



# CANDIDATE INFORMATION PACK

Postgraduate Teacher  
Apprenticeship (Primary)

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# ABOUT ST NICHOLAS SCHOOL

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**Pupils  
First**



**Every Moment  
Matters**

St Nicholas School is a PSCN (Profound, Severe and Complex Needs) community special school for children and young people aged 4 to 19. We support over 400 pupils across multiple offsite provisions, including satellite classes in mainstream schools. Our personalised learning pathways are tailored to meet a wide range of needs, including autism, communication difficulties, and profound or severe learning disabilities, all within a supportive and inclusive environment.

Our team of highly skilled and dedicated staff work closely with parents, carers, and a range of external professionals to ensure each child receives the support they need to thrive. We believe in strong partnerships and a collaborative approach to education, ensuring consistent communication and shared goals between school, home, and other agencies.

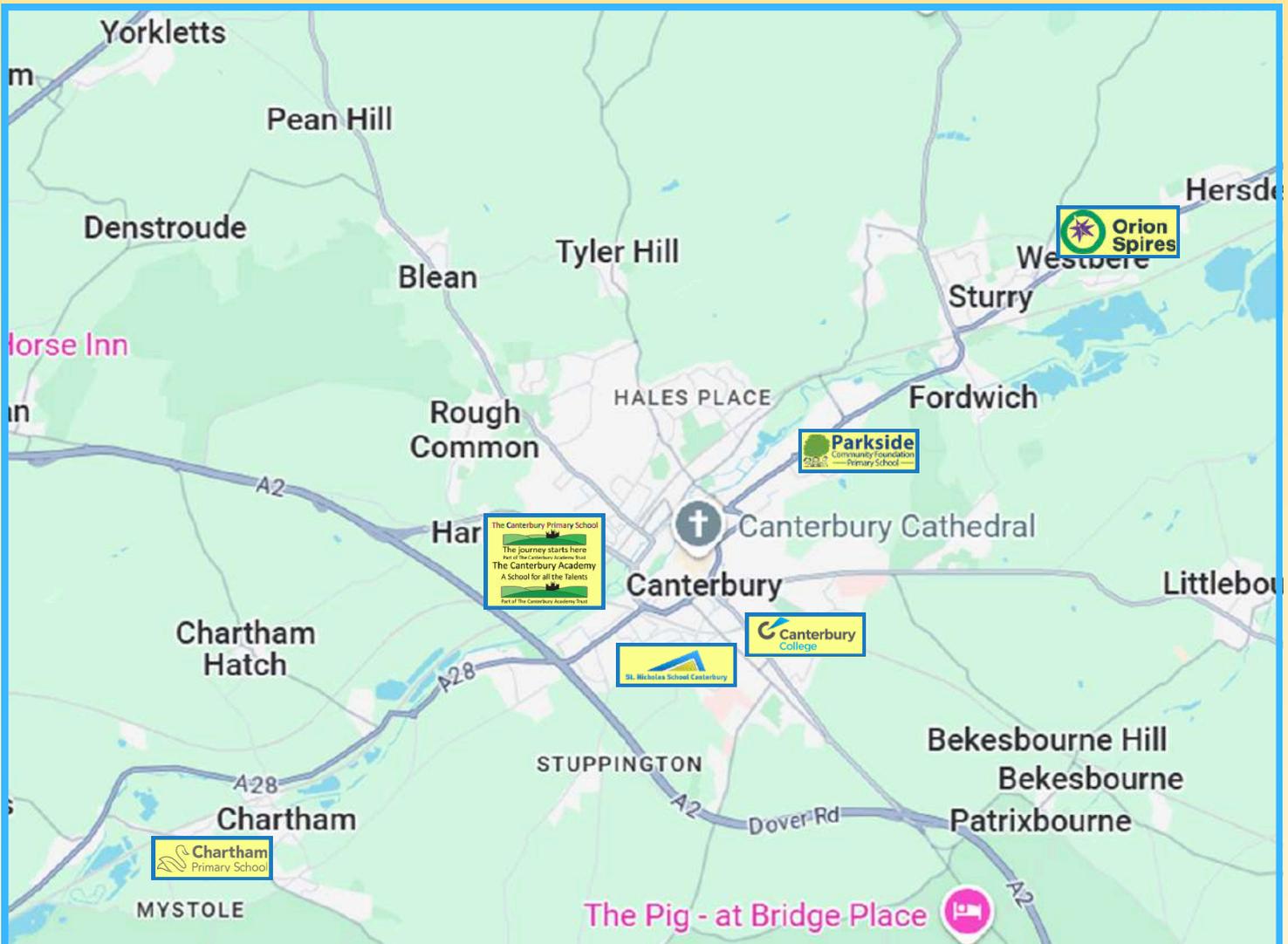
Our school values of Pupils First and Every Moment Matters underpin everything we do. We believe that every interaction, routine and learning opportunity throughout the day contributes to a pupil's development, and we are committed to ensuring that each moment is purposeful, supportive and focused on helping pupils thrive.





# OUR SITES

St Nicholas School operates across seven sites. The main site in Canterbury hosts students on the Cedar, Beech, and Willow Pathways. Our EYFS Pathway is based at Parkside, while Oak Pathway students learn at Chartham Primary, Canterbury Primary, Canterbury Academy, and Spires Academy. Our Sixth Form students are based at Canterbury College, supporting preparation for adulthood in a community setting.



# OUR LEARNING PATHWAYS

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## EYFS



Children are encouraged to be active participants in their learning through holistic, play based learning opportunities across a range of contexts. Social relationships between children are nurtured, leading to the organic development of pivotal social, communication and regulation skills. Positive, reciprocal relationships between adults and children are a priority, so that children are empowered to develop the transversal skills essential to developing independence.



## Cedar



Cedar Pathway is designed for children who benefit from a sensory based curriculum and have high support needs. The curriculum is enriched with multi-sensory opportunities tailored to meet individual needs. Through a blend of individual and group work, students engage in a variety of sensory activities in a personalised manner. We use the engagement model to ascertain what motivates our students to learn to ensure they are getting high quality, bespoke lessons.



## Beech



The Beech Pathway delivers a unique and personalised curriculum for students to develop their social communication and emotional regulation skills. Activities are tailored to encourage students to develop the pre-requisites for learning including joint attention, engagement and participation, early communication, regulation, resilience and independence.





# Willow



This Willow Pathway provides a practical curriculum focusing on the development of key, functional skills. Communication skills, literacy and numeracy skills and daily living skills are the focus of the curriculum. Within the Willow pathway, the curriculum content is delivered to provide a rich and purposeful content which highlights the bigger picture for the learning and enables learners to practice and embed learned skills functionally.



# Oak



The pupils on Oak Pathway experience a broad and creative curriculum that will motivate and inspire them in their learning. The curriculum aims to equip students with the skills they will need to lead independent, purposeful and fulfilling lives. Students take responsibility for their learning and are actively involved in planning and reviewing their individual targets.



# 6th Form



Our 6th Form pathway provides a supportive, inclusive, and individualized curriculum that builds independence, confidence, and essential life skills. Through engaging lessons, community involvement, and high expectations, students are prepared for adulthood as successful learners, confident individuals, and active citizens.



# APPLICATION GUIDANCE

Thank you for your interest in joining our school. Your application is an opportunity to demonstrate how your skills, experience and values align with the role and our school community.

## Completing Your Application

Applications must be submitted using Kent Teach. CVs alone will not be accepted.

Your application form is the main document used for shortlisting. It is therefore important that you:

- Complete all sections of the form fully and accurately
- Provide a full employment history in chronological order
- Explain any gaps in employment
- Include relevant voluntary or part-time work where appropriate

Incomplete applications may not be considered.

## Personal Statement

The personal statement is a key part of your application and will be used by the recruitment panel during the shortlisting process.

In this section you should:

- Demonstrate how your skills, knowledge and experience meet the requirements of the role
- Refer to the job description and person specification when structuring your response
- Provide clear examples from your professional experience
- Explain why you are interested in working at our school

Strong applications clearly demonstrate how your experience and values align with the role and the needs of our pupils.

## Referees

Please provide details of two professional referees.

- One must be your current or most recent employer
- Referees must be professional contacts, not friends or family

References may be requested before interview as part of our safer recruitment procedures.





## Shortlisting & Interview

Shortlisting will be based solely on the information provided in your application form.

If shortlisted:

- You will be contacted by email with details of the interview process, so please check your junk or spam mail
- The interview process will include you being observed delivering a lesson to a class and an interview panel of school senior leaders and a representative from Canterbury Christ Church University.
- References may be requested at this stage as part of safer recruitment procedures
- Any discrepancies in your application may be discussed during interview

Online searches will be conducted as part of due diligence in line with safeguarding guidance..

## Safeguarding & Pre-Employment Checks

Our school is committed to safeguarding and promoting the welfare of children and young people.

All appointments are subject to:

- Enhanced Disclosure and Barring Service (DBS) check
- Verification of identity and right to work in the UK
- Verification of qualifications
- Receipt of satisfactory references
- Pre-employment health clearance

Candidates invited to interview will be asked to bring original documents to verify qualifications and eligibility to work in the UK.





# APPRENTICESHIP INFORMATION

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<b>Title:</b>	Teacher Apprentice
<b>Pay Grade:</b>	UQT
<b>SEN Allowance:</b>	1 Point SEN Allowance
<b>Responsible to:</b>	Mentor, Lead Mentor and University Representative

St Nicholas School is seeking a passionate and dedicated trainee teacher to join our team in September. This role is part of our Primary Initial Teacher Training (ITT) programme, delivered in collaboration with Canterbury University.

## About the Programme

This is a fantastic opportunity for aspiring teachers to gain hands-on experience while training to become a fully qualified primary teacher.

[Click here for more information about the Postgraduate Teacher Apprenticeship](#)

## What We Are Looking For

We warmly welcome applications from individuals who are:

- **Passionate** about shaping young minds and preparing children for an active role in society.
- **Motivated, resourceful, and flexible**, with a positive attitude and a great sense of humour.
- **Committed to inclusivity**, believing that all pupils—regardless of ability or background—can achieve success.
- **Keen to develop skills** in planning and delivering engaging lessons, particularly for pupils with profound, severe and/or complex needs.



## The Role Offers:

- A structured training pathway leading to Qualified Teacher Status (QTS).
- The opportunity to work within a forward-thinking and supportive school environment.
- Personal and professional development for those looking to progress into a teaching career.

## The Ideal Candidate Will:

- Have a strong interest in primary education and a clear desire to train as a teacher.
- Be prepared to undertake the required training to achieve their teaching qualification.
- Show kindness, compassion, and creativity in planning and delivering engaging lessons.
- Be a team player, able to adapt and collaborate effectively.
- Possess recent, relevant experience working with children.

## Key Requirements:

- GCSE – English, Maths & Science (Grade C or Grade 4 above, or equivalent)
- A good honours degree (2:2 and above)

*We do encourage you to come and visit the school. To arrange a visit, please contact our school office via email at [recruitment@stns.org.uk](mailto:recruitment@stns.org.uk) or phone 01227 464 316.*





Welcome to  
**St Nicholas  
School**

# CONTACT US

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