



Lead of Inclusion and Personalised Pathways Provision (Seacole)

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](#)
- Provide a supporting statement of no more than two sides of A4, addressing the criteria in the person specification.

Deadline

The deadline for the post is **Tuesday 19th May 2026** (to arrive no later than 12.00 midday).
Interviews are expected to be held **Friday 22nd 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 **Leadership Pay Scale L7 – L11 (£60,415 - £66,368)**

An additional Recruitment and Retention Payment will be considered for exceptional candidates

Start Date

September 2026

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.

About This Opportunity

Job Title:	Lead of Inclusion and Personalised Pathways Provision (Seacole)
Reports to:	Deputy Head for Inclusion
Contract:	Permanent – Full Time
Salary:	Leadership Pay Scale L7 – L11
Start Date:	September 2026

Kingsway Park High School is entering an exciting new phase in the development of its inclusive practice and personalised provision. As part of this continued commitment, the school is expanding its personalised pathway offer through the development of a dedicated annex setting designed to further strengthen the support available for students requiring additional support to successfully engage with mainstream education.

The new support base, known as “Seacole”, is named after Mary Seacole, a figure recognised for compassion, resilience and healing. Reflecting both the history of the building and the ethos of Kingsway Park High School, Seacole will provide a nurturing and inclusive environment where students are supported not only through adaptive curriculum pathways, but also through relational practice, belonging and personal growth. Seacole is intended to provide support that is inclusive, aspirational and responsive, ensuring students remain connected to mainstream education and the wider school community wherever possible.

This is a rare opportunity to help shape Seacole from the ground up, establishing the culture, systems and relational practice that will underpin Seacole moving forward. The school is making a significant investment of approximately £250,000 into the development of the new provision, including specialist teaching and intervention spaces, sensory facilities and adaptive learning environments designed to meet the needs of vulnerable students.

Seacole is designed to support students experiencing barriers to mainstream education, including social, emotional and mental health (SEMH) needs, emotionally based school avoidance, dysregulation, trauma-related needs and other complex vulnerabilities which may impact engagement, attendance and learning.

Our approach is rooted in strong relationships, high expectations and a commitment to ensuring that vulnerable students continue to feel a sense of belonging within the wider school community. Seacole aims to provide a structured, relational and highly personalised environment where students can successfully re-engage with education, develop confidence and resilience, and experience success both academically and personally.

This development reflects the school’s wider commitment to inclusion, early intervention and reducing barriers which may otherwise lead to disengagement, suspension or exclusion. Seacole will work closely alongside pastoral, safeguarding, SEND and wider curriculum teams to ensure students receive coordinated support and ambitious personalised pathways.

The Lead of Seacole and Personalised Pathways will play a central role in shaping and developing this exciting new phase of inclusive practice. This is a strategic leadership opportunity for someone who can combine exceptional

relational practice with strong systems leadership, curriculum oversight and a clear vision for inclusive education.

This role is ideal for a passionate and values-driven leader who believes inclusion should never mean lowering ambition, but instead providing the right relationships, support and personalised pathways to enable students to thrive. We are seeking someone committed to helping vulnerable students overcome barriers to mainstream education through highly personalised, relational and aspirational support.

The successful candidate will help establish the culture, systems and practice that underpin Seacole moving forward, working collaboratively with staff, families and external agencies to ensure students continue to experience belonging, opportunity and success within a truly inclusive mainstream environment.

Key Responsibilities

Strategic Leadership and Pathway Development

- Lead the strategic development and day-to-day operation of Seacole and personalised pathways.
- Lead the coordination, monitoring and quality assurance of external alternative provision placements where appropriate.
- Maintain oversight of student progress, attendance, safeguarding and engagement within external provision settings.
- Work collaboratively with external providers to ensure students experience ambitious, appropriate and inclusive educational pathways.
- Lead the development of the newly established Seacole setting, helping to establish a strong relational culture and consistent routines.
- Develop systems, structures and approaches that promote engagement, belonging and successful reintegration into mainstream education where appropriate.
- Contribute to the wider inclusion strategy of the school, supporting approaches that reduce barriers to learning, suspensions and exclusions.
- Monitor and evaluate the impact of provision using attendance, behaviour, safeguarding and progress data.
- Quality assure personalised pathways, interventions and external provision to ensure students receive appropriate support and challenge.
- Work collaboratively with senior leaders to continuously evaluate and improve inclusion practice across the school.

Curriculum, Teaching and Pathways

- Deliver high-quality teaching and learning to small groups of students within Seacole and wider personalised provision.
- Ensure teaching is ambitious, adaptive and responsive to the individual needs of students.
- Develop and oversee personalised curriculum pathways that support both academic and personal development.
- Support students to develop readiness for learning, resilience, emotional regulation and positive engagement with school.
- Promote high expectations for behaviour, attendance, conduct and achievement.
- Support reintegration into mainstream lessons through carefully planned transition and support strategies.
- Ensure students continue to access a broad and balanced curriculum wherever possible.
- Maintain strategic oversight of curriculum design and provision mapping across personalised pathways.

Leading People and Practice

- Lead, develop and support staff working within Seacole and personalised provision.
- Model exceptional relational practice and support colleagues in developing SEMH-informed approaches.
- Work collaboratively with teaching assistants, behaviour mentors, pastoral teams and SEND staff to ensure consistency of support.
- Contribute to staff development and training linked to inclusion, relational practice and SEMH support strategies.
- Support the implementation of effective behaviour regulation and restorative approaches within provision.

Safeguarding and Student Support

- Promote the safety, wellbeing and safeguarding of all students.
- Work closely with safeguarding, attendance and pastoral teams to support vulnerable students and families.
- Build positive and professional relationships with parents/carers and external agencies.
- Attend relevant multi-agency meetings and contribute effectively to planning and review processes.
- Support students experiencing emotional dysregulation, anxiety, trauma-related needs or school-based barriers.
- Ensure students feel valued, respected and able to experience success within the school community.

General Responsibilities

- To be an ambassador for the school and embody the school intent of: "We Cooperate. We Pioneer. We Belong."
- To model the values and ethos of Kingsway Park High School and Altus Education Partnership.
- To contribute positively to the wider life of the school.
- To maintain high professional standards, attendance and punctuality.
- To participate in the school appraisal process and engage fully with professional development opportunities.
- To undertake any other reasonable duties as directed by the Headteacher or Senior Leadership Team.

Whole-School Organisation, Strategy and Development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the schools' values and vision.
- Make a positive contribution to the wider life and ethos of the school.
- Participate in KPHS daily duty rota.

Health and Safety

- Promote the safety and wellbeing of students and help to safeguard students' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy.
- Look after children who are upset or have had accidents.

Professional Development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

Personal and Professional Conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- Have professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Any other reasonable duties as requested by the Line Manager, Headteacher or member of the Senior Leadership Team that are not specified in this job description.
- Respect individual differences and cultural diversity.

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	Assessed by:		
		Essential/ Desirable	App Form	Interview
1.	Qualified Teacher Status	E	✓	
2.	Educated to degree level or equivalent	E	✓	
3.	Evidence of continued professional development relevant to inclusion, SEMH, behaviour, safeguarding or leadership	E	✓	✓
4.	National Professional Qualification (NPQ) or willingness to undertake further leadership development	D	✓	✓
EXPERIENCE				
5.	Successful teaching experience within a secondary school setting	E	✓	✓
6.	Experience of working with students experiencing SEMH needs or other barriers to learning	E	✓	✓
7.	Experience of supporting vulnerable students to successfully engage with education	E	✓	✓
8.	Experience of working collaboratively with pastoral teams, SEND staff, families and external agencies	E	✓	✓
9.	Experience of leading or coordinating provision, interventions or student support pathways	E	✓	✓
10.	Experience of developing positive behaviour, relational or restorative approaches within a school setting	E	✓	✓
11.	Experience of supporting reintegration, transition or personalised curriculum pathways	D	✓	✓
12.	Experience of line management, coaching or supporting staff development	D	✓	✓
13.	Experience of working within specialist provision, inclusion provision or alternative settings	D	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
14.	Strong understanding of inclusive practice and strategies that support vulnerable students	E	✓	✓
15.	Strong understanding of SEMH needs and barriers which may impact engagement, attendance and learning	E	✓	✓
16.	Ability to build strong, professional and relational approaches with students and families	E	✓	✓
17.	Ability to lead, support and challenge staff in order to improve provision and practice	E	✓	✓
18.	Ability to develop structured, personalised and aspirational learning pathways for students	E	✓	✓
19.	Ability to analyse attendance, behaviour and progress information to evaluate impact and inform provision	E	✓	✓

20.	Strong communication and interpersonal skills, with the ability to work effectively with students, staff, families and external partners	E	✓	✓
21.	Ability to respond calmly and professionally within challenging or complex situations	E	✓	✓
22.	Strong organisational skills and the ability to lead operational systems effectively	E	✓	✓
23.	Knowledge of safeguarding responsibilities and practices relating to vulnerable students	E	✓	✓
24.	Ability to contribute strategically to whole-school inclusion and pastoral development	D	✓	✓
PERSONAL CHARACTERISTICS				
25.	A strong commitment to the values and ethos of Kingsway Park High School and Altus Education Partnership	E	✓	✓
26.	A clear belief in the potential of all students and a commitment to improving outcomes for every learner	E	✓	✓
27.	Integrity, professionalism and strong moral purpose	E	✓	✓
28.	Ability to foster a culture of belonging, inclusion and high expectations	E	✓	✓
29.	Resilience, adaptability and emotional intelligence	E	✓	✓
30.	Commitment to teamwork, collaboration and continuous improvement	E	✓	✓
31.	Commitment to safeguarding and promoting the welfare of children and young people	E	✓	✓



We Co-operate
We Pioneer
We Belong



Kingsway Park High School
Turf Hill Road
Rochdale OL16 4XA

Tel: 01706 716761
Email: info@kingswaypark.org

www.kingswaypark.org

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

Tel: 01706 769999
Email: info@alltusep.com

www.altusep.com