Treloar's

SEN School Teacher

Information Pack

2026





Welcome

We are thrilled that you're considering the role of SEN teacher at Treloar School. We are seeking a dedicated and passionate educator with QTS who is committed to making a real difference in students' lives and who shares our belief that so much more is possible for them. Is this you?

At Treloar's we believe in the power of education. Our curriculum is shaped by the educational and wellbeing needs of our students. We adopt a holistic, student centred, multi-disciplinary approach, that encompasses on site education, residential, pastoral care, therapy and healthcare support.



Lisa Bond
Director of Education

Each student receives a curriculum that is right, relevant and purposeful, tailored to their unique needs and starting point. Our focus extends beyond the academic to include the development of resilience, determination, self advocacy, and independence as students prepare for the next stage in their lives. **Could you help us enhance this further?**

Treloar's success is built on collaboration and teamwork and not accepting commonly recognised limitations and barriers. To do this we are continuously seeking and sharing exemplary practice to enable our students to take control of their lives and achieve their aspirations. **Could you help us to break down more barriers?**

Thank you for taking the time to learn more about us. Treloar's is a fantastic place to develop your career with a brilliant team of dedicated and inspirational staff. **I hope to hear from you soon.**

About this pack
We've set out some information to help you understand what working at Treloar's is like, and why you will play such an important role in supporting our students.

This information can help you in completing your application and preparing for your interview.

We've split the information into sections, please have a read through before your interview, and do let us know if you have any questions. Details of how to get in touch are on the last page.

About Treloar's

Treloar's was founded in 1907 and over a hundred years later Treloar's has steadily grown and developed, becoming one of the country's leading providers of education, care, therapy, medical support and independence training for physically disabled young people.

Today we are a charity which provides a highly specialist **school** and college for disabled children and young adults with complex needs all under one roof in Alton.



Based in Hampshire, we are one of the UK's largest specialist education centres, supporting around 180 students, aged 4-25 years who come from across the UK. Students come to Treloar's because we have a highly-adaptive environment, and provide support that mainstream education centres can't, such as on-site health, specialist equipment, physio, occupational and speech and language therapy.

Every day we give young people the emotional, physical, clinical and educational support that their complex conditions require. **And we'd love you to be part of this too**



"For me, Treloar's is a place where people like me are encouraged to reach their full potential and where they're allowed to be who they want to be. Furthermore, it's a place where we're respected, have fun and treated like family, both in and out of the classrooms and houses."

Student Governor

Treloar's values and ethos

Our mission
A world where physically disabled young people take control of their lives and achieve their aspirations.

Our vision
To enable physically disabled young people to achieve their aspirations by:
- Providing personalised learning, therapy and care
- Supporting transition into adulthood
- Promoting independence and inclusion

Our values

Inclusion



We help everyone join in

We are inclusive
Everyone - regardless of physical ability, where they live or their means - should have the opportunity to take part in life. We treat our beneficiaries with the same dignity as their non-disabled peers and work to remove barriers in their way.

Our students and beneficiaries are always at the centre of everything we do. Before we make decisions, we ask, "How will our students and beneficiaries benefit from this?"

Integrity and respect



We are friendly and kind

We act with integrity and respect
Physically disabled young people should be free to direct their own lives. We listen to young people's views and support them to make age-appropriate choices about their daily life and informed choices about their future.

We celebrate and promote diversity, value and support each other, and treat everyone with mutual respect. We support a culture of openness, honesty and transparency, where the safeguarding of our students and wellbeing of our staff is paramount.

Excellence



We always try our best

We strive for excellence
Physically disabled young people and their families deserve outstanding care and support.

We work to make sure all our services are excellent and actively challenge each other to ensure continuous quality improvement.

We continually innovate to ensure that our beneficiaries receive the cutting-edge, excellent support they deserve.

About the school

All students in Year R to Year 13 have an Education, Health and Care Plans (EHCP). We support young people with a wide range of **physical conditions**, including those with associated sensory or cognitive difficulties. Over 60% of students require support from augmentative and alternative communication equipment.

Individualised curriculum pathways are built upon each student's fundamental needs addressed in their EHCP. At Treloar's, we have the **flexibility** to continually review and evolve.

This is achieved by:

- Keeping a shared vision to improve students' lives, develop their communication and independence, their love of learning and ability to achieve great things
- Understanding the students to set the right targets and personalise their curriculum and experiences to meet their needs
- Continuous collaboration with Parents/Carers sharing knowledge, strategies and providing support and consistency
- Ensuring students views and feelings are actively and routinely sought, including those who do not communicate verbally
- Keeping enjoyment and fun at the heart of school life and inspiring everyone to want to learn and improve

The **breadth** of the curriculum supports the longevity of student's placement at Treloar and is **coherently planned and sequenced** from Topic based learning in Primary to Enterprise in 6th Form.

While the national curriculum is the basis of how we sequence the development of knowledge and skills, **each student receives a bespoke curriculum offer**. This includes 'Real-World Learning' embedded within topics and projects, promoting a balance between new experiences, increased student choice and exposure to a wide range of opportunities which hold value for '**Life Beyond Treloar's'.**

Student's views contribute to the running and improvement of the school. This was accredited as an area of Excellence during the Challenge Partner Review in March 2023. **Students continually contribute** to the direction of their curriculum, communicating their interests and ideas for future experiences.





What others say about the school...

"Students are empowered by staff to understand that their views are important and that they can effect change."
(Ofsted residential February 2024)

"My daughter now appears to be happy and excited to attend school and I believe that is due to being seen for who she is and not a condition."
(Parent / Carer survey)

"This is a school with great purpose and endless compassion."
(Ofsted School Education Inspection Feb 24)



"The leadership team is committed to, and passionate about, improving outcomes for students. It has high aspirations for what students can achieve."
(Ofsted residential February 2024)

"Treloar's is a network of expertise and support that we never take for granted and which gives X a wide range of opportunities for growth and development."
(Parent / Carer survey)



"The celebration of individual uniqueness, strong planning and a culture of high aspirations mean that students and their families have life-changing experiences."
(Ofsted residential Dec 2023)

"Staff also work tirelessly to make sure that students have access to a broad range of experiences to expand their talents and interests."
(Ofsted residential February 2024)

"Leaders and managers recognise the importance of staff well-being. Feeling valued and respected enables staff to support students to achieve the best outcomes possible."
(Ofsted residential February 2024)

Job description: SEN School Teacher

Accountable to: Director of Education

Job purpose: Delivering effective learning programme for class group, to include all planning, recording and assessment of students with complex physical disabilities alongside a range of additional complex needs.

Main duties and responsibilities:

- To provide professional leadership in a class group which secures the success and improvement of the school, ensuring high quality education and care for the students so that they are safe and happy at school, enabled to be successful learners, achieving high standards and progress.

- To be responsible for effective and motivating learning opportunities and to set tasks and expectations which challenge students and ensure high level of interest according to their motivations, age and the identified learning targets.

- To provide clear structures for lessons maintaining pace relevant for the individual student, motivation and challenge appropriate and differentiated to each student.

- To ensure curriculum cohesion, continuity and progression through all stages of learning for students through the use of individualised planning that identifies clear teaching objectives, specifies how they will be taught and assessed with clear deployment and adequate resourcing identified for all students.

- Assess, evidence and moderate - contributing to being accountable for progress of individual students that you teach.

- To support positive behaviour management approaches by monitoring that approaches encourage and reinforce appropriate behaviours.

- To support implementation of relevant behaviour and or risk assessments.

- Compose relevant forms for educational visits and risk assessments when necessary.

- To take lead responsibility for developing and implementing an effective provision for students with complex needs and liaise with relevant colleagues from education, health and care to ensure holistic and integrated approaches continue whilst in your care.

- Ensure dialogue with all colleagues to discuss students' education, health and care needs to ensure that barriers to learning and the strategies to appropriately differentiate for students are consistently approached.

- Apply outcomes from a wide range of assessments that students are involved in, to individual support programmes. (E.g. orthotics, hearing, functional visual etc.), monitor outcomes and maintain records of progress

Job description: SEN School Teacher

Main duties and responsibilities:

- Have due regard for students safeguarding and wellbeing in accordance with statutory Treloar Trust / School policies.
- Collaborate with school leaders and be willing to contribute to school improvement, the achievement of objectives and the educational success of the school by undertaking additional responsibilities as agreed at annual performance management review.
- Contribute to effective systems for the review and performance management of support staff working with students in the class in which you teach. Ensuring that the professional duties of staff working with students are fulfilled, as specified in their Terms and Conditions and job descriptions.

Other duties:

- To support the Trust in safeguarding and protecting the welfare of all students
- To comply with policies and procedures relating to safeguarding, health & safety, equality diversity, confidentiality and data protection, reporting concerns to an appropriate person.
- To maintain and develop own professional knowledge and awareness which ensures the post holder is fully up to date with new developments.
- To undertake any other such duties or general tasks and hours of work as may reasonably be required and any other responsibilities, which may, from time to time, be delegated by your manager.
- A job description is not a rigid or inflexible document but acts to provide guidelines to duties expected while in post.
- This job description will be reviewed and amended in light of changing professional demands.



Person specification

ESSENTIAL	DESIRABLE
Qualifications and experiences 1. Qualified Teacher Status (QTS) 2. 2. A record of good and outstanding teaching experience in a mainstream/ special school setting.	1. Willingness to further develop own knowledge and skills e.g. NPQ or MA in an identified area to support school development.
Skills and knowledge 1. Experience of implementing statutory frameworks and national initiatives at the appropriate level. 2. Experience of creating a positive and inclusive 3. learning environment that supports the emotional and social development of students. 4. Ability to use and apply a variety of effective teaching strategies to support learners 5. A good understanding of how children learn and the impact learning difficulties can have on progress. 6. Ability to build effective professional and respectful relationships with students, staff and families. 7. Ability to assess students learning to inform planning and interventions to report on progress. 8. Knowledge of effective strategies for supporting students' emotional, social and behavioural needs. 9. Ability to provide professional leadership in a class group, deploying staff effectively to enable students to achieve high standards and progress. 10. Ability to implement relevant risk assessments, including those used for educational visits. 11. Ability to contribute to performance management of the staff you line manage.	1. Experience of teaching students with SEN across a phases e.g.: EYFS/ S1/KS2/KS3/KS4/Sixth Form. 2. An enhanced understanding of the educational implications of learning disability. 3. Experience of working collaboratively with other professionals or specialists to ensure interventions are effective demonstrating an ability to work as a member of a multi-disciplinary team.
Personal qualities 1. A 'think outside the box' creative approach. 2. Good communicator facilitating discussions with students, colleagues and families. 3. Team player –collaborative approach to tasks and activities, thinking of others. 4. Ability to prioritise work schedule against a deadline. 5. Ability to reflect upon and evaluate own performance. 6. Committed to continuous professional development and staying updated on best practices in SEN education. 7. Willingness to support student's daily / care routine.	
Physical requirements 1. Able to cope with the physical demands of the job.	

Additional benefits and support

- **Pension Scheme** – The Trust operates a Group Personal Pension Scheme. The employee's contribution is flexible from 3.2% of basic salary up to the maximum allowed by the Inland Revenue. The employer will pay one and a half times the employee's contribution up to a maximum of 7.5% of basic salary. Teachers may join the Teachers Pension Scheme.
- **Independent Financial Advice** – available to those who join the Group Personal Pension Scheme
- **Life Insurance** – free life insurance cover equal to 3x basic salary (excluding those in Teachers Pension Scheme who have life insurance provided as part of their pension arrangements)
- **HSF Health Cash Plan** – HSF health plan covers day to day health costs like dental & optical bills, as well as physiotherapy and chiropractor support. Also included within the plan is HSF Assist which provides unlimited access to a variety of assistance helplines and services such as GP Telephone Advice, Counselling service, legal helpline.
- **HSF Perkbox** – access to a large variety of discounts
- **Occupational Health Service**
- **Discounted Gym Membership** – at nominated gym club premises close to Treloar
- **Critical Illness** – one year's salary as a lump sum payment to those colleagues who have a critical illness recognised by the policy.
- **Generous Holiday**
- **Sabbatical Leave** – after 5 years' service, an employee may apply for a period of unpaid sabbatical leave to a maximum of 4 months. Some of the period must be spent on activities that have relevance to the candidate's work within the Trust.

Training and Development
We are committed to **developing** and **supporting** our colleagues throughout their career. Our training package is **extensive**. You will have **multiple** paid training opportunities during your time here and if you are interested in expanding your career, we are committed to **career progression**, with many progress pathways open to you.





Treloar's

How to apply

Role: SEN School Teacher
Start date: Starting January 2027
Hours: Full-time (part time considered for the right candidate)
Salary: £31,408 - £45,292 per annum
Closing date: Monday 16 November 2026 at 5 pm
Interview date: Monday 23 November 2026

Please visit our website and complete the application form online. Alternatively an application form can be downloaded and returned to hr@treloar.org.uk

We reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested in the position, please submit your application as early as possible.

If you'd like to visit or have an informal conversation with the Head of School please contact lisa.bond@treloar.org.uk

Treloar Trust is committed to safeguarding children, young people and vulnerable adults.

All successful candidates will be subject to an enhanced DBS check along with other relevant employment checks.

We look forward to hearing from you and thank you for your time.