



APPLICATION PACK

Teaching Assistant (Level 3) / Higher Level Teaching Assistant

Dear Colleague

Welcome to Kingsway Park High School and thank you for your interest in us.

Kingsway Park High School is proud to be a vibrant, inclusive and diverse school with approximately 1350 students, 47 different nationalities and 25 spoken languages. We have state-of-the-art facilities, and we provide an individualised and unique curriculum offer for all students regardless of their starting point, gender, ethnicity, faith or need.

We care for, nurture and develop the whole child while improving aspirations, learning and achievement for all. In addition to ensuring each student's academic potential, we also prepare them to be socially responsible citizens who can flourish in society and give back to their local community. We seek to remove any barriers of inequity, which prevent equality of opportunity so that all students can aspire and be inspired to realise their dreams.

Our school has a strong sense of community, purpose and belonging. We value our students and recognise that success looks and feels different for each one of them. However, what is consistent is our team of passionate, enthusiastic and committed staff who work relentlessly in the pursuit of excellence for the students and community we serve.

We have a strong commitment and belief in developing staff at all levels. We seek to recruit and retain colleagues whose drivers match our school ethos and are committed to their own professional development. Successful candidates will receive a high-quality induction, appraisal, continuous development programmes (including nationally recognised leadership qualifications), and opportunities to contribute to whole school impact projects throughout their Kingsway careers.

I hope you find this application pack helpful in making your decision to apply for this exciting career opportunity. If you have any questions for us, do get in touch, we are always here to help.

I would like to thank you for your application, investment of time and - whatever the outcome - I wish you well in the future.

Yours sincerely



Simon Ward
Headteacher

Making your application

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

Application

1. Complete the Altus Education Partnership application form.
2. Provide a supporting statement of no more than one side of A4 which should address the criteria in the person specification.
3. Send your completed application form by email to recruitment@altusep.com

Deadline

The deadline for the post is **23rd August 2026** (to arrive no later than 12.00 midnight).

Interviews are expected to take place **Friday 4th September 2026**.

Shortlisting

Regrettably, we are unable to inform candidates who have not been shortlisted. If you do not hear from us, please consider your application unsuccessful this time.

Salary

HLTA

School Support Scale 19 - 24 (FTE £32,061 - £35,412)

Actual Salary - £24,332.26 - £26,875.46

TA3

School Support Scale 12 - 18 (£28,598 - £31,537)

Actual Salary - £21,704.06 - £23,934.58

Start Date

Dependant on notice period

Further Information

1. Visit www.altusep.com
2. Contact Caroline Sullivan – HR Officer: recruitment@altusep.com
3. Telephone 01706 769999

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

Kingsway Park High School

Kingsway Park High School joined the Altus Education Partnership in February 2022. KPHS students live in and travel to us from communities all over Rochdale and the surrounding areas. We are very proud of the high-quality facilities, resources, and environment that we provide for both staff and students.

We hold our school values of Trust, Professionalism, Integrity, Respect, Kindness and Effective Communication at the core of everything we expect from our students. Students are awarded when they consistently demonstrate our values.

If you would like to visit the school to get a feel of who we are and where we are going, we would warmly welcome you.

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.
- **Edgar Wood Academy** opened in 2021 under Wave 13 of the Free Schools Programme. While the school was judged Requires Improvement at its first inspection, Ofsted has since recognised that the school is improving, and we are confident in the direction of travel. The Academy is building a strong reputation locally and benefits from a committed staff and leadership team focused on rapid progress.
- **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.

Job Title:	Teaching Assistant Level 3 / Higher Level Teaching Assistant
Reports to:	Lead of Inclusion and Personalised Pathways Provision
Contract:	Permanent – 32.5 hours per week – TTO only
Salary:	HLTA - School Support Scale 19 - 24 (FTE £32,061 - £35,412) Actual Salary - £24,332.26 - £26,875.46 TA3 - School Support Scale 12 - 18 (£28,598 - £31,537) Actual Salary - £21,704.06 - £23,934.58
Start Date:	Dependant on notice period

Role Description

Overall Purpose of the Post

We are seeking to appoint a committed and enthusiastic Teaching Assistant (Level 3) or Higher-Level Teaching Assistant (HLTA) to join our inclusion team at Kingsway Park High School.

The successful candidate will initially be based within Seacole, our specialist inclusion provision, supporting students who require additional academic, social and emotional support to successfully engage with school and achieve their full potential. Working closely with teaching staff, pastoral teams and the SEND department, the postholder will help create a calm, structured and nurturing learning environment where every student feels safe, valued and able to succeed.

This is an exciting opportunity to join Kingsway Park High School as we continue to develop and strengthen our inclusive practice. Seacole has been created to provide personalised support for students who benefit from additional intervention while remaining connected to mainstream school life wherever possible.

Named after Mary Seacole, the provision reflects our values of compassion, resilience and belonging. Through positive relationships, high expectations and tailored support, Seacole helps students overcome barriers to learning, develop confidence and make meaningful progress both academically and personally.

Depending on the successful candidate's qualifications, skills and experience, the role will be appointed at either Teaching Assistant (Level 3) or Higher-Level Teaching Assistant level. Opportunities to lead learning, deliver targeted interventions and provide short-term classroom supervision will be commensurate with the grade of appointment.

Key Responsibilities

The responsibilities outlined below reflect the overall purpose of the role. Certain duties, including leading whole-class learning and short-term classroom supervision, will be undertaken where appropriate to the grade of appointment (Teaching Assistant Level 3 or Higher-Level Teaching Assistant) and the experience of the successful candidate.

Teaching and Learning

- Support high-quality teaching and learning by working with individual students, small groups and, where appropriate, whole classes.
- Deliver planned learning activities under the direction of teaching staff.
- Work collaboratively with teachers to prepare, adapt and organise learning resources.
- Use a range of strategies to promote student engagement, independence and progress.
- Provide timely feedback to teachers on students' learning, participation and wellbeing.
- Contribute to the consistent implementation of classroom routines, expectations and behaviour strategies.
- Where appropriate to the grade of appointment, lead planned learning activities or provide short-term classroom supervision in accordance with school procedures.

Student Support and Inclusion

- Build positive, trusting relationships with students to support engagement, attendance and wellbeing.
- Deliver targeted interventions and personalised support programmes, under the guidance of teaching staff and SEND colleagues.
- Support students with SEND, SEMH and other additional needs to access learning successfully.
- Promote students' confidence, resilience, independence and self-regulation.
- Contribute to the planning, implementation and review of strategies to remove barriers to learning.
- Encourage high aspirations and celebrate students' progress and achievements.
- Support learning across a range of curriculum areas as required.
- Where appropriate to the grade of appointment, supervise whole classes during the short-term absence of a teacher using pre-prepared learning activities.
- Maintain a calm, purposeful and positive learning environment.
- Respond appropriately to unexpected situations to minimise disruption to learning.
- Apply the school's behaviour systems consistently and positively.

Assessment, Monitoring and Reporting

- Monitor students' progress, engagement and wellbeing, providing timely feedback to teachers and other relevant staff.
- Maintain accurate records of student support, interventions and outcomes in line with school procedures.
- Contribute to the assessment and review of students' progress through observation, feedback and professional discussion.
- Support the evaluation of interventions and adapt support strategies, in collaboration with colleagues, to maximise student progress.

Working with Colleagues and Professionals

- Work collaboratively with teachers, support staff, SENDCo and Literacy Lead
- Contribute to planning discussions and departmental meetings where appropriate
- Communicate effectively with staff, students and parents/carers
- Contribute to meetings and discussions relating to student progress and provision
- Work with external professionals where needed to support student needs.
- Work collaboratively with pastoral teams, SEND staff, safeguarding colleagues and external professionals to provide coordinated support for students.

Pastoral and Safeguarding Responsibilities

- Promote the safety and wellbeing of all students
- Follow safeguarding procedures in line with *Keeping Children Safe in Education* and school policy
- Support students who require pastoral care or additional support
- Act as a positive role model for students

Wider School Contribution

- Contribute to the wider life of the school, including extracurricular activities where appropriate
- Participate in duties and wider school activities appropriate to the role.
- Attend meetings, training and professional development activities as required
- Support the school's ethos and values: *We Cooperate. We Pioneer. We Belong.*

General Responsibilities

- Uphold high standards of professional conduct, attendance and punctuality
- Maintain confidentiality and adhere to data protection requirements
- Act as an ambassador for the school at all times
- Undertake any other reasonable duties as directed by the Line Manager or Senior Leadership Team

Health and Safety

- Promote a safe working environment for students and staff
- Follow all health and safety procedures
- Undertake first aid training and provide first aid support in line with school procedures

Professional Development

- Engage in ongoing professional development and training
- Reflect on practice and seek to continually improve
- Participate fully in the school's appraisal process

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	GCSE (or equivalent) in English and Maths at Grade C/4 or above	E	√	√
2	Level 3 Teaching Assistant qualification, HLTA status or equivalent experience.	E	√	√
3	Relevant qualification in education, SEND or related field	D	√	√
EXPERIENCE				
4	Experience of working with children or young people (11–16)	E	√	√
5	Experience of supporting teaching and learning in a classroom setting	E	√	√
6	Experience of leading small group or whole-class learning	E	√	√
7	Experience of supporting students with SEND or A/N	E	√	√
8	Experience of delivering interventions to support student progress	D	√	
ABILITIES, SKILLS AND KNOWLEDGE				
9	Ability to lead learning activities and manage a classroom environment effectively	D	√	√
10	Strong understanding of how students learn and how to support progress	E	√	√
11	Ability to adapt learning to meet the needs of all students	E	√	√
12	Experience in supporting behaviour	E	√	√
13	Effective communication and interpersonal skills	E	√	√
14	Ability to build positive relationships with students and staff	E	√	√
15	Strong organisational skills and ability to prioritise workload	D	√	
16	An understanding of safeguarding and child protection responsibilities in a school setting	E	√	√
17	Ability to use ICT to support learning and record student progress	D	√	√
PERSONAL CHARACTERISTICS				
18	A commitment to inclusion and equality of opportunity for all students	E	√	√
19	Patience, resilience and a calm, supportive approach when working with young people	E	√	√
20	A willingness to reflect, learn and engage in ongoing professional development	E	√	√
21	Commitment to professional development	E	√	√
22	An unwavering commitment to the Altus Education Partnership's vision, mission and values	D	√	√
23	Willing to be accountable and to take personal responsibility for own actions.	E	√	√
24	Resilience and the ability to grow professionally and flexibly	E	√	√



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www.kingswaypark.org

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