



NORTHUMBERLAND
CHURCH OF ENGLAND
ACADEMY TRUST

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.

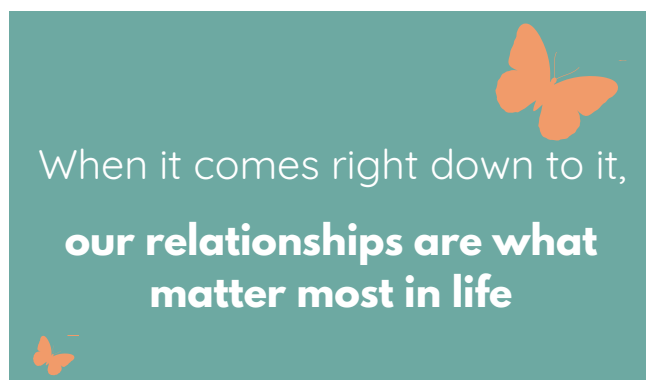
We warmly invite you to visit and see for yourself the vibrant, welcoming community that makes William Leech a special place to learn and grow.

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 LEARNING SUPPORT ASSISTANT LEVEL 2

RESPONSIBLE TO

Head of School & SENDCo

LOCATION

The Cabin at William Leech

SALARY

Band 3

MAIN RESPONSIBILITIES/DUTIES

The purpose of this role is to work with teachers as part of a professional team to support teaching and learning for SEN pupils. Providing learning and personal support to pupils who need particular help to overcome barriers to learning, such as those with moderate and severe learning difficulties and/or behavioural, social, communication, sensory or physical disabilities.

To work under the instruction/ guidance of teaching/ senior staff to undertake work/ care/ support, 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 and may include preparation, and maintenance of resources and support to staff and pupils.

SUPPORT FOR PUPILS

1. Implement planned learning activities/teaching programmes as agreed with the teacher differentiating and adapting learning programmes to suit the needs of allocated pupils with SEN

2. Plan and evaluate specialist learning activities with the teacher, writing reports and updating records as required.

3. Work with pupils on therapy or care programmes, designed and supervised by a therapist/care professional

4. Monitor, assess, record and report on development, progress and attainment, as agreed with the teacher, drawing any problems which cannot be resolved to the attention of the teacher

5. Select and adapt appropriate resources/methods to facilitate agreed learning activities

6. Be involved in planning, organising and implementing pupil support plans for EHCP pupils including attendance at, and contribution to, reviews.

7. Attend pupils' personal needs including toileting, hygiene, dressing, drinking and eating, as well as help with social, welfare and health matters. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate

8. Understand and support independent learning and inclusion of all pupils as required.

9. Work with pupils on therapy or care programmes, designed and supervised by a therapist/care

10 Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training

SUPPORT FOR TEACHERS

1. Take the Lead when inducting students into the classroom.

2. Liaise regularly with teacher and all appropriate professionals about student's conduct and behaviour, progress and emotional well-being

3. Attend relevant in-service training and professional development courses.

4. Understand and implement academy policy in all areas, including policies relating to child protection, health, safety and security, confidentiality and data protection, behaviour and uniform regulations.

JOB DESCRIPTION

SEN TEACHING ASSISTANT

SUPPORT FOR TEACHERS

5. Be aware and support differences and ensure all pupils have equal access to opportunities to learn and develop.

6. Assist with break-time and lunch-time supervision including facilitating games and activities

7. Advise and assist pupils in the proper use and deployment of complex personal and learning aides and equipment

8. Be responsible for the preparation, maintenance and control of stocks of materials and resources

9. Update student records.

10. Participate in evaluation and give feedback.

11. Establish and maintain relationships with families and carers and other adults, e.g. speech therapists.

12. Contribute to reviews of student's progress.

13. Supporting and attending whole Trust and school events.

14. Contributing to the school duty rotas.

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



PERSON SPECIFICATION

EXPERIENCE

ESSENTIAL

- Experience of providing specialist support to students in an inclusive environment
- Experience of working with children who have speech and language needs and are behaviourally challenging or socially withdrawn
- Experience in planning programmes of support that incorporate variety, interest and pace
- Experience in keeping succinct records of involvement



DESIRABLE

- Experience of working with young children with speech, language and communication needs and those with a diagnosis of Autistic Spectrum Disorder would

PERSON SPECIFICATION

SKILLS AND COMPETENCIES

ESSENTIAL

- Able to work independently and show initiative or as part of a team
- Good communication skills
- Good time management and organisational skills
- Ability to stay calm under pressure
- Ability to show empathy and understanding
- Ability to work with children who have experienced early childhood trauma.
- Good interpersonal skills with children and adults
- Is able to gain the confidence of children who are behaviourally challenging or socially withdrawn
- Able to plan programmes of support that incorporate variety, interest and pace
- Is able to keep succinct records of involvement



DESIRABLE

- Makaton skills would be an advantage

“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

- NVQ Level 3 in supporting teaching and learning or equivalent
- Minimum of 5 GCSEs at grade C (including Maths and English)
- Commitment to helping provide a high quality service to children and families
- Willingness to participate in training and development



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HOUSE ON
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Matthew 7:24



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