

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

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

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**Headteacher: Mrs N Hadfield**

Dear Applicant

### **Vacancy for the post of Assistant Headteacher**

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.

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 **15:00 Friday 11<sup>th</sup> September 2026**. 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:** Assistant Headteacher – Primary Site

**Location:** Edison Pace School

**Contract Type:** Full Time, temporary - maternity cover for a period of 12 months

**Salary:** £49,376 - £55,699 (Dependent on experience)

**Reports to:** Head of School

**Start Date:** October 2026

### Job Summary:

We are seeking a qualified, passionate, creative, and committed **Assistant Headteacher**, to join our dedicated SEND provision.

The successful candidate will support the Headteacher and senior leadership team in providing strong, visionary leadership for a specialist SEN provision. The candidate will play a key strategic role in supporting the daily running of the primary site, ensuring high-quality teaching and learning, safeguarding, staff wellbeing, and student development. This includes embedding a trauma-informed, inclusive ethos that meets the diverse needs of pupils with SEMH, ASD, and ADHD.

### Key Responsibilities:

#### Leadership and Management:

- Support and monitor the personal development, behaviour, and welfare of pupils across the provision.
- Support the Headteacher in setting and sustaining the vision, values, and ethos of the school, placing student wellbeing at the heart of the provision.
- Promote and model a culture of inclusivity, mutual respect, positive relationships, and restorative practice.
- Coach and support the staff team in delivering the best education for all students in the most effective way and ensuring fidelity to the robust curriculum.
- Support teaching, through planning, delivering and evaluating engaging, creative and differentiated lessons for students with a range of SEND needs, as needed.
- Conduct weekly checks on planning to ensure teaching resources are prepared and accessible via the server.
- Monitor and enhance the classroom environment to ensure it is conducive to learning and meets the needs of pupils with SEND.
- Oversee display boards to celebrate pupils' achievements and support the curriculum.
- Organise the delivery of lunchtime clubs to promote positive social interaction and engagement.
- Lead on planning and delivery of assemblies across the primary site.
- Coordinate the use of "Best Books" to celebrate high standards in pupil work.
- Plan, promote and record participation in diversity events, ensuring these are celebrated and integrated into the school calendar.
- Manage and oversee social media communications, ensuring content reflects school values and achievements.

- Contribute to school improvement planning, self-evaluation, and the delivery of the school development plan.
- Support the development and delivery of staff CPD in areas related to behaviour, trauma-informed practice, and wellbeing.
- Line manage designated staff, as agreed with the Headteacher.
- Lead enterprise initiatives, providing pupils with opportunities to develop life skills and business awareness.

### **Curriculum and Teaching:**

- Undertake a teaching commitment as required, demonstrating exemplary practice.
- Act as ECT Mentor (Early Career Teacher) for the primary site, providing guidance and support in line with statutory induction frameworks.
- Develop and embed a trauma-informed approach across the school community, providing training and support to staff as needed.
- Champion pupil voice, identity, and belonging by leading initiatives that promote diversity, inclusion, and student empowerment.
- Monitor and evaluate the impact of cultural and wellbeing initiatives and use data and feedback to inform continuous improvement.

### **Wellbeing (Students and Staff):**

- Develop systems and practices to support pupil mental health, emotional regulation, and behaviour for learning.
- Lead on initiatives that improve staff wellbeing, reduce stress, and build a resilient and supportive staff community.
- Work closely with pastoral teams, families, and external agencies to ensure effective support for pupils with complex needs.
- Oversee First Aid provision for the primary site, including training, rotas, and supplies.
- Manage medical administration, ensuring care plans, medication logs, and compliance are up to date and securely stored.

### **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

### Safeguarding and Inclusion:

- Act as a Deputy Designated Safeguarding Lead (DDSL).
- Uphold and actively contribute to safeguarding and child protection procedures.
- Ensure that students' EHCPs are fully supported and implemented in collaboration with SENCO and wider staff.

### Person Specification:

#### Essential:

- Qualified Teacher Status (QTS)
- In-depth knowledge of the needs of pupils with SEMH, ASD, and ADHD
- Experience delivering or managing phonics schemes (e.g., Read Write Inc., Little Wandle)
- Excellent organisational, interpersonal, and communication skills
- Strong safeguarding knowledge
- Experience of involvement in whole school initiatives
- Commitment to trauma-informed, inclusive, and restorative practices

#### Desirable:

- Experience of working in a leadership role within a specialist or inclusive setting
- Experience in multi-agency collaboration and supporting families
- DSL/DDSL training or willingness to undertake training

### Core Competencies:

- Emotional intelligence and empathy
- Strategic and operational leadership
- Effective communication and interpersonal skills
- Ability to inspire, influence, and lead change
- Commitment to safeguarding and equal opportunities

### Why Join Us?

This is an opportunity to be part of a provision where:

- **Relationships come first**
- **Every pathway is bespoke**
- **There is no ceiling on learning**

You will play a key role in helping young people discover who they are, what they can achieve, and where they can go next.

Together we will:

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

### What we offer

- ✓ 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

### 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.