



NORTHUMBERLAND
CHURCH OF ENGLAND
ACADEMY TRUST

INTRODUCING **THE CABIN AT WILLIAM LEECH**



HEAD OF SCHOOL & SENDC_o **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
leading a brand new primary
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 Head of School & SENDCo 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.

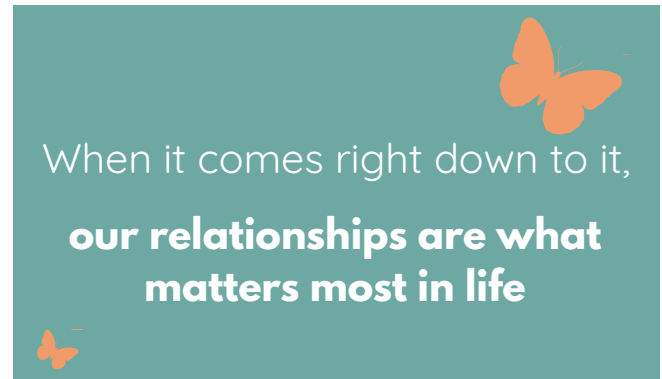
We warmly invite you to visit and see for yourself the vibrant, welcoming community that makes William Leech a special place to learn and grow.

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

HEAD OF SCHOOL & SENDCO

RESPONSIBLE TO

The post-holder will report to both the Headteacher & Primary Director of SEND.

RESPONSIBLE FOR

Supporting the Headteacher in managing and leading teaching and learning within the Specialist Support Base at The Cabin at William Leech.

LOCATION

The Cabin at William Leech.

SALARY

L4 – L8

MAIN PURPOSE

- Establish and develop 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.
- Provide day to day leadership of the SEND provision at The Cabin at William Leech.
- Fulfil statutory SENDCo duties for all pupils attending The Cabin at William Leech.
- Lead the teaching and learnings of all pupils, including curriculum development and bespoke curriculum plans for all pupils, in their four areas of SEND
- Under the leadership of the Headteacher ensure high standards for all pupils in the school and that the school ethos and policies are effectively developed and implemented

PRINCIPAL RESPONSIBILITIES

- Support the Primary Leadership Team in the successful implementation of the Trust vision including its Christian character by providing high quality leadership and management for all staff in The Cabin.
- Lead the safeguarding of all pupils at The Cabin as Designated Safeguarding lead, to ensure the safety of the pupils at The Cabin, at all times, under the leaderships of the Headteacher.
- Lead the daily act of collective worship in line with our Christian character and diocesan guidelines, taking into account pupils' SEND needs.
- Be responsible for the quality of education for all pupils within The Cabin.
- Develop and lead trauma-informed, relational approach provision: 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.
- Champion the needs of pupils, their families and the community.
- Develop a "Team Around the School Community" and 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.

- As SENDCo, manage and lead EHCP and other reviews for all pupils in liaison with staff, parents/carers and other professionals, in line with the SEND Code of Practice and SEND Regulations.
- Manage and lead the health, safety and well-being of all pupils, in liaison with staff, parents/carers and other professionals
- Manage and lead the well-being of all staff at The Cabin, under the leadership of the Headteacher
- Be part of the school leadership team (SLT) responsible for the management and effectiveness of learning in The Cabin.
- Contribute to the development and implementation of the school self-evaluation process and lead on the school development plan. Ensure effective implementation of development targets within The Cabin.
- Support the day-to-day management and effectiveness of learning within The Cabin, setting an example to others for punctuality, attendance and work ethic.
- Liaise with the local authority and SEND Commissioning Panel regarding the suitability of placement of pupils within The Cabin. This will include negotiating the level of appropriate funding to ensure safe and effective educational provision can be provided.
- Develop a SEND training HUB for the Trust and beyond.

SPECIFIC RESPONSIBILITIES; SUPPORT THE HEADTEACHER:

- Ensure a consistent focus on achievement using pupil baselines and benchmarks to monitor the progress of all pupils in The Cabin.
- Establish responsive and effective approaches to adapting teaching and learning for SEND pupils
- Develop a culture of inclusion, challenge and support where all pupils can achieve success and become actively involved in their learning
- Ensure the Special Educational Needs of all pupils in the The Cabin are met
- Contribute to the development of the curriculum and assessment framework and ensure effective implementation in The Cabin, within agreed parameters
- Make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet SEND learner needs leading to improvements in their outcomes
- Challenge underperformance at all levels (pupils and staff) and work with the Headteacher to ensure corrective action

- Manage and deploy teaching and support staff within The Cabin ensuring that staff have PPA time and that classes are effectively covered
- Ensure that all pupils in attendance within the school take part in the daily act of collective worship and make arrangements for those who have been withdrawn at parental request;
- Ensure that school policies are appropriately implemented particularly those related to pastoral welfare, child protection, behaviour and attendance;
- Develop and maintain strong and effective partnerships with the families and community associated with The Cabin
- Ensure the maintenance of good order and discipline at all times during the school day (including unstructured times and outdoor learning) when pupils are present in school and whenever pupils from the school are engaged in authorised school activities, whether on the school premises or elsewhere;
- Ensure the maintenance of accurate personal learner records and that effective liaison with external agencies is developed to meet individual needs and effectively support the personal, health, social and educational development of pupils in the school

“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

- Develop and maintain effective partnerships with other primary schools and facilitate cross school collaboration and learning;
- Actively support the Christian ethos of the Trust and ensure the effective implementation of the school policy on Spiritual, Moral, Social and Cultural Development
- Communicate effectively with all colleagues, parents and the community
- Ensure that all protocols and procedures related to the management, organisation and staffing within the school are appropriately adhered to
- Develop the school improvement plan with regards to The Cabin and related documents
- Ensure that the provision is secure at all times during the school day and that pupils and staff are able to work in a safe environment conducive to learning
- Coach and support staff in the exercise of their responsibilities by being an excellent role model for pupils and for staff, by classroom practice and behaviour that sets a standard for others
- Identify and respond to specific group and individual staff training needs

SPECIFIC ROLES

- Participate in the performance appraisal of staff within The Cabin
- Undertake such professional development as is required by the evolving nature of the post
- To contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback
- To ensure that their own curriculum planning and lessons consistently model outstanding practice
- Other duties commensurate to the level and grade of the post

PERSON SPECIFICATION

ATTITUDES

ESSENTIAL

- Value the education of every pupil as equally important and have high expectations for all
- Value relationships and pupil well-being as core to true learning
- Be dedicated to the whole school community where learning takes place at school and at home
- Be committed to equal opportunities and inclusive practice
- Believe in pupils' entitlement to a broad, balanced and meaningful education adapted to pupils' needs
- Recognise that it is the responsibility of leadership to provide active support and challenge to colleagues
- Be committed to high quality in all aspects of their work
- Understand and practise the principles of change management
- Have a collaborative approach to partnership working

DESIRABLE

- Have a deep understanding of school systems, the management of young pupils, development, planning and implementation



PERSON SPECIFICATION

SKILLS

ESSENTIAL

- Lead and inspire others
- Have full and working understanding and knowledge of Safeguarding Statutory Guidance
- Have a full and working understanding and knowledge of the requirements for the provision of SEND children, in accordance with the SEND Code of Practice
- Full knowledge of the development of bespoke curriculums, individual assessments and adaptive teaching styles
- Full knowledge of trauma informed practice
- Work on their own initiative and be part of a team
- See tasks, plans and ideas through to completion
- Think strategically but have an 'eye for detail'
- Communicate effectively in a wide variety of forms to a range of audiences
- Use emotional intelligence to manage change effectively
- Lead and manage colleagues
- Demonstrate evidence of a commitment to own professional development
- Have experience of leading teaching and learning initiatives beyond their own classroom
- Show an excellent understanding of the components which comprise outstanding teaching and learning



- The ability to lead and foster positive professional relationships and work effectively with teaching staff and external professionals (e.g. health) of varying experience
- Developing high quality learning strategies and monitoring learner progress to raise attainment.
- Have experience of giving effective feedback to colleagues about professional performance
- Have experience of coaching and mentoring colleagues

DESIRABLE

- Have an awareness of the financial management of a school
- Experience of SEND funding related issues within schools
- Experience of leading Safeguarding, DSL training

PERSON SPECIFICATION

QUALITIES



ESSENTIAL

- A highly professional approach to their work
- Great energy and enthusiasm
- Ability to lead by example
- A real drive to make things happen
- A passionate desire to make a difference for the most vulnerable pupils and their families
- The desire for further career progression
- A warm, open and optimistic disposition
- Loyalty, honesty, drive, determination and perseverance
- Ability to support self and others during times of challenge

DESIRABLE

- A sense of humour and the ability to see the positives in challenging situations

“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

EXPERIENCE & QUALIFICATIONS




ESSENTIAL

- Experience of working within the primary phase at senior leadership level
- Experience of successful leadership of SEND
- 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
- Experience of school SENDCo role

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 classroom setting with bookshelves.

**"THEREFORE
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WHO HEARS
THESE
WORDS OF
MINE AND
PUTS THEM
INTO
PRACTICE IS
LIKE A WISE
MAN WHO
BUILT HIS
HOUSE ON
THE ROCK"**

Matthew 7:24



NCEA Trust, Wansbeck Workspace,
Rotary Parkway, Ashington, NE63 8QZ

01670 331935

admin.mat@ncea.org.uk