



Serenity School

Serenity Education Group

Headteacher

Serenity School Maidstone

Recruitment Pack 2026



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Welcome from the CEO

Thank you for your interest in the role of Headteacher at Serenity School Maidstone.

At Serenity School, we Care, Value and Challenge everyone daily. We hope this is why you have arrived at our page, and this advert, as you too are looking to not only challenge yourself daily but also others across our organisation in the best interests of children and young people.

Our overarching aim is to guarantee excellence from enrolment to graduation and, by doing so, ensure that each student receives an education and childhood development programme that enables them to feel included in our school, community, and world. This provides them with the independence skills and competencies to achieve high self-regard for themselves, their background and tradition, as well as self-worth in an ever-changing world. I hope that you will find our mission, aims, values and drive as exciting and compelling as we do, and will consider joining our team. If you are ambitious and forward thinking, this is a role for you. It offers a unique opportunity to join a thoroughly values-driven organisation.

You will be joining an organisation already recognised by Ofsted, Investors in Children, SMSC Quality Mark, and Aspiring IAG, to name but a few, as an outstanding provider.

Serenity School first registered with the DfE as an Independent School for pupils with ASD/SEMH in 2018, for just 25 boys aged 11–16. Since our first school in Croydon, South London, we have expanded due to local need, working closely with SEND LA commissioners. We now have 5 large schools catering for up to 1,000 pupils. Our pupil profile currently includes children and young people aged 4–19 with a range of special educational needs, including Autism Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN), Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD), and Global Learning Delay (GLD). Provision is co-educational. In September 2025 we opened our 5th school, Serenity School Croydon, with a capacity for 450 pupils. Two of our schools are currently rated 'Outstanding' and one rated 'Good', with our two most recent schools yet to be inspected.

We are at an exciting point in our history. The scale of our ambition, set out in our seven-year strategy at SED Group, requires a highly successful Headteacher to join our Maidstone School to lead by example and distinction, and to ensure that curricular models and policy are delivered in the best interests of our students and families.

The post holder will work at our Maidstone School, as we work to achieve both medium- and longer-term objectives. In doing so, they will lead the development of corporate and in-school KPIs.

Above all, we are looking for someone who will share an absolute commitment to our mission and values. We are searching for an excellent communicator, highly organised, honest, approachable, adaptable, resilient, motivated, with expert knowledge, who can demonstrate that they work with integrity and respect for all.

This challenge is both exciting and significant, and I hope very much that you will consider this opportunity to contribute to our future and the lives of complex and vulnerable children and young people.



Gareth McCullough

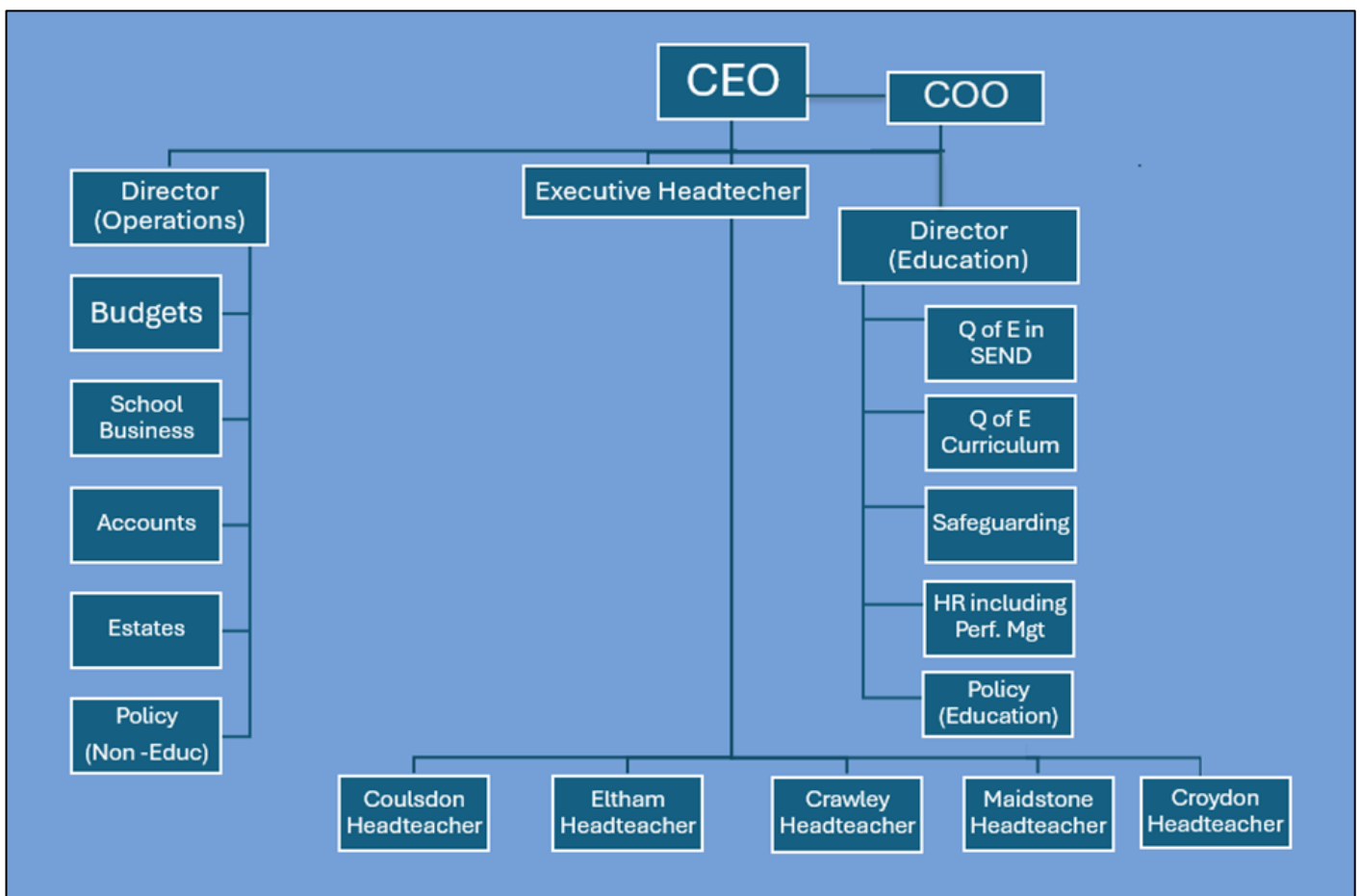
CEO

Executive Structure

The Executive Team at SED Group (Board) and SMTs across our schools Group consists of the CEO, COO, Director of Education, Director of Operation, Headteachers, Group Primary Lead, Group Safeguarding Lead, Group Behaviour Lead, Group Vocational Studies Lead, Group SEND & Integrated Services Lead, Group HR Lead and a range of other key personnel to deliver the highest standards for our students and their families. The teams work together to lead on and deliver a holistic education framework and our Socio Education Model.

Whilst each setting has its own discrete identity and infrastructure, the group works together to develop shared plans, approaches, frameworks, and policies to achieve greater impact, consistency, and efficiencies. Team members work together in meetings and outside to shape strategic and operational developments, share best practice and support each other.

The Headteacher will have a key role to play in working alongside and growing the Maidstone school team.





About Serenity...

Moral Purpose

At Serenity Education, we are dedicated to meeting the academic, behavioural, therapeutic, and vocational needs of our students. Our mission is to create, adapt, and implement functional curricula that meet the diverse individual needs of our student population and increase both current and future independence.

Vision

Who we are

Serenity School is a unique provision following a therapeutic humanistic approach to education and childhood development. Our goal is to ensure that vulnerable children remain within an educational setting that develops them holistically.

Serenity is built upon the vision and excellence of highly skilled professionals with years of experience in both education and clinical environments. Through these experiences, we recognise that the well-being and academic achievement of the majority of young people are significantly accelerated by addressing the root causes of behavioural, emotional, and social difficulties. Without this, some young people simply cannot access education.

Our staff members – including, but not limited to, special education teachers, instructional aides, speech and language therapists, occupational therapists, social workers, and administrators – work tirelessly to provide exceptional education and care plans for children who have an Education, Health and Care Plan (EHCP).

Aims and What We Do

Humanist Carl Rogers realised that all people, regardless of their backgrounds and biological differences, have the potential to grow and develop rapidly when certain conditions are met. Eventually, they may reach their full potential (self-actualisation). This approach and psychological model form the basis of modern psychotherapy, and it is also highly suited as an educational model to enhance the growth and development of children with special needs and disabilities.

The three facets of inclusion within our schools that make us unique are:

Inclusion has many forms but one principle: the right of a person to have the same opportunities and respect as anyone else.

1. Responding to the needs of each individual pupil.
2. Providing opportunity and support to both the pupil and the family as a unit.
3. Creating a sense of identity for each pupil. Our schools ensure that children who follow their personalised curriculum leave with a strong identity and a sense of who they are, why they are as they are, and the impact this has on their families and their lives. It also helps them to understand how they see themselves, their families, and the wider world.

Maximising individual achievement is central to the purpose of Serenity School. Inclusion is the common thread woven into this narrative. It is demonstrated through the exceptional efforts made to help children and young people in our schools rise above their difficulties, through highly skilled teaching, therapy, and care that we have built into our overall curriculum offer at all key stages.

Core Values

Children and young people can experience a spectrum of difficulties that make it hard for them to make progress at school. There are many ways in which we exhibit educational practice at its best. These include:

- High expectations and aspirations, and a profound and well-justified belief that every child and young person can learn and achieve.
- Refined skill in finding and applying the most effective approaches to communicating with, relating to, and teaching children and young people with special needs and challenges.
- Exceptional expertise in assessing progress and recognising the smallest steps as well as large leaps in learning, and in using assessment to guide teaching directly.
- Highly effective and indispensable teamwork across our schools' workforce, in which varied skills combine and best practice is readily shared.
- Strong partnerships with other professionals and providers, especially in reintegration and transition.
- The provision of ambitious and exciting opportunities through well-designed and individualised curriculum arrangements.
- Respect for individual children, young people, and their parents, with the power to bring cheer and self-belief to children, and relief, optimism, and support to parents.
- Unremittingly committed, inspirational, and forward-looking leadership which believes that every professional challenge has a solution.

Our Curriculum

The curriculum at Serenity is complex, yet despite this, it ensures that all our pupils have the very best opportunities, as is appropriate to their age, ability, and entitlement. We have high expectations – we believe that all pupils can achieve, and through our creative curriculum, we ensure they have opportunities to do so by promoting our core values of positive attitudes, supportive relationships, and respect for everyone.

Our curriculum is carefully planned and structured to enable all pupils to develop their personal characteristics, attitudes, and values to their fullest potential.

Our curriculum is based on:

- Early Learning Goals
- The National Curriculum
- A Creative Curriculum
- Accreditation at an appropriate level at Key Stage 4

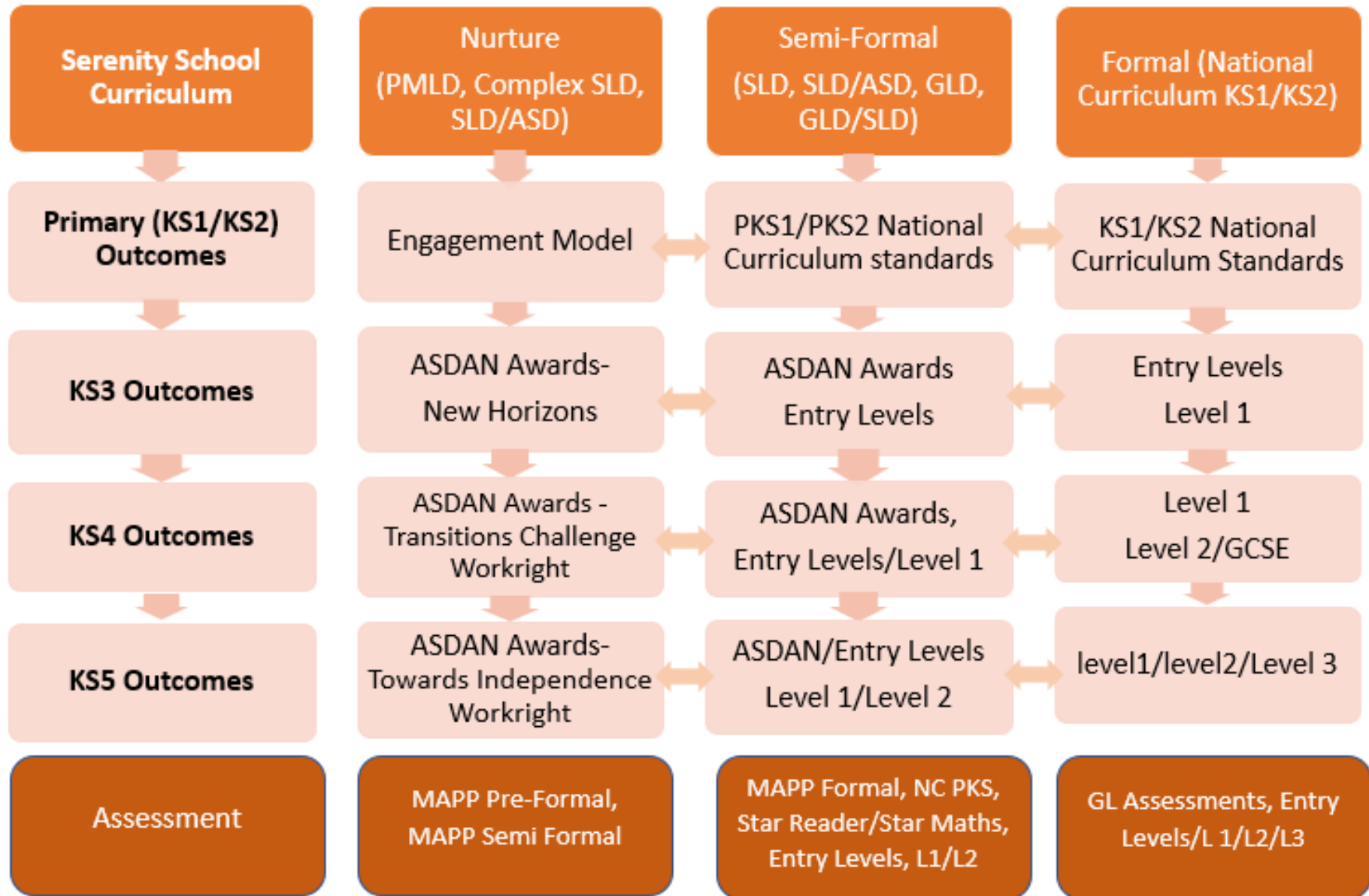
Our curriculum is guided by five student-focused principles:

- Academic
- SEND
- Engagement
- Enrichment
- Therapeutic

Please click on the curriculum link on our website to view our overall educational offer:

www.serenityschool.org.uk

Serenity School Three Tier Curriculum

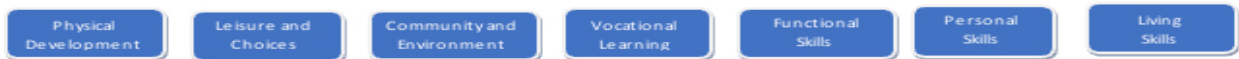


Formal Curriculum Pathway

All pupils on the Formal Pathway follow a personalised pathway tailored to their skills, abilities, interests and needs leading towards...
 We look after Ourselves We look after our Learning; Our Futures We Look after Ourselves and Futures

Independence	Personal Autonomy	Qualifications/FS	Vocational Training	Further Education	Employment
<ul style="list-style-type: none"> • Travel training • Health and safety • Personal safety including e-safety • Home management • Independent living • Community participation • Social skills development • Personal care 	<ul style="list-style-type: none"> • Functional Communication • Independence skills • Life skills • Accessing the community • Creative skills • Accessing health and care services • Social skills development • Personal and emotional well-being • Understanding relationships and sex 	<ul style="list-style-type: none"> • GCSE/AS/L1/L2/3 • Functional Numeracy and Financial Education • Functional Literacy • Citizenship • Personal and Social Education • Understanding the world (Science) 	<ul style="list-style-type: none"> • NCFE qualifications • BTEC • Sports Leaders • Skills for work placements • Work experience • Preparation for working life • College link courses • In fill courses 	<ul style="list-style-type: none"> • Self-advocacy and determination • Career Interviews (IAG) • Work experience • College taster • College transfer 	<ul style="list-style-type: none"> • Self-advocacy and determination • Career Interviews • Vocational course • Work experience • Volunteering opportunities

Learning opportunities are designed around each individual offering a curriculum which include:

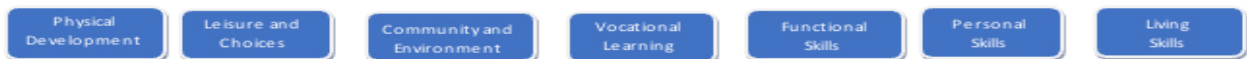


Semi-Formal Curriculum Pathway

All pupils on the Semi-Formal Pathway follow a personalised pathway tailored to their skills, abilities, interests and needs leading towards...
 We Look after Ourselves We look after our Learning; Our Futures We Look after Ourselves and Futures

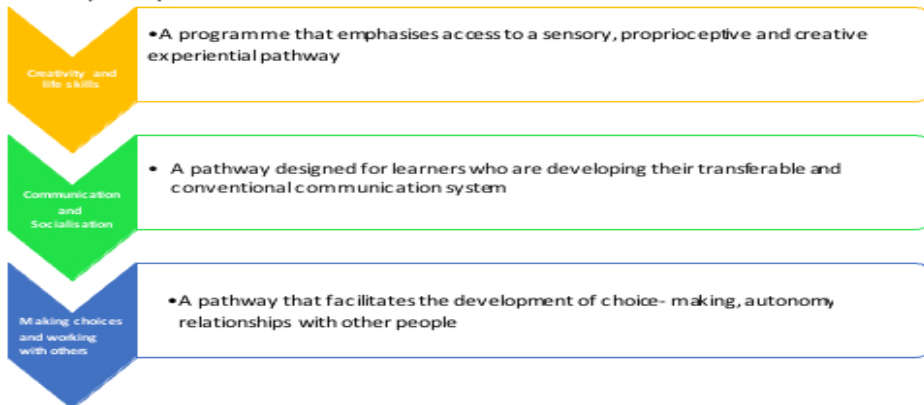
Independence	Personal Autonomy	Vocational Training	Further Education	Employment
<ul style="list-style-type: none"> • Travel training • Health and safety • Home management • Independent living • Functional Communication • Community participation • Social skills • Personal care skills 	<ul style="list-style-type: none"> • Functional Communication • Sensory awareness • Independence skills • Life skills • Engaging with the world • Engaging with the community • Creative skills • Keeping healthy and safe • Relationships and sex education 	<ul style="list-style-type: none"> • NCFE Qualifications • Functional skills • Skills for work placements • Work experience 	<ul style="list-style-type: none"> • Self-advocacy and determination • Career Interviews (IAG) • Work experience • College taster • College transfer 	<ul style="list-style-type: none"> • Self-advocacy and determination • Career Interviews • Vocational course • Work experience • Project SEARCH

Learning opportunities are designed around each individual offering a curriculum which include:



Informal Curriculum Pathway

All pupils on the Informal Pathway follow a personalised programme tailored to aspirational outcomes linked to 1+ of three pathways:



- All outcomes are supported by:**
- Family support
 - Community inclusion and participation
 - Voice, independent advocacy and transitioning to adulthood
 - Social and personal relationships
 - Long-term planning and transitions
 - Accreditations

All pathways are supported by a multi-disciplinary, person-centred approach to support the holistic development of:



How the Curriculum Works

Rationale and Aims

At Serenity School, we Care, Value and Challenge every child to achieve their true potential. In doing so, we improve the life chances of our young people through an unwavering commitment to Inclusion, Independence and Self-Worth for all learners. We can confidently say this because our curriculum is designed to deliver a holistic approach to education and childhood development. Therefore, our curriculum aims to develop the following five core principles of positive behaviour and action in everyone.

We look after Ourselves

This part of our curriculum focuses on equipping pupils with the skills they need to become healthy and independent individuals, able to care for themselves. Pupils are introduced to ways in which they can reflect on their own personal development and how their personal skills, abilities, and behaviours can be improved. They learn different ways in which they can contribute to a healthy lifestyle and are encouraged to demonstrate activities that will improve their own wellbeing.

They also begin to understand food and its functions in the body and learn how to prepare and cook healthy meals using basic skills. Attendance in PE is promoted through rewards to encourage an active lifestyle, improve self-esteem and social skills, and increase competency in gross motor skills. Pupils also participate in Life Coaching to help them better manage their emotions and behaviour and consequently become more authentic and independent.

We look after Each Other

Students achieve more when they learn to care for each other. This part of our curriculum aims to help pupils understand how to safely provide support to others, including knowing what they can and cannot do to support others and why. They also develop the skills and behaviours needed to lead others and to work as part of a team.

They will participate in activities such as organising coffee mornings at the local hospice and in the planning and running of enterprise activities within the school.

We look after our Learning

We have very high expectations of our pupils and strongly believe that they should gain the relevant currency needed to participate fully in today's rapidly changing society. As such, pupils, regardless of their pathways, have aspirational academic KPIs.

- **Primary:** Pupils who follow the formal curriculum pathway are expected to achieve expected progress in line with KS2 National Curriculum standards by the end of Year 6.
- **KS3:** By Year 9, they are expected to achieve a minimum of 5 nationally accredited qualifications (including English and Maths) at Entry Level or Level 1.
- **KS4:** By the end of Year 11, they are expected to gain a minimum of 5 more qualifications at Level 1/2 or GCSE level depending on their ability.
- **Post-16:** Pupils are expected to either follow a pure vocational pathway where they achieve a minimum of 5 Level 2/3 qualifications (including or in addition to English and Maths), or a combined apprenticeship/vocational qualification where some days are spent in real work environments to complement learning in school.

Students on the Informal and Semi-Formal Pathways have equally aspirational and seamless flightpaths suited to their individual abilities, ensuring that they leave school with meaningful qualifications at the end of each key stage. All students are incentivised to develop a love of reading as well as positive behaviours for learning.

We look after our School, Community and World

This part of our curriculum encourages pupils to care for their school community. They begin to develop an awareness of their local community and gain the skills and confidence to use various local services and facilities. They will learn about the changing nature of society in the UK by examining the impact of migration and the benefits of cultural diversity. They will also develop an awareness of how to take responsibility for their environment by identifying environmental issues and learning how they can contribute to solutions.

We look after our Futures

In the Primary Phase, pupils are introduced to the basic elements of managing money through the creation of a School Bank. Pupils also use their savings in practical ways by making purchases at the School Tuck Shop, where real-life maths is showcased through the responsibility of running the shop.

In the Secondary Phase, pupils are introduced to more advanced aspects of managing personal finances, including preparing a personal budget and carrying out transactions. They also develop problem-solving skills to help them tackle challenges in their daily lives.

Through our unique Careers Matrix, pupils are gradually exposed to careers information to help them develop awareness and make informed choices about their future.

- **KS1 & KS2:** Students familiarise themselves with different types of careers and how they develop. They participate in enterprise activities and career fairs where they meet adults from different professions.
- **KS3:** Students begin to recognise the qualities and skills needed for employability and learn about laws relating to young people's permitted hours and employment.
- **KS4:** Students develop an understanding of why certain mindset qualities are attractive to employers. They also complete work experience to explore different career options.
- **Post-16:** All students participate in work-related learning in real environments, ensuring they are ready for the world of work. They are expected to secure a post-18 education, employment, or apprenticeship place of their choice before leaving school.

Holistic Approach

Our Multi-Disciplinary Team (MDT) works closely with teachers and support staff to ensure that students grow socially and emotionally alongside their educational development. Depending on the EHCP or MDT assessment, students receive a bespoke therapy plan that supports them alongside their academic progress.

The MDT includes psychologists, special educational needs consultants, school nurses, occupational therapists, speech and language therapists, and other specialists. This ensures that all levels of need, including in our post-16 settings, can be fully supported and addressed.

Many children at Serenity School have a range of social, emotional, and mental health issues that prevent them from thriving academically or personally. To help them manage their feelings and work through specific issues, we adopt a holistic approach where therapy is an integral part of the timetable.

Therapy is delivered on site in dedicated rooms where children can relax away from the classroom. Sessions may be one-to-one or group-based depending on the pupil's Individual Education Plan. Speech and Language Therapy sessions may also take place in the classroom. Children are referred by a range of sources, including GPs, social workers, teachers, families or carers, CAMHS, paediatricians, our own specialists, or sometimes by self-referral. We carefully match each child to the therapist whose skills best meet their needs, and support continues for as long as it is required.

Integrated Approach

Our therapy, education, and pastoral care staff work seamlessly together to set targets for each individual child. The therapy team joins staff meetings at the end of each day and frequently delivers training to ensure consistency in approach across the school, often in collaboration with the SENCOs.

Therapists also communicate actively with the wider network of individuals and organisations involved in the lives of our children, regularly speaking with parents and carers and helping them develop strategies to support their child's development at home.

Coping During the Day

In addition to scheduled therapy, we provide quiet rooms, including dedicated and well-equipped sensory rooms, where children can go if they feel anxious or need a break from the classroom environment.

Intervention

Our staff team delivers individual and group interventions specific to the needs of our young people. These include:

- Understanding and managing difficult emotions

- Emotional wellbeing
- Confidence building
- Supporting life skills
- Stress management
- Emotional regulation
- Conflict management and resolution
- Building positive relationships
- Understanding and communicating feelings
- Problem solving
- Exam preparation

Interventions provided by our staff aim to empower young people to support their SEMH needs in the future should challenges arise again. Individual interventions offer intensive therapeutic support, while group interventions provide additional peer support and shared experiences.

What are we looking for in an ideal candidate?

We are looking for someone who shares Serenity's vision and values, and who will be able to 'Lead with Tough Love' in everything that they do to ensure Inclusion. This role would be perfect for you if you are an experienced Headteacher looking for your next step in leadership. Ideally you will have worked in a range of mainstream, AP, and special schools.

In addition, you will have led or been part of a SMT in at least one all through school, led by distinction in role, as well as having a track record of Ofsted outstanding in large schools on your CV in the last 5 years.

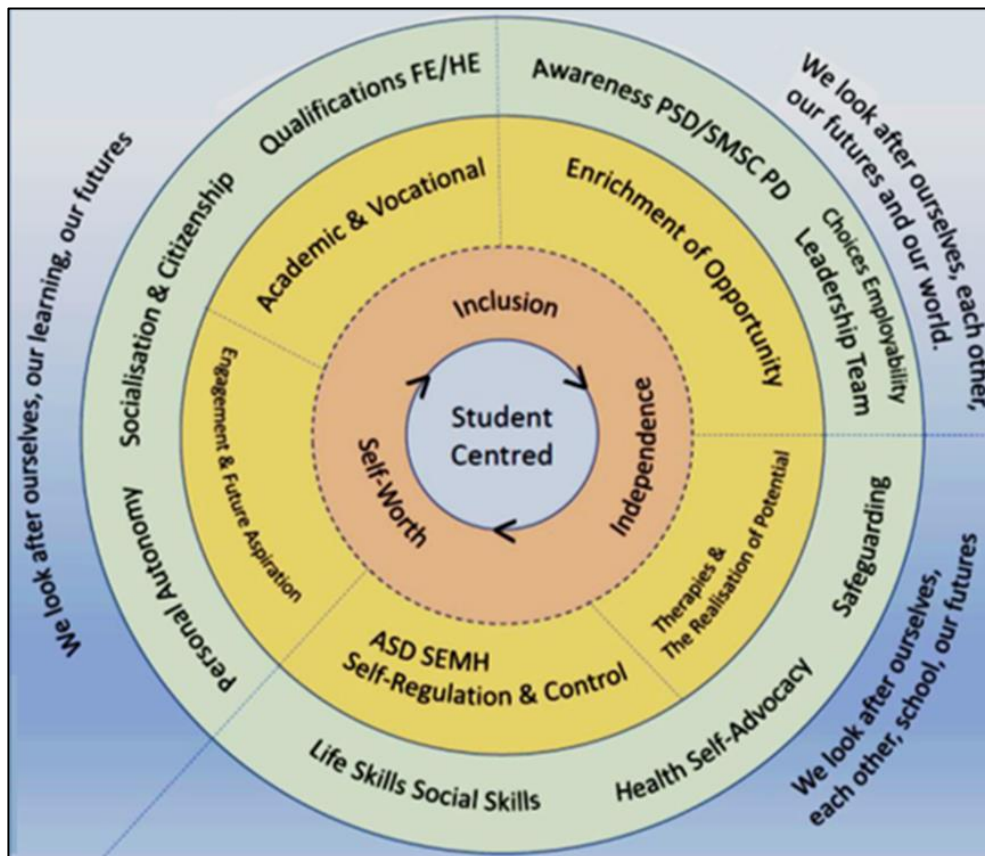
Having experience of working with young people with special educational needs, SEMH, trauma/attachment difficulties, medical needs and in different alternative settings would be an advantage.

We want someone who is confident that they have the skills, and expertise to thrive in an environment in which is challenging yet rewarding and ultimately you will be the champion for our children and young people.



Socio Education Model

Socio- Education Model	Performance Outcomes
Academic	<ul style="list-style-type: none"> Baccalaureate Award – 100% of Year 11 pupils achieving 5 GCSEs Inc. M/E 85% of pupils making substantial and sustained progress in-year 75% of pupils achieving 1 band+ improvement SSC Num/Lit annually
SEND	<ul style="list-style-type: none"> 100% of pupils making expected progress of EHCP targets
Engagement	<ul style="list-style-type: none"> 90+% Attendance guaranteed. 0% NEET 90% positive Destinations Report – 1 year later 100% of pupils complete a minimum of 1 Character Education Programme
Enrichment	<ul style="list-style-type: none"> 100% pupils completing bespoke curriculum offer. 100% of pupils completing a leadership/coaching qualification for improved self confidence 100% of pupils accessing SMSC curriculum
Therapeutic	<ul style="list-style-type: none"> 100% of pupils improving their understanding of SEMH barriers using Social and Emotional Toolkit



Job description

Job title	Headteacher	Team	SED.Group
Salary	Salary: £65,010.00 to £75,331.00 (L18 – L24 Serenity Pay scale).	Reporting to	CEO

Role Purpose

To lead and manage the school team to provide outstanding special needs learning and therapeutic care. To achieve the best possible outcomes for pupils whilst ensuring a safe and secure environment for all, in full compliance with regulatory and quality standards.

Duties and Key Responsibilities

Leadership and Management

Key Accountabilities / Measures of Success

- Maintain the highest levels of health, wellbeing, and safeguarding of all individuals within the school.
- Maintain DfE-registered accountability for the school.
- Ensure the effective implementation of safeguarding policies and adherence by all colleagues.
- Oversee implementation of quality assurance practices across recruitment, reporting, documentation, compliance, Health and Safety, visits, curriculum, whistleblowing, etc.
- Manage any improvement notices through to resolution.
- Enable each pupil to fulfil their potential through structured learning and wellbeing interventions.
- Make appropriate referrals to relevant safeguarding agencies.
- Manage the induction of new pupils into the school.
- Oversee all risk assessments, ensuring actions and reporting are accurate and timely.
- Ensure individual education plans are accurate and up to date.
- Manage placement plans, building relationships and securing outcome agreements with external bodies.
- Ensure transition plans (joining and leaving the school) are created and completed prior to transition.
- Monitor and review all reports, plans, and documents on an individual pupil basis.
- Agree and manage referral requests in the best interests of the pupil, the school, and the LA.
- Ensure delivery of high-quality care, teaching, and learning standards.
- Ensure Ofsted and commissioned review outcomes are owned and actioned.
- Ensure the culture, ethos, and working practices of the school align with organisational values.
- Ensure pupils' spiritual, moral, social, and cultural development needs are met.
- Analyse pupil progression, driving improvements and celebrating successes.
- Monitor pupil attendance, analyse causes and triggers, and implement strategies.
- Monitor standards through observations, ensuring agreed actions are taken.

Measures of Success:

- Policies and procedures adhered to, meeting LSCB standards.
- 100% compliance on internal audits.
- All improvement notices resolved within agreed timescales.
- Positive feedback from pupils, parents, and staff.
- Plans delivered within agreed timescales.
- Records and plans accurate and up to date.
- Termly reports completed to required standards and deadlines.

- Lesson observations, moderation, work scrutiny, and learning walks completed on schedule.
- School review reports demonstrate improvement in targeted areas.
- Key pupil metrics show improvement and/or meet expectations (progression targets, attendance).

KPIs

- NEET pupil leavers at or below targeted levels.
- Positive pupil, parent, and staff feedback.
- Recruit, manage, coach, and motivate Heads of Setting to develop high-performing and sustainable leadership teams.
- Ensure SMT implement robust, consistent plans and self-assessments to support high-quality provision, with effective support and challenge.
- Lead the development of the school's educational model and support leaders to implement it effectively.
- Promote best practice in autism education and embed the Socio-Education Model.

Governance

- Support SED to fulfil their role, ensuring they receive high-quality, timely agendas, reports, and engagement.
- Ensure the school is managed in line with organisational policy, statutory requirements, and best practice.

Finance

- Work with the School Business Manager (SBM) to manage budgets, ensuring plans are affordable and sustainable.

Additional Duties

- Demonstrate continual commitment to safeguarding and promoting the welfare of children and young people.
- Uphold SED policies to protect and safeguard pupils and secure their health, safety, and wellbeing.
- Demonstrate continual commitment to promoting diversity and sharing best practice in line with SED Equality, Diversity, and Inclusion policies.
- Ensure the highest degree of confidentiality and data protection in all matters.

Headteacher Serenity School

Candidates should be able to demonstrate how they meet the essential criteria as indicated in the 'measured by' column.

PERSON SPECIFICATION	Essential	Desirable	Measured by: A) application form B) test/exercise. C) interview
Qualifications and Training			
Qualified Teacher Status	x		A
Higher degree qualification, postgraduate course, recognised special education qualification.		x	A
Willingness to extend personal and professional development, demonstrated by a track record of recent professional development.	x		A
Health and Social Care qualification		x	A
Completion of NPQH		x	A
Knowledge and Experience			
Successful experience as a Headteacher or Head of School in a Good or Outstanding school within a similar specialist setting.	x		A
Proven ability and experience to improve the Quality of Education and Therapeutic Care	x		A
Proven ability and experience in the effective Leadership and Management of Multi- Disciplinary Team	x		A
Conducting performance management and supervision of Education and Support staff	x		A
Proven record of effective teaching of children with SEMH and complex difficulties	x		A
Curriculum leadership, design and implementation		x	A
Planning the curriculum across a range of ages and abilities	x		A
Working effectively with Governors	x		A
Leading professional development activities	x		A
Appointing, managing and inducting staff	x		A
Resource management	x		A
Effective financial management	x		A
Proven record of leading successful teams	x		A
Implementing strategies to raise achievement and improve behaviour.	x		C
Strategic improvement planning and action planning		x	A
Working with and supporting families	x		A
Working with local authorities in supporting the placement of children and young people	x		A
Use of data to inform areas of improvement.	x		C
Understanding Ofsted and its implications	x		C
Knowledge of Education Act and other legislation relevant to special education and therapy		x	C

Understanding of the procedures to Safeguard and protect Vulnerable Children and Young People and Adults	x		C
A working knowledge of managing physical interventions and child protection procedures.	x		C
Understanding of the of Independent School Standards			
Understanding of Ofsted inspection for Schools	x		A
Understanding of the characteristics of an effective and inclusive school			
Knowledge of current national initiatives with regard to teaching, learning and assessment	x		C
Skills			
Ability to lead and provide a clear vision	x		B
Ability to enthuse and motivate others	x		B
Proven ability to manage people and resources to good effect	x		A
Efficient, adaptable and well organised	x		B
Clear strategic thinker	x		B
Ability to forge links with Parents, the Local Community, Local Authorities and other Schools	x		A
Ability to communicate effectively	x		A/C
Competent in the use of ICT	x		A
Competent in financial management	x		A/C
Flexible and approachable	x		B
Decisive	x		B
Resilient under pressure	x		B
Ability to deal sensitively with people and resolve conflict	x		B
Set high expectations for Children and Young People and staff	x		B
Keen interest in promoting the quality of Education and Care	x		A
A positive and energetic approach to work	x		B
Commitment to working with other agencies to support Children and Young People's education.	x		C
A desire to enable each child to achieve their personal best	x		A
Commitment to the continuing professional development of all staff	x		A
Commitment to equality of opportunity and inclusion	x		A

How to apply

To apply for the role please do so through My New Term:

Visits

School tours are available on request. To arrange a visit, please contact our HR Team and provide a copy of your CV in advance.

E: hr@serenityschool.org.uk T: 020 3504 2281

Contact

If you would like to find out more about this exciting opportunity, need any further information or wish to have an informal discussion, please contact Assumpta Ugo, hr@serenityschool.org.uk

The stages of the recruitment process are outlined below:

Stage	Timescale
Position advertised	Thursday, 12 th March 2026
Closing date for applications	Friday, 10 th April 2026
Shortlisting	Ongoing
Interview and assessment (In person)	TBC.

Equal opportunities

Serenity Education Group is fully committed to equality of opportunity and diversity, and we warmly welcome applications from all suitably qualified candidates. We welcome applications regardless of race, colour, nationality, ethnic or national origins, religion or belief, sex, sexual orientation, gender reassignment, marital or civil partner status, pregnancy or maternity, disability, or age. All applications will be considered solely on merit.

Serenity Education Group is committed to safeguarding and promoting the welfare of children and young people and successful candidates will be subject to an Enhanced DBS (Disclosure and Barring Service) check.

The Safeguarding responsibilities of the post as per the job description and personal specification.

Whether the post is exempt from the rehabilitation of Offenders Act 1974 and the amendment to the Exceptions Order 1975, 2013 and 2021. This means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further information about filtering offences can be found in the DBS Filter Guidance.