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Interim Executive Headteacher: Mr R Grice

Dear Applicant

Vacancy for the post of SEN Teacher of Design & Technology

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 - current position, the job, our expectations of the successful candidate and a job description. It also includes DBS and Data Protection information.

Your letter of application/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.

To be considered for this position, your completed application form must be received by the school by the deadline of **Monday 21st April 2025**. 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

Mr R Grice
Interim Executive Headteacher

Job description for the post of: SEN Teacher of Design & Technology

Job details

Salary: £26,250 - £45,150 dependant on experience

Contract type: Full-time, Permanent

Role Overview

We are looking to appoint a passionate and committed art teacher to join our growing school. The successful candidate will support in delivering our unique curriculum and help to develop a positive learning environment to meet a range of student needs. The successful candidate will be committed to using adaptive teaching methods, so students of all abilities enjoy their learning and are motivated to succeed.

Main purpose

The teacher will:

- Work with class teachers to raise the learning and attainment of students in core subjects by embedding key subjects within art
- Promote and increase a love for practical working and creativity via different materials and methods.
- Contribute to and develop an engaging, creative and adaptive curriculum to meet the needs of all students
- Give support to students, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement
- Utilise the rich history of the local area as a key area of the curriculum

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
- 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 their 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
- Ensure art resources are stored correctly and securely.

Professional development

- Keep their own knowledge and understanding relevant and up to date by reflecting on their 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 for the role of: SEN Design & Technology Teacher

CRITERIA	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> ➤ GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths 	<ul style="list-style-type: none"> ➤ Qualified Teacher Status
Experience	<ul style="list-style-type: none"> ➤ Experience of working with young people who present as highly anxious/reluctant learners ➤ Experience of supporting students pastorally, as well as academically 	<ul style="list-style-type: none"> ➤ Prior experience of teaching design and technology ➤ Experience of teaching across Key Stage 2,3 and 4

Skills and knowledge	<ul style="list-style-type: none"> ➤ The ability to develop and maintain supportive, trusting relationships with young people ➤ Knowledge of a range of teaching strategies to deliver learning outcomes, personalise learning and adaptation of language to suit the needs of the students ➤ Knowledge and understanding of factors influencing student learning, the ability to identify and support learners affected by changes or difficulties in their personal circumstances ➤ Good organisational skills ➤ The ability to communicate clearly and effectively with students, colleagues and parents/carers 	

Edison Pace School is a rapidly growing independent secondary special school, catering for children with a range of needs. Our calm and quiet environment is suitable for those children who have high anxiety, have previously been school phobic and are socially reserved. Students at Edison Pace School engage in a broad, balanced, and enriched curriculum, including outdoor education and a high emphasis on personal development and social skills. We teach in small groups of up to six in a class, enabling appropriate support and highly effective personalised teaching. Through our curriculum we offer accreditation opportunities from Entry Level Certificates and the Duke of Edinburgh Award, through to GCSE/Level 2 qualifications, dependant on each child's learning pathway and progress. This creates a culture where everyone can succeed with pride on their journey into adulthood.

Our building offers classrooms with specialist equipment, including an art & design studio, performing arts department, hair and beauty salon, hospitality and catering kitchen, specialist sensory and therapy rooms, as well as outdoor activity areas such as a multi-use games area and sensory circuits. We have tailored our provision to ensure all our students can engage in subjects aligned with their interests and chosen career pathways.



Our pastoral emphasis is based on building high-quality, authentic relationships with our students. We achieve this through providing small group learning and by matching our students by their

developmental stage as opposed to their chronological age. Our curriculum offer is differentiated to ensure all students progress.

In support of this all staff receive training in ACE's, attachment, ASD, ADHD, zones of regulation, restorative practices, Makaton and other appropriate and tailored training, dependent upon the cohort and individuals. We also emphasise the importance of therapeutic approaches, including speech and language specialist support.

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

If called for interview all candidates are given a tour of the school by a senior member of staff. To apply for this position please go to the advertisement for this post or apply directly through the school website linked to TES.

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.

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.