

Teaching Assistant

Deadline: Thursday 23rd April 2026

APPLICATION PACK



Dear Colleague

Thank you for your interest in Edgar Wood Academy.

Edgar Wood Academy opened its doors in 2021 after being commissioned by the DfE to serve the community of Middleton and Heywood. Helping our students realise their potential lies at the heart of everything we do by adhering to our values of Resilience, Empathy, Responsibility and Respect.

We are proud to be part of Altus Education Partnership Trust and are driven to fulfil our mission and vision:

OUR MISSION

To advance education in the borough of Rochdale and its surrounds so that young people lead happy and fulfilling lives and make positive differences to their communities and society.

OUR VISION

To create an inclusive and cohesive system of education in the area that improves the lives of everyone in the borough

Our staff are integral to realising this, and therefore it is my aim as headteacher to ensure that we work as a team, look after each other, and ensure that Edgar Wood is a fulfilling place to work. We are looking for staff who will help us to make a positive difference to the lives of young people in the borough. In return, we promise a supportive and enjoyable working environment, and the resources needed to carry out the role to the highest standards.

Should you decide to apply to Edgar Wood it is important that you know that this is the right place to take the next step in your career, and therefore visits to our academy prior to application are encouraged.

I am incredibly excited and privileged to be the Headteacher at Edgar Wood Academy and together, we will work hard to ensure that we deliver a world-class education to the students and community we are proud to serve.

Yours sincerely

A handwritten signature in brown ink that reads "Paul Jones".

Paul Jones
Headteacher

Making your application

I hope that when you read this pack you are inspired to apply for the post.

Application

- To apply, please visit our website and apply through **My New Term**.
- Our website: [Our Vacancies - Altus Education Partnership](#)
- Provide a supporting statement of no more than two sides of A4, addressing the criteria in the person specification.

Deadline

The deadline for the post is **Thursday 23rd April 2026** (to arrive no later than 12.00 midday).

Interviews are expected to take place week commencing **27th April 2026**

Shortlisting

We will unfortunately be unable to notify candidates who are not on the shortlist; therefore, if you have not heard from us your application has been unsuccessful on this occasion.

Salary

The post will be paid on the School Support pay spine, Scale Point **7 – 11**, currently **£22,812 - £24,315** per annum for term-time only.

Start Date

Dependent on Notice Period.

For an Application Pack

1. Visit www.altusep.com
2. Contact Sophie Bailey – HR Officer: recruitment@altusep.com
3. Telephone 01706 769836

Reward Package & Additional Benefits

We offer a comprehensive package, including membership of our outstanding Teachers' Pension Scheme; our 'Employee Benefits Programme' which provides a range of options including:

- Our Cycle to Work Salary Sacrifice Scheme
- Free access to Employee Assistance Programme, offering guidance, support and counselling on a range of subjects
- Generous holiday entitlement

Altus Education Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974. In accordance with the recommendations set out in KCSIE the Trust carries out online searches on shortlisted candidates. It is also Trust policy to contact at least 1 reference prior to interview.

Background Information

Edgar Wood Academy

Edgar Wood Academy is an 11-16 year old state-funded secondary school. Working closely with Rochdale Borough Council to meet the estimated shortfall of secondary school places, we opened our doors to welcome year 7 children from the areas of Middleton and Heywood in September 2021.

From September 2022, students at Edgar Wood Academy were the first to experience our new school building on Heywood Old Road, Heywood, with its modern state-of-the-art facilities, designed to allow them to flourish academically, culturally and artistically.

Altus Education Partnership

Altus Education Partnership is a Multi Academy Trust and was established in 2017 through Rochdale Sixth Form College, an Ofsted Outstanding provider, and grew from the Trust's desire to improve education in the borough of Rochdale as a whole.

The Trust currently comprises five academies, including ourselves. The other four academies are:

- **Rochdale Sixth Form College**, opened in 2010 to address the significant underachievement in A level performance in the borough. Since then, it has dramatically raised achievement in the area and is recognised nationally as a centre of excellence. The College is Ofsted Outstanding, Sixth Form College of the Year 2021, and regularly ranks among the highest performing colleges in the country in both the DfE's Performance Tables and the National Achievement Rate Tables.
- **Kingsway Park High School** is an Ofsted-rated Good school with a strong track record of providing students with an excellent education. The Academy recently benefitted from a new teaching block, which opened in late 2024.
- **Bamford Academy** is an Ofsted-rated Good primary school providing a caring and nurturing environment. It is a popular first choice for many families in the area.
- **Caldershaw Primary School** joined the Trust on 1 July 2025. It is Ofsted Outstanding and one of the most oversubscribed primary schools in Greater Manchester.

Altus is on the cusp of further growth, with three additional schools currently considering academisation in the autumn term.

We also benefit from strong local partnerships. Most notably, and uniquely within the post-16 sector, Altus has a Memorandum of Understanding with Hopwood Hall College, coordinating curriculum and supporting seamless transition for students into post-16 education.

Role Description

Job Title:	Teaching Assistant
Reports to:	Assistant Headteacher
Contract:	Permanent, 37 hours per week, Term Time Only (including INSET days).
Salary:	School Support Scale 7 – 11 Actual £22,812 - £24,315
Start Date:	Dependent on notice period.

Overall Purpose of the Post

- To provide exceptional pastoral care for students and their families, by providing outstanding academic support, which in turn, reduces barriers to learning for all children.
- To support the vision and strategic direction of Edgar Wood Academy (EWA).
- To enable outstanding progress and attainment by ensuring that reasonable adjustments are made for children where necessary.
- To be a specialist in a specific area of SEND
- To work in partnership with the SENCo to develop the best provision for SEND learners within the school.
- To work with class teachers and other support staff to raise the learning and attainment of students.
- To promote students' independence, self-esteem and social inclusion.
- To give support to students, individually or in groups, so that they can access the curriculum, take part in learning and experience a sense of achievement.

Key Duties

- Promote, support and facilitate inclusion by supporting participation of all students in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Support class teachers with maintaining good order and discipline among students, managing behaviour effectively to ensure a good and safe learning environment.
- In conjunction with the teacher, prepare the classroom for teaching, and organise and manage teaching space and resources to help maintain a stimulating and safe learning environment.
- Observe student performance and pass observations on to the class teacher.
- Supervise a class if the teacher is temporarily unavailable.
- Use ICT skills to advance students' learning.
- Undertake any other relevant duties given by the class teacher.
- Direct the work, where relevant, of other adults in supporting learning.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of student performance and progress as appropriate to the level of the role.
- Read and understand lesson plans shared prior to lessons.
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities.

- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning.
- Plan how to support the inclusion of students in the learning activities.
- Lead on the development and implementation of Individual Profiles for students and attend and contribute to reviews.

Additional SEND and Behaviour Support Responsibilities

- Support students with a range of SEND needs including ASD, ADHD and SEMH, adapting approaches to meet individual learning profiles.
- Demonstrate working knowledge of the EHCP process and contribute to reviews, updates and monitoring of provision.
- Use appropriate de-escalation strategies, including those aligned with accredited approaches such as Team Teach or MAPA, to support student regulation and safety.

Physical Requirements of the Role

- Ability to move safely around the school site, including between classrooms and specialist areas, throughout the working day.
- Support students in physical, practical, or movement-based activities as required.
- Occasionally lift or move resources, following manual-handling guidelines, to support teaching and learning activities.

Working with Colleagues and other Relevant Professionals

- Communicate effectively with other staff members and students, and with parents /carers under the direction of the class teacher.
- Communicate their knowledge and understanding of students to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with.
- Understand their role in order to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Develop effective professional relationships with colleagues.
- Support transition, particularly for those students on the SEN register or with an Education and Health Care Plan (EHCP).
- Lead on small group intervention sessions such as lego therapy, art therapy, social stories.
- Support the role of parents /carers in students' learning and contribute to meetings.
- Participate in EWA daily duty rota.
- Promote the safety and wellbeing of students and help to safeguard students' well-being by following the requirements of Keeping Children Safe in Education and the school's child protection policy.
- Look after children who are upset or have had accidents.
- Keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference to help ensure everyone has equal access to the services of the college and feels valued, respecting their social, cultural linguistic, religious and ethnic background.
- Contribute to the school ethos, aims and development/improvement plan.
- Attend and participate in meetings as required.
- Undertake personal development through training and other learning activities including performance management as required.

Other:

- The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. An Enhanced DBS check will be carried out on the successful candidate.
- The Trust is committed to equal opportunities for all.
- The successful candidate will be required to complete a satisfactory medical screening assessment and provide two satisfactory references, identity check and right to work.
- The terms and conditions are specified within the contract of employment.
- The post is subject to a 6-month probationary period, during which performance and suitability for the role will be reviewed in line with Trust policy.

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading. The person appointed will be expected to work flexibly and the exact nature of the duties described above is subject to periodic review and is liable to change.

Person Specification

		Assessed by:		
No.	CATEGORIES	Essential/ Desirable	App Form	Interview
1.	5 A*- C GCSEs or equivalent including English and Maths.	E	√	
2.	Evidence of further or higher qualifications in Numeracy / Maths, Literacy / English and/or Science.	E	√	
EXPERIENCE				
3.	Experience of working with children with SEND / Behaviour / Social Emotional / Mental Health issues	E	√	√
4.	Experience and passion for working with children aged 11-16. Ability to engage students, inspiring learning & promoting success	E	√	√
5.	A specialism in a particular area of SEND support and or additional needs.	E	√	√
6.	Experience of working with students with learning difficulties or disabilities.	E	√	√
7.	Experience of working with school safeguarding, data and attendance platforms (Arbor and CPOMS)	D	√	√
8.	Experience of examination access arrangements	D	√	√
ABILITIES, SKILLS AND KNOWLEDGE				
9.	Very good practitioner of 'in classroom support' as well as wider student mentoring and emotional support	E	√	√
10.	Ability to devise new resources to support learning of a variety of needs	E	√	√
11.	Knowledge of active learning and teaching styles and support mechanisms	E	√	√
12.	Evidence of dynamic and innovative practice	E	√	√
13.	Competence in the use of ICT	E	√	√
14.	Ability to be adaptable & flexible	E	√	√
15.	Ability to contribute positively to teams, share ideas & develop resources cooperatively	E	√	√
16.	Effective inter-personal & communication skills with the ability to motivate and encourage.	E	√	√
17.	Commitment to valuing the individual and boosting their self-belief and worth – <i>an unconditional positive regard for young people</i>	E	√	√
18.	Commitment to high standards & expectations – no accepting of second best in students and staff	E	√	√
19.	Determination to promote equality of opportunity	E	√	√
20.	Commitment to professionalism, sharing, teamwork & collaboration	E	√	√

21.	Commitment to enjoying work!	E	√	√
22.	Able to use interactive ICT systems for learning and teaching	D	√	√
PERSONAL CHARACTERISTICS				
23.	An unwavering commitment to the Altus Education Partnership's vision, mission and values	E	√	√
24.	Willing to be accountable and to take personal responsibility for own actions.	E	√	√
25.	Resilience and the ability to grow professionally and flexibly within a start-up and developing organisation	E	√	√



**EDGAR
WOOD**
academy

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