



St Edward's
School

Unity - Achievement - Faith



ASSISTANT SENCO

Recruitment Pack

St Edward's School, Dale Valley Road, Poole, Dorset, BH15 3HY
01202 740950 • www.st-edwards.poole.sch.uk

Assistant SENCO

**Permanent, Full time, 0.80FTE would be considered
From September 2026 or sooner
MPR / UPR + TLR**

St Edward's School is a high-performing school with an exceptional SEND department. Our school is heavily oversubscribed and enjoys an excellent reputation for combining high expectations of all, with warm relational approaches to learning.

We are looking for a highly motivated, skilful Assistant SENCO to join our school, to support the SENCO, drive the different programmes of support in learning for groups within the wider school community. The post-holder will work with the SENCO to help to provide strategic leadership of the provision for all SEND students, to ensure that these children are supported in their learning and make excellent progress.

What are we looking for in you? Applicants will need to be experienced, enthusiastic, proactive, and familiar with the secondary school context. You will have a sincere commitment to our ethos and vision as a school, and our drive for continuous improvement. In return we offer a happy working environment, fantastic students, great facilities, tailored CPD and a highly motivated staff community.

If you would like to visit us, or have a conversation before making an application, please contact us to arrange a visit or call. We would love to hear from you!

Please visit our website at <https://st-edwards.poole.sch.uk/> for further information about our unique school.

St Edward's School is committed to safeguarding & promoting the welfare of children & young people. All appointments made are subject to an enhanced DBS check. Online searches may be carried out as part of due diligence checks.

Applicants must have UK Qualified Teacher Status.

**Closing Date: Midday Wednesday 6 May 2026
Interviews: Monday 11 May 2026**

Our Mission Statement

MAY WE BE ONE

In Purpose

Educating for life in all its fullness

In Faith

Encountering God who lives among us, calling us to unity

In Dignity

Nurturing confidence and maturity

About Us

St Edward's School opened in 1963 as Roman Catholic School serving the parishes of Poole. It took its name from the local Saint, martyred at Corfe Castle. Although little is known of Edward, as a teenage king with a strong Christian faith and a commitment to protecting the poor he provides an excellent role model for our young people. His story is told through our school badge with the crown of a king, the cross of Christ, a cup to symbolise his murder by poisoning and the blood of a martyr. The crown and cup also remind us of the Kingdom of God, and the "one cup in which we all share". (1Cor 10:16)

For many years, the school welcomed not only Roman Catholic families, but other Christians who were keen for their children to be educated in a faith context. In the early 1990's the school's second headteacher, Alan Murphy decided to formalise this arrangement and entered into talks with the Roman Catholic Church and the Church of England about St Edward's becoming a joint church school. A new covenant, setting out the values and principles behind the commitment was signed by the Bishops of Plymouth and Salisbury in 1993.

From then on, the school has continued to grow in success and popularity. The vision of the school is to provide an excellent education, in a comprehensive and co-educational context that develops the character of young people through the St Edward's Virtues, while safeguarding their experience of childhood.



Letter from the Headteacher

Thank you for your interest in joining St Edward's School. I am delighted that you are considering becoming part of our vibrant and caring community.

At St Edward's, we are committed to preparing young people to live life to the full. We believe that this preparation is best facilitated within a supportive environment that nurtures spiritual and moral development alongside academic excellence. As a joint Roman Catholic and Church of England Voluntary Aided School, Christian values are at the heart of everything we do, guiding our mission to help students become beacons of light to future generations.

Our school is a truly comprehensive and inclusive community, welcoming over 1000 students aged 11 to 18 from all faiths and none. We are proud to be heavily oversubscribed and recognised for our distinctive ethos and high standards. Ofsted, in their most recent inspection in 2022, celebrated our positive learning culture and respectful, kind, and polite students. Our curriculum was praised for being ambitious and challenging, preparing students strongly for future success. In 2023, our Church School Inspection rated us "Outstanding" in all areas.

We have the highest expectations of our students, who leave us ready to attend some of the leading universities, pursue exciting careers, or take empowered next steps in their learning journey. We aim to nurture respectful, resilient, and curious lifelong learners—confident young adults who can connect with others, overcome barriers, and believe in their own limitless potential.

Our staff are central to our success. We value every colleague and the unique contribution they make, regardless of their role. Staff at St Edward's are encouraged to be creative and to grow professionally in ways that inspire them. We invest heavily in professional development so that all staff continue to find joy and fulfilment in their work. Our ambition is for your career to be rewarding and satisfying, and for you to be happy in your role.

St Edward's is a happy place to learn and work. Every member of our community plays a vital role in maintaining our ethos and values. We do not make excuses for poor behaviour, but instead foster a culture of compassion, growth, and high expectations.

I am proud of our wonderful students, our dedicated staff, and our supportive governors, parents, and carers. I hope that your experience of us will lead you to believe that St Edward's is the right home for you. We would be glad to speak with you or welcome you for a visit if you'd like to find out more

Mr Chris Barnett
Headteacher



Working at St Edward's

St Edward's is a popular place to work with low staff turnover and high levels of staff wellbeing and satisfaction. Our mission statement of 'may we be one' goes to the heart of what we do and how we do it and staff feel positive about the school and their role within it.

We have invested in the Employee Assistance Programme, which gives all staff access to confidential advice and support. The 24-hour support covers a wide range of areas, both work related and more general, including counselling, specialist information and financial and legal matters.

"EAP will always be there to support teachers and education staff no matter what you're going through, big or small, we're here for you. Day or night you can call to speak to someone without judgement who can help you find solutions to move past a difficult situation in your life."

If work gets difficult, I know how to get support



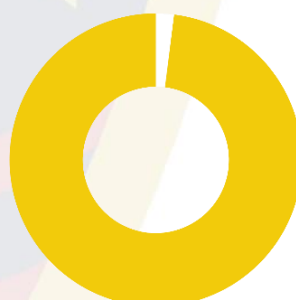
98%

The school has supported my wellbeing



97%

I enjoy my work



98%

I would recommend the school as a place of work



100%

Staff Wellbeing Survey – Spring 2026

Staff Wellbeing School of the Year - Finalist



Tes Schools Awards 2024



Teaching Staff Testimonials

"St Edward's is a fantastic place to work. The ethos and values of the school is truly at the heart of everything it aims to achieve, and this can be felt every minute of every day. I have felt hugely supported by the Leadership Team throughout my career with ongoing professional development allowing me to adapt and grow in my roles over time. I am forever proud to be a part of this thriving community of amazing people, staff and students alike."

Steve Dell, Science Subject Leader
19 years at St Edward's



"There are many reasons I have been at St Edward's for more than 15 years, but probably the main one is the people here. Everyone is pulling in the same direction; the brilliant, polite, and friendly students, our happy and dedicated staff, and the supportive and capable leadership team."

Matthew Lenarduzzi, Head of 6th Form
18 years at St Edward's

"When staff leave St Edward's, they always say something along the lines of... 'This school is not like other schools. The staff care and look after each other. They are a community and there's something special about working here.' I've always felt this and known this. Coming to work each day in a place where people genuinely care about you makes me feel very fortunate to work here. St Edward's has always prided itself on caring about the whole child and I've always felt proud to be a part of that vision."

Suzanne Bland, Teacher of PE
24 years at St Edward's



Staff Recruitment Information

APPLYING

Please read the Job Description and Person Specification before fully completing the application form. Where there are any gaps in your employment, please state the reasons why e.g. gap year, career break, unemployed etc. and give exact dates.

SUPPORTING INFORMATION

This section is very important as it gives you the opportunity to show us why you are applying and why you would be the best person for the job advertised. Please use the job description and person specification as a guide and give specific examples where possible, to demonstrate how you match the requirements of the post.

INTERVIEW AND SELECTION PROCESS

Those candidates who meet the requirements for the post will be shortlisted and invited to interview and details of the interview programme will be confirmed in writing. As part of the selection process, as well as assessing your skills and knowledge against the requirements of the role, specific questions will be asked to assess your suitability to work with children.

Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact us if you need to discuss this in any detail.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.

Safeguarding

St Edward's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

If you do not hear from us by the interview date specified in the advert, please assume that you have not been shortlisted on this occasion.

PRE-EMPLOYMENT CHECKS

References

If you are shortlisted, we will normally take up references before the interview date. One of your referees must be your current or most recent employer. All offers of a post are made subject to receipt of satisfactory references without which we cannot confirm any offer of an appointment. Copies of references or references that are addressed "to whom it may concern" will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies, or relevant issues as part of the recruitment verification process.

Disclosure & Barring Service Check (DBS)

Employment is subject to an enhanced DBS check. Checks will also be made against the Protection of Children List (PoCAL) and the Department of Education and Employment List 99. All such checks must be satisfactory before we confirm any offer of an appointment. Teachers are also checked against the Prohibition from Teaching check.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at St Edward's School are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment.

The amendments to the Exceptions Order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account.

Validation of Qualifications

All short-listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Proof of this will be required at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Medical Assessment

A satisfactory medical assessment will be required before we confirm any offer of an appointment.

Child Protection

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We have a designated senior member of the leadership who is responsible for referring and monitoring any suspected cases of abuse. All members of staff will receive training in line with our child protection policy.

Code of Conduct

We believe that it is essential for standard of conduct at work to be maintained to ensure delivery of quality services and also to protect the wellbeing of all its employees and students.

St Edward's School governors and headteacher regard everyone working within St Edward's as a role model to our students. As such employees should conduct themselves with integrity, impartiality, and honesty. Furthermore, everyone within St Edward's school has an absolute duty to promote and safeguard the welfare of children.

STANDARD JOB DESCRIPTION FOR TEACHERS

Overarching purpose

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct.

TEACHING

1. Set high expectations which inspire, motivate and challenge students.
 - Establish a safe and stimulating environment for students, rooted in mutual respect.
 - Set goals that stretch and challenge students of all backgrounds, abilities, and dispositions.
 - Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
2. Promote good progress and outcomes by students.
 - Be accountable for students' attainment, progress and outcomes.
 - Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
 - Guide students to reflect on the progress they have made and their emerging needs.
 - Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
 - Encourage students to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge.
 - Have a secure knowledge of the relevant subject(s) and curriculum areas taught, foster, and maintain students' interest in the subject, and address misunderstandings.
 - Demonstrate a critical understanding of developments in the subject and curriculum areas.
 - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever your specialist subject.
4. Plan and teach well-structured lessons.
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity.
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
 - reflect systematically on the effectiveness of lessons and approaches to teaching.
 - incorporate the use of relevant technology in lessons where appropriate.
 - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students.
 - know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
 - have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
 - have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; those who attract Pupil Premium and be able to use and evaluate distinctive teaching approaches to engage and support them in closing any gaps in attainment.
6. Make accurate and productive use of assessment.
 - know and understand how to assess the relevant subject and curriculum areas you teach, including statutory assessment requirements.
 - make use of formative and summative assessment to secure students' progress.
 - use relevant data to monitor progress, set targets, and plan subsequent lessons.
 - give students regular feedback, both orally and through accurate marking within the agreed time and encourage students to respond to the feedback.
7. Manage behaviour effectively to ensure a good and safe learning environment.
 - have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy.
 - have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly in line with the schools' expectations.
 - manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
 - maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
8. Fulfil wider professional responsibilities.
 - make a positive contribution to the wider life and ethos of the school.
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support: being prepared to adapt practice where necessary.
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 - communicate effectively with students, parents, and carers with regard to students' achievements and well-being.
 - Comply with all decisions, policies and standing orders of the school and the Borough of Poole; comply with any relevant statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act

- Have a commitment to safeguarding and promoting the welfare of children and young people in accordance with the school's agreed procedure.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct as defined below:

- act with honesty and integrity at all times.
- forge positive professional relationships within and beyond the school.
- be committed to collaboration and co-operative working.
- treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- have regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- show tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- have proper and professional regard for the ethos, policies, and practices of St Edward's School, and maintain high standards in their own attendance and punctuality.
- have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Notes: The above duties are subject to the general roles and responsibilities contained in the Statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. It is not necessarily a comprehensive definition of the post and will be reviewed annually. It may be subject to modification or amendment at any time after consultation with the post holder and the duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete their particular duties.

JOB DESCRIPTION

Job Title:	Assistant SENCO
School:	St Edward's RC CE VA School
Responsible to:	SENCO/ SLT lead for inclusive learning, Headteacher.
Responsible for:	HLTAs / TAs / ASDAN / Catch-up programme
Salary:	MPR /UPR + TLR2a
Status:	Full time, permanent
MAIN PURPOSE OF ROLE	
<ol style="list-style-type: none">1. To support the SENCO in the coordination and delivery of the school's SEND strategic plan and SEND policy.2. To play a significant part in wider school programmes to support catch-up in learning, inclusion, alternative provision, and disadvantaged strategies, through small group and individual tutorials	
MAIN ACCOUNTABILITIES	
<ul style="list-style-type: none">• Collaborate in the creation and implementation of the strategic overview of provision for SEND students across the school which maximises their progress and engagement with learning.• To assist in the monitoring and evaluation of the quality of teaching for SEND students, providing training for individuals and teams as needed in order to secure the principles of quality-first teaching.• To monitor the effectiveness of intervention for SEND students by outcomes.• Support the SENCO in maintaining an accurate SEND register and provision map to ensure that provision meets the needs of students and statutory provision at all times, including overseeing the identification and review of SEND students.• To lead and manage delegated TAs, ensuring their effective deployment, and securing high quality support for learning.• To coordinate and ensure the delivery of the ASDAN programme, Personal Social Development and Personal Growth and Wellbeing programmes; contributing to the teaching of such programmes as needed.• Assist in monitoring, analysis and reporting on assessment information and examination results for SEND students to ensure that they make excellent progress.• Support the processes of intervention relating to literacy and numeracy for SEND students.• Support the transition of SEND students from Years 6 to 7 and 11 to 12, including the induction of Year 7 SEND students in collaboration with the relevant Director of Learning, and members of the SLT	

- Support the monitoring and evaluation of the Mainstream Plus (MSP) curriculum and share this information with relevant stakeholders.
- To support the implementation of alternative provision through providing direct support to identified students. Time allocated to be agreed by the Headteacher in consultation with the Senco and Alternative Provision lead. This will usually be between 0.1 and 0.4 of the role.
- To lead and oversee delegated aspects of SEND provision, ensuring that all SEND students experience excellent provision, and make outstanding progress.
- To lead, manage and effectively deploy staff and resources within the SEND provision.
- To lead, monitor and evaluate the development and implementation of the ASDAN programme strategies for assigned students.
- To ensure that staff are provided with relevant information and training relating to the support of these students, and that other relevant personnel, and their families, are kept informed of their progress, and further support needs.
- To assist in ensuring that paperwork and processes relating to SEND students meet statutory requirements.
- To maintain collaborative relationships with parents and carers of SEND students and with relevant external organisations.
- To liaise with BCP as required, and other key stakeholders, such as School Governors, regarding identified matters relating to SEND.
- To ensure that the work of the SEND team continues to progress and be supported in the event of the absence of the SENCO.
- To support the leadership of the raising of standards of attainment and achievement with SEND students in all year groups and ability profiles via Quality First Teaching; participating in the monitoring and training of classroom teachers.

Line Management

- Management/supervisory responsibility for identified staff i.e. HLTAs and TAs
- Duties may include induction, deployment, training, mentoring and performance development / appraisal.

Pastoral Care

- To assist with communication and consultation with parents and carers of SEND students and with other appropriate persons and bodies outside the school, as appropriate.
- To participate in meetings arranged for any of the purposes described, within the school's directed time schedule.
- To promote the general progress and well-being of individual SEND students
- To help to identify and celebrate SEND student attainment and achievement in all aspects of school life.
- To attend parent/carer evenings, information evenings and other events which the parents / carers of SEND students are attending.
- To work with the Alternative Provision Manager to ensure that the wider needs and wellbeing of specific students are provided for.

Safeguarding:

- Be keenly aware of the responsibility for safeguarding children and to help lead the application of the Safeguarding and Safe Practices policy within the school.
- Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.
- To support safeguarding issues relating to SEND students and ensure that Senior Designated Person (and Safeguarding team) are informed of concerns.
- To support the monitoring of SEND student progress, safety and support for students on the safeguarding register.
- To support the provision of guidance to SEND students on safeguarding and safe practices
- To liaise with outside agencies as appropriate, including playing a lead role in Child in Need meetings

Special Conditions of Service

- Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.
- An enhanced DBS check and barring list check together with a prohibition from teaching check is compulsory. A leadership barring check will also be undertaken.
- The post holder will be expected to carry out all duties in the context of and in compliance with school policies including equal opportunities policies, Health & Safety requirements and Data protection legislation.
- The duties outlined in the job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.
- Whilst every effort has been made to explain the main duties and accountabilities of the post, each individual task undertaken may not be identified.
- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

HR April 2026

PERSON SPECIFICATION – ASSISTANT SENCO

	Essential	Desirable	Evidence
Qualifications			
Good, relevant first degree or equivalent academic qualification	✓		AP & CT
Qualified Teacher status	✓		AP & CT
National Award for Special Educational Needs Coordinator		✓	AP & CT
Certificate in Psychometric Testing, Assessment and Access Arrangements		✓	AP & CT
Level 3 Safeguarding		✓	AP & CT
Experience			
Use IT to raise achievement and as a management tool	✓		AP & IN
High quality teaching to students of all abilities.	✓		AP OB & RF
Leadership experience including managing staff and pupils.	✓		AP IN & RF
Excellent skills in managing student behaviour	✓		AP OB & RF
Demonstrable experience of improving student outcomes	✓		AP IN & RF
Experience as a form tutor and or/ pastoral work	✓		AP & IN
Willingness to support extracurricular activities	✓		AP & IN
Experience in a primary or middle school setting		✓	AP & IN
Skills			
Excellent communication and organisational skills	✓		AP IN & RF
Ability to use IT effectively.	✓		AP & IN
Ability to work hard under pressure while maintaining a good humoured, positive, and professional attitude	✓		AP & IN
Ability to organise and prioritise workload and work on own initiative	✓		AP IN & RF
Good interpersonal skills and the ability to work collaboratively, leading to professional development of staff.	✓		AP IN & RF
Ability to build and lead a team of professional people	✓		AP IN & RF

Ability to manage the expectations of others, and any situations of conflict	✓		AP IN & RF
Commitment to personal professional development	✓		AP & IN
Knowledge and understanding			
Knowledge and understanding of the ASDAN and PSD programmes for learning.	✓		AP & IN
Knowledge of effective inclusion for students with statutory assessments	✓		AP & IN
Developing differentiated schemes of learning	✓		AP & IN
Knowledge of effective target setting and intervention strategies	✓		AP & IN
Effective strategies for supporting staff to improve teaching and learning	✓		AP & IN
Safeguarding requirements, processes, and strategies	✓		AP & IN
<ul style="list-style-type: none"> If the successful applicant does not hold a SENCO qualification, they will be expected, and supported, to pursue this as their CPD priority target. 			
AP = Application, IN = Interview, CT = Certificates, OB = Observation and RF = References			

Ofsted (2022) and Section 48 (2023) Quotes

Ofsted

"This school is a positive learning community."

"There are positive and respectful relationships between staff and pupils. This leads to a calm learning environment."

"This school is well led and managed."

"Leaders ensure that there is an ambitious and challenging curriculum in place."

"Everything leaders do are in the best interests of the pupils that attend the school."

"Governors understand their responsibilities well and are cognisant of the need to support staff wellbeing."

"The core values of kindness, hard work and the development of individual strengths and skills are evident in the school's work."

"Pupils are happy, friendly and polite."

"The school's ethos and values run through all they do: unity, achievement, faith."

"There is strong moral leadership from the headteacher."

"Staff have a very positive view of leaders. They say leaders are approachable and considerate of their workload."

"Teachers have high expectations of what pupils can achieve through the curriculum."



Section 48

"The mission statement is a clear and inspiring statement of the mission of the church and is lived out and understood by the whole community."

"Leaders and governors have a clear and inspiring vision of the mission of the school."

"Provision for pastoral care is a strength of this school which takes supporting the development of the whole person seriously."

"The pastoral care of students is a priority for the school and as a result students feel valued and listened to."

To Apply for the Position

If you are interested in applying for this role, we would love to hear from you. Please complete and return the application form on our website:

<https://st-edwards.poole.sch.uk/working-at-st-edwards>

Please do not submit additional documentation at this stage.

The deadline for receipt of applications is published on our website.

Interviews will be held shortly afterwards.

Thank you for your interest and for taking the time to apply to St Edward's School.





“My daughter loves her new school, she has settled very well because of friendly and helpful staff at school.”

Parent of Year 7 child, 2025



“Huge thanks for all the efforts made by teachers, having excellent teachers that inspire and encourage in such a supportive way makes all the difference. Thank you!”

Parent of Year 11 child, 2025



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