

Recruitment Pack

Early Years Class Teacher



Welcome

Thank you for your interest in the role of Early Years Class Teacher at West Lea School.

We are seeking a dynamic individual, who will continue to inspire and motivate our staff and support and encourage our pupils to make excellent progress, whatever their starting point or situation. We are looking for a person who can demonstrate vision, resilience and empathy and can evidence the capacity to deliver both high support and high challenge.

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The salary is MPS/UPS (Outer London) dependent on experience and this is a full time, permanent post.

We want you to feel comfortable and confident in applying for the role and to provide you with the information you need to decide whether it's right for you. We welcome questions and would love to show you around.

To apply, please visit our website at the following link www.westleaschool.co.uk, and click vacancies. The deadline for applications is Friday 16th June 2023, 12pm. Interview date to be confirmed.

The successful person will start September 2023.

West Lea School is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be subject to a full Disclosure and Barring Service (DBS) disclosure and checks regarding proof of ID, medical clearance and the right to work in the UK.

If you require the pack in a different format, would like to visit us or have any questions, please contact the People and Culture Team at humanresources@westleaschool.co.uk

We look forward to hearing from you.

Good luck!

Please also visit our website and the websites of our partner charity and trust, which will give you a further feel for who we are and what we do.

www.westleaschool.co.uk | www.learningforlifecharity.co.uk |
www.enterprisecooperativetrust.org.uk



Purpose of the role

A teacher at West Lea School is someone who knows what is important to them and who uses their values, and those of the school, as a guide and a motivator. We are looking for an exceptional candidate who:

- Has a commitment and passion to work with pupils with a wide and diverse range of SEN and can embrace the school's vision, aims and ethos of 'Learning for life'.
- Is an exceptionally enthusiastic and committed teacher to manage and motivate children and staff, and can lead, motivate and inspire their class team to raise standards in learner outcomes

About our school | key facts

Based in Enfield, West Lea is a school that provides education to children and young adults with special educational needs and disabilities, from the ages of 4 to 25.

We pride ourselves on creating an inclusive environment where everyone feels welcome. Our four campuses – Meridian, Haselbury, Learning for Life and Horizon – serve nearly 450 learners and are home to 220 employees.

A strong community that works together with the common goal of helping each other to flourish, our learners leave equipped with a 'suitcase of skills' that help them to progress onto further education and work. We're a disability confident employer that's Investors in People accredited, with firmly held values placed at our core.

- Our origins are humble. We opened in 1938 as an open air school for 'delicate' children
- Our modern-day growth journey began in 2014, starting with 80 learners on a single site
- We now cater for students with a range of complex special educational needs and disabilities
- We've grown rapidly in response to increased demand across the borough of Enfield
- Our four campuses serve nearly 450 learners aged 4 to 19 and 25 learners aged 19 to 25
- Throughout their journey, learners develop vital life skills as well as achieve academically
- We actively prepare learners for adulthood, further education and the workplace
- Our provision includes the Attendance Support Service (ASU), Home Tuition Service and a post 16 bridging programme that enables learners to go to a local college
- Our Travel Training Programme enables many learners to travel confidently and independently
- Learners gain work experience with local employers and through our partnership with the Learning for Life Charity (LFLC)
- Our Supported Internship Programme gives young people aged 16 to 25 an opportunity to work
- 80% of our interns get jobs and 90% retain them
- We're a founder member of the Enterprise Cooperative Trust in Enfield borough



Our why, what and how

In September 2021, we developed our strategic framework. It's a simple picture of a school with a roof, four pillars and foundations.

Our strategic framework describes why we exist, what we're here to do and how we're going to do it. It's a roadmap that helps us to make the right decisions.

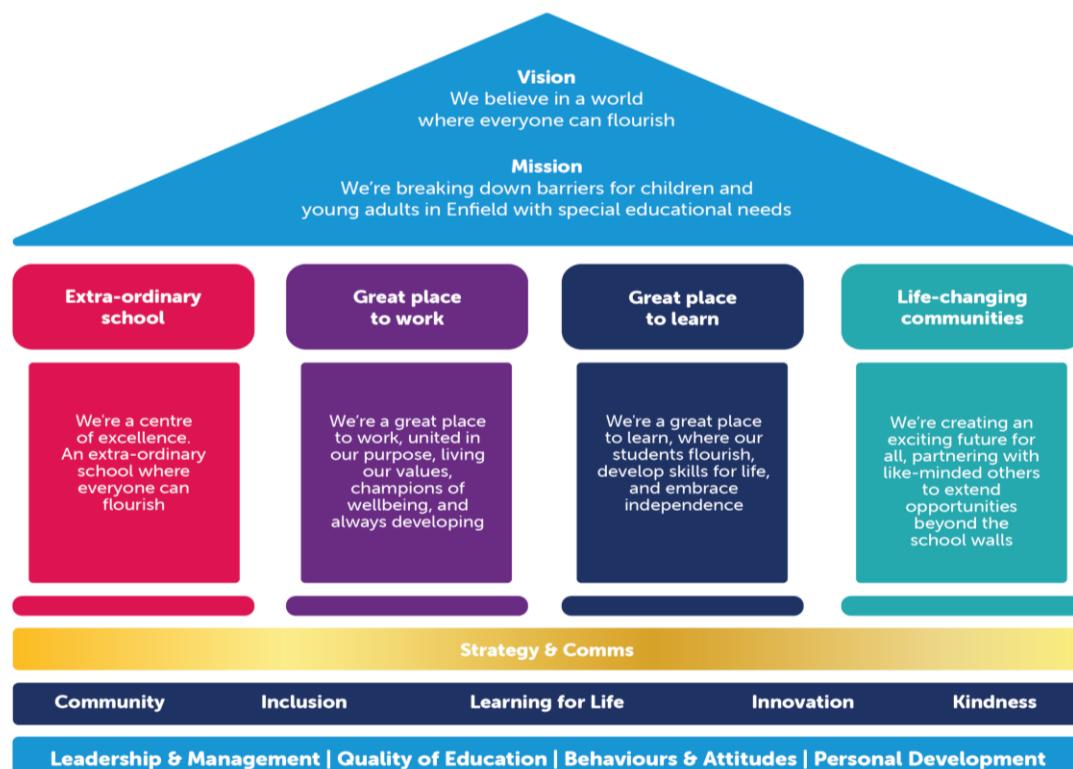
It's a useful model that sets out our long-term, high-level school development plan on a page, which we'll be working on for many years to come.

Our vision, mission and values guide, inspire and unite us. Our vision sits at the top of the model and explains the world we believe in; a world where everyone can flourish.

Our mission sits directly beneath it and describes what all West Lea staff are committed to doing every day, which is breaking down barriers for the learners in our care.

The average person spends 99,117 hours of their life at work (Gallup, 2022). We believe that a good life is one where you spend this time doing something fulfilling and making a real difference to people's lives. That's what West Lea is all about.

It feels great knowing that what we do each day is helping our people, learners and families to flourish.



Our vision and mission

Our vision, mission and values guide, inspire and unite us.

OUR VISION

We believe in a world where everyone can flourish.

OUR MISSION

We're breaking down barriers for children and young adults in Enfield with special educational needs.

Our values

LEARNING FOR LIFE

Helping learners succeed beyond the classroom, both now and in the future. Equipping them to overcome challenges and embrace opportunities by developing skills, confidence and independence. Preparing them for adulthood, further education and the workplace.

COMMUNITY

Creating a united and supportive environment where we're one big family working together so everyone can flourish. Reaching into the local community to provide opportunities for learners beyond the school gates.

INCLUSION

Creating a place where everyone is welcome, where no one feels isolated or alone and opportunities are open to all. Teaching, inspiring and supporting learners to play an active role in home, school and community life.

INNOVATION

Helping learners to reach for the stars, overcome challenges and break down barriers. Ensuring educators, employers, parents and carers think differently, positively and creatively to see beyond the present and embrace new possibilities.

KINDNESS

Making kindness our default setting, recognising its power to boost someone's day or change their life. Encouraging learners to be kind and compassionate to themselves and others in a world that may otherwise judge and exclude.

community
inclusion
learning for life
innovation kindness

Beyond the classroom

West Lea is an outward looking and 'extra' ordinary school.

We actively look to learn from and partner with likeminded people and organisations both across and beyond the Enfield borough, recognising that this will help us to realise our vision of a world where everyone can flourish and our ambition of creating life-changing opportunities for our learners and their families.

Whilst our curriculum is broad and aspirational, we wanted to do more to break down barriers by extending our reach beyond the traditional classroom. This ambition led to the birth of the Enterprise Cooperative Trust (ECT) and the Learning for Life Charity (LFLC), which are important partners to the school.

THE ENTERPRISE COOPERATIVE TRUST (ECT)

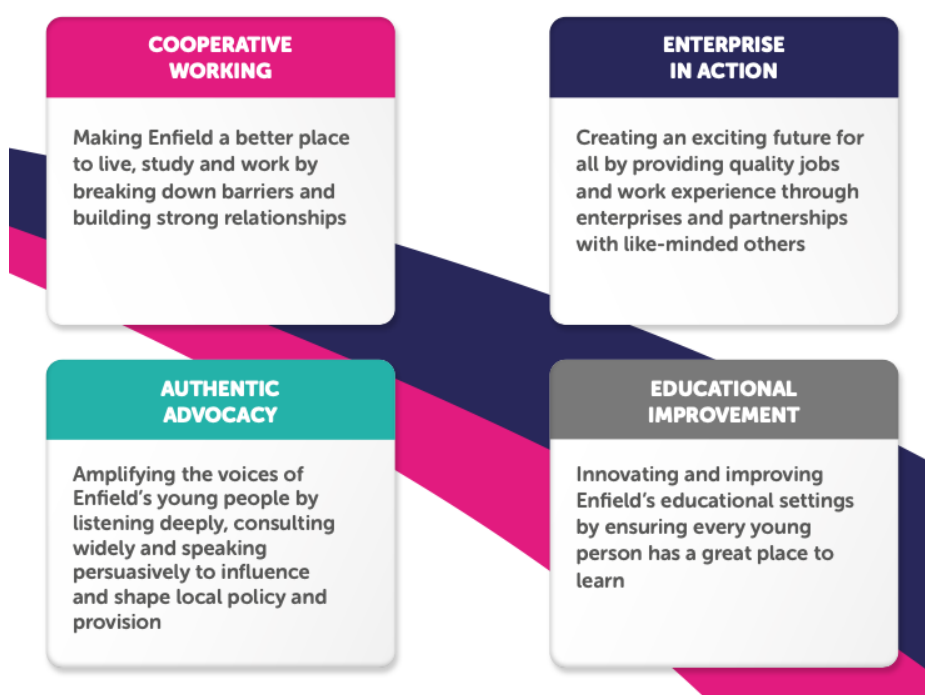
A not-for-profit cooperative, the ECT launched in June 2022.

Together, like-minded partners from education, charities, community interest groups, business and local government address key problems in the Enfield borough.

The brainchild of West Lea leaders and local charity partners, the ECT aims to use partnerships and projects to raise standards in local schools and create life-changing opportunities for young people who face significant challenges.

Being a member of the ECT enables us to look at education in a different and collaborative way.

The trust has aims in four key areas:



THE LEARNING FOR LIFE CHARITY

Founded in 2014 to expand and build upon the life and work skills training provided at West Lea, the LFLC is a partnership between our school and the local community.

Through its social enterprises and projects, LFLC offers an alternative setting in which learners can gain valuable life, social and work experience, benefitting our students, students from local schools and colleges, and other young people in the borough who have been affected by illness, disability or poverty.

LFLC also provides volunteering opportunities for members of the local community who are looking to reintegrate into the workplace.

In-life projects include a programme of social events, two charity shops, an eBay store, furniture upcycling, a coffee cart for retail and barista training, and a post-employment service that provides needs-based 'Access to Work' funding and support to young people who are undertaking a Supported Internship.

A shared ethos

The school, charity and trust have a shared ethos of empowering every young person and child to be as independent as possible – what we call, 'Learning for Life.'

'Learning for Life' is based on the following principles:

- We create experiences that enable disadvantaged children to participate in mainstream activities in school and the local community
- We create a stimulating learning environment, tailoring teaching and learning to meet each young person's needs
- We enable learners to be as independent as possible, helping them to develop a 'suitcase of skills' so they reach their potential and are prepared for adulthood
- We treat children as individuals, involve them in making decisions, respect their feelings and foster their overall wellbeing
- We help young people to experience success, develop self-esteem, and be recognised and celebrated for who they are as well as what they can do

Early Years Class Teacher

Job Description

MAIN PURPOSE

- As an early year's teacher, you'll need to: motivate and stimulate a child's learning abilities, often encouraging learning through experience
- Provide pastoral care and support to children within a secure learning environment
- Assist with the development of a child's personal, social, language and physical coordination abilities
- Develop and produce visual aids and teaching resources
- Encourage mathematical and creative development through stories, songs, games, drawing and imaginative play
- Help children develop curiosity and knowledge
- Work with others, including teaching assistants and nursery nurses as well as volunteer helpers, to plan and coordinate work both indoors and outdoors
- Share knowledge gained with other practitioners and build and maintain relationships with parents
- Observe, assess and record each child's progress
- Ensure the health and safety of children and staff is maintained during all activities, both inside and outside the setting
- Keep up to date with changes in the curriculum and developments in best practice
- To maintain assessment records and report on pupils' progress to all stakeholders, in accordance with school policy
- To carry out the professional duties of a teacher as set out in the current edition of the Teachers' Standards and the School Teacher's Pay and Conditions Document

PLANNING, TEACHING AND CLASS MANAGEMENT

- To ensure well sequenced planning in accordance with National and School Curriculum Policies, in co-operation with colleagues and the wider senior team, to ensure that students experience a broad and balanced curriculum that prepares them for the next step in their learning journey
- To ensure a close match between the learning experiences offered and the individual needs of the learners in the class, so as to give each learner a personalised opportunity to achieve to the maximum of their potential
- To effectively lead and develop all support staff within the class in the best interest of the pupils through collaborative working and Partnering for Performance (P4P)
- To provide clear, structured lessons, maintaining pace and challenge
- To use a variety of teaching strategies, considering the different learning styles of learners, ensuring high levels of pupil interest and promoting communication and independence

- To set high expectations for pupils learning and behaviour and use effective strategies to promote positive behaviour
- To ensure that the majority of students' work is closely linked to first-hand practical experience and provide opportunities to practise these skills in real- life contexts
- To provide students with opportunities to lead their own learning and become independent thinkers and learners
- To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation and ensuring displays effectively support student learning
- To foster each student's self-image and esteem and establish relationships which are based on mutual respect, ensuring every student has a voice
- To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning
- To work closely with colleagues to undertake medium- and short-term planning
- To liaise with professionals and external agencies where required to support pupil learning and development
- To take responsibility for the line management of other adults in the classroom
- To constantly review the impact of learning through formative processes
- To take up the opportunity for continuous professional development through self-directed reading, courses and in-service training in line with a personal learning plan
- To undertake any other reasonable and relevant duties in accordance with the changing needs of the school

MONITORING, ASSESSMENT, RECORDING, REPORTING AND ACCOUNTABILITY

- To plan, coproduce and monitor each individual learners personalised learning plan (PLP) with all key stakeholders
- To assess learners progress, maintain records and provide written reports to parents and carers in accordance with school policies/qualifications
- To develop supportive relationships with the families of students in the class and communicate and consult with parents and carers regularly
- To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and relationships and behaviour are promoted
- To take responsibility for the line management of other adults in the classroom
- To liaise with support staff, both schools based, from the local authority and from other external agencies as required
- To take up the opportunity for continuous professional development through self-directed reading, courses and in-service training in line with a personal learning plan

- To undertake any other reasonable and relevant duties in accordance with the changing needs of the school
- To actively participate and contribute to the campus and whole campus CPD to support continued school improvement.

GENERAL REQUIREMENTS

- Contribute to the wider life of the school, Learning for Life Charity and Enterprise Cooperative Trust
- Carry out any other reasonable duties and responsibilities at the request and discretion of the line manager
- Comply with school policies and procedures, seeking advice from your line manager if unsure
- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the London Child Protection Procedures and the school's safeguarding policy
- To support and implement the school and Local Authority's Equal Opportunities, Whistleblowing and Data Protection policies
- The key tasks listed above are only an indication of the main tasks required to be performed. It is not an exhaustive list of duties and responsibilities and may be amended following discussion to take account of changing circumstances.

Early Years Class Teacher

Person Specification

This person specification is intended to help candidates and governors in the appointment process. The governing board and leadership team recognise the importance of the role and will actively offer long term support, encouragement, realistic challenge and development. Applicants should be able to demonstrate a good knowledge of the following areas:

EXPERIENCE OF SUCCESSFUL TEACHING AND SCHOOL MANAGEMENT

	Essential	Desirable	Source
A teacher with high expectations and proven excellent classroom practice, in either a mainstream or specialist setting	✓		AF/I
Proven good behaviour management strategies, including experience of managing challenging learners	✓		AF
Knowledge and good understanding of safeguarding procedures	✓		AF/I
Teaching experience in more than one key stage		✓	AF/I
Experience of different communication approaches to support learners with SLCN and Autism		✓	AF/I
Experience of teaching a primary curriculum across a range of subjects (a primary practitioner). Subject specialism is desirable		✓	AF/I
Thorough knowledge and understanding of the Early Years Framework	✓		AF/I

TRAINING AND QUALIFICATIONS:

	Essential	Desirable	Source
Qualified Teacher Status (QTS)	✓		AF
Post qualification experience	✓		AF
Experience of involvement in recent professional development activities	✓		AF

Specific SEN knowledge or qualification		✓	AF
Recent participation in a range of CPD	✓		AF/I

SKILLS AND ABILITIES

Applicants should be able to demonstrate a good knowledge of the following areas:

	Essential	Desirable	Source
Proven ability in differentiating the curriculum	✓		AF
Ability to motivate children of differing abilities	✓		I
Ability to use ICT as a learning tool and for administrative tasks	✓		I
A willingness to be involved in extracurricular activities	✓		AF/I
Knowledge of assessment procedures	✓		AF/I
Demonstrate personal enthusiasm for and commitment to the learning process	✓		AF/I
Access, analyse and interpret information in order to raise standards	✓		AF/I
Knowledge and experience of specific SEN assessment procedures		✓	AF/I
Knowledge of factors relating to the development of SEMH difficulties and approaches to support the needs of these students		✓	AF/I

Applicants should be able to provide evidence that they have the necessary personal skills and abilities required by the post to:

	Essential	Desirable	Source
Are passionate about upholding and promoting the West Lea values	✓		AF/I
Has integrity with high personal and professional standards	✓		AF/I
A sense of humour	✓		I
Warmth and openness in relationships	✓		I
Ability to empathise with learners in and out of the classroom	✓		I
Sensitive to the needs of community members and able to provide support	✓		I
Resilience and ability to handle difficult situations and challenges	✓		I
Open minded and creative	✓		I
Able to use own initiative and innovate	✓		AF/I
Have the ability to enthuse and motivate others, as well as respect and value the different, experiences, ideas and backgrounds others can bring to teams	✓		I
Willingness to share expertise, skills and knowledge and take part in self evaluation	✓		I
Able to be flexible and adapt to change	✓		I
Good communication skills, orally and in writing	✓		I
Ability to manage own work load and meet deadlines	✓		I
Ability to speak with confidence to the school community in a variety of contexts		✓	I
Can motivate, encourage participation and lead others		✓	I

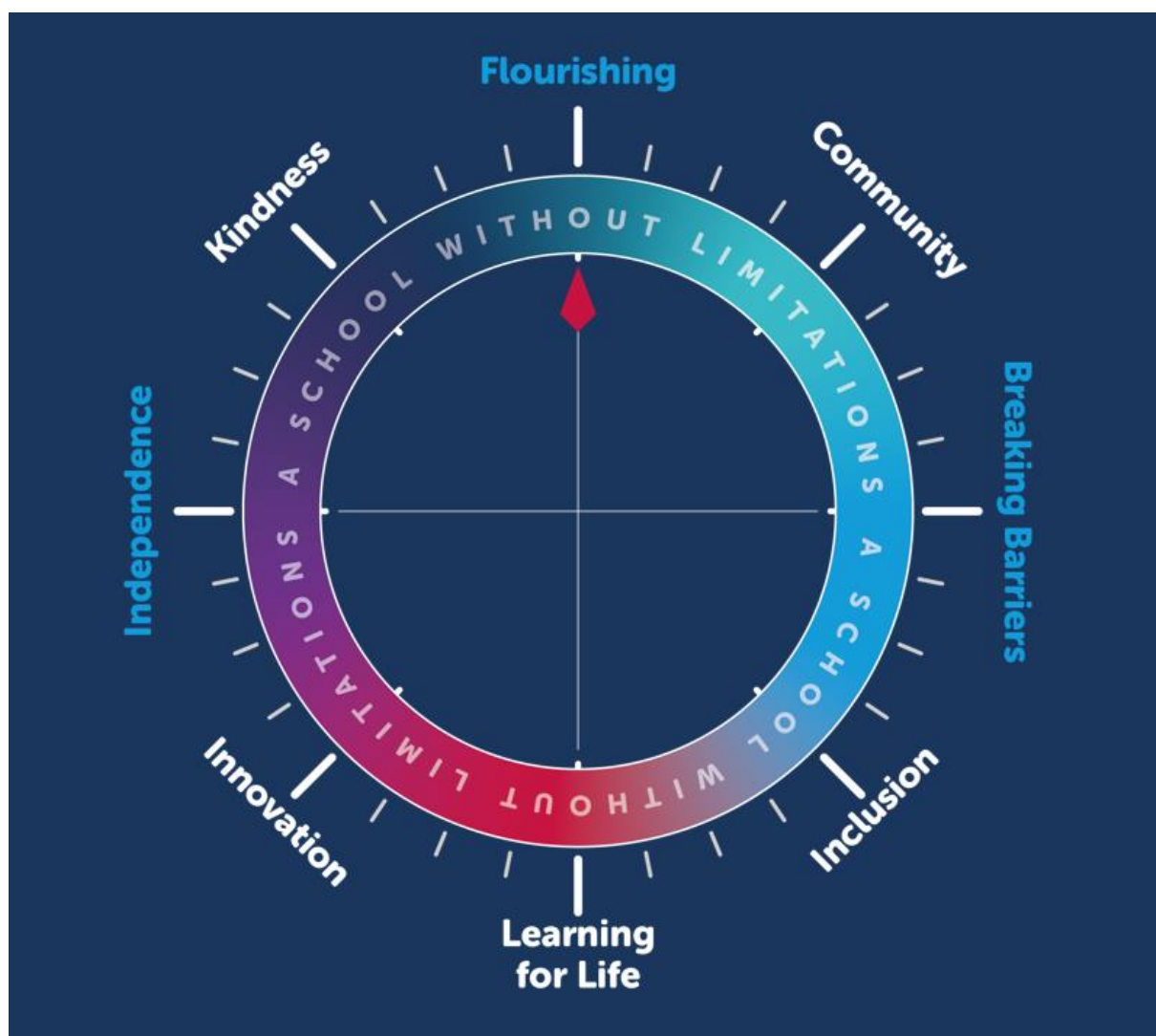
Our cultural compass

The four cardinal points (north, south, east and west) are Flourishing, Learning for Life, Breaking Barriers and Independence.

The latter isn't explicit in our vision, mission and values but runs throughout and is a key part of our curriculum intent. Our curriculum aims to equip learners with the knowledge and skills to flourish as adults, helping them, where possible, to live and work independently.

The intercardinal points are the other four values of Community, Inclusion, Innovation and Kindness.

We believe the more we connect our everyday decisions and behaviours to our compass, the more we reinforce and shape our culture for the better.





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