve learning goals
10. To assist with the planning of learning activities
11. To monitor pupil's responses to learning activities and accurately record achievement/progress as directed
12. Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
13. To promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
14. To establish constructive relationships with parents/carers
15. To administer routine tests and undertake routine marking of pupils' work.
16. To invigilate exams and provide one to one invigilation support to Access Arrangement pupils as needed.

17. To provide clerical/administrative support - photocopying, typing, filing, money, administer coursework.

18. To undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.

19. To undertake programmes linked to local and national learning strategies - literacy, numeracy, KS2-4, early years and recording achievement/progress.

20. To support the use of ICT in learning activities and develop pupils' competence and independence in its use.

21. To prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

22. To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

23. To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

24. To contribute to the overall ethos/work/aims of the school.

25. To appreciate and support the role of other professionals.

17. To provide clerical/administrative support - photocopying, typing, filing, money, administer coursework.

18. To undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.

19. To undertake programmes linked to local and national learning strategies - literacy, numeracy, KS2-4, early years and recording achievement/progress.

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23. To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

24. To contribute to the overall ethos/work/aims of the school.

25. To appreciate and support the role of other professionals.

26. To attend and participate in relevant meetings as required.

27. To participate in training and other learning activities and performance development as required.

28. To assist with the supervision of pupils out of lesson times, including before and after school, lesson changeover and at break and lunchtime.

29. To accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

JOB DESCRIPTION

GENERAL DUTIES:

- To undertake ad hoc duties as may be required by the Principal and / or Senior Leadership Team from time to time, for example exam invigilation.
- To photocopy documentation as required maintaining GDPR requirements at all times.
- To adhere to school policies and procedures.

WE EXPECT ALL OUR STAFF TO:

- Be a coach to a small group of pupils.
- Support and uphold the school ethos.
- Commitment to the school's restorative and relational practice.
- Play a role in the implementation of the School Development Plan, through departments' input.
- Display commitment to the protection and safeguarding of children and young people.
- Adhere to Safeguarding and Child Protection policies, e.g. Guidance to Safer Working Practice, Keeping Children Safe in Education, Whistle Blowing, Registration, etc.
- Continue their personal development.
- Participate in school events (occasionally on evenings and weekends).
- Support duties during the school day.
- Participate in Flexible learning activities.

Any Special Conditions of Service:

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment. All staff will be subject to an Enhanced Disclosure and Barring check and satisfactory references.

Term time working plus additional days. There may be a need to occasionally work outside of school hours and off school premises, as required by the school. No smoking policy.

PERSON SPECIFICATION

JOB TITLE	LEARNING SUPPORT WORKER (Early Years)

SKILLS	ESSENTIAL	DESIRABLE
Able to communicate effectively with a wide range of people	*	
Good numeracy/literacy skills	*	
Able to use ICT and other equipment such as white board to support learning	*	
Ability to relate well to children and families in a supportive role	*	
Able to work flexibly as part of a team and show initiative	*	
Able to prioritise work to meet conflicting deadlines	*	
Awareness of adverse childhood experiences can impact on a child's development		*
First aid training		*
Ability to self-evaluate learning needs and actively seek learning opportunities		*

KNOWLEDGE/ QUALIFICATIONS	ESSENTIAL	DESIRABLE
Understanding of relevant polices/codes of practice and awareness of relevant legislation including safeguarding.	*	
Maths and English GCSE, grade C (5) or above (or equivalent)	*	
Basic understanding of child development	*	
Experience working with or caring for children of the relevant age	*	
General understanding of national/foundation stage curriculum and other basic learning programmes/strategies	*	
Experience of implementing an Early Years curriculum that meets the needs of the individual children and have the ability to plan, deliver and monitor children's learning and development.		*
Completion of DfES Teacher Assistant Induction Programme or equivalent qualifications or experience	*	
NVQ 2 for Teaching Assistants or appropriate level of experience of operating in the classroom environment		*

PERSON SPECIFICATION

EXPERIENCE	ESSENTIAL	DESIRABLE
Experience of working in a Pre-school or Early Years setting	*	
Experience of working in a school environment	*	
Experience of working with SEN children		*

BEHAVIOURAL AND OTHER RELATED CHARACTERISTICS	ESSENTIAL	DESIRABLE
Excellent interpersonal skills with a robust sense of humour, able to reflect on performance and find solutions to problems	*	
Ability to work under pressure and to deadlines	*	
Can do attitude, ability to complete the task and to discuss alternative solutions	*	
Excellent attendance and punctuality	*	
Record of good health, reliable and the capacity to work effectively	*	
To display a responsible and co-operative attitude to working towards the achievement of the service area aims and objectives	*	
An ability to respect sensitive and confidential work	*	
Commitment to own personal development and learning	*	

STAFF DEVELOPMENT

At Carr Manor Community School we have an extensive CPD (continued professional development) offer.

Our vision is to create a learning environment which allows each employee to flourish and achieve their full potential, for the benefit of themselves and the pupils they serve.

Our **Core Offer** is CPD that all staff will have access to throughout the academic year, which includes:

- Coaching
- Restorative Practice
- Safeguarding
- The Learning Line
- Subject/Phase/Team Specific
- Primary Phase CPD
- Literacy
- Key Stage 3 Assessment

Our **Targeted Offer** of CPD is aimed at specific staff, which includes:

- New Starter Induction
- ECT Development (Years 1 & 2)
- Middle Manager Development

We are also pleased to be able to offer external CPD opportunities from the following organisations:

- The National College
- Leeds For Learning
- Leeds Trinity University

STAFF BENEFITS

WELLBEING & FITNESS

- **Education Support Partnership**
  08000 856148
  The school has contracted counselling and support via telephone or face-to-face.
- **Bodyline Fitness Membership**
  Rolling contract instead of a fixed contract.
  £24.95 per month and 30 day cancellation notice period.
  Available to all LCC and CMCS staff.
- **CycleScheme**
  www.cyclescheme.co.uk
  Support with the purchase of a bicycle at a discounted price, payable via salary sacrifice scheme.
- **Simplyhealth (Leeds Hospital Fund)**
  www.simplyhealth.co.uk
  Access to discounted health benefits via LCC salary sacrifice scheme.
- **The Gym Leeds Meanwood***
  Three day taster-pass - paid for by school.
- **Flu Vaccination***
  Free annual flu vaccinations to all staff via partnership with Boots - paid for by school.
- **Calm App***
  Access to calming strategies around sleep and meditation. 12 months membership provided by school.
- **Discounted hairdressing and beauty service**
  Leeds City College – The Salon Leeds.
  0113 245344
  Discount on all services (some via appointment only).
  Book via **www.thesalonleeds.co.uk**
- **School Gym**
  Use of school gym and equipment.
- **Staff Pilates**
  Pilates session provided adhoc – paid for by school.
- **Physical Fitness training**
  Bootcamp style training provided in half-termly blocks – paid for by school.
- **Interschool sporting events/fixtures**

LEISURE

- **Discount for teachers**
  www.discountsforteachers.co.uk
  Free to join - additional 10% discount on a wide range of good and products available to all school staff.
- **Teachers perks**
  www.teachersperks.co.uk
  Free to join - range of discounts to all school based staff on a wide range of good and products.
- **Vivup employee benefits**
  email@employeebenefits.vivup.co.uk
  A wide range of discounts on products and services for all Leeds City Council linked staff.
- **Blue Light Card**
  www.bluelightcard.co.uk
  This is now available for school staff and offers a wide range of discounts for a variety of brands.

EMPLOYMENT BENEFITS OF WORKING AT CMCS

- **Teachers Pension Scheme and West Yorkshire Pension Fund membership**
  With employer contributions.
- **CMCS CPD**
  All staff have access to a wide range of online and face-to-face CPD.
- **Qualifications**
  Accredited courses paid by school.
- **National College membership**
- **Staff social event**
  A catered social event every term.
- **A buddy and mentor system**
  Part of an extensive new-staff induction programme.
- **Welcome back breakfast**
  Provided each term.
- **School pool car**
  Use of school car subject to availability.

SERVICES

- **MOT/Car Servicing**
  Pick up and drop off, available on request.
- **Car Valeting onsite**
  Time 2 Shine Valeting, available on request.
- **O2 and EE offer**
  20% off airtime contracts for LCC and CMCS employees.
- **Commuter Travel Club**
  www.firstbus.co.uk
  Discounts on bus tickets to all CMCS staff.



All staff, whether they are teachers or a support member of staff, are treated equally at CMCS. They receive a comprehensive induction programme, are a coach enabling strong relationships to be built with pupils and colleagues, they contribute to Flexible Learning and enrichments activities, attend daily staff briefings and staff coaching circles and have tailored, personalised CPD based on PM objectives and fortnightly Line Management discussions.

Mrs Hallas
Director of Administration, Communications and Marketing