



Candidate Pack

Teacher of English
ACE Tiverton School



Welcome to our school family, where we learn today for lifelong success.

Dear Candidate,

Thank you for your interest in joining ACE Tiverton, a nurturing and ambitious 11–16 special school that is proud to be part of the Transforming Futures Multi-Academy Trust. Since opening our doors in September 2019 with just 35 students, we have grown into a vibrant community of 117 young people—each with their own story, strengths, and aspirations. Our designation focuses on supporting students with a diagnosis of Autistic Spectrum Condition alongside related Communication, Cognition, Social, Emotional and Mental Health needs.

We were pleased to welcome Ofsted for our first inspection in January 2024 and are proud that the report reflects what we see every day: highly positive experiences for staff, strong outcomes for students, and a deeply appreciative community of families. Every student at ACE Tiverton has an Education, Health and Care Plan (EHCP) and is supported by skilled, dedicated teachers and teaching assistants within small, carefully structured groups. This allows us to deliver personalised, adapted learning that helps each young person thrive.

Our school is a welcoming, inclusive, and safe environment in which every member of school family is valued, nurtured, and recognised for who they are. Engagement, progress, and preparation for adulthood sit at the heart of our work, strengthened by the meaningful and trusting relationships we build. Many of our students join us after long periods out of full-time education; they flourish in a setting defined by mutual respect, curiosity, transparency, and our unwavering belief in *unconditional positive regard*. Each day is a fresh opportunity, and every success—big or small—is celebrated.

Our talented and committed staff team work tirelessly to ensure each student leaves us as a confident, capable young adult ready for their next steps, whether that be further education, training, or employment. If you are inspired by the idea of making a genuine difference—crafting exceptional learning experiences, shaping powerful relationships, and being part of a community that truly values its people—then ACE Tiverton may be the right place for you to grow your career.

If, after reading this pack, you feel excited about the possibility of joining our exceptional team, we warmly encourage you to contact us and arrange a visit. Seeing our school in action is the best way to understand what makes ACE Tiverton such a special place.

Thank you once again for your interest. We wish you the very best with your application.



Julie Chatterton
Head of School



Hannah Smart
Executive Headteacher

About the role

Job Title: English Teacher

Salary Range: £32,916- £51,546 + SEN allowance (£2,290) MPS1-UPR3

Contract Type: Permanent, Full Time

Closing Date: Monday 3rd March

Shortlisting Date: Wednesday 4th March

Interview Date: Tuesday 10th March

Start Date: Monday 20th April or as soon as possible, subject to appropriate recruitment checks.

Role Summary

This role is an exciting opportunity to join our school family. We are seeking a skilled, experienced English teacher to further deliver excellence through in our English Team. You will be part of a skilled team that teaches our ambitious, broad and balanced curriculum which is rooted in the National Curriculum, nurture principles, and high aspirations for our young people. We currently offer a range of qualifications to our students including Entry level 1 - 3, Functional skills Level 1 and 2 as well as GCSEs in English and English Literature.

Your teaching will contribute directly to students' progress, accreditation, and successful transition to post-16 pathways. We are seeking a proactive, adaptable teacher who can deliver excellence English teaching whilst embracing a relational approach to education. We are looking for a proactive, resilient teacher who will also fulfil the role of a Learning Family Leader. We are developing a strong reputation for providing student-centred learning and support with the highest level of challenge to ensure our students attain the highest standards of personal, social, emotional and academic development.

For more information or an informal discussion please contact Sarah Dunn on 01884 763140 or email sarah.dunn@transformingfutures.org.uk

What we can offer you:

There are many exciting benefits to working at ACE Tiverton. Not only are we located in the centre of Devon with excellent transport links, we can also offer you:

- The chance to be part of a new and growing school community and to influence how we evolve over the next few years.
- A new £4.5 million building plus an additional purpose refurbished (Haven) building opened in September 2022.
- State-of-the-art facilities and resources, including laptops for all students and teachers, and Wi-Fi enabled mobile devices for support staff.
- A strong, happy, experienced team of staff - plus a collection of therapy dogs!!
- Access to high quality Professional Expertise programme, including Specialist training, Team Teach physical intervention and adaptive pedagogical training.

- The opportunity to be involved in developing a new curriculum from scratch.
- A school day running from 8am-2pm with an early finish of 1:30pm on Fridays.
- An annual wellbeing day and tangible 'family first' approach to staff wellbeing and experiences.
- Freshly prepared hot meals provided by our own school chef.
- The opportunity to work alongside a multi-disciplinary team to provide support for students.
- An Employee Assurance Programme that provides our employees with a range of benefits including funded counselling sessions, eye tests, member discounts, great deals and cashback on shopping, travel, and restaurants.
- Flexible working arrangements are available for all roles, in line with the core needs of the organisation and business needs of the school.
- We are on a pathway to join a new Trust, Reach South, which is deeply aligned with our principles and practice. This is an exciting time to be part of our school family.

Job Description

Job Title	Teacher	Responsible To	Extended Leader: Nurture
Pay Scale	£32,916- £51,546 + SEN allowance (£2,290) MPS1-UPR3		
Location	ACE Tiverton	Shift Pattern	Full Time with part time possible following discussion and agreement.
DBS Check	Enhanced	Term Time Only	
Job Purpose	At ACE Tiverton, our teachers play a vital role in shaping the futures of young people with ASC, SEMH profiles and complex learning needs. This role exists to: • Deliver high-quality, personalised and adapted education that enables every learner to make excellent progress from their individual starting points. • Uphold the Teachers’ Standards (2021) and the principles of quality first teaching within a specialist ASC/SEMH setting. • Create a safe, nurturing and ambitious learning environment aligned with the school’s ethos of <i>unconditional positive regard, curiosity, and lifelong success</i>. • Build strong relationships with students, families and professionals to ensure holistic progress across learning, communication, well-being, and preparation for adulthood. • Champion each child’s potential and advocate for their needs through exceptional teaching, careful monitoring and proactive support. • Contribute to an outstanding culture of community across the school.		

	• Model the high standards of communication, interpersonal skills and peer relationships expected in every interaction with students, staff and families. • Fulfil the role of co-ordinator for the students assigned to him/her alongside the Learning Family Leader including, but not limited to, leading and arranging annual review meetings, risk assessment, EHCP monitoring.
Key Responsibilities Aligned to the Teachers’ Standards	1. Set High Expectations and Promote Excellent Progress • Hold consistently high expectations for every learner, including those with complex needs, ensuring that personalised goals are ambitious and achievable. • Use a deep understanding of ASC, SEMH and developmental profiles to plan adapted, sequenced and responsive learning that supports progress academically, socially and emotionally. • Promote exemplary attitudes to learning through relational, trauma-informed practice and nurturing routines. 2. Deliver High-Quality, Adaptive Teaching • Plan and teach well-structured lessons informed by each student’s EHCP, learning profile, sensory needs and bespoke targets. • Adapt teaching expertly, ensuring all learners can access the curriculum through differentiated methods, multisensory approaches and therapeutic pedagogy. • Deliver literacy, numeracy, communication, life skills and Engage Pathway content with creativity, precision and passion. • Use assessment to inform teaching, identify barriers and celebrate progress. 3. Demonstrate Good Subject and Curriculum Knowledge • Maintain strong knowledge of the National Curriculum, SEND Code of Practice, developmental curricula and best practice in personalised learning for ASC/SEMH pupils. • Implement the ACE Tiverton Engage Curriculum and contribute to its development across KS1–3 levels as required. • Stay abreast of research and evidence-informed strategies to enhance learning and remove barriers. 4. Plan and Assess Effectively • Contribute to Personalised Learning Plans, ensuring they are meaningful, aspirational and clearly linked to teaching and assessment. • Complete high-quality formative and summative assessments using school systems. • Use assessment outcomes to shape next steps and contribute to whole-school data processes. • Lead on pupils' annual reviews, ensuring EHCP outcomes reflect progress and changing need. 5. Adapt Teaching for Strengths and Needs of All Pupils

	• Implement specialist advice from therapists and external agencies with precision. • Create structured routines, clear expectations and predictable environments that enable emotional regulation and learning readiness. • Use relational strategies, emotional coaching and behaviour as communication approaches to foster safety and trust. 6. Manage Behaviour and Safeguard Pupils • Model calm, consistent, relational practice that aligns with ACE Tiverton's ethos and behaviour expectations. • Keep accurate records of concerns, interventions, communication and progress. • Ensure safeguarding procedures are followed with vigilance and professional curiosity. 7. Fulfil Wider Professional Responsibilities • Work collaboratively with teaching assistants, Student & Family Support, therapists, and senior leaders to deliver a coherent, wrap-around provision. • Maintain timely communication with families, offering partnership, support and transparency. • Attend meetings, training and professional development to contribute to whole-school improvement. • Support enrichment, off-site learning and bespoke packages for pupils when required. 8. Uphold Professional Conduct • Demonstrate professionalism, discretion and integrity in all aspects of role. • Reflect ACE Tiverton values through warm interactions, kindness, compassion and high expectations. • Commit to continuous improvement through evaluation, reflection and CPD
Learning Family Leader Responsibilities	As a Learning Family Leader, you will: • Provide daily check-in and check-out times, ensuring that each child begins and ends their day feeling safe, understood and ready to learn. • Know each student well, including their EHCP outcomes, triggers, strengths and personal context. • Maintain up-to-date risk assessments, one-page profiles and regulation tools. • Lead on communication with families, ensuring relationships are strong and supportive. • Oversee attendance, uniform, pastoral needs and emotional well-being. • Coordinate and deliver the Learning Family curriculum and contribute to whole-school culture and ethos.

Professional Standard and Development	• Be an excellent role model to students through personal presentation and professional conduct. • Arrive in class, before the start of the lesson, and begin and end lessons on time. • Support all the School's policies, e.g. those on Health and Safety, Literacy, Numeracy, and ICT. • Establish excellent and effective working relationships with professional colleagues and associate staff. • Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of safeguarding. • Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare. • Be aware of the role of the Board of Trustees and local governance arrangements for the school and support it in performing its duties. • Consider the needs of all students within lessons, (and implement specialist advice), especially those who are gifted or talented. • Communicate and co-operate with persons or bodies outside the school. • Participate in meetings which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements. • Supervise and as far as practicable teaching any students whose teacher is not available to teach them. No teacher shall be required to provide such cover for more than 38 hours in any academic year.
Health & Safety	• Understand and comply with Health and Safety Regulations and Requirements. • Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions. • Undertake risk assessments relating to subject and learning family activities as well as to undertake and regularly review student risk assessments.
Continuing Professional Expertise & Development <i>Personal</i>	• Take responsibility for personal professional development, keeping up-to date with research and developments in teaching pedagogy and changes in the national curriculum. • Undertake any necessary professional development as identified in the School Improvement Plan or in Appraisal, taking full advantage of any relevant training and development available, e.g., including appropriate national training schemes. • Maintain a professional portfolio of evidence to support the appraisal process. • Effectively manage own time when dealing with the wide range of day-to-day and long term demands of the post.

	Consider the expectations and needs of other members of staff, and in particular ensure that student teachers are appropriately encouraged, monitored, supported.
The Learning Family Leader is a vital part of the school structure, ensuring consistency of student's behaviour, attendance, and progress. A successful Learning Family Leader is central to the wellbeing of both the individual student and the wider school family. It is with the Learning Family Leader that the student has the first formal contact every day and the last before they leave. The LF Leader is also the primary point of contact for students' families and external professionals. The importance of consistency and our wider school ethos is underpinned by the knowledge the Learning Family Leader has about each member of their LF Group. Ensuring this information is shared proactively with colleagues enables high quality of personalisation, support, guidance, and interaction across the school day. The following outlines the regular duties and expectations of a LF Leader	
Learning Family Leader Role	- Be present in Learning Family Leader time before 8a.m. and until 8.15 a.m. each day for check in, 1.45pm – 2pm for the check out session. - Be knowledgeable about EHCP content, profile of needs and social context of each member of the Learning Family to both ensure the best support is in place and high-quality advice and guidance can be shared with other colleagues. - Maintain and update each student's Risk Assessment, One page Profile and Five Point Scale at least every three months or early if circumstances require. - Ensure all records and paperwork are up to date and accurately reflect the students' needs, provision and personalised support plans. the student support and specialist care of each student in the Learning Family. - Lead the organisation, delivery and follow up for each child's annual review. - Mark the register accurately each day and inform the administrative team of any patterns of lateness or repeated incidents of lateness. - Communicate on at least a weekly basis with every family within the Learning Family group in addition to daily routines around positive and negative behaviours – including but not limited to contact with families, discussions with other colleagues and professional agencies, undertaking referrals to both internal and external support systems.

	• Monitor standards of uniform and other expectations against the school expectations etc. and address any inconsistencies promptly, making accurate records on the relevant systems • Get to know students in the Learning Family Leader group as individuals and so establish a positive relationship to exert a constructive influence to support and encourage each student's learning, personal and social development. • Support and encourage each student in a kind and caring manner, acting as the advocate for the LF members across the school, including as part of the Weekday Child discussion and Progress Fridays. • Work closely with members of student support and other colleagues to ensure the LF is well supported and reflected across the school. • Actively and regularly promote the ethos and expectation of ACE Tiverton amongst all members of the Learning Family. • Attend assemblies and other events to oversee the Learning Family Leader group there. • Deal with routine administration, e.g. letters to parents/guardians, reports, annual reviews, issue examination timetables. • Co-ordinate school reports for the Learning Family and write an appropriate Learning Family Leader's report. • Deliver the Learning Family programme effectively. • Attend meetings relating to Learning Family members as and when required. • Attend all school events e.g. Parents' Evenings as required. • Write references and referrals as and when appropriate and required.				
Principal Accountabilities	• Demonstrate effectiveness in each of the Teaching Standards, or Threshold standards, as appropriate. • Ensure that students feel safe and valued in all interactions and subject related activities.				
Additional Information	• Should circumstances arise which require this job description to be reviewed and amended, any changes will be discussed with you in the first instance. • In addition to the duties specified within the section "Particular Responsibilities" you may be asked to undertake any other duties which may be regarded as within the nature of the duties and responsibilities/grade of the post.				
Person Specification					
	<table border="1"> <thead> <tr> <th>Essential</th><th>Desirable</th></tr> </thead> <tbody> <tr> <td></td><td></td></tr> </tbody> </table>	Essential	Desirable		
Essential	Desirable				

Experience and Job Knowledge	• Qualified Teacher Status or other relevant education qualification (PETLS/DETLS etc) • Experience and evidence of impact teaching students with identified ASC & SEMH needs. • Experience of teaching up to GCSE • Knowledge of how to inspire students to raise their own self expectation and performance • Ability to motivate students to study successfully. • Ability to adapt to different learning styles • Experience of using ICT to support learning and organisation of self and students. • Ability to plan and schedule personalised programmes of study that have a positive impact on students' attainment, engagement and attendance. • Experience of using diverse range of effective Teaching and Learning strategies • Experience of producing and maintaining accurate records, and produce clear and accurate reports • Experience of working under pressure and meeting deadlines • Experience of working with students with a range of SEND.	• Qualification relating to SEND Teaching or other area of practice e.g SMHL, TIS, Thrive etc • Recent experience of teaching • Evidence of Continual Professional Development • Experience of teaching students with ASC and/or SEMH • Completion of the SENCO Award or other relevant SEND qualification
Job Related Abilities	• Good communication skills • Good attendance record • Willingness to organise and participate in enrichment activities. • Understanding of how progress and attainment can be analysed on an individual and group basis. • Commitment to the wider role of the Teacher within the school and Trust community • Ability to work closely as a Team member. • Ability to maintain confidentiality within the reasonable expectations of the Trust and school policy and the professional expectations of those working with young people. • Ability to work within Trust Policies and an awareness of Equal Opportunities	• Ability/willingness to teach a second subject. Ability to lead, attend and organise residential experiences.

Personal Attributes	Excellence in : • Empathy and Emotional Intelligence • Understanding or willingness to see behaviour as communication • Understanding of relational approaches and desire to use these as part of teaching style and approach. • Growth mindset • Proactive personalised planning • Effective communication with all stakeholders.	• Adaptable and willing to embrace change.
Qualifications	• Qualified Teacher Status • Nationally Qualified based degree • SEN experience in mainstream or other settings. • Full driving licence and access to own vehicle for work purposes.	• Evidence of further professional study • Experience of Trauma Informed Practice • Leading or contributing to annual reviews. • Full Driving Licence
Physical Requirements	• Ability to visit home and other school settings and attend meetings throughout the county • Ability to undertake physical intervention training.	

To read our job description in action, see image below.



At ACE Tiverton, we are trauma informed in our approach to all members of our school family, this means that:

- ★ *We connect before we correct*
- ★ *We stay curious, not furious.*
- ★ *We understand that behaviour is communication*
- ★ *We believe in co-regulation.*
- ★ *We know that students regulate from the adults in their lives.*
- ★ *We think "can't" not "won't"*
- ★ *We empathise when someone is flipping their lid.*
- ★ *We believe in restoration not punishment*
- ★ *We know that excellent relationships reduce stress and build resilience for all.*
- ★ *Resilience in our relationships means that we see you, we hear you and we are here with you.*

We are a learning family and all of us can assist one another to be the very best we can be.

About Transforming Futures Trust: *Transforming Futures. Changing Lives.*

Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Headteachers, School staff, parents/carers and stakeholders and the wider communities they are a part of. We have proven educational practice and strong leadership which has enabled us to develop new provisions across the southwest to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

In November 2025, The Board of Trustees agreed a voluntary merger with ReachSouth Academy Trust. It is expected that the transfer will take place by 1st April 2026.

In addition to **ACE Tiverton School**, there are two other schools in the Trust:



ACE Schools: An alternative provision for children from 4-18 with sites across Plymouth, Cornwall, and Devon.



Courtlands School: Based in Plymouth, Courtlands supports 100 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs.



Mount Tamar School: Based in Plymouth, Courtlands supports 100 secondary aged children over multiple site who have Social, Emotional and Mental Health needs (SEMH), and other co-occurring needs.