



Recruitment Pack

Computing Teacher



Welcome

Thank you for your interest in our Computing Teacher role.

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 aim to enable learners to participate and develop their abilities with our inclusive and needs based classroom practice with a joined-up approach to relationships, behaviour and teaching and learning.

Class Teams, (Teachers, HLTA and TAs), work together to break down barriers through their use of our personalised, adaptive and inclusive curriculum. Class Teams enable learners to enjoy a range of activities that broaden their horizons as well as developing future proofed skills.

Who we are looking for

We're looking for an exceptional candidate with the following attributes:

- Committed and passionate about working with learners with a wide and diverse range of SEN and can embrace the school's vision, aims and core value of 'Learning for life'
- An exceptionally enthusiastic and committed teacher who can motivate our learners and lead and inspire their class team to raise standards in learner outcomes
- An advocate for our learning for life approach, which puts developing independence and life skills at the heart of our curriculum alongside ambitious academic expectations
- A role model who is aligned with our values
- A lifelong learner who continues to develop and grow, personally and professionally
- Works well with others: we're one school and one team

Who it would suit?

We are seeking an innovative and dynamic individual, who will continue to inspire and motivate our staff and support and encourage our learners to make excellent progress, whatever their starting point or situation. We are looking for a person who can demonstrate vision, resilience and empathy, who embodies our core value that we are all 'learning for life'. We are a 'values based' organisation and, as such, we expect our staff to embody our values. You share in the belief that all our learners can achieve and through working as a community with kindness, you are committed to ensuring all have positive futures.

Key relationships

An Assistant Headteacher at your campus will be your line manager. You will also lead your class team and will be pivotal in their development.

Pay and benefits

This is a full-time permanent position MPS/UPS (Outer London – dependent on experience) £36,413.00 - £53,994.00.

We also have an attractive employee benefits package, including:

- Pension scheme with 23.68% employer contributions
- Opportunity for flexible work hours
- Supportive learning culture with funded continuous professional development (CPD)
- Professional networking opportunities
- Employee Assistance Programme (EAP)
- Opportunity to make your mark in a highly rewarding and meaningful role

How to apply

Visits to see us in action are warmly welcomed and encouraged.

To apply, please visit our website www.westleaschool.co.uk and click on vacancies.

The deadline for applications is midday on Monday 10th March 2025

We will be shortlisting as and when we receive applications, and successful applicants will be contacted as and when applications are received. We reserve the right to close the vacancy once a suitable candidate has been found.

This role would suit a teacher with either a primary or secondary/post-16 background with a strong passion in computing and technology. We are looking for someone who wants to nurture our learners' creativity and help develop their skills to thrive in a digital world.

The successful person will start in September 2025 (an April 2025 start is an option where possible).

We're committed to safeguarding and promoting the welfare of children and young people. All our employees are subject to full Disclosure and Barring Service (DBS) checks, and we need proof of ID, medical clearance and right to work in the UK.

If you require the pack in a different format or there's anything we can do to help, please email people.team@westleaschool.co.uk

The school at a glance

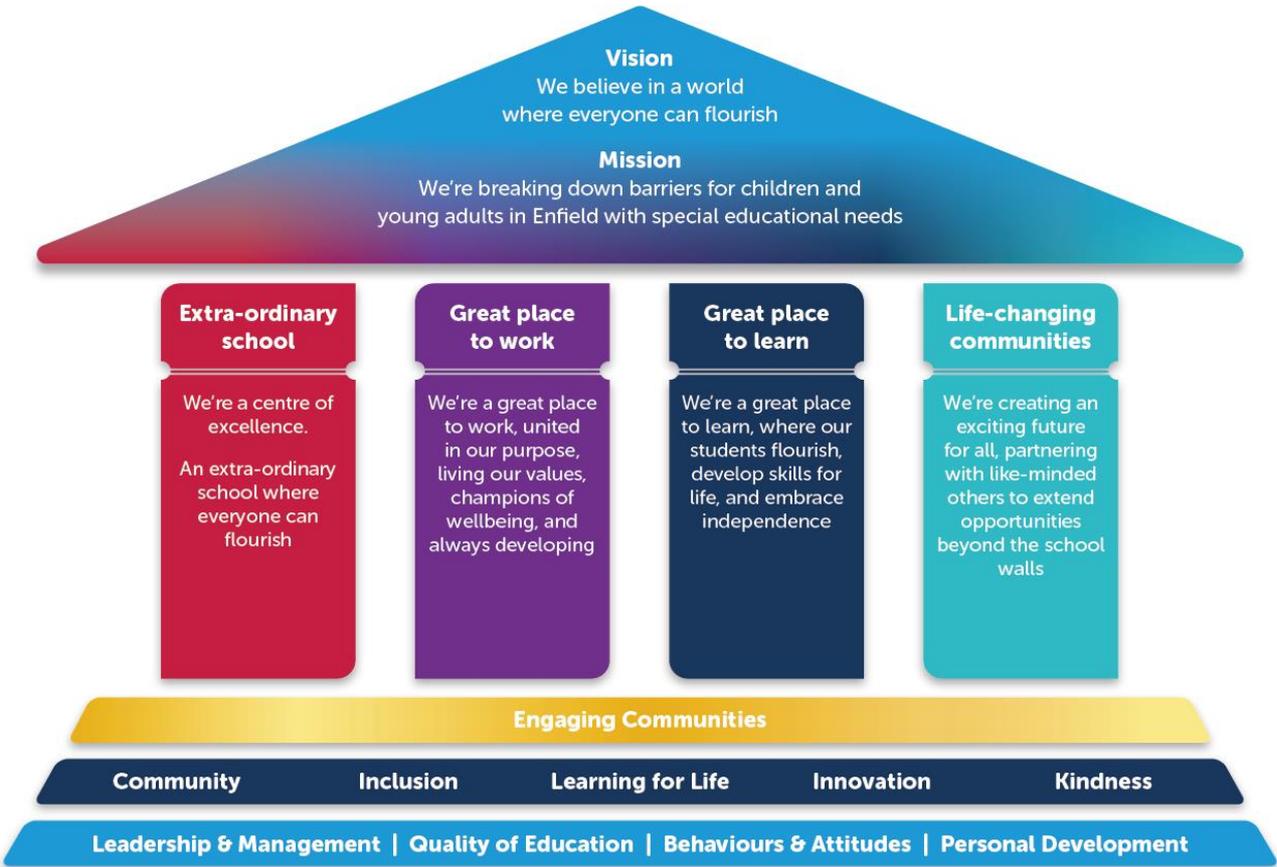
- There has been a school at Haselbury Road since 1938.
- In 1970, this changed into a special school.
- In 2014, there were 80 learners on a single site. We've grown a lot since then.
- We cater for students with a range of complex special educational needs and disabilities.
- We've expanded rapidly in response to increased demand across the borough of Enfield.
- Our four campuses serve more than 500 learners aged 4 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 an Attendance Support Service (ASU), Home Tuition Service and a post 16 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 Learning for Life Charity.
- Our supported internship programme gives young people aged 16 to 25 the opportunity to work. 80% of interns get jobs and 90% retain them.
- We're a founder member of the Enterprise Cooperative Trust.

Our strategic framework

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

It helps us describe why we exist, what we're here to do and how we're going to do it. Think of it as a roadmap that guides our decisions and keeps us on the right path.

It's a useful model that frames our long-term, high-level school development plan on a page. We'll be working on this plan for many years to come, so it is important we understand it.



Vision, mission and values

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

OUR VISION

We believe in a world where everyone can flourish.

This is our vision statement. It explains why we exist. It's our guiding star and something we aspire to. It's future focused, bigger than our school and describes the world we want to belong to. It unites the school with the organisations in our wider family: the Enterprise Cooperative Trust and Learning for Life Charity.

OUR MISSION

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

This is our mission statement. It describes the 'business' we're in and what we're focused on doing today and every day. It's grounded in the here and now, reminding us of who we serve and what we do in pursuit of our vision.

OUR VALUES

We have five values. Like our vision and mission, they guide, inspire and unite us.

Success comes from the things that we do and how we do them. How we do things is about the way we work together, support each other and behave.

Our values are the behaviours that we hold most dear – that's why we have them. Our lead value is Learning for Life, which runs through the school like the words in a stick of seaside rock.

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

We're 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 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 our school partners: the Enterprise Cooperative Trust (ECT) and Learning for Life Charity (LFLC).

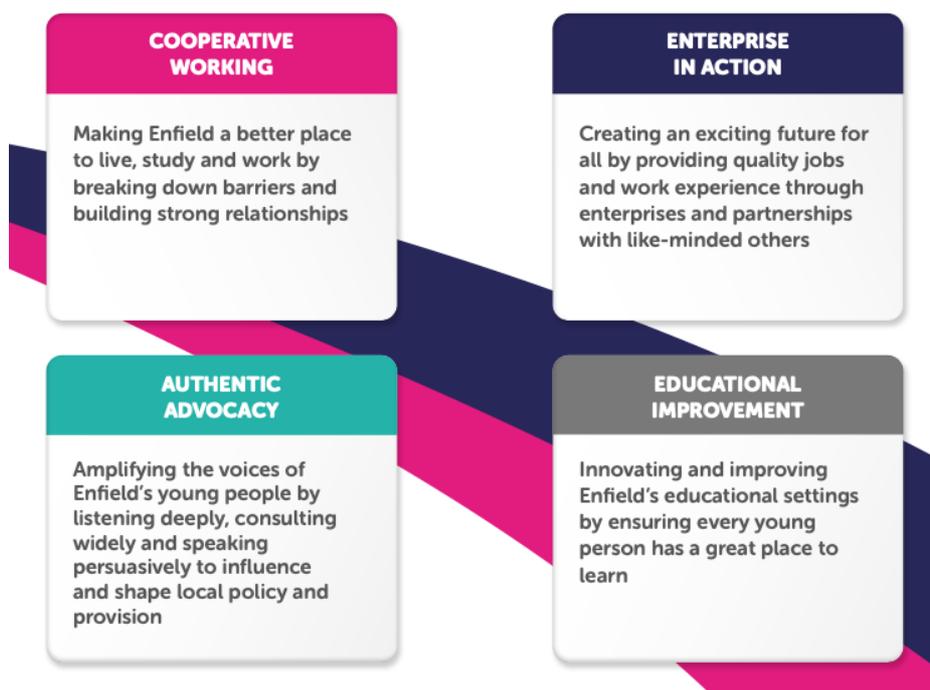
THE ENTERPRISE COOPERATIVE TRUST (ECT)

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 as they embark on their chosen career.

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

Class Teacher

Job Description

Principle responsibilities

Teachers across the whole school work to allow all our learners to flourish at West Lea whilst also promoting their independence through:

- Leading, supporting and developing their class team
- Providing pastoral care and support to learners within a secure learning environment
- Taking responsibility for planning, implementing and reviewing an appropriate curriculum for identified learners in line with the national curriculum and school policies
- Maintaining assessment records and report on learners' progress to key stakeholders in accordance with school policy

LEARNING FOR LIFE:

- Lead your own development through your own personalised learning plan
- Lead and develop all support staff through the Partnering for Performance process
- Be committed to seeing the potential in every learner, and supporting them in finding their pathway to adulthood so that they can flourish
- Keep up to date with changes in the curriculum and other key educational policy and practice developments to identify best practice

COMMUNITY:

- Be proactive in knowing all learners' interests, needs, context and circumstances
- Develop supportive relationships with the families of learners in the class and communicate and consult with parents and carers regularly
- 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 learners experience a broad and balanced curriculum that prepares them for adulthood
- Organise and safely manage the learning activities for which responsibility has been given
- Ensure the implementation of effective assessment processes by providing verbal and written feedback to support the evaluation of learners' progress and report to all key stakeholders, most notably the students and their parents/carers
- Work closely with colleagues to support curriculum development including contributing to the writing of medium- and short-term planning

- Support (and lead where appropriate) the wider curriculum for our learners including residentials
- Liaise with both in-house pastoral leads as well as external therapists, and other external agencies as required
- Carry out other duties of a similar nature from time to time as may be required by the senior leadership team

INCLUSION:

- Build positive relationships with all learners to support and promote their learning and wellbeing throughout the day
- Provide clear, structured lessons, maintaining appropriate pace and challenge
- Ensure a close match between the learning experiences offered and the individual needs of the learners in the class, so as to give each one of them an opportunity to achieve to the maximum of their potential
- Assess learners' responses to learning tasks and where necessary modify methods to meet needs
- Plan, coproduce and monitor each individual learners personalised learning plan (PLP) with all key stakeholders
- Plan weekly in accordance with national and school curriculum policies and in co-operation with the multidisciplinary team, to ensure that students experience a relevant and stimulating curriculum
- Promote and support the inclusion of all learners and develop their independence and self-esteem through both the in-house delivered curriculum and enrichment opportunities including trips that are accessible and meaningful for all
- Lead and support the class team in developing their understanding of the needs of our learners

INNOVATION:

- Be open to new ideas and seek solutions to support all learners especially those who are vulnerable and hard to reach
- Be proactive in the use of teaching strategies to adapt to the needs of each individual learner, ensuring high levels of student interest and promoting communication and independence
- Ensure that learners' work is closely linked to first-hand practical experience and provide opportunities to practise these skills in real- life contexts (including at work)
- Provide learners with opportunities to lead their own learning and become independent thinkers and learners

KINDNESS:

- Ensure positive regard for all learners (and our people) and develop excellent relationships
- Create calm but stimulating learning environment that maintains the highest standards of organisation and ensuring displays effectively support learners
- Foster each learners' self-image and esteem and establish relationships which are based on mutual respect, ensuring every student has a voice
- Be proactive in prevention and de-escalation of learner dysregulation and incidents and apply policies where relevant
- Understand that behaviour is a form of communication and work tirelessly to break down barriers for our learners
- Use behaviour management strategies, in line with school policy and procedures
- Be an exemplary model of both the values and what we expect of all adults working at this school - Be ready, Be Safe, Be Kind
- Recognise and praise positive behaviours

COMPUTING TEACHING:

- Plan, implement and review the delivery of the Computing and Creative Media curriculum (and other subjects where required) to ensure learners access the correct curriculum to meet their needs, including qualification pathways as appropriate
- Encourage creativity and innovation through projects and practical learning experiences linked to life and the workplace.
- Guide learners in developing essential digital skills for future careers and further education.
- Prepare learners for relevant qualifications ranging from unit awards/certificates up to Functional Skills and GCSE level (incl. but not exclusive to Essential Digital Skills for Everyday Life (2023), Award or Certificate in Creative and Digital Media, and Skills for Professions in the Creative & Digital Industries
- Promote the use of modern technologies and software to enhance learning and teaching practices.
- Stay updated on emerging trends in technology to inspire and inform teaching approaches.
- Work collaboratively with colleagues to contribute to the wider computing and technology curriculum.

HEALTH & SAFETY:

- Ensure the health and safety of learners and staff is maintained during all activities, both inside and outside the setting
- Be responsible for trips and events following school procedures to ensure that they are robustly risk assessed in consultation with leaders
- Ensure that the medical needs for all learners is known by all the class team and is effectively managed as per their care plans
- 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
- Support and implement the school and Local Authority's Equal Opportunities, Whistleblowing and Data Protection policies

GENERAL REQUIREMENTS

- Be an exemplar of the Teacher Standards
- Contribute to the wider life of the school and Enterprise Cooperative Trust
- Carries out any other reasonable duties and responsibilities requested by the line manager
- The post holder will be expected to comply with West Lea's Schools policies and procedures at all times. These include, but are not limited to child protection, equal opportunities, data protection and health and safety
- The school has a clear policy for reporting suspected/actual child abuse and this procedure must be followed and reported (in writing) to a designated teacher for further action
- In order to do their job, the post holder will be trained and coached in the relevant procedures and policies of West Lea School. They will be expected to familiarise themselves with the school and policies and to seek advice and guidance from the line manager if required
- Undertake Staff Development/CPD Training as required by the nature of this post and the range of duties described within this job description

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 subject to amendment to take account of changing circumstances. Any changes will be made following discussion with the post holder.

Class Teacher Person Specification

Experience of successful teaching	Essential	Desirable
A teacher with high expectations and proven excellent classroom practice, in either a mainstream or specialist setting, fulfilling all the teacher standards	✓	
Knowledge and good understanding of safeguarding procedures including a commitment to the protection and safeguarding of children and young people.	✓	
Experience of different communication approaches to support learners with a range of complex special needs		✓
Knowledge and good understanding of positive behaviour management strategies	✓	
Training and qualifications	Essential	Desirable
Qualified Teacher Status (QTS)	✓	
Post qualification experience		✓
Experience of involvement in recent professional development activities	✓	
Specific SEN knowledge or qualification		✓
Recent participation in a range of CPD	✓	
Knows and can do	Essential	Desirable
Build relationships. Create partnerships, build trust, share ideas and accomplish work with all stakeholders including class team, learners, parent/carers and external agencies to promote positive outcomes for all	✓	
Lead change. Embrace change and inspire others. Calm under pressure and able to adapt to change quickly	✓	
Inspire others. Encourage others through positivity, vision, confidence, challenges and recognition for our people and our learners	✓	
Think critically. Gather and evaluate information that leads to smart decisions	✓	
Communicate clearly. Excellent written and verbal communication skills sharing information regularly and concisely. Good ICT skills and can use IT effectively to support learning and communication	✓	
Create accountability. Hold yourself responsible for performance, be reflective and strive to improve	✓	
Contribute to the wider life of the school: A willingness to lead and be involved in extracurricular activities including residential	✓	

Full working knowledge of relevant policies, codes of practice and legislation including safeguarding	✓	
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