



INTRODUCING **THE CABIN AT WILLIAM LEECH**



CLASS TEACHER CANDIDATE PACK

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IF A CHILD CAN'T LEARN THE WAY WE TEACH,



MAYBE WE SHOULD TEACH THE WAY THEY LEARN.

- IGNACIO ESTRADA

Do you have a passion for working for children with Special Educational Needs?

Do you want to make a difference to the lives of our most vulnerable and disadvantaged children?

Do you want the challenge of teaching a class in a specialist support base?



Cabin (noun)

“A small, welcoming and sheltered space where you feel safe and nurtured.”

INTRODUCTION



Dear Candidate,

Thank you for your interest in the Class Teacher role at The Cabin at William Leech, our new SEND provision at NCEA.

Our goal is to establish a NCEA Trust flagship primary specialist support base at William Leech C of E Primary School in Lynemouth, designed specifically for early years and primary aged pupils with Social, Emotional, and Mental Health (SEMH) and Speech and Language (SLCN) needs. All pupils will have complex needs supported by an EHCP and will attend the provision following placement by the Local Authority's Special Schools Commissioning and Inclusion Team.

William Leech is a small primary school in the heart of Lynemouth village. Here, we believe in the power of our whole community — building one another up with kindness, respect and encouragement.

At William Leech, every child is valued as a unique gift from God. We strive to nurture their talents, inspire a love of learning and help them grow, not only academically but also spiritually and personally. Our dedicated staff work together with families and the local church to create a warm, supportive environment where children feel safe to explore, ask questions, and flourish.

“LET YOUR LIGHT SHINE”

(MATTHEW 5:16)

Guided by our Trust LIGHT values, we encourage everyone to treat each other with love, compassion and to celebrate the strengths and differences in our school family. Our school vision of “Encourage one another and build each other up” (Thessalonians 5:1) is deeply rooted in all that we do and fosters confidence, resilience, and a deep sense of belonging for all our staff and children.

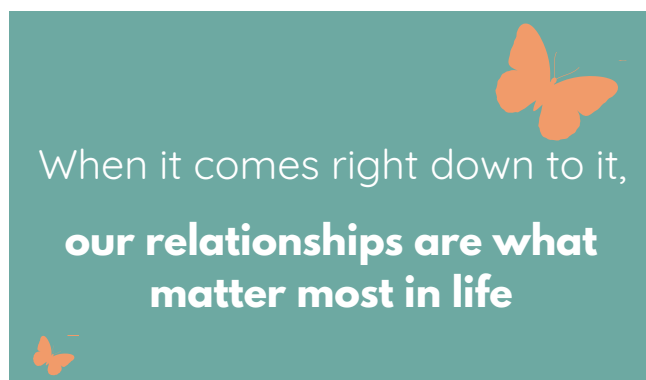
We warmly invite you to visit and see for yourself the vibrant, welcoming community that makes William Leech a special place to learn and grow.

We look forward to meeting you and receiving your application for this new and exciting role at our school.

Mrs Heidi Barnes,
Headteacher



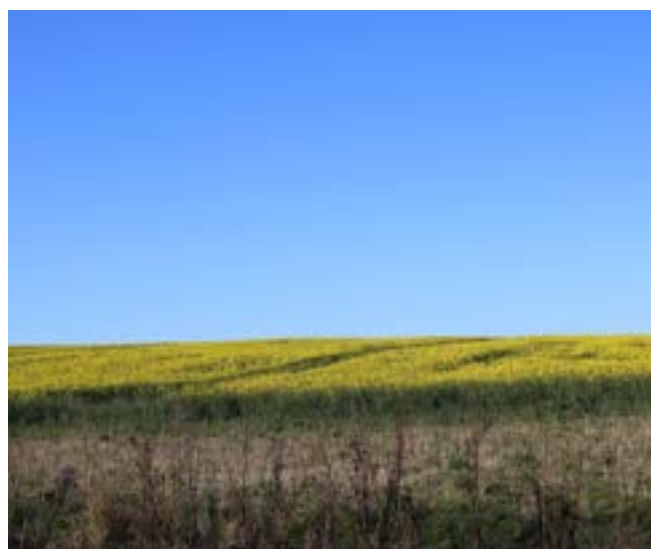
OUR AIM



The Cabin at William Leech will:

- Create a safe, supportive and inclusive learning environment that caters to the unique needs of pupils with additional SEMH and SLCN challenges and other complex barriers to their learning.
- Provide an educational provision where all staff lead by example, have high expectations for all and build strong, caring and nurturing relationships so all children become resilient learners and make progress.
- Develop a provision with trauma-informed, relational practice at its heart, reducing the negative impact of adverse early childhood experiences, attachment difficulties and trauma experiences by supporting the emotional, mental, developmental, physical and educational needs of the pupils and their families.
- Provide a “Team Around the School Community” and will be a HUB of support for the pupil, their family and community which will include partnership working with external social and health care professionals at The Cabin.

The aim is for The Cabin at William Leech to become a SEND training HUB for the NCEA Trust and beyond.



KEY FEATURES & POSITIVE OUTCOMES OF THE CABIN AT WILLIAM LEECH



1. SPECIALISED AND BESPOKE CURRICULUM

Develop a tailored curriculum that addresses the individual needs of each pupil. Implement a flexible and adaptive approach that allows for personalised and bespoke learning plans, incorporating therapeutic and emotional support.

Pupils engage with bespoke individual and small group learning, they do not become increasingly disaffected.

2. SMALL CLASS SIZES

Limit class sizes to 8 pupils per class to ensure personalised attention and create a sense of safety and community.

Small class sizes allow for a more focused and individualised approach to learning, facilitating stronger attachments and relationships between pupils and adults and their families.

3. TRAUMA-INFORMED APPROACH

All staff will be trained and experienced in trauma-informed practices to create a school culture that recognises and responds to the impact of trauma on pupils and their families.

Protocols are in place for identifying and supporting pupils who may have experienced trauma, fostering an environment that promotes attachment, healing and growth.

4. WELL-BEING AT THE HEART

Integrate a framework, focusing on the holistic development of pupils by addressing their social, emotional, and mental well-being to allow the pupils to thrive.

The daily routine will create a nurturing atmosphere that supports resilience and positive mental health.

5. INTEGRATION OF INTEROCEPTIVE THERAPY

Incorporate interoceptive awareness activities into daily routines. This includes mindfulness exercises, sensory-friendly approaches, and structured individual/group sessions.

Enhance pupils' ability to develop self-awareness, to recognise their physiological responses which can result in behaviour outbursts. Develop self-regulation skills.

“The school is the heart of the community”

William Leech Ofsted, 2024



6. MULTI-DISCIPLINARY SUPPORT TEAMS

“Team around the school.”

Establish systemic multi-disciplinary support teams consisting of teachers, teaching assistants, school nurses, local authority specialist teachers, occupational therapists, physiotherapists, speech and language therapists, counsellors, early help workers, social workers, mental health professionals and educational psychologists.

Teams will implement individualised support plans, ensuring that both academic and emotional needs are addressed comprehensively.

7. PARENTAL AND COMMUNITY INVOLVEMENT

Organise regular catch up, drop ins and workshops and events that promote understanding of SEMH and SLCN challenges, providing resources and strategies for parents and caregivers to support their children at home.

Active involvement from parents and the local community to create a network of support for pupils and their families.

8. TRANSITION SUPPORT FROM EARLY YEARS TO ADULTHOOD

Develop a comprehensive transition plan to support pupils moving between different educational stages and, eventually, into adulthood.

Close liaison with NCEA mainstream primary schools, Special schools, Secondary schools to facilitate a smooth transition for pupils as they progress through their educational journey into adulthood.

9. MONITORING AND EVALUATION

Implement a robust system for monitoring and evaluating the effectiveness of the school's trauma-informed, interoception and well-being practices.

Regular assessment of academic progress, emotional well-being, and overall satisfaction to make adjustments for continuous improvement.

JOB DESCRIPTION

CLASS TEACHER

RESPONSIBLE TO

The post-holder will report to the Head of School / SENDCo

LOCATION

The Cabin at William Leech.

SALARY

MPS/UPS + SEN Point (This post is not suitable for ECTs)

MAIN PURPOSE

The basic duties of a teacher as outlined in the latest School Teachers' Pay and Conditions Document.

- To teach and care for the pupils with special educational needs assigned to you as a classroom teacher, in accordance with the school aims and in pursuit of high standards of pupil achievement – emotionally, academically, physically and socially.
- To ensure pupil entitlement to the national curriculum
- To ensure pupil entitlement to the long-term objectives and provision in Sections E and F of the pupil's EHCP and other professional advice.
- To create a caring, nurturing, responsive and positive classroom atmosphere conducive to effective learning for children with complex and significant special educational needs.
- To help all pupils achieve and realise their potential as they prepare for adulthood.
- To ensure that all pupils observe the code of conduct.

EMPLOYMENT DUTIES

Adhere to all school policies appertaining to:

- Classroom management, including issues of health and safety.
- Target setting. Marking, assessing, recording and reporting.
- Pastoral care.
- Carry out supervisory duties in accordance with published schedules and procedures and maintain professional credibility at all times.
- Be proactive in personal professional development.

KEY TASKS:

- Fully use curriculum guidance, individual pupils' EHCPs and other professional advice, policy documentation and the staff handbook.
- Attend and contribute to staff meetings and training within the special support base, the school and the Trust.
- Consult with Head of School and other senior staff when guidance/advice is required.
- Contribute towards the goals and targets of The Cabin and school's strategic plan.



- Ensure that punctuality, professional conduct and effectiveness are observed at all times.
- Maintain a professional interest in educational initiatives relevant to your age-range focus and the pupils' special educational needs.
- Consult with Head of School and other senior staff on any issue relevant to personal professional development, in line with the school's strategic plan and performance management policy.

“Pupils with SEND benefit from high-quality support across the school day. The school makes effective use of specialist staff to support pupils’ needs, such as those linked to speech and language.”

William Leech Ofsted, 2024

CONDITIONS OF EMPLOYMENT

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The postholder is required to support and encourage the school’s ethos and its objectives, policies and procedures as agreed by the governing body.

To uphold the school’s policy in respect of child protection matters.

They shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers Pay and Conditions Document.

The postholder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the postholder.



All staff participate in the school’s performance management scheme. The person undertaking this role is expected to work within the policies, ethos and aims of the school and to carry out such other duties as may reasonably be assigned.

You may be required to carry out additional duties/tasks commensurate with level of this role. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

PERSON SPECIFICATION

ATTITUDES

ESSENTIAL

- A flexible approach to teaching with the capacity to implement change in terms of both innovation and consolidation of Best Practice
- Experience of working with and teaching pupils with special education needs
- Experience of the SEND Graduated Approach including preparing documents for EHCP reviews
- A commitment to multi-team working, coupled with a pro-active and independent approach to personal professional development
- High expectations of self, colleagues, community and pupils
- Ability to maintain a healthy work life balance and to support others in doing so
- A passion for learning in all aspects of life and for all
- A commitment to implement and promote Academy policy in all matters
- A commitment to the ethos and values of the Academy

DESIRABLE

- Working with a similar community
- Teaching in a range of Primary age groups
- Teaching pupils with social, emotional and mental health and speech and language needs
- Implementing De-escalation and Physical Intervention techniques
- Working with children at risk of suspension/exclusion
- Working with children who have experienced trauma and adverse childhood experiences
- Managing other colleagues
- Achieving high standards in terms of pupil outcomes in achievement, attainment and attitude to learning
- Innovative and inclusive educational practice including successful adaption of the curriculum and bespoke curriculums
- The use of ICT and other learning technology to promote high-quality learning
- Experience of liaising with external professionals and implementing their advice to benefit pupil outcomes



PERSON SPECIFICATION

SKILLS AND COMPETENCIES

ESSENTIAL

- A sound professional knowledge of and personal commitment to the use of both established and innovative educational theory and philosophy in everyday practice
- The capacity to take on and implement new ideas and adopt proven and successful practices on the basis of professional development



DESIRABLE

- Well-developed ICT and learning technology skills combined with the desire and ability to use them effectively in the classroom and beyond
- A thorough understanding of how pupil data, including that for performance should be used to raise standards in all aspects of pupil lives
- Statutory legislation and guidance relating to education, including the National Curriculum, National Frameworks. The SEND Code of Practice and Every Child Matters
- Makaton and other communication aids and programmes
- Thrive approach



“They have developed a curriculum that is suitably ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND)”

William Leech Ofsted, 2024

PERSON SPECIFICATION

KNOWLEDGE, QUALIFICATIONS PHYSICAL, MENTAL
AND EMOTIONAL DEMANDS



ESSENTIAL

- Qualified teacher status/eligibility for GTC recognition
- Positive, empathetic and nurturing outlook
- Commitment to helping provide a high-quality service to vulnerable children and their families
- Great energy and enthusiasm
- Ability to lead colleagues by example
- Loyalty, honesty, drive, determination and perseverance
- Resilience and strength
- Willingness to participate in training and development

DESIRABLE

- Higher degree
- Additional relevant, certified/accredited study in education and special educational needs
- Additional certified/accredited study
- An additional degree to that accruing QTS status
- A sense of humour and joy

EXPERIENCE & QUALIFICATIONS

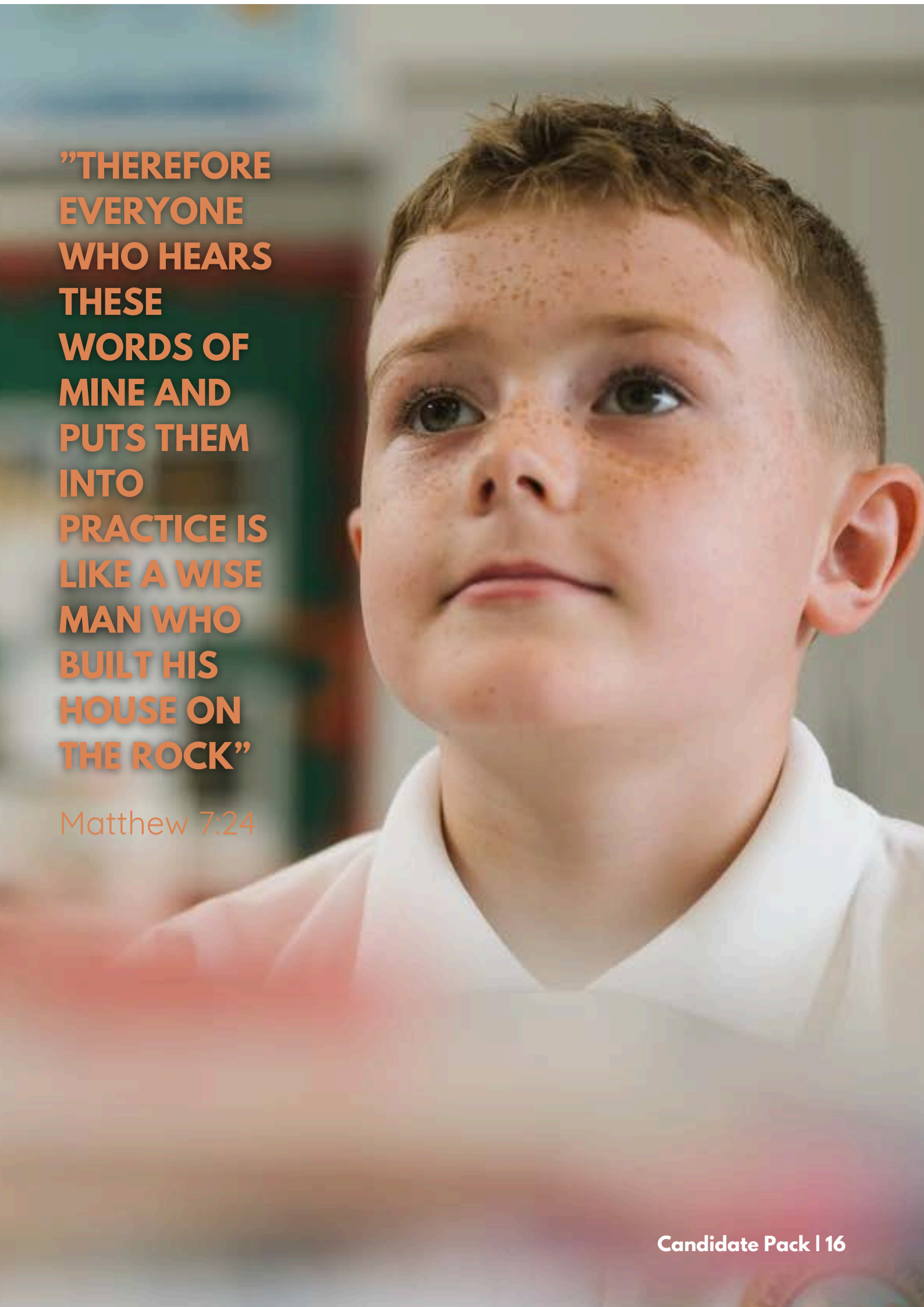


ESSENTIAL

- Experience of working within the primary phase at senior leadership level
- Experience of working as a successful school SENDCo
- A proven track record of successful leadership
- Prepared themselves for the post through appropriate professional development
- Hold the NASENCo or NPQSEND qualification or demonstrate a willingness to begin the qualification within first year of post
- A good Honours Degree
- Qualified Teacher Status

DESIRABLE

- Additional qualification(s) relating to school leadership and/or SEND

A close-up photograph of a young boy with light brown hair and numerous freckles. He is looking upwards and slightly to the left with a thoughtful expression. He is wearing a white collared shirt. The background is blurred, showing what appears to be a library or a room with bookshelves.

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LIKE A WISE
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Matthew 7:24



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