



INTRODUCING **THE CABIN AT WILLIAM LEECH**



**HIGHER LEVEL TEACHING ASSISTANT
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
supporting 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 Higher Level Teaching Assistant (HLTA) 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.

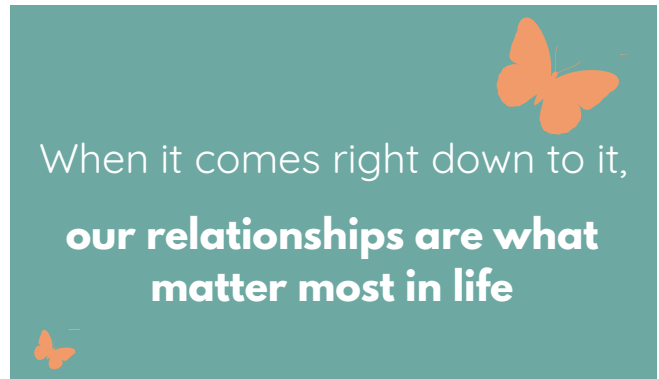
We warmly invite you to visit and see for yourself the vibrant, welcoming community that makes William Leech a special place to learn and grow.

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

HLTA

RESPONSIBLE TO

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

LOCATION

The Cabin at William Leech.

SALARY

Band 5

MAIN RESPONSIBILITIES

To work under the Head of School and class teacher, to take a lead supportive role within the class bases, to address the needs of pupils who require a nurturing and trauma informed educational provision specifically designed to meet their special education needs.

SUPPORT FOR PUPILS

- Establish calm, positive and nurturing relationships with pupils, acting as a role model and responding to the needs of each individual child, and setting high expectations.
- Demonstrate responsive and reflective trauma informed practice on a daily basis to meet the social and emotional needs of pupils and their families.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupil's learning.
- Develop and implement Pupil Support Plans in line with the provision outlined in the pupil's EHCP.
- To actively promote highly inclusive practice within the class base to ensure acceptance of all children.
- Encourage children to play and interact with one another.
- Support pupils consistently, with clear boundaries, whilst recognising and responding to their individual needs with flexibility and care.
- To have high expectations that encourages children to build independence, life and personal skills and their self-esteem and self-worth.
- Provide warm and positive feedback to pupils in relation to progress and achievement
- Provide appropriate levels of intervention with regard to incidents of challenging behaviour within a specialist support base.
- To support children in integrated activities with pupils in the mainstream school, where deemed appropriate by the Head of School.



SUPPORT FOR TEACHERS

- Organise and manage appropriate learning environments and resources for learning.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against clear learning objectives.
- Provide the teacher with accurate and objective feedback on pupil progress and other matters, ensuring the availability of supporting evidence.
- Undertake the maintenance of pupils' records and accurately record achievement through a variety of forms.



- Support the teacher in the management of pupil behaviour, health and well-being.
- Establish positive and nurturing relationships with parents and carers and participate in conversations and meetings, as directed.

SUPPORT FOR CURRICULUM

- Deliver learning activities to pupils, adjusting activities to meet pupil needs.
- Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support use of ICT in learning and develop pupils' competence and independence in its use.
- Help pupils access learning activities through specialist support.
- Advise on appropriate deployment and use of specialist equipment, proven strategies or resources.



SUPPORT FOR THE SCHOOL

- Comply with all school policies and contribute to the development of policy relating to:
 1. Health and Safety
 2. Equality and Diversity
 3. Child Protection & Safeguarding
 4. Behaviour
 5. Confidentiality and data protection.
- Work in such as to promote the ethos and vision of The Cabin at William Leech.
- Participate in training and development, and activities that contribute to the management of performance
- Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips, as directed by the class teacher and Head of School.
- Attend and participate in regular meetings as requested by Head of School
- Take the initiative, as appropriate, in developing multi agency contacts to support the learning and development of children.

LINE MANAGEMENT RESPONSIBILITIES

- Manage other teaching assistants
- Liaise between Head of School and/or teaching staff and teaching assistants, where appropriate
- Hold regular meetings with managed staff, where appropriate.
- Where directed by Head of school, undertake the following activities:
 1. Induction of staff
 2. Appraisal of staff
 3. Staff training
 4. Mentoring and coaching of staff.
- To undertake other duties and responsibilities as required commensurate with the grade of the post.



“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 AND PHYSICAL, MENTAL & EMOTIONAL DEMANDS

ESSENTIAL

- Committed to providing the best opportunities to our pupils, their families and the community and can create an environment where they can be inspired and learn in a newly refurbished provision that includes facilities such as sensory rooms, outdoor learning and life skills rooms e.g. cookery.
- Positive, empathetic and nurturing outlook.
- Commitment to helping provide a high-quality service to children and families.
- Resilience and strength under challenging situations.
- Drive to succeed in new ventures.
- Willingness to participate in training

DESIRABLE

- A sense of humour and joy



PERSON SPECIFICATION

SKILLS AND COMPETENCIES

ESSENTIAL

- Basic clerical skills
- Effective ICT skills and 3 years' experience using ICT and relevant technology in a learning environment.
- Ability to use other types of learning technology.
- Can work as a member of a team understanding.
- their role in the classroom and associated responsibilities.



DESIRABLE

- Makaton
- 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



ESSENTIAL

- Meet the National Standards for HLTAs or equivalent qualification.
- Participated in training related to various national strategies e.g. literacy and numeracy.
- Understanding of codes of practice
- Good understanding of the principles of child development and the learning process

DESIRABLE

- NNEB or STA (First/Primary/Middle) or Specialist Degree (Middle/High)
- Thrive Training

EXPERIENCE & QUALIFICATIONS




ESSENTIAL

- Experience working with children of the relevant age.
- Planning effective actions for pupils at risk of underachieving.
- Supporting individual and small groups of children.
- Working with children with additional/SEND needs.
- 3 years experience using ICT and relevant technology in a learning environment.
- Excellent numeracy and literacy skills (at least NVQ Level 2 Qualification).
- HSAW First Aid Certificate or equivalent.
- NVQ Level 2 ICT Qualification

DESIRABLE

- Counselling and supporting children's mental health.
- Implementing De-escalation and Physical Intervention
- Working with children at risk of suspension/exclusion
- Working with children who have experienced trauma and adverse childhood experiences.
- Managing other employees.
- NNEB or STA (First/Primary/Middle) or Specialist Degree (Middle/High)
- Thrive Training

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
EVERYONE
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