

LEARNING SUPPORT OFFICER APPLICATION PACK

Rochdale
sixth form
college




Ofsted
Outstanding
Provider

**OFFICIALLY
OUTSTANDING**

ALTUS
EDUCATION PARTNERSHIP

Thank you for your interest in working at Rochdale Sixth Form College. I hope that you will find this pack useful in completing your application.

Rochdale Sixth Form College (RSFC) opened in 2010 to address the significant underachievement in A Level performance in the borough. Since then, it has raised achievement in the area dramatically and is recognised nationally as a centre of excellence. The college is rated Ofsted outstanding and, is consistently ranked as one of the highest performing colleges in the country according to the DfE's performance tables and national achievement rate tables.

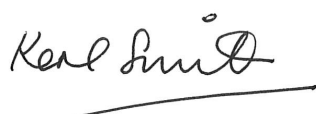
The Altus Education Partnership was formed in April 2017. It is a multi-academy trust formed by the governing body of Rochdale Sixth Form College and dedicated to the improvement of education in the borough of Rochdale. The Trust's mission arose from and builds upon the successes and values of the sixth form college. In short, our mission is to create a family of academies from early years to 18 that enables students in the borough to progress to an aspirational career, a fulfilling life and to make a positive contribution to society.

To work at RSFC you must aspire to be an outstanding colleague. You must be willing to share and learn. You must be prepared to go the extra mile, be a leader not a follower. Above all else, you must like young people and aspire to make them outstanding citizens.

We wish to appoint someone who will help us to continue 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.

I very much look forward to hearing from you.

Yours faithfully



Karl Smith
Principal

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 www.rochdalesfc.ac.uk 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 which should address the criteria in the person specification.

Deadline

The deadline for the post is **Friday 8 May 2026** (to arrive no later than 12.00 midday).

Interviews are expected to take place week commencing **11 May 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 Sixth Form Colleges Support pay spine, Scale Point 8 - 11, currently £26,343 to £28,634 and actual salary for Term Time + 5 days is £23,342 to £25,372.

Start Date

Immediately

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.

RSFC Vision, Mission, Values & Beliefs

Our Vision

To provide academic excellence and transform life chances for young people in our community

Our Mission

At RSFC our central purpose is to help our students realise their academic potential. We believe every young person can succeed and we devote ourselves to improving student achievement, through high quality teaching and student support. Our young people are challenged to achieve through high expectations within a "you can do it culture". We always aim to build aspiration; to inspire and to motivate our students so they have the opportunity for greater choice in life.

Our Values and Beliefs

As a Sixth Form College and as individuals we value and champion:

Resilience

We prepare our students to face challenges with determination and perseverance. By nurturing resilience, we help them to overcome setbacks, grow in confidence, and develop the strength to achieve their ambitions.

Support

Every individual matters. We offer care, encouragement, and guidance so that students feel valued and understood. Our community is built on strong relationships, where support is central to personal and academic success.

Fairness

We are committed to equity, integrity, and justice in all that we do. Students and staff are treated with respect, honesty, and impartiality, ensuring everyone has the opportunity to thrive.

Compassionate Rigour

We set high expectations and hold students to them with kindness and empathy. Through compassionate rigour, we combine challenge with understanding, ensuring students are stretched to achieve excellence while feeling supported every step of the way.

The Ambition is that by the time students leave RSFC they will:

- Have achieved their personal academic potential giving them a greater choice in life
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential
- Be contributing members of the community and have compassion for others
- Be able to celebrate their success and that of others
- Have developed the confidence to overcome barriers to success
- Be articulate, creative, and prepared for future growth and learning
- Be happy!

Shared Objective for all Staff

"To maximise students' achievements"

- At RSFC we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability
- Above all, staff at RSFC like their students and demonstrate this through their daily conduct and interaction

Background Information

High Academic Standards, High Expectations

Rochdale Sixth Form College has become one of the country's leading Sixth Form Colleges. It promises outstanding learning and teaching, with excellence being important in everything the College does. At RSFC we have simple systems and processes that are executed superbly well – this is important. We have no intention of complicating our organisation. Excellence in the classroom, abundance of powerful support, forensic tracking of student progress, the highest expectations for all students and a positive culture are central to our philosophy. The minute we move away from these beliefs is the minute we take our eye off the ball and that is not what RSFC is about. All students are expected to achieve at least their potential and more. We want to inspire, motivate, and enthuse and want the young people who walk through our doors to develop a positive 'can do' attitude and with it the self-confidence and self-belief that comes from being successful.

Inspiring and Passionate Staff

Having the right values are crucial at RSFC. High expectations and empathy are core principles at RSFC for all staff. Caring for our young people and being compassionate does not mean compromising on academic rigour. We expect staff at all levels to have the expertise and commitment but also to be passionate about young people and love working alongside them. All staff will build self-confidence and self-esteem into students through their daily interactions and have a burning desire to see them achieve their potential. High expectations of students and a total belief in their potential are an absolute must

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:

- **Edgar Wood Academy** is an 11–16-year-old state-funded secondary school who opened their doors in September 2021. From September 2022, students at Edgar Wood Academy were the first to experience their new school building, with its modern state-of-the-art facilities.
- **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.

Job Description

Job Title:	Learning Support Officer
Reports to:	Head of Learning Support/SENCO
Line Manages	n/a
Contract:	1 permanent role and 1 fixed term initially for 12 months 37 hrs per week – Term Time Only + 1 week
Remuneration:	The post will be paid on the Sixth Form Colleges Support pay spine, Scale Point 8 - 11, currently £26,343 to £28,634 and actual salary for Term Time + 5 days is £23,342 to £25,372.
Hours of Work	Start and finish times will be advised by your line manager. Will be required to have a late start of 10am and late finish of 6pm once a week on a rota basis within our Achievement Centre study area.
Start Date	Immediately

Overall Purpose of the Post

To implement agreed learning support with individuals/groups and support teaching staff in the learning and development of students.

To provide detailed and specialist skills/knowledge within the field of SEN (special educational needs)/ALN (additional learning needs).

Responsibilities

- Provide in-class and 1:1 support for students and Additional Learning Needs.
- Provide group and 1:1 academic support for students on Achievement Centre Placements.
- Monitor the student's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- To adapt resources in liaison with teachers prior to lessons to maximise all learning opportunities.
- Establish productive working relationships with students acting as a role model and setting high expectations.
- To give positive encouragement, feedback and praise to reinforce and sustain the student(s) efforts and develop self-reliance and self-esteem.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide support to students in the development of effective study skills/habits.
- Provide guidance and assist in the training and development of staff as appropriate.

- To promote the acceptance and inclusion of the student(s) with SEN (ALN), encouraging students to interact with each other.
- To support the student(s) in developing social skills both in and out of the classroom.
- To support the use of ICT in learning activities.
- To support students with access arrangements and educational needs in exams through invigilation.
- To complete admin in relation to placements for allocated students – initiate placement following referral from SPDL and manage review process in liaison with the student’s SPDL.
- Provide regular feedback to relevant stakeholders (teachers, SPDL, SLT etc.) on the progress of allocated students with ALN/on AC placement and the effectiveness of the strategies employed.
- Maintain the environment of the Achievement Centre to facilitate quiet and productive learning.
- Complete administration in relation to the learning resources in the Achievement Centre to include the booking of laptop trolleys and the use of the library system to manage the classification and loaning of resources.
- Provide support to students in the use of Information Technology applications within the Achievement Centre including the logging of calls to the ICT Helpdesk as required and changing of passwords.
- Assist students in the use of the multipurpose printing devices including topping up printer credits and ensuring the devices are stocked with paper.
- Where appropriate, to develop a relationship to foster links between home and College, and to keep the college informed of relevant information.
- To complete written reports on progress of allocated students with Additional Learning Needs.
- To contribute and attend events including Open Evenings/Days, Presentation Ceremony, Consultation Evenings, etc.
- Support behaviour management strategies in line with college policies.
- Assist with transition support for new students (e.g. induction, settling in).
- Liaise with external professionals (e.g. educational psychologists, RANs etc) where appropriate.
- Support students during unstructured times (e.g. breaks) if required.
- Contribute to SEN support plans.
- Undertake additional duties as directed by the SENCo to support the needs of students with Additional Learning Needs.

General Requirements

The Learning Support Officer will:

- 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 college 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.

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

No.	CATEGORIES	App Form/Letter	Interview
Essential Criteria			
1.	Level 2 (GCSE A* - C) in English and Maths.	√	√
2.	Level 3 (A Level) or equivalent qualifications.	√	√
3.	Ability to establish positive relationships with students and empathise with their needs.	√	√
4.	Ability to demonstrate active listening skills.	√	√
5.	Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs.	√	√
6.	Ability to monitor the students' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.	√	√
7.	Ability to offer constructive feedback to students to reinforce self-esteem.	√	√
8.	Ability to deal sensitively with complex and sensitive issues.	√	√
9.	Willingness to maintain confidentiality on all college matters.	√	√
10.	Ability to work effectively and supportively as a member of the college team.	√	√

11.	Willingness to work flexibly, attending evening meetings as and when necessary and assisting throughout other areas of the College as requested.	√	√
12.	Well-presented and professional manner.	√	√
13.	Demonstrable commitment to equal opportunities.	√	√
14.	Willingness and ability to adapt to a wide range of duties in response to changing circumstances.	√	√
15.	Committed to continuing personal and professional development.	√	√
Desirable Criteria			
16.	Level 3 Certificate for Teaching Assistants.	√	
17.	Knowledge of Special Educational Needs / Additional Learning Needs.	√	√
18.	Experience of supporting students in a classroom environment, including those with special educational needs.	√	√

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