



We Co-operate  
We Pioneer  
We Belong



# Lead Practitioner Early Career Development Application Pack



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

- To apply, please visit our website and apply through **My New Term**.
- Our website: [Our Vacancies - Altus Education Partnership](#)

## Deadline

The deadline for the post is **Thursday 14<sup>th</sup> May 2026** to arrive no later than 12.00 midday). Interviews are expected to be held on **Tuesday 19<sup>th</sup> May 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

The post will be paid on the **Teachers Lead Practitioner Pay Scale LP1 – LP6 (£52,026 - £58,857)**

## Start Date

As per notice period.

## For an Application Pack

1. Visit [www.altusep.com](http://www.altusep.com)
2. Contact Caroline Sullivan – HR Officer: [recruitment@altusep.com](mailto: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.

## Role Description

<b>Job Title:</b>	Lead Practitioner – ITT and ECT Professional Mentor
<b>Reports to:</b>	AHT for Teaching and Learning
<b>Contract:</b>	Permanent – Full-time
<b>Salary:</b>	Teachers Lead Practitioner Pay Scale LP1 – LP6 (£52,026 - £58,857)
<b>Start Date:</b>	As per notice period.

The Lead Practitioner of Early Career Development provides strategic leadership and expert guidance to support the development of early career and trainee teachers across the school. The role focuses on improving the quality of teaching through high-quality mentoring, coaching, and professional development aligned to the Early Career Framework (ECF) and Initial Teacher Training (ITT) requirements.

The postholder will model excellent classroom practice, support mentors in delivering impactful guidance, and ensure early career colleagues are effectively supported to develop strong foundations in teaching, behaviour, and curriculum delivery.

### Key Responsibilities:

#### Raising quality of teaching and learning through Early Career Development

1. Carry out teaching responsibilities in line with the professional duties of a teacher, modelling consistently high-quality classroom practice
2. Demonstrate exemplary teaching and professional practice to support the development of Early Career Teachers (ECTs) and trainee teachers
3. To Ensure all statutory requirements of induction for early career teachers are fulfilled
4. Design and develop high-quality teaching resources and exemplification materials to support early career practice
5. Plan and deliver a structured programme of professional development aligned to the Early Career Framework (ECF) and Initial Teacher Training (ITT) requirements
6. Support the professional development of ECTs and trainees through lesson observations, instructional coaching, and high-quality feedback
7. Provide targeted mentoring and coaching to individuals requiring additional support to improve their classroom practice
8. Work with mentors to ensure consistency and quality in mentoring across the school, including quality assurance, training and ongoing support
9. Use a range of information, including observation evidence and professional dialogue, to identify development needs and implement appropriate support strategies
10. Support early career teachers who require additional intervention, including contributing to structured support plans where appropriate

11. Ensure early career teachers are effectively supported to secure strong outcomes for all pupils
12. Contribute to ensuring early career teachers are effectively supported to secure strong outcomes for all pupils

### **Monitoring and evaluation**

13. Coordinate and undertake monitoring and evaluation of ECT and trainee development, including observations, learning walks and review meetings
14. Evaluate the quality and impact of mentoring and professional development provision, using findings to inform improvements
15. Maintain accurate records of ECT progress, ensuring all statutory induction requirements are met and effectively coordinated
16. Work collaboratively with Heads of Faculty and senior leaders to ensure early career development aligns with whole-school priorities, including improving consistency of teaching and learning
17. Work collaboratively with Heads of Faculty and senior leaders to ensure early career development aligns with whole-school priorities
18. Lead on the implementation and ongoing development of the school's ECT and ITT provision, including partnerships with external training providers

### **Professional development**

19. Lead on the implementation and ongoing development of the school's ECT and ITT provision
20. Keep up to date with national developments in teacher training, mentoring and the Early Career Framework, ensuring practice reflects current best practice
21. Share research and effective practice with mentors and staff, supporting its application within the classroom
22. Identify and implement high-quality CPD opportunities to strengthen mentoring and teaching practice
23. Contribute to the appraisal and professional development of colleagues where appropriate, particularly in relation to mentoring and coaching
24. Actively contribute to the development of a strong professional learning culture, supporting staff at all stages of their career

### **Management of staff and resources**

25. Direct and supervise support staff assigned to them, and where appropriate, other teachers
26. Contribute to the recruitment and professional development of other teachers and support staff
27. Deploy resources delegated to them
28. Support early career teachers in delivering effective reading and literacy strategies, including promoting Reading for Pleasure

### **General**

29. Always operate within the stated Policies and Practices of the School and promote them actively.
30. The lead practitioner will consistently model high-quality teaching and support leaders driving improvement through coaching and training other members of staff.
31. To play a full part in the life of KPHS, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
32. To adhere to the Staff Code of Conduct.
33. Accept the shared responsibility of all colleagues for student discipline through collective oversight during the School day. Maintain a harmonious environment, with good order and discipline among students, and safeguarding their health and safety, both when they are on the School premises and when they are in authorised School activities elsewhere.
34. Work co-operatively with staff throughout the School to implement the School Strategic Plan and Annual Development Plan and achieve its mission.

35. Maintain effective working relationships and set a good example through their presentation and personal and professional conduct.
36. Attend and contribute to curriculum / subject, learning and teaching group and staff meetings.
37. Participate in appropriate in-service training opportunities both internal and external to update professional practice, reflecting individual, curriculum area or whole School development goals.
38. Participate in arrangements made in accordance with regulations for the appraisal of Performance in the context of the School Performance Management Policy.
39. Participate in arrangements for further training and professional development as a Teacher, including undertaking training and professional development which aim to meet needs identified in performance management objectives or in performance management statements.
40. Be familiar with the School Health and Safety Policy and Child Protection Procedures and implement them as appropriate.
41. Contribute to School provision for enrichment activities and study supervision as consistent with individual timetables.
42. Participate in KPHS activities, including attendance at Open Evenings / Mornings, Parental Information evenings and supporting liaison activities.
43. Participate in School Quality Assurance and Self-Assessment systems and the School Line Management System.
44. Play a co-operative and supportive role within curriculum areas and the School as a whole, through the sharing of good practice and mentoring / coaching activities for less experienced staff where this is appropriate.
45. Undertake such other duties as reasonably required by the Headteacher.

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. This is a new post. 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.

#### **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. Altus Education Partnership 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.

Your Terms and Conditions are specified within your Contract of Employment

## Person Specification

No.	CATEGORIES	Essential/ Desirable	App Form	Interview
1	A high-quality degree in a relevant subject	E	√	√
2	PGCE with QTS/QTLS	E	√	√
<b>EXPERIENCE</b>				
3	Evidence of consistently strong classroom practice and impact on pupil outcomes	E	√	√
4	Experience of supporting or developing other teachers (e.g. mentoring, coaching, CPD delivery)	E	√	√
5	Experience of delivering or contributing to professional development	E	√	√
6	Experience of using observation, feedback and/or data to improve teaching practice	E	√	√
7	Experience of working with Early Career Teachers and/or trainee teachers	D	√	√
8	Experience of contributing to whole-school improvement priorities	D	√	√
9	Experience of working with external training providers (e.g. ITT/ECT programmes)	D	√	√
<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
10	Exceptional classroom practitioner with a clear understanding of effective teaching and learning	E	√	√
11	Strong understanding of the Early Career Framework (ECF) and/or principles of effective teacher development	E	√	√
12	Ability to coach and mentor colleagues to improve their practice	E	√	√
13	Ability to provide clear, actionable feedback that leads to improvement	E	√	√
14	Ability to design and deliver high-quality professional development	E	√	√
15	Strong interpersonal and communication skills, with the ability to build positive professional relationships	E	√	√
16	Ability to analyse information (including observation evidence and pupil outcomes) to identify development needs	E	√	√
17	Commitment to inclusive practice, high expectations and positive behaviour for learning	E	√	√

18	Ability to work collaboratively and contribute positively to teams	E	√	√
19	Ability to adapt and respond effectively to changing priorities	E	√	√
20	Competence in the use of ICT to support teaching, learning and professional development	E	√	√
<b>PERSONAL CHARACTERISTICS</b>				
21	Commitment to the values, ethos and vision of Altus Education Partnership	E	√	√
22	High levels of professionalism, integrity and accountability	E	√	√
23	Commitment to ongoing professional learning and development	E	√	√
24	Resilience and the ability to work flexibly in a developing organisation	E	√	√
25	Commitment to equality of opportunity and the success of all students	E	√	√



Kingsway Park  
HIGH SCHOOL



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