



We Co-operate
We Pioneer
We Belong



Second in English

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 **Friday 8th May 2026** (to arrive no later than 12.00 midday).
Interviews are to be confirmed.

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 **Main/Upper Teachers Pay Scale** with an additional **TLR2B** allowance.

Start Date

As per notice period.

For an Application Pack

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.

Role Description

Job Title:	Second in English
Reports to:	Faculty Lead of English
Contract:	Permanent – Full-time
Salary:	MPS/UPS + TLR2B
Start Date:	As per notice period.

The Second in English will play a key role in supporting the Faculty Lead to drive the quality of education within the English department. This includes contributing to the development of a high-quality, ambitious curriculum, securing strong outcomes for students, and supporting the continuous improvement of teaching and learning across the department.

The postholder will act as a role model for excellent classroom practice and will support the development of colleagues through coaching, collaboration and subject-specific professional learning. They will contribute to the strategic direction of the department while maintaining a strong focus on day-to-day operational excellence.

This is an ideal role for an ambitious and reflective practitioner who is looking to develop their leadership skills within a supportive and high-expectation environment.

Key Responsibilities:

Teaching and Learning:

- Model consistently high-quality teaching across Key Stages 3 and 4.
- Support the Faculty Lead in driving improvements in teaching and learning across the department.
- Promote the use of evidence-informed teaching strategies, including adaptive teaching and effective formative assessment.
- Contribute to the development of a consistent and effective approach to teaching across the department.
- Plan and prepare lessons and schemes of work in accordance with school policy, ensuring a range of engaging and appropriately challenging learning opportunities.

Curriculum and Assessment

- Support the planning, implementation and review of a coherent and ambitious English curriculum.
- Contribute to the development of schemes of learning and resources that support progression for all learners.
- Support the implementation of effective assessment practices, ensuring that assessment informs teaching and intervention.
- Ensure curriculum delivery meets the needs of all students, including those with SEND and disadvantaged students.

Raising Achievement and Intervention

- Support the Faculty Lead in analysing student performance data to identify strengths, gaps and priorities.
- Contribute to the planning and delivery of targeted intervention strategies, particularly at Key Stage 4.
- Monitor the progress of key groups and support strategies to improve outcomes.

- Work with colleagues to ensure high expectations for all students and to close gaps in attainment.

Leadership and Staff Development

- Support the development of colleagues through coaching, mentoring and collaborative planning.
- Contribute to the design and delivery of subject-specific CPD.
- Share best practice and support the development of less experienced teachers, including ECTs.
- Contribute to a culture of continuous improvement within the department.

Monitoring and Evaluation

- Coordinate and contribute to monitoring activities to improve teaching and learning, including work scrutiny, lesson observation and learning walks.
- Analyse findings from quality assurance activities and use these to inform departmental priorities and staff development.
- Support the Faculty Lead with departmental self-evaluation and improvement planning.
- Work collaboratively across departments to support whole-school priorities, including disciplinary literacy (reading, writing and oracy).

Professional Development

- Lead on researching and promoting best practice in literacy and English pedagogy.
- Keep up to date with developments in literacy, including intervention strategies and relevant platforms.
- Support colleagues in implementing research-informed approaches within their teaching.
- Contribute to identifying and implementing high-quality CPD to improve teaching and learning.
- Take an active role in their own professional development and leadership growth.
- Where appropriate, contribute to the appraisal and development of others.

Management of Staff and Resources

- Support the effective deployment of staff within the English department, including the direction of support staff where appropriate.
- Contribute to the induction, development and professional support of new and existing staff.
- Assist the Faculty Lead in identifying staffing needs and contributing to recruitment processes where required.
- Support the effective use and organisation of departmental resources, ensuring they are used efficiently to maximise impact on teaching and learning.
- Contribute to the development and sustainability of curriculum resources, including shared planning and resource banks.
- Support the implementation of initiatives that promote reading for pleasure and wider literacy across the school.

Literacy and Enrichment

- Promote a love of reading and literacy across the department and wider school.
- Contribute to the development of enrichment opportunities, including extra-curricular provision.
- Support whole-school literacy priorities where appropriate.

Behaviour and Culture

- Support the maintenance of high standards of behaviour and engagement within lessons.
- Contribute to a positive, inclusive and ambitious culture within the department.
- Act as a role model for professional conduct and high expectations.

General

- Always operate within the stated Policies and Practices of the School and promote them actively.

- 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.
- To adhere to the Staff Code of Conduct.
- 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.
- Work co-operatively with staff throughout the School to implement the School Strategic Plan and Annual Development Plan and achieve its mission.
- Maintain effective working relationships and set a good example through their presentation and personal and professional conduct.
- Attend and contribute to curriculum / subject, learning and teaching group and staff meetings.
- Participate in appropriate in-service training opportunities both internal and external to update professional practice, reflecting individual, curriculum area or whole School development goals.
- Participate in arrangements made in accordance with regulations for the appraisal of Performance in the context of the School Performance Management Policy.
- 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.
- Be familiar with the School Health and Safety Policy and Child Protection Procedures and implement them as appropriate.
- Contribute to School provision for enrichment activities and study centre supervision as consistent with individual timetables.
- Participate in KPHS activities, including attendance at Open Evenings / Mornings, Parental Information evenings and supporting liaison activities.
- Participate in School Quality Assurance and Self-Assessment systems and the School Line Management System.
- 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.
- 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.

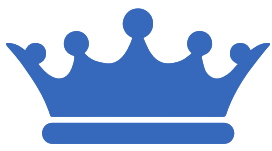
The successful candidate will be required to complete a satisfactory medical screening assessment and provide two satisfactory references, identity check and right to work.

Your Terms and Conditions are specified within your Contract of Employment

Person Specification

No.	CATEGORIES	Assessed by:		
		Essential/ Desirable	App Form	Interview
1	A degree in English or a closely related subject	E	√	√
2	Qualified Teacher Status (QTS/QTLS)	E	√	√
EXPERIENCE				
3	Proven experience of teaching English across Key Stages 3 and 4	E	√	√
4	Evidence of securing strong student progress and outcomes, particularly at Key Stage 4	E	√	√
5	Experience of contributing to curriculum planning and development	E	√	√
6	Experience of using assessment data to inform teaching and intervention	E	√	√
7	Experience of supporting or developing other staff (e.g. mentoring, coaching, sharing practice)	D	√	√
8	Experience of contributing to departmental or whole-school initiatives (e.g. literacy, enrichment, intervention)	D	√	√
9	Experience of examining or moderating within English	D	√	√
10	Experience of leading an area of responsibility within a department	D	√	√
ABILITIES, SKILLS AND KNOWLEDGE				
11	Strong subject knowledge across English Language and Literature at KS3 and KS4	E	√	√
12	Understanding of effective curriculum design and progression in English	E	√	√
13	Ability to model and promote high-quality teaching and learning	E	√	√
14	Ability to analyse and interpret student performance data to inform improvement strategies	E	√	√
15	Ability to support, challenge and develop colleagues effectively	E	√	√
16	Understanding of evidence-informed practice and current developments in English and literacy	E	√	√
17	Ability to contribute to monitoring and evaluation activities (e.g. work scrutiny, learning walks)	E	√	√
18	Strong organisational and time management skills, with the ability to prioritise effectively	E	√	√
19	Excellent communication and interpersonal skills	E	√	√
20	Competence in the use of ICT to support teaching, learning and assessment	E	√	√

21	Commitment to professional learning & institutional improvement	E	√	√
22	Commitment to high professional & personal standards of work & conduct	E	√	√
23	Determination to promote equality of opportunity	E	√	√
24	Ability to offer enrichment & contribute to wider school life	E	√	√
PERSONAL CHARACTERISTICS				
25	A passion for English and a commitment to inspiring a love of reading and learning	E	√	√
26	High expectations of self and others, with a commitment to securing excellent outcomes for all students	E	√	√
27	Commitment to inclusion, equality of opportunity and supporting all learners	E	√	√
28	Resilience, adaptability and the ability to respond positively to challenge	E	√	√
29	Commitment to ongoing professional development and leadership growth	E	√	√
30	Commitment to upholding the school's values and contributing to the wider life of the school	E	√	√



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