

ALTUS

EDUCATION PARTNERSHIP

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APPLICATION PACK

Trust Primary School Improvement Partner



Thank you for your interest in the post of Trust Primary School Improvement Partner at Altus Education Partnership.

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

The Trust currently comprises five academies:

- **Rochdale Sixth Form College** 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 Ofsted Outstanding, Sixth Form College of the Year 2021, and regularly one of the highest performing colleges in the country according to the DfE's Performance Tables and National Achievement Rate tables.
- **Edgar Wood Academy** is a secondary school which opened in a new build in 2021 under Wave 13 of the Free Schools' programme. The Academy has already established a strong reputation in the local community.
- **Kingsway Park High School** has a strong track record of providing its students with an excellent education. The Academy recently benefitted from a new teaching block which opened at the end of 2024.
- **Bamford Academy** provides a caring and nurturing environment for all of its pupils; it is a popular first choice for many parents and young people in the local community.
- **Caldershaw Primary School** joined us in July 2025 and is another Ofsted Outstanding provider. The staff bring a wealth of experience in the primary sector and is regularly oversubscribed.

Altus Education Partnership is now on the cusp of significant and rapid growth, with a high number of schools indicating an interest in joining the Trust, and several of these schools entering into a Trust Partnership Agreement. This means that within three years the Trust could see around 10,000 pupils and students, 1,000 staff and 10 or more academies.

Additionally, the Trust has codified and solidified its relationship with a number of key educational partners in the borough. Most notably, and uniquely in the sector, Altus has a Memorandum of Understanding with Hopwood Hall College around the curricula the two colleges offer, and to support transition of students to post-16 education.

The Trust Primary School Improvement Partner will have a crucial role in supporting our mission to ensure all our students experience excellent teaching and learning, and support EYFS leaders in creating robust action plans that will positively affect outcomes for children.

If you feel inspired by our strategy and what we are trying to achieve, I'd be delighted if you submitted your application. Full details and all documentation are in this pack; if you wish to discuss the post further, please do not hesitate to contact us.

I very much look forward to hearing from you.

Yours faithfully



Richard Ronksley
CEO

ALTUS

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1. Our Mission (What we do)

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

2. Our Values (What we believe)

At every level of the Trust, we fully subscribe to the Seven Principles of Public Life. Regardless of legal status, we expect a similar commitment from those with whom we work.

In addition, we are:

Committed to improving the lives of our young people

Clear on our approach to inclusivity and excellence

**Dedicated to the borough of Rochdale, its communities,
and its surrounds**

**Accountable for our actions. We will always seek solutions,
not blame**

**Responsible for one another. If one fails; we pull together. If one
succeeds; we celebrate. Success or failure; we all learn
We do what we say we'll do, and we do it well**

3. Our Vision (Where we want to be)

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



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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 Monday 10th August 2026 (to arrive no later than 9:00am).

Interviews will take place on Wednesday 12th August 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

School Leadership PayScale – Point 12

Start Date

September 2026

Further Information

1. Visit www.altusep.com
2. Contact our HR Team: 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.

Job Description

Job Title:	Trust Primary School Improvement Partner
Reports to:	Chief Education Officer (Primary and EYFS) and Headteacher in liaison with the Chair of Governors
Contract:	4 days per week (0.8FTE). Fixed term until Easter 2027
Start Date:	September 2026
Salary:	Point 12, School Leadership Scale

Context and Purpose of the Role

This role forms one stage within a wider, longer-term school improvement strategy for Bamford Academy, rather than a standalone intervention. The postholder will provide sustained, hands-on capacity to model, coach and quality-assure improvement work across leadership, Year 6 outcomes and assessment, working alongside the Headteacher, Deputy Headteacher and Assistant Headteachers (AHTs).

The wider strategy has four stages, of which this commission covers the first three and begins the fourth:

- Stabilise the immediate risks around Year 6, so that pupils at risk of underachieving are identified and supported without delay.
- Build the capability of the senior leadership team — the Headteacher and Deputy Headteacher as well as the Assistant Headteachers — through intensive coaching and modelling.
- Embed systems and processes (assessment, moderation, monitoring) so that improvement does not depend on any one individual.
- Begin withdrawing additional external support once evidence shows internal capacity and systems are sufficient to sustain improvement.

This is a time-limited investment in long-term capability, not a short-term fix, with a planned and evidenced route to withdrawal of support.

The postholder will provide support, challenge and school improvement expertise, working alongside school leaders. Accountability for the strategic leadership and operational management of the school will remain with the Headteacher and Senior Leadership Team throughout the commission.

Rationale

Additional, focused leadership capacity is needed to accelerate outcomes in Year 6, strengthen the effectiveness of the senior leadership team, and secure robust, consistent assessment practice across the school. This directly supports the school in demonstrating impact against the leadership priority ahead of the next Ofsted inspection, and builds internal capacity so improvements are sustained once the commission ends.

Aims and Objectives

- Support the improvement of teaching and outcomes in Year 6 English and Maths, with a focus on closing gaps for disadvantaged and lower-attaining pupils.
- Build the leadership capability of the Headteacher, Deputy Headteacher and Assistant Headteachers so they can independently lead teaching and learning improvement across the school.
- Support leaders in ensuring assessment across the school is valid, reliable and fit for purpose, with consistent teacher assessment and moderation in line with statutory and school expectations.
- Leave a sustainable legacy of systems, documentation and coached leaders that continue to drive improvement after the commission ends.

Key Responsibilities

Strand A — Year 6 English and Maths

- Carry out joint learning walks and lesson observations with the Year 6 team, focused on English and Maths.
- Model high-quality teaching sequences and feedback techniques where needed.
- Undertake book/work scrutiny alongside leaders of English and Maths to check curriculum coverage and pupil progress.
- Facilitate or jointly lead pupil progress meetings alongside the Year 6 team, identifying pupils at risk of not reaching expected/greater depth standard and agreeing precise interventions.
- Support SATs preparation, including gap analysis from recent assessments and a focused revision/intervention plan.

Strand B — Supporting the Senior Leadership Team

- Provide regular coaching and mentoring to the Headteacher, Deputy Headteacher and each Assistant Headteacher, tailored to their area of responsibility.
- Jointly model learning walks, book looks and staff feedback conversations, gradually handing over lead responsibility to the Headteacher, Deputy Headteacher and AHTs.
- Support leaders to strengthen their use of data to identify priorities and evaluate impact.
- Support leaders to plan, deliver and evaluate staff CPD/staff meeting input within their remit.
- Work with leaders to develop and maintain a leadership development log, tracking skills built and next steps beyond the contract.

Strand C — Assessment and Moderation

- Support leaders in reviewing the current assessment policy and procedures against statutory requirements, including end of Key Stage assessment, and best practice.
- Quality assure assessment consistency across year groups and subjects, identifying any gaps in reliability.
- Support leaders to develop and refresh a whole-school moderation calendar, including internal cross-year group moderation and external/cluster moderation.
- Co-deliver staff training on making secure judgements, including use of exemplification materials.
- Sample and quality-assure teacher assessment judgements against evidence in books/portfolios.
- Support leaders in ensuring assessment data is used to inform planning and intervention, not just reported.

Monitoring, Evaluation and Reporting

- Attend half-termly review meetings with the Headteacher and relevant AHTs to assess progress against success criteria.
- Provide a termly report to governors summarising activity, evidence gathered and impact to date.
- Produce an end-of-commission written impact report (Month 6), including recommendations for sustaining improvements and a clear statement on continued support needs.
- Triangulate evidence on an ongoing basis: pupil outcomes data, work scrutiny, learning walks, staff and pupil voice.

General Responsibilities

- Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support diversity to help ensure everyone has equal access to the school's provision and feels valued, respecting their social, cultural, linguistic, religious and ethnic background.
- Model the values of Altus Education Partnership in all aspects of the role.
- Undertake personal development through training and other learning activities as required.

Success Criteria

- Year 6 English and Maths outcomes show measurable improvement against baseline, particularly for identified vulnerable groups.
- The Headteacher and Assistant Headteachers can evidence independent leadership of learning walks, book looks and staff feedback, with reduced reliance on external input by Month 6.
- A reviewed and ratified assessment policy and moderation calendar is in place and understood by all staff.
- Teacher assessment judgements are consistent across classes/year groups, confirmed through moderation and quality assurance sampling.
- A clear, evidenced decision is reached on whether continued external support is needed beyond Month 6, and on what terms.

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

Criteria	Essential	Desirable
Experience		
Successful senior leadership experience within a primary school.	✓	
Experience of leading improvements in teaching and learning.	✓	
Experience of coaching, mentoring and developing senior and middle leaders.	✓	
Experience of using assessment and performance data to identify priorities and drive improvement.	✓	
Experience of leading or quality assuring statutory assessment and moderation processes.	✓	
Experience of improving outcomes in Key Stage 2, particularly Year 6.		✓
Experience of successfully leading whole-school improvement with demonstrable impact on pupil outcomes.		✓
Experience of working across more than one school or within a Multi-Academy Trust.		✓
Experience as a School Improvement Partner, adviser, consultant or equivalent school improvement role.		✓
Experience supporting schools through Ofsted preparation or inspection.		✓
Experience of designing or reviewing assessment systems, policies or moderation processes.		✓
Knowledge & Skills		
Strong understanding of effective primary teaching, learning and curriculum leadership.	✓	
Secure knowledge of statutory assessment requirements and moderation.	✓	
Ability to analyse data and use evidence to identify priorities and evaluate impact.	✓	
Excellent coaching, mentoring and professional development skills.	✓	
Ability to build positive relationships whilst providing appropriate support and challenge.	✓	
Excellent written and verbal communication skills, including the ability to produce reports and present findings to senior leaders and governors.	✓	
Knowledge of current national school improvement priorities and educational developments.		✓
Experience of developing leadership programmes or coaching frameworks.		✓
Qualifications		
Qualified Teacher Status (QTS).	✓	
Degree or equivalent qualification.	✓	
National Professional Qualification for Headship (NPQH) or equivalent leadership qualification.		✓
Additional professional qualification or training in coaching, mentoring or school improvement.		✓
Personal Qualities		
Commitment to safeguarding and promoting the welfare of children and young people.	✓	
Collaborative, approachable and able to build credibility quickly with school leaders.	✓	
Able to influence, support and challenge others without direct line management responsibility.	✓	
Professional, resilient and solution-focused, with the ability to adapt to different school contexts.	✓	
Commitment to the vision, values and strategic aims of Altus Education Partnership.	✓	
Commitment to developing leadership capacity and sustainable school improvement.		✓



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Altus Education Partnership
Suite F4, No.2 The Esplanade,
Rochdale OL16 1AE

Tel: 01706 769999

Email: info@altusep.com

