



Edison Pace School
Providing young people with a brighter future

Primary site: Black Horse House, 3 Porthill Bank, Newcastle-under-Lyme, ST5 0LS

Secondary site: Wellesley Street, Shelton, Stoke-on Trent, ST1 4NF

Tel: 01782 616660

Email: info@edisonpace.co.uk Web: www.edisonpace.co.uk

Headteacher: Mrs N Hadfield

Dear Applicant

Vacancy for the post of SEN Teacher

Welcome to Edison Pace School and thank you for your interest in the above position. This role offers a unique opportunity to work within a very experienced, successful and thriving team.

This pack contains information about the school, the role, our expectations of the successful candidate and a job description. It also includes safeguarding and data protection information.

To apply for this position, please complete our application form. Your supporting statement (towards the end of the application form) should be no longer than two sides of A4. Please ensure that you provide full details of your qualifications, employment (paid or voluntary) and the skills and interests you have that would equip you to undertake this role.

Please email your completed application form to k.burrows@edisonpace.co.uk. Commencement of this role will be as soon as possible.

Edison Pace School is committed to the protection and safety of its students and operates a safer recruitment policy. An appointment will be subject to an enhanced disclosure and barring service check.

If you wish to apply for the post advertised then I would like to take this opportunity to thank you for your application and your investment of time and, whatever the outcome, I wish you well in the future.

Yours faithfully

Mrs N Hadfield
Headteacher

Title: SEN Teacher

Location: Edison Pace School

Contract Type: Full Time, Permanent

Salary: £34,015- £47,182

Reports to: Head of School

Start Date: ASAP

About Us

Edison Pace School is a highly specialist, independent provision dedicated to supporting children and young people aged 7-16 with complex needs, including SEMH, Autism, ADHD, and associated learning difficulties. Every young person who joins us has a story — and we are looking for a teacher who sees beyond the barriers and believes in what is possible.

We are seeking a passionate and creative Teacher to join our dedicated team. This is not a traditional classroom role. It is an opportunity to teach with purpose, autonomy and heart.

Be the difference. See the child. Change the story.

Main purpose

The teacher will:

- Deliver engaging and adaptive lessons across KS3 – KS5
- Plan creatively to meet a wide range of learning, communication and emotional needs
- Build strong, trusting relationships with students who may have experienced disruption or trauma in education
- Use a therapeutic and trauma-informed approach to behaviour and learning
- Contribute to personalised learning pathways that reflect each student's EHCP outcomes
- Work collaboratively with a skilled multidisciplinary team

Class sizes are small, allowing you to focus on impact, connection and progress.

Duties and responsibilities

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to increase achievement of all students.
- Promote, support and facilitate inclusion by encouraging participation of all students in learning
- Develop teaching of a broad and balanced curriculum aimed at students achieving their full potential in all areas of learning

- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Role model managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating, engaging and safe learning environment
- Use appropriate assessment methods to ensure students make progress
- Use ICT skills to advance students' learning
- Undertake any other relevant duties
- Maintain all relevant professional teacher standards

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and students, and with parents and carers
- Communicate knowledge and understanding of students to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on student progress, attainment and barriers to learning
- With the SENCO, keep other professionals accurately informed of performance and progress, or concerns they may have about the students they work with
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Health and safety

- Promote the safety and wellbeing of students and help to safeguard students' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Where appropriate undertake the creation of risk assessments to bring the curriculum to life in the wider community

Professional development

- Keep knowledge and understanding relevant and up to date by reflecting on own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures
- Role model outstanding practice and mentor identified class teacher

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all students in the school

Person Specification:

Essential:

- Is a qualified teacher (QTS/QTLS or equivalent)
- Has experience working with students with Autism, ADHD, SEMH or additional needs (specialist or mainstream background welcomed)
- Is reflective, resilient and solution-focused
- Sees behaviour as communication
- Is creative, flexible and willing to think differently
- Believes every child deserves dignity, high expectations and unconditional positive regard
- Most importantly, you must believe that relationships come before results — and that being the right adult can change a young person's future.

Desirable:

- Therapeutic or trauma-informed training (e.g., THRIVE, PACE, Team Teach).
- Knowledge of EHCP processes and SEND Code of Practice.

Core competencies

- Emotional intelligence and empathy.
- Effective communication and interpersonal skills.
- Ability to inspire, influence, and lead learning.
- Commitment to safeguarding and equal opportunities.
- Ability to work under pressure and prioritise effectively.
- Commitment to always maintaining confidentiality.

What we offer

- ✓ Small class sizes and meaningful teaching time
- ✓ A supportive and forward-thinking leadership team
- ✓ Ongoing professional development in SEND and therapeutic practice
- ✓ The opportunity to shape delivery and make a genuine difference
- ✓ A school culture built on respect, empathy and possibility
- ✓ Annual wellbeing days
- ✓ Opportunities to have PPA from home

About Edison Pace School

Edison Pace School is an independent specialist provider of education. We are a trauma-informed provision for young people aged 7 to 18 who exhibit a range of complex needs. We are proud to break down barriers to learning by understanding the impact of trauma, embracing neurodiversity, and fostering resilience. Every young person will thrive, and step into their future with confidence and hope. Our class sizes are small (maximum 6) with high staff ratios. Each young person has an allocated key worker. Additionally, we have dedicated pastoral support staff and external professionals for additional therapeutic support. We offer calm, low-arousal classrooms, and sensory regulation areas

We believe the word 'curriculum' is to be interpreted in its widest meaning. It is every planned learning experience as a member of our school community, both formally within a lesson, and informally outside the classroom, embedded throughout the whole school day. It includes the extensive offer of planned activities to promote learning, personal growth and development. Teachers, instructors and support staff structure experiences to ensure the maximum positive impact on attainment, progress and personal development. Every young person has the right to succeed, and we are committed to being the difference to our young people, providing them with a brighter future.

At Edison Pace School, every young person is welcomed into a safe, nurturing community where they are supported to thrive. Our offer is driven by trauma-informed practice, an understanding of neurodiversity, and a commitment to helping every young person grow with confidence and hope. No matter their background, strengths, or challenges, every young person is shown warmth, understanding, and an unwavering belief in their potential. We create an inclusive community where every young person is seen, valued, and empowered to step into their future with confidence and hope.

Our trauma-informed approach ensures we develop trusting, authentic relationships with our young people. We achieve this within our small groups, high staffing ratios and a relationship centred approach to our teaching and delivery. We prioritise predictability, structure and trust, creating a setting where young people feel safe, understood, and ready to learn. All staff are trained in trauma, attachment, Autism, ADHD, Zones of Regulation, restorative practices and other specialist training dependent on our cohort and individuals' needs. We understand that additional needs such as Autism, ADHD, experiences of ACEs (adverse childhood experiences), and trauma significantly impact a young person's development across social, emotional, cognitive and physical domains. The effects are often cumulative, meaning more experiences of adversity or co-occurring conditions can lead to greater challenges.

Edison Pace School safer recruitment procedure

Edison Pace School is committed to safeguarding and promoting the welfare of all students. To meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

Level of disclosure required: **ENHANCED.**

This post is classified as having substantial access to children and so is exempt from the Rehabilitation of Offenders Act (ROA) 1974. Shortlisted applicants will be sent a form to complete and required to declare:

- All unspent convictions and conditional cautions.
- All spent convictions and adult cautions that are not protected (i.e., that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). For further information on filtering please refer to Nacro guidance and the guidance published by the Ministry of Justice (see, in particular, the section titled 'Exceptions Order').

We recognise the contribution that people with criminal records can make as employees and volunteers and welcome applications from them. The Edison Pace School is an equal opportunities employer and is committed to eliminating prejudice in employment. A person's criminal record will not in itself debar that person from being appointed to this post. Any information given will be treated in the strictest confidence. Suitable applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying.

All cases will be examined on an individual basis and will take the following into consideration:

- Whether the conviction is relevant to the position applied for.
- The seriousness of any offence revealed.
- Your age at the time of the offence(s).
- The length of time since the offence(s) occurred.
- Whether the applicant has a pattern of offending behaviour.
- The circumstances surrounding the offence(s), and the explanation(s) provided.
- Whether your circumstances have changed since the offending behaviour.

If you are shortlisted to attend for interview you will be asked to complete a confidential Criminal Records Declaration Form. The information disclosed on the form will not be kept with your application form during the application process. The information will only be seen by those who need to see it as part of the recruitment process.

It is important that applicants understand that deliberate attempts to conceal the information requested in the confidential form could result in disciplinary proceedings or dismissal. Further advice and guidance on disclosing criminal records can be obtained from **Criminal Record Support Service**.

All applicants who are offered employment will be subject to a criminal record check, and a check will be made with the Disclosure and Barring Service (DBS) before the appointment is confirmed.

Any information will be treated with the strictest confidence, and you will only be prevented from obtaining employment if it is considered that you have a criminal record that makes you unsuitable for the post in question.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information. Referees will be asked about whether the applicant has been the subject of any safeguarding concerns, so referees should be a senior person with the appropriate authority.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to a further six months). The probation period is a trial period, to enable us to assess an employee's suitability for the job for which they have been employed. It provides us with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with students.

Our recruitment processes

At Edison Pace School we are committed to promoting a diverse and inclusive community and we reject any form of harassment, discrimination or victimisation. We are committed to providing equal opportunity in recruitment and employment to all individuals. We will consider candidates without regard to race, ethnicity, gender, religion, sexual orientation and identity, national origin, age, military or veteran status, disability or any other legally protected status; and without discrimination based on socioeconomic, marital, parental or caregiving status, or any of the previously listed characteristics or statuses. We want to provide a positive experience at interview and want our recruitment process to set up candidates for success.

The application processes

Unfortunately, due to the substantial number of applications that we receive, we are sometimes unable to respond to unsuccessful applicants. Feedback is only provided to shortlisted candidates who attend an interview.

Candidates who are shortlisted will be contacted to inform them that they have been selected and to confirm their availability to attend for interview.

On confirmation of attendance, candidates will be informed of the relevant information needed to prepare for a skills test and/or interview, depending on the post they have applied for.

The interview processes

On confirmation of your attendance, you will be emailed information regarding the arrangements for the day, such as time of arrival and information about the format for the process.

Candidates are asked to bring relevant qualification certificates, plus photographic ID. These are checked by HR on arrival at reception. Following the lesson or test, the recruitment and selection panel will analyse the results, and further shortlisting may take place prior to the interviews.

Edison Pace School data protection statement

Information that you provide for the purpose of your application will be used as part of the recruitment process. Any data supplied will be held securely and access restricted to those involved in dealing with your application and the recruitment and selection process.

Once this process is completed, the data relating to unsuccessful applicants will be stored for a maximum of 6 months and then destroyed. If you are the successful candidate, your application form will be retained and form the basis of your personnel record. All processing of personal data by the school is undertaken in accordance with the principles of the General Data Protection Regulation 2016.