



INTRODUCING **THE CABIN AT WILLIAM LEECH**



SEN 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 SEN Teaching Assistant 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

SEN TEACHING ASSISTANT

RESPONSIBLE TO

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

LOCATION

The Cabin at William Leech.

SALARY

Band 2

MAIN RESPONSIBILITIES/DUTIES

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

- To work under the direct supervision of class teacher/Head of School, usually in a classroom with a teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils in the classroom.
- To assist the class teacher in providing support for pupils with Social, Emotional and Mental Health (SEMH) and Speech, Language and Communication Needs (SLCN.)

SUPPORT FOR PUPILS

- Attend to the personal needs of pupils including the implementation of personal learning programmes that may include social, health, physical, hygiene and welfare objectives e.g. nappy changing, feeding.
- Supervise and support children in their access of learning.

Establish positive and nurturing relationships with pupils, acting as a role model and responding to the needs of each individual child who may also have experienced trauma and adverse childhood experiences.

Adhere to all school policies appertaining to:

- To actively promote highly inclusive practice within the classroom setting to ensure acceptance of all children.
- Encourage children to play and interact with one another, to act independently as appropriate and to engage in and participate in learning activities lead by the class teacher.
- Assist other staff in delivering programmes of work devised by other professionals including; physio programmes and positioning of children, speech and language therapy programmes, occupational therapy, play therapy programmes.
- 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

1. As directed by the class teacher:

- Prepare the classroom prior to a lesson
- Clear up after a lesson
- Assist with the display of pupils' work

2. Report to the classroom teacher, as agreed, on:

- Pupil's needs
- Pupil progress
- Pupil achievements
- 3. Undertake the maintenance of pupils' records as directed by the class teacher.

4. Support the teacher in the management of pupil behaviour.

5. Gather information from parents and carers as directed by the class teacher.

6. Provide information to parents and carers as directed by the class teacher.

JOB DESCRIPTION

SEN TEACHING ASSISTANT

SUPPORT FOR TEACHERS

7. Provide the classroom teacher with clerical and admin support, particularly:

- Undertaking bulk photocopying
- Word processing
- Filing
- Collecting money



SUPPORT FOR SCHOOL

1. Help pupils to understand instructions.
2. Support pupil learning with respect to all of the local and national learning strategies.
3. Support pupils in their use of ICT as directed by the class teacher.
4. Prepare and maintain equipment and resources as directed by the class teacher.

SUPPORT FOR CURRICULUM

1. Comply with all school policies relating to:

- Health and Safety
- Equality and Diversity
- Child Protection and Safeguarding Behaviour
- Confidentiality and data protection.

2. Work in such a way that you promote the ethos and vision of the school.

3. Participate in training and development and activities that contribute to the management of performance.

4. 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 member of the school's management.

5. 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, PHYSICAL, MENTAL & EMOTIONAL DEMANDS

ESSENTIAL

- Willingness to participate in training and development.
- Positive, empathetic and nurturing outlook.
- Commitment to helping provide a high-quality service to children and families
- Resilience and strength under challenging situations



DESIRABLE

- A sense of humour and joy

PERSON SPECIFICATION

SKILLS AND COMPETENCIES

ESSENTIAL

- Basic office skills: including photocopying and filing
+++Can relate well to both children and adults
- Be able to communicate well with parents/carers



DESIRABLE

- Appropriate First Aid knowledge
- Makaton



“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, KNOWLEDGE & QUALIFICATIONS




ESSENTIAL

- Experience of working with or caring for children with additional/special educational needs

DESIRABLE

- Basic clerical duties
- Supporting children's physical needs e.g. nappy changing, feeding.
- Working as a member of a team
- Working with children who have experienced trauma and adverse childhood experiences
- 5 5 A-C GCSE grades (or equivalent) including Maths and English
- Teaching Assistant qualification
- Completion of DfES Teaching Assistant Induction Programme

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



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