



CANDIDATE INFORMATION PACK

Complex ASC Teacher

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ABOUT ST NICHOLAS SCHOOL



**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.

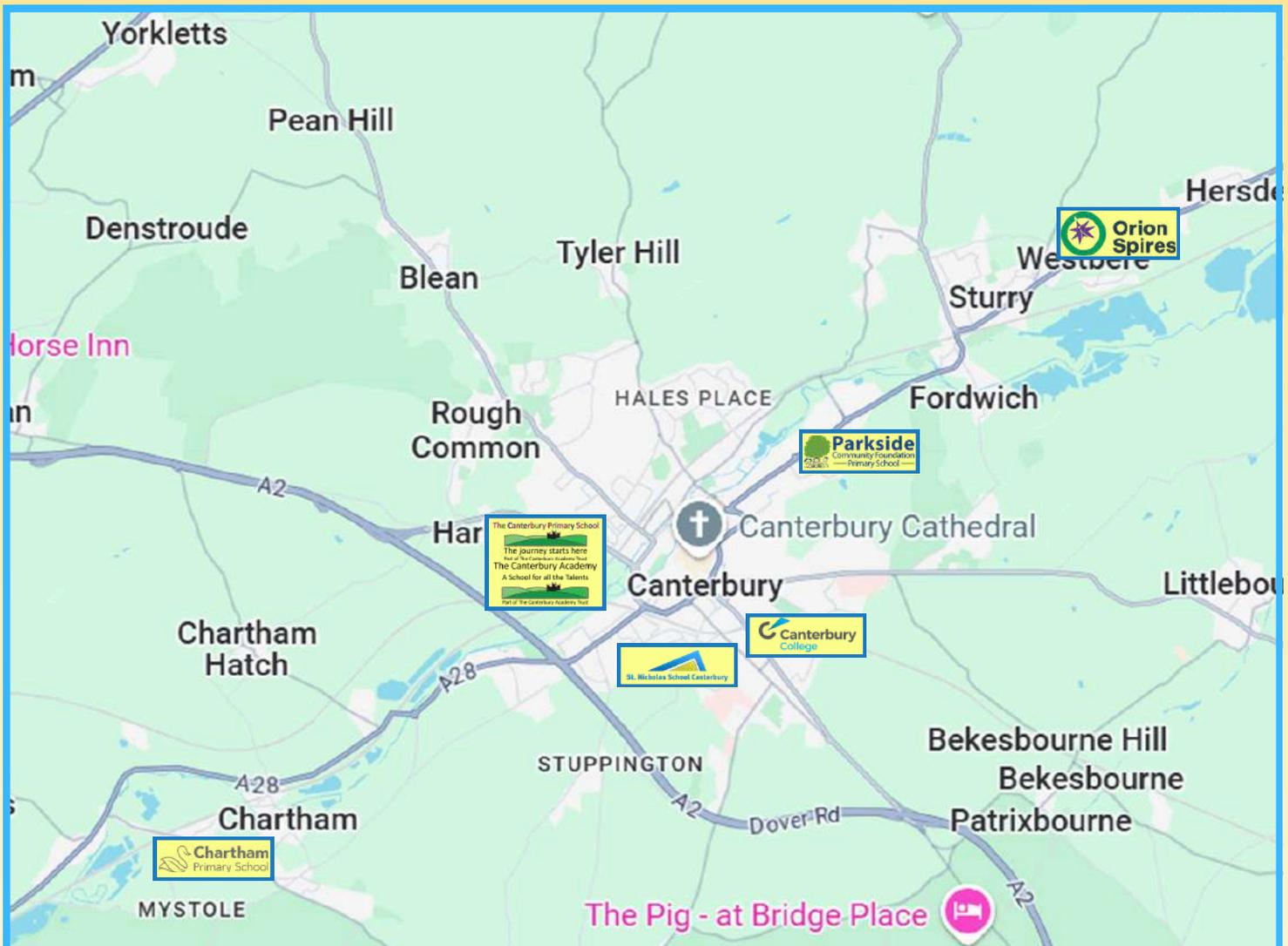
Our school values of Pupils First and Every Moment Matters underpin everything we do. We believe that every interaction, routine and learning opportunity throughout the day contributes to a pupil's development, and we are committed to ensuring that each moment is purposeful, supportive and focused on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



Working Across Sites

As a multi site school, staff are expected to demonstrate flexibility and may be required to work across different locations. While you will be assigned a base site, this may change over time, including during the academic year, in response to the needs of our pupils and provision. This may include working at different sites in different years or moving sites where required.



THE BEECH PATHWAY

The Beech Pathway supports pupils with severe and complex learning needs, the majority of whom are autistic. Many pupils experience significant communication differences and may be pre verbal or minimally verbal, using a range of alternative communication methods such as symbols, visuals or communication devices. Learning is highly structured and predictable, with a strong emphasis on visual supports, clear routines and carefully scaffolded teaching. The curriculum prioritises the development of communication, independence, wellbeing and functional life. Teachers work closely with skilled teaching assistants to create supportive environments where pupils feel safe, understood and able to participate in learning.



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 a interview
- 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.



JOB INFORMATION

Title:	Special Needs Teacher
Pay Grade:	MPS/UPS
SEN Allowance:	1 Point SEN Allowance
Responsible to:	SLT/Strategic Pathway Lead

Job Purpose

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships always rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers pay and Conditions Document and Teacher Standards (2012)
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Principal Duties & Responsibilities

All teachers are required to carry out the duties of a school teacher as set out in as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teacher's performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress and outcomes of pupils' you teach.



- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy and numeracy.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress.
- Give pupils regular feedback and encourage pupils to respond to the feedback.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Participate in arrangements for accreditation and assessments within the remit of the School Teachers' Pay and Conditions Document

Behaviour & Safety

- Establish a safe, purposeful and stimulating environment for pupils.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school procedures.

Team Working & Collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.





Fulfil Wider Professional Responsibilities

- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers regarding pupils' achievements and well-being using school systems/processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school.

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the headteacher.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.





PERSON SPECIFICATION

Attribute	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> Qualified Teacher Status (QTS) 	<ul style="list-style-type: none"> Additional training or qualifications related to SEND, autism or complex needs Training in communication approaches such as AAC, PECS or visual communication systems Training in positive behaviour support or trauma informed practice
Experience	<ul style="list-style-type: none"> Experience teaching pupils with SEND, particularly complex autism Experience adapting teaching for pupils working significantly below age related expectations Experience supporting pupils with significant communication differences Experience working collaboratively with teaching assistants 	<ul style="list-style-type: none"> Experience working in a special school Experience working with pupils who are pre-verbal or minimally verbal Experience implementing behaviour or regulation support plans
Professional Knowledge & Understanding	<ul style="list-style-type: none"> Autism and how it impacts communication, learning, social interaction and behaviour Differences in sensory processing and how these affect engagement and regulation The importance of structure, routine and visual supports for autistic learners Communication differences including pupils who are non-speaking or minimally speaking and the use of AAC Behaviour as communication and the importance of proactive and supportive responses The importance of functional learning and independence for pupils with complex needs 	<ul style="list-style-type: none"> Structured teaching approaches such as TEACCH Strategies to support emotional regulation and co-regulation Multi-disciplinary working with therapists and external professionals
Professional Skills	<ul style="list-style-type: none"> Create structured, predictable and autism friendly learning environments Plan learning that is broken into small, achievable steps Adapt communication and teaching approaches to meet a wide range of learner needs Support pupils with sensory and emotional regulation needs Use assessment to identify next steps in learning Lead and support a team of teaching assistants effectively Work collaboratively with therapists, families and other professionals 	<ul style="list-style-type: none"> Use AAC or visual communication systems effectively Develop functional and meaningful learning opportunities linked to real life skills Support pupils to generalise skills across different environments
Personal Qualities	<ul style="list-style-type: none"> Calm, patient and emotionally resilient Reflective and open to developing practice Committed to inclusive education and pupil wellbeing Able to work flexibly as part of a collaborative team Positive and solution focused when supporting pupils with complex needs 	



Welcome to
**St Nicholas
School**

CONTACT US

Email: recruitment@stns.org.uk

Telephone: 01227 464 316

Address: St Nicholas School, Holm Oak Close, Nunnery Fields, Canterbury,
Kent, CT1 3JJ