



Lighthouse
School Leads
Inspiring Bright Futures

Lighthouse School Leads

Inspiring Bright Futures

Recruitment Pack

SEN TEACHER

2024 - 2025 Academic Year



It is my pleasure to welcome you to our wonderful school.

I am proud and privileged to lead such a unique and innovative school. This is a school where students' special interests, social and communication skills, abilities, academic and life skills are mapped and further developed so destinations can be identified and targeted for each individual.

We deliver a broad, ambitious and balanced curriculum that enables all our students to make excellent progress and gain nationally accredited qualifications in Key Stage 4 and Key Stage 5.

Developing meaningful friendships and relationships is a life skill that is taught and developed in all aspects of school life, but is a particular focus in the Wellbeing and Speech and Language curriculum/sessions. We also take great joy in celebrating those "Wow" moments for our students when the impossible becomes the possible!

A key part of curriculum delivery is 'building aspirations' and employability awareness. We believe that the future is limitless, and optimism is key to our approach. We do this by exposing our students to a number of different employment sectors and experiences throughout their curriculum.

We also believe every day is a new opportunity and the chance to write a different story and this is fundamental to our compassionate approach to working with our students.

At Lighthouse School the staff body, senior leaders and trustees are devoted to making the difference for our students so they can reach their next steps and thrive in society.

We are a neuro-diverse staff team with a range of disabilities, diversities, strengths and weaknesses. We believe our staff should be role models to support our students to create their own pathway to success.

I would like to thank you for taking the time to be interested in working in our amazing school, and encourage you to take time to find out whether we are the right fit for your skills and experiences.

Emma Sullivan, Principal





RESPECT

Embracing uniqueness, equality, and ensuring all contributions are valued.



'Upon joining this school, I've gained many friends for life and gained myself the motivation to be more ambitious in life and frankly braver in my future endeavours. I simply thank those who worked closest to me at my time there.'

COMPASSION

Showing empathy and understanding of others' needs.

AMBITION

Taking risks, having adventures and aspiring to achieve great things.



HAPPINESS

Taking joy from developing and succeeding together.



INNOVATION

Striving for creative solutions, challenging perceptions, and inspiring positive change.

‘Our child has grown in confidence since starting at Lighthouse and loves coming to school. The school not only supports our child but us as a family.’

OPTIMISM

Realising our limitless destinations, now and in the future.

VERSITILITY

Exemplifying individualised and adaptive teaching and learning.

DEVOTION

Being dedicated to our people, our jobs, and our school community.



JOB DESCRIPTION

Job title:	Teacher of SEN	Salary grade:	£30,000 to £41,333 (M1 – M6) (suitable for ECTs) plus SEN Allowance of £1000
Contract type:	Permanent	Hours of work:	1.0FTE Lighthouse School is a DfE appointed Flexible Working Participant School and are open to offering a range of flexible working options. Please speak to HR if you wish to discuss this.

Responsible to: Deputy Principal

Job purpose:

Plan, deliver and assess engaging and creative lessons that develop a love of learning in students, to small groups of autistic students to GCSE level.

Teachers' performance will be assessed against the Teacher Standards 2012 as part of the appraisal process as relevant to their role in school.

Main Responsibilities:

- Plan and teach inspirational, specialist and highly differentiated lessons to KS3, KS4 and KS5 SEND classes.
- Using relevant data, plan and deliver a cohesive series of lessons (either on-site or virtually) that have purpose and inspire students to love their learning, planning to enable students to overcome barriers to learning at a level that sets an appropriate challenge.
- Develop a bespoke, enriching curriculum, which meets both the academic, and personal development needs of students, engages students, addresses their individual needs, and is conducive to desired positive future outcomes.
- Make accurate and productive use of assessment, to promote good student (academic) progress and emotional development, including EHCP objectives, ensuring accurate records are kept and student's work is marked to a high quality.
- Give students, parents/carers regular feedback, and encourage students to reflect on progress, identify their emerging needs, and to take a responsible and conscientious attitude to their own work.
- Have a clear understanding of the needs of all students and be able to use, and evaluate, distinctive teaching approaches to engage and support them.
- Provide a stimulating and well-structured learning environment suitable for students
- Share an enthusiasm for learning, encouraging a shared understanding of the contribution education can make to students' futures.
- Act as Form Tutor for a group of students, supporting students with their spiritual, moral, social and cultural development to enable them to thrive at school and in their own environment.
- Promote pupil progress through the effective deployment and coordination of support staff including STAs and TAs.

- Contribute to EHCP, student progress reviews, and attend relevant meetings.
- Play a full and active role in the development of the school including department and whole school development/improvement, being aware of and implementing national developments in best practice.
- Engage proactively with the school's performance development and review and supervision processes.
- Participate in, and take responsibility for continued personal professional development.
- Support the school through developing consistent approach to behaviour management, teaching and learning, marking, assessment etc; following relevant school policies.
- Check students' attendance and punctuality at each lesson, reporting absences and lateness promptly.

All staff responsibility:

Promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

The above responsibilities are not an exhaustive list and the post-holder will be required to undertake any other appropriate responsibilities and duties that may arise from time to time.

Any changes to this document will be made in consultation with the post-holder.

All staff responsibilities:

Behaviour and Safety

- Contributing to a safe, purposeful and stimulating environment for students, including supervising students as required at all times during the school day, and during extra-curricular activities, when required.
- Consistently encouraging appropriate behaviour in line with the school's Behaviour Policy.
- Ensuring all activities are undertaken within the framework of the school's risk assessments and policies (e.g. Safeguarding, Personal Care and Positive Handling, as well as Staff Code of Conduct).

Team Working and Collaboration

- Establishing, encouraging and maintaining good relationships with all stakeholders (parents/carers, colleagues, partner organisations), consistently demonstrating the values of the Lighthouse School.
- Working collaboratively as part of a team and providing help and support to other team members, ensuring the aims of the school are met.
- Participating in meetings, as appropriate.
- Supporting the effective running of the school by ensuring policies and procedures are understood and followed by self, colleagues, visitors and students.

Professional development

- Regularly reflecting on your own effectiveness in the role as part of the appraisal process and using feedback to refine your approaches where necessary.
- Improving personal practice through participating in training and development opportunities identified by the school and reflecting on their effectiveness.
- Participating in scheduled supervision and line management meetings.

Safeguarding Children and vulnerable adults

- Lighthouse School has a statutory and moral duty to ensure that the school functions with a view to safeguarding and promoting the welfare of children and young people studying at the school. The post-holder will be required to commit to the school's Safeguarding Policy and promote a safe environment for children and young people learning within the school.
- All posts are subject to an enhanced Disclosure and Barring Service (DBS) check. Having a criminal record will not necessarily bar an individual from undertaking the role, however, this will depend on the nature of the position, the circumstances and background of any offences.
- Promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Equality and diversity

- Promoting equality and diversity by abiding by the Equality and Diversity Policy of the school.

Health and safety

- It is the responsibility of all employees to co-operate with the school's Health and Safety Policy to provide a healthy and safe place to work.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • QTS/QTLS achieved. • Evidence of continuous INSET and commitment to further professional development. • 	<ul style="list-style-type: none"> • PGCE. • Team Teach qualification.
Experience	<ul style="list-style-type: none"> • Recent experience of teaching relevant subjects. • Experience of working with children with Special Educational Needs. • Experience of planning and assessment. • Experience of implementing academic intervention strategies to support students. • Experience of delivering a formal 	<ul style="list-style-type: none"> • Experience of teaching relevant subjects in the secondary phase. • Experience of working with autistic young people. • Experience of a specialist provision. • Experience of implementing recommendations from SaLT/OT or other relevant professionals.
Knowledge	<ul style="list-style-type: none"> • A commitment to Safeguarding, health and safety, data protection and equal opportunities. • Excellent classroom practitioner with a clear understanding of how children learn, and with a range of experience of teaching students with SEND. • Knowledge of effective curriculum development in KS3 and/or KS4. • Ability to use a range of classroom management and teaching strategies to engage students and promote progress. • Skilled in the use of strategies to support students with special educational needs (especially autistic learners) or able and committed to developing these skills in a short amount of time. • Ability to differentiate teaching to support all students and their SEND. • Commitment to parental and multi-professionals' involvement. • Ability to use Microsoft Office and other 	<ul style="list-style-type: none"> • Ability to demonstrate an up to date understanding of autism education, including relevant research and strategies to support. •
	•	•
	•	•

	<p>management skills, including effective prioritisation.</p> <ul style="list-style-type: none"> Physical ability to be able to Team Teach due to the nature of our setting (training will be given). 	<ul style="list-style-type: none">
Attitude	<ul style="list-style-type: none"> A commitment to the whole school philosophy and a desire to continually strive for improvement. To be positive, sensitive, resilient, enthusiastic, trustworthy, respectful of confidentiality and promote a good image of the school in the wider community. Shows a high level of resilience for working with pupils with ASC and challenging behaviour. Ability to work flexibly and co-operatively as a member of the school team. Solution focussed approach to problems. Ability to work effectively with young people from different social, cultural and ethnic backgrounds. Ability to undertake the duties of the post with reasonable adjustments as required under the Equality Act 2010. 	<ul style="list-style-type: none"> Ability to see the positive in the difficult situations that sometimes arise.
Closing date for applications:		Friday 28 June at 09:00

To apply for this role, please complete a Lighthouse School Application Form available by visiting our website, or contacting HR@Lighthouseschool.co.uk. **If you will struggle to complete an application form and need adjustments, please contact the school and ask for the HR Department on 0113 4570605, who will be able to advise.**

Each application is shortlisted against the Job Description and Person Specification so please ensure you complete the application form in its entirety, providing sufficient information and a supporting statement in relation to these documents. The form is designed in line with safer recruitment practices and allows us to determine your potential suitability for the role and to carry out appropriate pre-employment checks.

If shortlisted you will be invited to interview. This will be with a least one member of the Senior Leadership Team, and a member of the HR team. We will discuss the role in more detail, give you a tour of the school, and carry out an interview to assess your experience and skill set as well as your overall suitability. You may be required to undertake further tasks dependent on the role applied for.

For those candidates shortlisted, we will request references in advance of any interviews and ask that you specify on the application form (where requested) if you do not permit us to apply for these prior to interview. You must also provide original copies of your qualifications and identity documents at interview to enable us to complete safer recruitment checks.

These include:

- **Enhanced DBS check** – we can apply for one of these on your behalf to include a **Children’s barred and Adult barred list check.**
- **Prohibited from Teaching check.**
- **A minimum of two references.**
- **Identity checks including right to work in the UK. You must provide 3 documents to cover the following:**
 - ⇒ Photographic Identification, e.g. passport or driving licence.
 - ⇒ Proof of right to work in the UK, e.g. current UK passport, UK Visa or UK Birth Certificate
 - ⇒ Proof of current address, e.g. a current driving licence or bank statement/ utility bill dated within three months or council tax statement dated within 12 months.

If you have worked or lived overseas for 12 months or more during the last 10 years you will also be required to provide a letter of good conduct from the police authority of the country you visited. If you cannot provide this, please contact the HR Department (by emailing: HR@lighthouseschool.co.uk) who will be able to advise you on other documents that can be used.

Following the interview process, the successful candidate will be offered the role conditional upon the outcome of the above vetting checks.

We look forward to receiving your application.

Lighthouse School Leeds was the fulfilment of a long-held dream. In September 2012, five families with children on the autistic spectrum set up the free school to create a learning environment where autistic young people could thrive, and where their needs were fully understood and met.

Today, that vision is a reality. Specialist teachers, teaching assistants and tutors now deliver a curriculum to ninety-plus students, within Arthington House, Cookridge, Leeds. Originally a Victorian hospital, it was extensively renovated after sitting derelict for many years and is now a state-of-the-art facility designed specifically for our students.



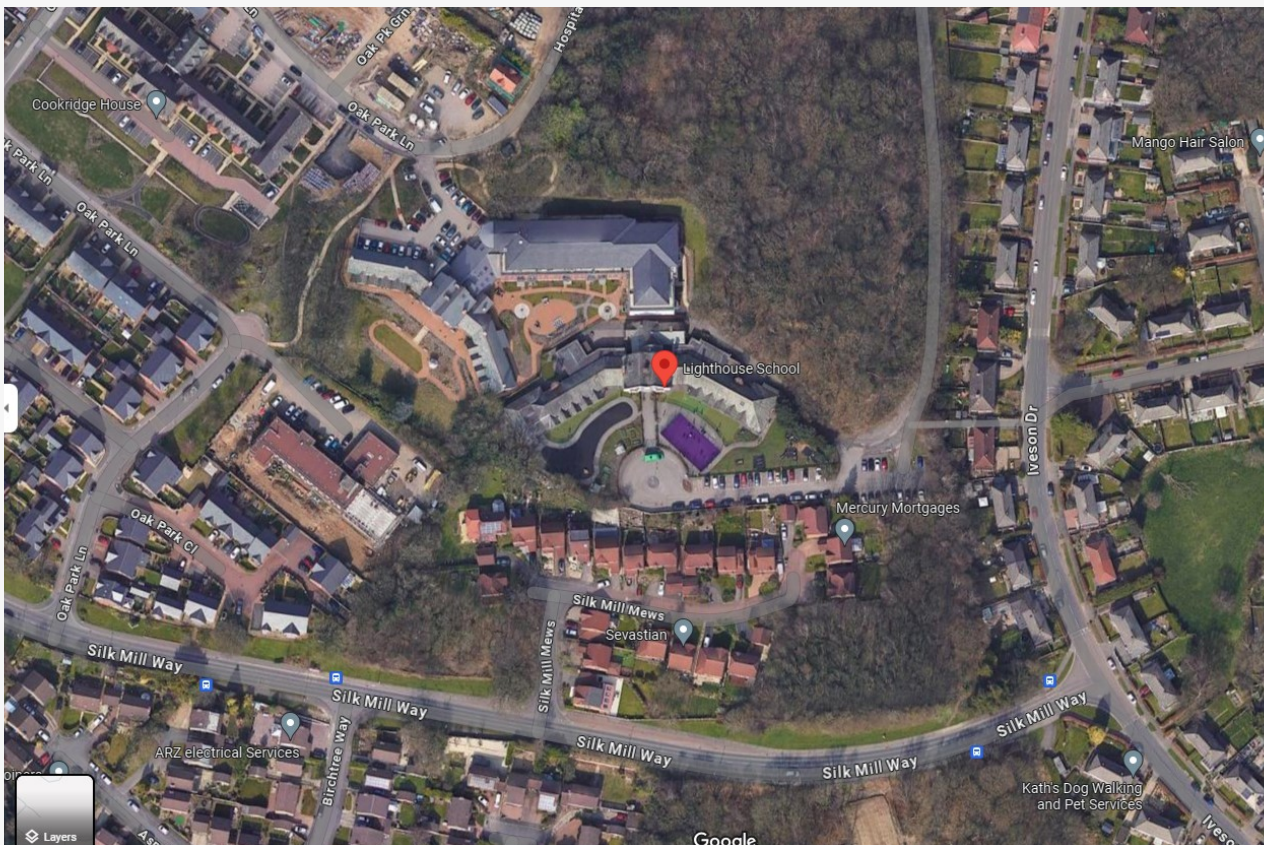
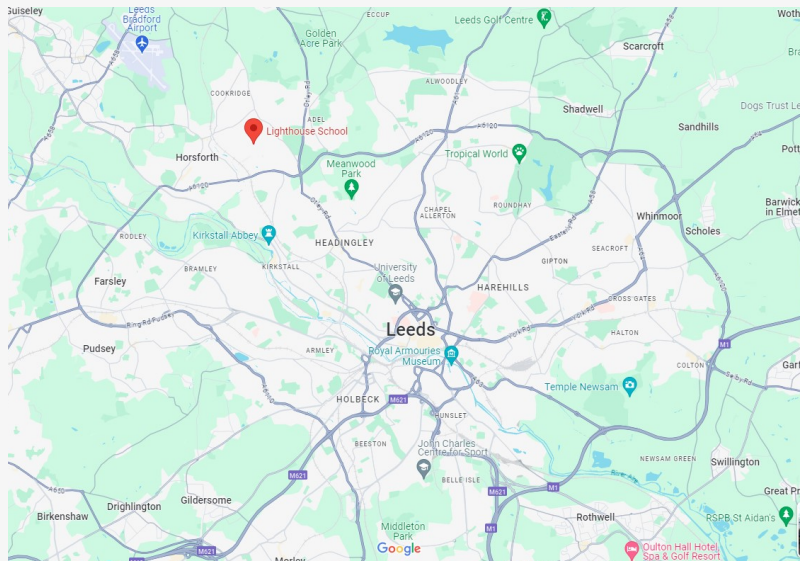
Our journey so far has been amazing and we are immensely proud of what our students have achieved. We are a 'Good' school with aspirations to be 'Outstanding' in the near future.

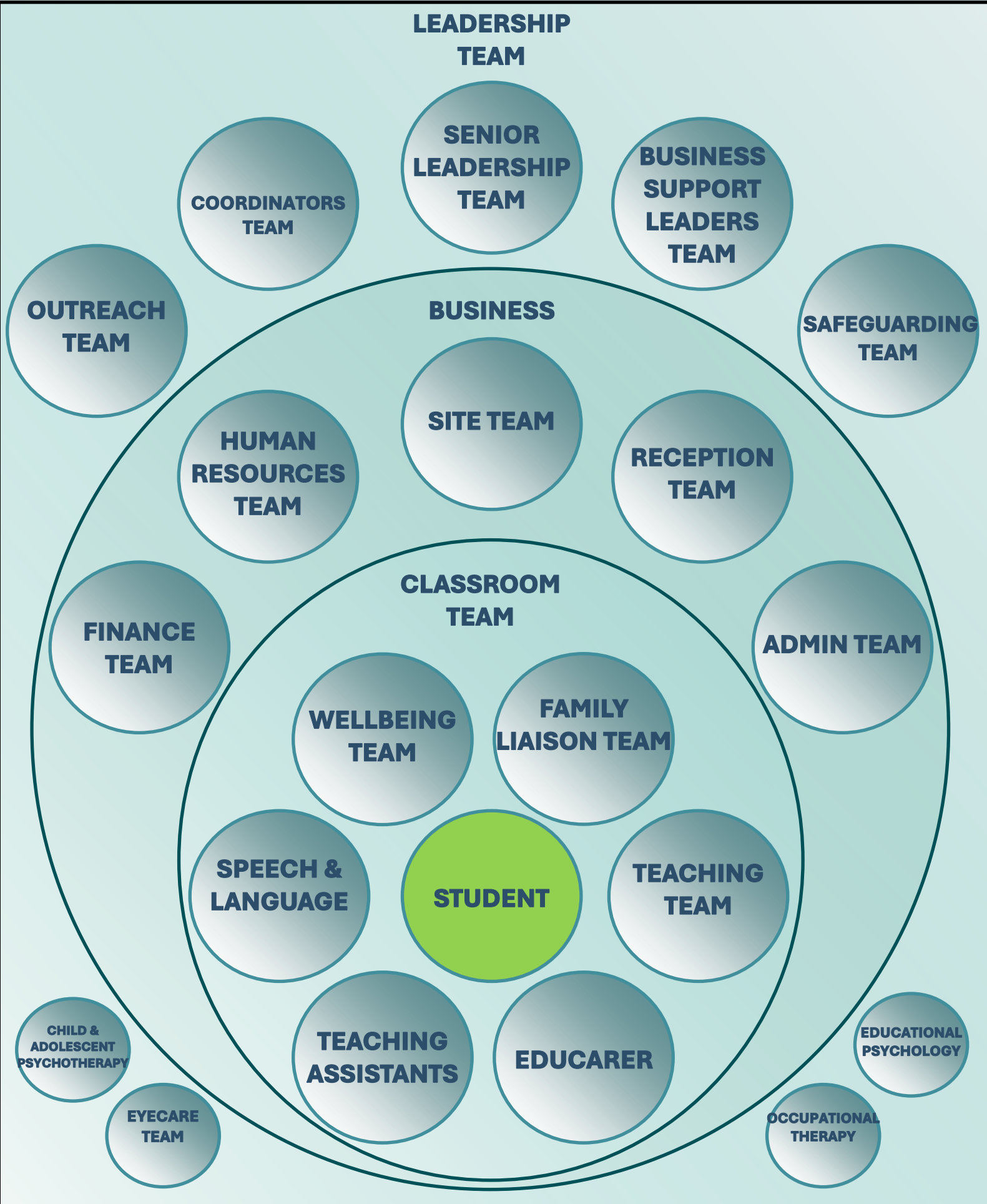
We provide a flexible learning environment, which reflects the bespoke needs of each and every one of our students. Ofsted (2023) recognised that the school has a calm but purposeful atmosphere, provides a highly ambitious curriculum, is well resourced, and leaders are tenacious when pursuing support for students. The harmonious school community is founded on respect and tolerance.

We ensure that our staff are well trained and are developed to be effective in their roles. They say their workload is manageable, and early career teachers are well supported.



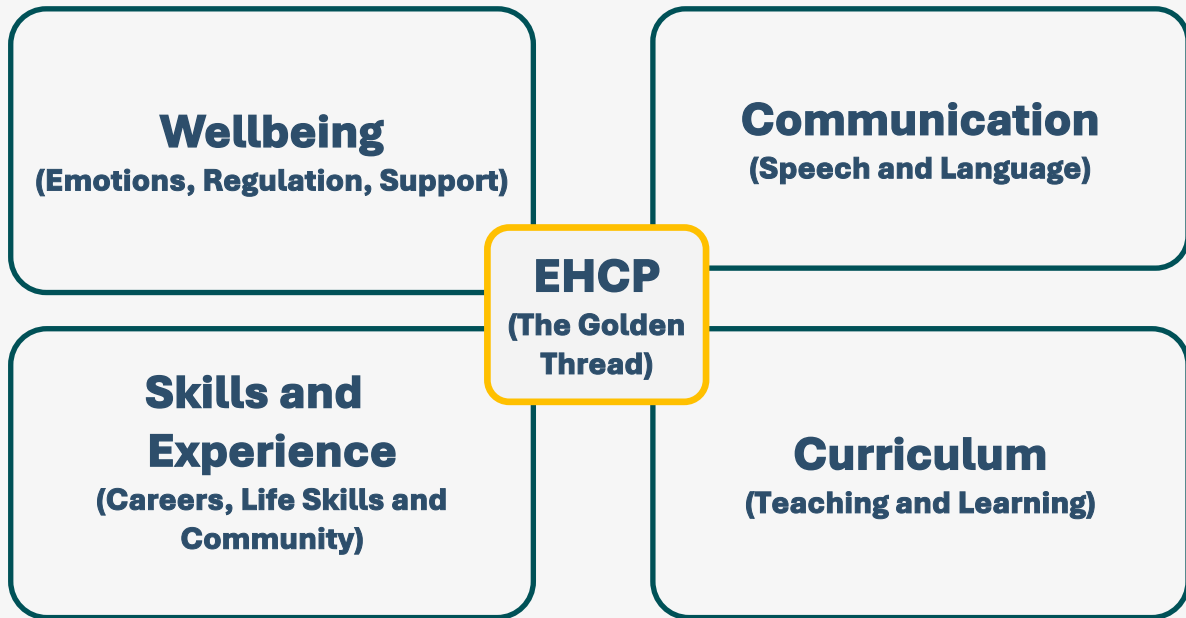
We are situated on the edge of woodland in the heart of Cookridge in North Leeds, just a 20-minute drive from Leeds City Centre on one side (with access to the M1 and M62) and on the edge of countryside on the other with the market town of Otley also just a 20-minute drive away. The spa town of Harrogate is also approximately 40-minutes drive, as is Ilkley. The school is close to local bus routes (19, 19A, 6) and the train (Horsforth Station).





We want the students at Lighthouse to be well cared for and well educated, and we have a large team of staff working together to support all areas of the students' lives whilst at school.

The four Cornerstones form the basis of our educational philosophy, and staff teams are based around these areas:



Staff work closely with external professionals, such as the Eyecare Team, Educational Psychologists, Child and Adolescent Psychotherapists, and Occupational Therapy on school site. We also liaise closely with other healthcare and welfare professionals, including the Schools Nursing Team, CAMHS, Social Care and Cluster Support.



We have high expectations for everyone at Lighthouse, staff and students alike. In order to ensure that our students receive the very best education, we have a full training programme for all staff.

Upon appointment at Lighthouse School, staff begin a comprehensive Induction Programme, which includes:

Principal's Welcome
 Safeguarding Training
 Health & Safety Guidance
 HR Support

Understanding Autism
 SEN & EHCP Process
 Online Training through Smartlog
 GDPR induction through Veritau

Across the year, all staff undertake yearly updates in a number of key areas. There are 5 full training days across the year, and meetings and seminars each week which keep staff up to date with new research, school policies and procedures, and student centred information. These include:

Cornerstones training:

- Speech and Language (Cornerstones)
- Wellbeing (Cornerstones)
- Curriculum (Cornerstones)
- Skills & Experience (Cornerstones)

Role specific training:

- TeamTeach (positive handling)
- First Aid
- Mental Health Awareness
- Personal Care
- Medical and Additional Special Educational Needs (including deaf awareness, dyslexia, ADHD, epilepsy, asthma, diabetes etc.)
- Reception systems and processes
- Invigilator training for examinations



Early Careers Teachers are fully supported through a comprehensive mentoring and training package with Red Kite Alliance.

More information on training can be sought from training@lighthouseschool.co.uk.

Our [staff testimonials](#) on the recruitment section of our website will give your more insight into working at Lighthouse School.

100% of staff said they enjoyed working at Lighthouse in a recent survey (March 2024). The Leadership Team recognises that working in special education can be emotionally challenging, and a wide range of support and wellbeing services are available to our staff.

These include:

- School sick pay and leave of absence entitlements.
- Access to a range of free health care services through our Employee Assistance Programme, including, mental health services and physiotherapy, menopause support, access to a GP, free flu vaccinations and free eye tests for VDU users.
- Mental health and wellbeing support. Our staff say they feel supported by the leadership and Mental Health First Aider teams.
- Active staff Wellbeing Working Party, who arrange a number of [staff perks](#) such as weekly parking raffle, staff 'Shout Outs' and awards, secret buddy scheme and more!
- Staff Neurodiversity Working Party who work with the Senior Leadership Team and HR to ensure Lighthouse is an inclusive environment for all staff.

We are committed to the equal treatment of all current and prospective employees and do not condone discrimination on the basis of age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity, or marriage and civil partnership.

We aspire to have a diverse and inclusive workplace and strongly encourage suitably qualified applicants from a wide range of backgrounds to apply to join us and positively encourage you to choose a career at our inclusive school.

We are also a DfE appointed Flexible Working Participant School and are open to offering a range of flexible working options. Please share your preferences with our HR colleagues at your earliest opportunity in order for these to be fully considered.

Should you have a disability or health condition that requires workplace adaptations in order for you to work comfortably and remain in work please visit:

<https://www.gov.uk/access-to-work/apply> as you may be eligible to funded interventions through Access to Work.





Lighthouse School Leeds

Inspiring Bright Futures ...

Information correct as of May 2024