



Charlton Park Academy

Candidate Information Pack
SEN Classroom Teacher
2025-26



Communicate



Persevere



Achieve



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1. Welcome to Charlton Park Academy

Thank you for your interest in joining Charlton Park Academy (CPA). We are a specialist secondary academy for children and young people aged 11–19 with Education, Health and Care Plans (EHCPs), including pupils with autism (including sensory autism), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), and complex communication and regulation needs.

At CPA, pupil achievement is inseparable from the conditions that enable pupils to engage with learning safely and consistently. Those conditions are: emotional regulation, communication, consistency of adult support, and safeguarding-competent practice.

2. The headline: what makes CPA distinctive

- A calm, structured school day designed to reduce uncertainty and increase engagement for pupils with complex SEND.
- A curriculum connected to real-life independence and Preparation for Adulthood (PfA), not 'paper compliance'.
- Total Communication and regulation-first practice so pupils can access learning and relationships.
- Therapy-informed routines embedded into classrooms, transitions and social times.
- High expectations of adult practice: consistent, safe, respectful and evidence-informed.

3. Who We Are Looking For

We are looking for reflective professionals who are curious, coachable and committed to doing the small things consistently well — because that is what changes pupils' lives in a complex SEN context.

We welcome applications from **Early Career Teachers (ECTs)**, teachers **new to SEND**, and **experienced SEND practitioners** as well as **Primary or Secondary Qualified Teachers** who are motivated by impact, curiosity and professional growth in a SEND context.

Early Career Teacher (ECT) – SEND Secondary (11–19)

Primary or Secondary Qualified Teachers Welcome

Charlton Park Academy | London (SE7)

MPS (ECT) + SEN Allowance

“Starting your career should build confidence — not break it. You’re trained to teach children — not exam specifications.”

Beginning your teaching career is demanding. Beginning it in SEND can feel overwhelming — unless the school has the right systems in place.

At Charlton Park Academy, we actively welcome **Early Career Teachers** who are curious about SEND and committed to learning the craft of teaching well. You are **not expected to arrive as a SEND expert**. You are expected to be reflective, open to coaching and willing to learn.

If you are a **primary-qualified ECT** considering SEND, you may be wondering whether a secondary setting is the right fit. At Charlton Park Academy, many of our strongest SEND teachers come from **EYFS, KS1 and KS2 backgrounds** — because our pupils need expert adaptive teaching, communication-first practice and strong understanding of early development.



You will **not** be expected to deliver subject-specialist GCSE content. Teaching at CPA is rooted in **EYFS and Equals pathways**, functional learning and Preparation for Adulthood — carefully sequenced to pupils' developmental stages, not their chronological age.

Your ECT induction is **carefully structured**, with clear routines, protected time, and consistent mentoring. Instructional coaching focuses on small, high-impact improvements — what to do, why it works, and how to refine it — without judgement or overload.

We are an **evidence-informed school**, fully aligned to the **Chartered College of Teaching Professional Framework**, and we support ECTs to build strong foundations in communication, regulation, safeguarding and adaptive teaching. SEND practice here is deliberate, calm and grounded in research — not trial and error.

If you want to start your career in a school that takes your development seriously, protects your wellbeing, and helps you become a confident, skilled SEND teacher over time, Charlton Park Academy could be the right place to begin.

Confidential conversations welcome. Part-time and phased starts considered where appropriate.

For Primary Teachers Hesitant About Moving into SEND

“You already have the skills. We’ll help you adapt them.”

SEND Teacher (Primary Background) – Secondary SEN (11–19)

Charlton Park Academy | London

You may already be skilled in adaptive teaching, early development, communication and emotional regulation — but unsure whether SEND is the right next step.

At Charlton Park Academy, many of our strongest SEND teachers come from **EYFS, KS1 and KS2** backgrounds. You do not need to arrive as a SEND expert. You will be supported through structured induction, instructional coaching and evidence-informed practice aligned to the **Chartered College Professional Framework**.

Our curriculum is rooted in **EYFS and Equals pathways**, not exam pressure. Learning is carefully sequenced, personalised and meaningful.

If you're curious about SEND but want to be properly supported, not overwhelmed — this could be the right move.

For Experienced SEND Specialists Seeking Professional Depth

“What happens when SEND expertise is treated as a craft?”

Specialist SEND Teacher – Evidence-Informed Practice

Charlton Park Academy | London (SE7)

If you are an experienced SEND practitioner and feel you have more to give — but fewer places that genuinely support professional depth — we would like to talk to you.

Charlton Park Academy is an **evidence-informed school**, fully subscribed to the **Chartered College of Teaching**, and committed to supporting staff to work towards **Chartered Teacher status**. Our People Development model uses instructional coaching, deliberate practice and collaboration with SEND partners across the South East, including **CENMAC and NAS**.

This is a school for teachers who want to refine practice, influence others and build recognised professional expertise — without leaving the classroom.



Career Break Returners

“You haven’t lost your skills. You just need the right conditions.”

Teacher (SEND) – Return to Teaching Welcome

Charlton Park Academy | London (SE7)

MPS/UPS + SEN Allowance | Part-time and phased return considered

If you’ve stepped away from teaching — for caring, health, or life reasons — and are wondering whether there’s a way back that feels manageable, this role is designed with you in mind.

At Charlton Park Academy, we understand that returning teachers need **clarity, structure and time to rebuild confidence**. You will not be expected to “hit the ground running”. Instead, you’ll be supported through a phased return, clear routines, instructional coaching and a calm SEND environment where behaviour is understood as communication.

We are an **evidence-informed school**, aligned to the **Chartered College of Teaching Professional Framework**, and we focus on sustainable practice — not heroic workloads.

If you’re considering a return to teaching and want it to be done properly, explore our Candidate Information Pack. We welcome confidential conversations before application and are happy to discuss phased returns, flexible working and support needs.

Maternity / Parental Returners

“Returning to teaching shouldn’t mean choosing between your family and your profession.”

Teacher (SEND) – Flexible / Family-Friendly

Charlton Park Academy | London (SE7)

Flexible working and part-time options available

Returning to work after parental leave can feel daunting — particularly in demanding SEND settings. At Charlton Park Academy, we plan for returners carefully and respectfully.

Flexible timetables, part-time contracts, phased returns and agreed adjustments are considered transparently and professionally. You’ll work within a school where routines are predictable, expectations are clear and professional development is structured.

Our SEND practice is **evidence-informed**, supported through instructional coaching and aligned to the **Chartered College Professional Framework**, ensuring your return is developmental rather than overwhelming.

If you’re ready to re-engage with teaching on terms that work for you and your family, we would welcome a conversation.

Burnout / Recovery Returners

“You left because it became unsustainable. That doesn’t mean you were the problem.”

Teacher (SEND) – Sustainable Practice

Charlton Park Academy | London (SE7)

MPS/UPS + SEN Allowance | Phased return considered

If you stepped away from teaching because the pressure became too much, you are not alone — and you are not disqualified from returning.

Charlton Park Academy is a SEND school where wellbeing is built into systems: clear safeguarding routes, consistent behaviour approaches, predictable routines and leadership that prioritises sustainable practice. Coaching here is supportive, not punitive. Expectations are high — but realistic.



We are an **evidence-informed school**, fully subscribed to the **Chartered College of Teaching**, and our professional development model is designed to rebuild confidence, not erode it.

If you still care about teaching — but need a setting that understands recovery — this could be a safe place to begin again. We welcome confidential conversations before application and are happy to discuss phased returns, flexible working and support needs.

4. Our vision, mission, purpose, values and ‘golden thread’

Our vision is to nurture confident young people with complex SEND who keep learning, keep participating, and are increasingly prepared for adult life.

Our mission is to provide a safe, consistent and nurturing school where every pupil develops the communication, learning and life skills they need to build wellbeing, strengthen independence, and grow their agency over time.

Our purpose: we exist to help pupils communicate, persevere and achieve — so they can access learning, build relationships, take part in their communities, and move towards greater independence and choice.

We want every pupil to communicate, persevere and achieve — in learning, relationships and everyday independence.

Our ‘golden thread’ connects EHCP outcomes to the curriculum offer and to Preparation for Adulthood (PfA), so progress is meaningful, visible and transferable.

What this looks like in practice

- Adults teach routines explicitly and use consistent language, visuals and prompts.
- Communication systems are used all day, not just in ‘speech’ moments (AAC, signing, visuals, objects of reference).
- Support is ‘scaffold then fade’ — we build independence and avoid dependency.
- Behaviour is treated as communication, with calm, predictable adult responses.
- Therapy strategies are embedded into classroom routines to strengthen universal practice.

5. Our pupils and context (11–19, complex SEND)

Our cohort is diverse and complex. Many pupils have autism as a primary diagnosis; the SEN Information Report notes that around 65% of pupils have autism, with a further group identified with complex sensory and communication needs, and a smaller but important group with PMLD.

In our context, achievement includes:

- communication and interaction (expressive and receptive)
- emotional regulation and safe participation
- independence and self-care (least-invasive support)
- attendance and engagement (including school refusal)
- functional literacy and numeracy (where appropriate)
- subject knowledge, skills and qualifications aligned to pathway and starting point

What we mean by ‘high expectations’

- High expectations of adults: calm, consistent, safe practice and respectful communication.
- High expectations of pupils: ambitious goals, broken into small, achievable steps, revisited until secure.



- High expectations of systems: clarity, routines and follow-through so pupils feel safe and can succeed.

6. Curriculum and Preparation for Adulthood (PfA)

Our curriculum is designed around pupils' starting points and needs, with clear progression over time. Across Key Stages, we prioritise communication, functional literacy/numeracy, self-regulation and independence so pupils can access subject learning and prepare for adulthood.

PfA is planned progressively and includes communication, self-care, community access, employability and life skills, and (where appropriate) accredited learning and vocational pathways.

You'll see our curriculum expressed as:

- Structured routines and explicit teaching (small steps, modelling, rehearsal).
- Meaningful generalisation — skills practised beyond the classroom.
- High-quality adaptive teaching with carefully chosen supports.
- Assessment that informs next steps and captures progress towards EHCP and PfA outcomes.

7. Therapeutic and clinical support (therapy-informed practice)

Therapy-informed practice is part of daily school life. We embed agreed strategies into classroom routines and work closely with specialist colleagues and external professionals (for example: Speech and Language Therapy, Occupational Therapy, Educational Psychology, nursing support and health colleagues).

Facilities that support wellbeing and regulation

- Thrive, Gym, Hydrotherapy and multi-sensory provision where appropriate.
- Spaces to support regulation and reduce distress, including access to sensory resources and calm spaces.
- Physical development opportunities matched to pupils' needs.

Our approach is 'universal-targeted-specialist'

- Universal: all staff use agreed strategies that benefit most pupils.
- Targeted: additional structured supports for pupils who need more.
- Specialist: individualised programmes and plans where required, delivered safely and consistently.

8. How we work day-to-day

Communication (Total Communication)

- We use the right mix for each pupil (speech, signing, AAC, visuals, objects of reference).
- Adults model and honour communication — including non-verbal communication.
- Consistency matters: pupils experience the same communication approaches across lessons, transitions and social times.

Regulation and behaviour (behaviour as communication)

- We respond with calm structure: predictable routines, clear expectations, and proactive support.
- We reduce triggers through environmental adjustments and consistent adult responses.



- We use the least intrusive support needed, prioritising dignity, safety and independence.

Safeguarding-competent practice

- Clear professional boundaries and safer working practice at all times.
- Adults understand vulnerability and risk in complex SEND and report concerns immediately.
- Recording and escalation follow policy and are completed promptly.

9. Professional development, induction and coaching

At Charlton Park Academy, we believe that **excellent SEND practice is developed, not assumed**. Specialist teaching requires precision, reflection and continual learning — and we invest heavily in our staff to make this possible.

We are an **evidence-informed school**, fully subscribed to the **Chartered College of Teaching**, and our approach to People Development is explicitly aligned to the **Chartered College Professional Framework**. This ensures professional learning is structured, credible and rooted in research rather than trends or compliance.

For Early Career Teachers and Teachers New to SEND

If you are at the start of your teaching career, or transitioning into SEND, you will be supported through a **carefully sequenced induction programme** focused on safeguarding, communication, regulation and high-quality classroom routines. Instructional coaching is used to support practical improvement — focusing on what to do, why it works, and how to refine practice over time. We actively encourage and support ECTs to engage with Chartered College learning pathways as part of building strong professional foundations.

For Experienced SEND Teachers

For experienced SEND practitioners, professional development at CPA is about **refinement, depth and sustained impact**. Through instructional coaching, evidence-informed CPD and collaborative enquiry, teachers are supported to interrogate what works for autistic learners and pupils with complex needs. Staff are encouraged and supported to work towards **Chartered Teacher or related Chartered College qualifications**, using the Professional Framework to evidence highly competent, substantial and sustained practice over time.

Across all career stages, our approach is **supportive, developmental and intellectually honest**. Coaching is developmental; CPD is not generic; and professional growth is not left to chance. We believe that when staff learning is taken seriously, pupil outcomes follow.

10. Working at CPA (practicalities, wellbeing and benefits)

Working in a complex SEN school is demanding and deeply rewarding. We take staff wellbeing seriously because staff wellbeing and pupil wellbeing are linked.

Our Multi-Site Model

Charlton Park Academy operates across a small number of closely connected sites; all located **within a 10-minute travel radius of the main CPA building**. These sites are an integral part of our school community and operate under the same leadership, curriculum framework, safeguarding systems and professional standards. Staff are appointed to the Trust, not to a single building, and may work across sites in line with pupil needs, expertise and development opportunities.

**Why teaching at a different site is an opportunity — not a compromise**

Teaching at one of our additional sites is **not a lesser experience** — in fact, for many staff it becomes a defining stage of professional growth. Smaller teams, clearer lines of responsibility and close working relationships mean teachers often develop **leadership skills, decision-making confidence and strategic oversight more quickly** than in a single large setting. Staff are trusted to lead practice, shape routines, mentor others and contribute directly to school improvement, while remaining fully supported by senior leaders, coaching systems and Trust-wide CPD.

For teachers who are ambitious, reflective and ready to grow, our multi-site model offers a rare opportunity: **to deepen SEND expertise, broaden leadership experience, and accelerate professional development — without leaving the classroom.**

Wellbeing and benefits (insert Trust/school offer)

- **Professional learning** offer:
 - combines instructional coaching, deliberate practice and reflective enquiry with access to nationally recognised professional learning pathways.
 - is strengthened through strategic partnerships across the SEND sector, including collaboration with specialist providers across the South East, and engagement with organisations such as CENMAC, NAS, and other SEND-focused networks.
- **Staff wellbeing** is built into how we work: clear safeguarding and behaviour systems, protected time for planning and reflection, access to occupational health and counselling support, and leadership that prioritises sustainable practice. We focus on consistency, support and professional trust — not quick fixes.
- **Flexible Working and Family-Friendly Practice:** We recognise that excellent teaching is sustained by realistic working arrangements. CPA supports flexible and family-friendly working wherever the role allows, including part-time contracts, phased returns, and agreed adjustments at different career or life stages. Requests are considered thoughtfully and transparently, with a focus on maintaining high-quality provision while supporting staff to work sustainably over time.
- Other benefits (where offered): access to school's Gym and Fitness rooms, Yoga for staff and many other wellbeing activities organised across the trust

11. Equality, safeguarding and safer recruitment

Charlton Park Academy is committed to safeguarding and promoting the welfare of children and young people. All staff share responsibility for safeguarding, and all appointments are subject to the appropriate pre-employment checks, including an enhanced DBS check and references.

We are committed to equality of opportunity and to creating an inclusive workplace. We welcome applications from all suitably qualified candidates and aim to remove barriers so that staff can thrive.

12. Guidance for applicants and recruitment process

Completing your application

- Read the job description and person specification and address these directly in your supporting statement.
- Use real examples: what you did, what changed, and what you learned.
- Keep it clear and concise; avoid jargon where possible.



- Explain any employment gaps briefly and honestly.

Selection process (typical)

- Shortlisting against the person specification.
- Interview day activities may include: a classroom or learning activity, a professional discussion, and safeguarding questions.
- References and pre-employment checks are completed before appointment is confirmed.
- Key dates:
 - Closing date 13th April 2026 or 1st June 2026 or 13th July 2026 depending upon availability of suitable candidates
 - Start date April 2026 or June 2026 or September 2026 depending upon availability of suitable candidates

School visits are welcomed – contact Niall Fallon – nfallon@charltonparkacademy.co.uk or

Laura Parker – lparker@charltonparkacademy.co.uk. We want you to see our context and ask honest questions.

Please contact Nina Randall-Webb, HR and Resources Manager with details of your experience and qualifications for this role in the first instance. Her email is:

nrandall-webb@charltonparkacademy.co.uk

- [CPA Application Form\(opens in new tab\)\(opens in new tab\)](#)
- [Equal Opportunities Monitoring Form](#)

13. Statement of Provision

Introductory statement

Charlton Park Academy is a specialist secondary academy for children and young people with Education, Health and Care Plans (EHCPs). We support pupils with a wide range of needs, including autism (including sensory autism), SLD, PMLD and complex communication and regulation needs. Our provision is designed so that pupils are safe, able to regulate, able to communicate, and able to access learning.

Admissions

Admission is through the local authority SEND process and pupils attend where Charlton Park Academy is named in their EHCP. Placement decisions are made with the aim of meeting need safely and appropriately, and in partnership with families and professionals.

Curriculum and preparation for adulthood

Our curriculum is ambitious, purposeful and adapted to pupils' learning profiles. It prioritises communication, regulation, independence and participation, alongside subject learning appropriate to each pathway. Preparation for adulthood (PfA) is planned progressively and includes communication, self-care, community access and (where appropriate) vocational learning.

Therapy-informed practice



We work in partnership with multi-disciplinary professionals (such as speech and language therapy, occupational therapy, physiotherapy and nursing support) to embed agreed strategies into day-to-day practice. Therapy input is used to strengthen universal practice, provide targeted support where needed, and coordinate specialist programmes safely.

Communication

Communication is a core priority. Pupils are supported to understand and express themselves using appropriate systems, which may include AAC, visuals, objects of reference, signing or other structured supports. Communication approaches are used consistently across lessons, transitions and social times.

Regulation and behaviour support

We understand that behaviour communicates need. We use consistent routines and proactive regulation supports (including sensory strategies) to reduce escalation and increase participation. Adults respond calmly and predictably, using the least intrusive support needed to keep everyone safe and to build independence.

Safeguarding and care

Safeguarding is central to our provision. All staff follow academy safeguarding procedures and safer working practice. Where pupils require personal care, physical support or medical support, plans are followed carefully and reviewed as needed. Any concerns are reported immediately through established safeguarding routes.

Working with families and partners

We work closely with parents/carers and with partner professionals. We value co-production and aim to communicate clearly, especially when pupils' needs change or when the school needs to adjust provision.

Review and quality assurance

We review provision regularly through EHCP reviews, progress review, and ongoing quality assurance. We focus on what is working, what needs to change, and the impact on pupils' learning, independence and wellbeing.

Appendix: Quick glossary

- AAC – Augmentative and Alternative Communication (e.g., communication boards, devices).
- ECT – Early Career Teacher
- EHCP – Education, Health and Care Plan (statutory plan describing needs and provision).
- PfA – Preparation for Adulthood (outcomes linked to independent living, community, work, health).
- SLD / PMLD – Severe / Profound and Multiple Learning Difficulties.
- Total Communication – using the best mix of communication methods for each pupil.