



Careers at SHARE Multi- Academy Trust

**Educational Teaching Assistant in
ARP**

Royds Hall, A SHARE Academy

Application Pack

Valuing People, Supporting Personal Best



Welcome to **SHARE Multi-Academy Trust**, a supportive and close-knit family partnership of nine academies across West Yorkshire, and a Teaching School Hub.



At SHARE, we are committed to delivering strong educational standards within our academies and providing our people with excellent careers. This is all underpinned by an unwavering commitment to our vision of *Valuing People, and Supporting Personal Best.*

I believe our role as educators is to help children and young adults to instil a desire to learn, to overcome barriers to success, and to encourage an ambition to achieve. To reach this standard, we must first deliver for our people and ensure they feel valued, listened to and have a strong sense of belonging. In turn, our colleagues, pupils, and society all benefit enormously.

Two of our guiding principles are that 'quality is our driving force', and 'teams drive success'. We know that recruiting and retaining an outstanding workforce is fundamental to achieving our aims. We therefore make it our mission to ensure every colleague within the trust has access to exceptional training and personal development opportunities, alongside a positive teaching environment, clear and ambitious progression pathways, and highly competitive packages.

We are also committed to sharing best practice across our trust, creating networks for colleagues to learn from one another, and fostering a learning environment and workplace where everyone feels supported and inspired, and can truly thrive. As a result, we are proud to be an employer of choice.

Thank you for your interest in our academies and trust. I hope you will consider joining us as we continue to deliver the very best education for our pupils. Whether you are an education practitioner looking to start your journey, or an established professional wanting to bolster your career – we look forward to working together soon.

John McNally

*Chief Executive Officer
SHARE Multi-Academy Trust*

We must first deliver for our people and ensure they feel valued.

Quality is our driving force



Teams drive success



We are proud to be an employer of choice.

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About our Trust

SHARE Multi-Academy Trust was first established in 2014, and since then, we have built a solid reputation for high standards and strong achievements.

We operate four successful primary academies and five high-performing secondary academies across the region. Our outstanding provision is supported by our Calderdale and Kirklees Teaching School Hub and national training accreditations, which enable us to deliver exemplary training and development opportunities for education practitioners at every stage of their career, from initial training to executive leadership.

Our academies achieve excellent outcomes across the board. This includes academic attainment and school improvement, as well as maintaining exceptionally high standards in all aspects of school life including behaviour and attendance.

As a result of the trust's supportive and inclusive approach, senior leaders invest significant time in supporting positive pupil behaviour and attendance. Our pupils attend well and are positive about learning. In turn, this creates a positive and respectful teaching and learning environment for staff, with teachers able to focus on delivering an excellent education to students without distraction, and with a manageable workload.

Whilst being close-knit, we are ambitious for the future.

We are always looking for additional ways to expand our positive impact, be that by working with new schools on exciting initiatives, or by collaborating with our talented team of staff.

Our aim has long been to be the best trust, not the biggest. Our priority for the future is to keep improving standards, building on our successes, and raising aspirations so we can support even more pupils to achieve even better outcomes.



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Behaviour is excellent, and there are high levels of mutual respect and tolerance amongst pupils and staff.

*Ofsted, 2023**

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**2023 Ofsted report for Thornhill Community Academy, A SHARE Academy*

Your Career at SHARE

Our vision of ‘Valuing People, Supporting Personal Best’ underpins everything we do. Central to our work and ability to deliver a transformational education, is our dedication to developing our greatest asset, our staff.

That is why we have an outstanding pledge to teachers and support staff to provide professional development and training opportunities, particularly through our Teaching School Hub. We are committed to investing in our staff, ensuring that they have fulfilling careers and enjoy their jobs every day. This is fundamental to our ability to turn academies around and deliver the very best education to pupils.

We offer a competitive package to all our colleagues.

We have committed to offering our colleagues pay and conditions that are at least as good as those available to colleagues in maintained schools. In practice, we often exceed them. We continue to contribute to the generous Teachers and Local Government Pension Schemes and at least match pay awards agreed or recommended by the Local Government Association and School Teachers’ Pay and Review Body. We use the flexibilities available to us as an academy to enhance our offers where we can.

As well as two generous pension schemes, we also offer employee assistance and wellbeing packages; and flexible and family-friendly policies, such as flexible working, shared parental leave and enhanced maternity, paternity, and adoption entitlement, giving colleagues the control and freedom to work in a way that suits their needs. We offer incremental progression and cost-of-living pay increases, subscribe to local and national discount schemes, and provide exceptional onsite catering facilities.



We work as a collective group of professionals to achieve common goals. Watching new teachers and leaders become established in their roles gives me an immense sense of professional pride, as they help our pupils to achieve excellent outcomes.

Jack Wyatt

*Associate Principal
Shelley College*



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Our Shared Vision and Mission

Our Mission

We believe education is all about people. Our success is measured in how we help our pupils. We can only attain this success by employing talented, committed staff, and working in partnership with our whole academy communities.

Our mission means we endeavour to ensure every one of our pupils and members of staff enjoy coming to our academies, and that all of us try our very best in everything we do. We help everybody, regardless of background or starting point, to gain the knowledge, skills, and habits that lead to happy and successful lives, both now and in the future.

Our Vision

We want to transform education for the better, raising aspirations in diverse communities, increasing knowledge, and developing the skills that children and young people need to make their lives rewarding and successful.

Our vision is for our teachers and staff to continue to choose our academies and our trust as a working environment where, through our high-quality training and progression pathways, they can achieve their career aspirations. Our academies will be the first choice for parents because we provide a safe and nurturing environment, with excellent academic standards and a wealth of opportunities. Our trust will continue to be a well-regarded family network where other schools choose to join us, benefiting from strong support services, collaboration, and best practice sharing.

“ We live by our vision of 'Valuing people, Supporting personal best', bringing this to life in everything we do. We are all part of a family that has high expectations and a strong moral compass ”

Jenny Carr
*Executive Principal and
Headteacher, Royds Hall*

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Our Guiding Principles



We have a clear and ambitious strategy as a trust, so that we can ensure we collectively fulfil our overarching vision and mission. This is built upon our guiding principles, with distinct goals and objectives linked to accountability and performance measures.



Academies



Our secondary academies



Our primary academies

Click below to select the location of the vacancy you are interested in to find out more.



**Most recent Ofsted prior to academisation in 2025.*

Our Outcomes

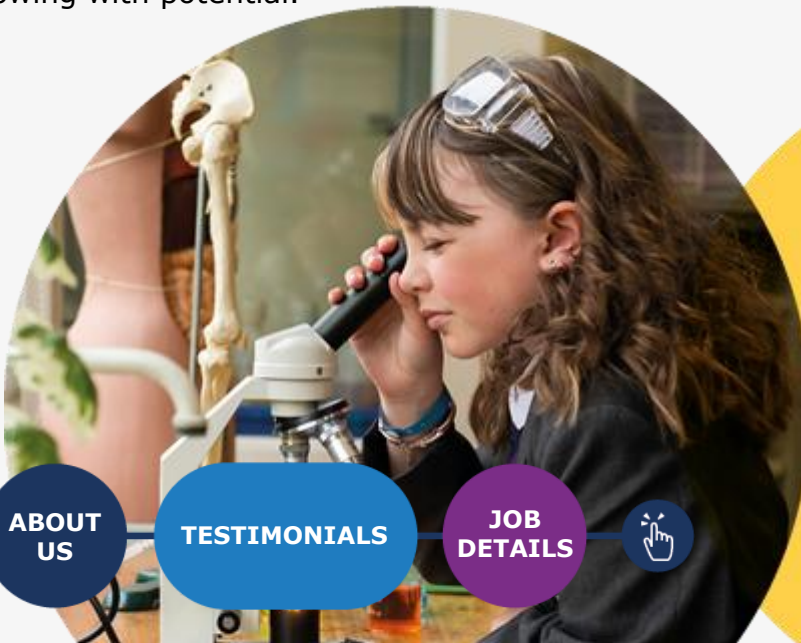
At SHARE, we are proud of the high standards and expectations we set and uphold, across the board. Consequently, we consistently surpass both national and regional school results. Our academies consistently secure excellent academic outcomes, with achievement levels being amongst the highest in our region.

Supported by robust, well-resourced, and accountable improvement plans, we have a proven track record of significantly improving our academies, as reflected in national performance measures and our strong Ofsted outcomes.

Through our broad curriculum, first-class careers education and guidance, and our wide-ranging enrichment offer, we successfully prepare our young people for life beyond the classroom. We ensure no child is left behind, and do so by fostering a safe, inclusive, and nurturing environment where all barriers can be overcome.

We remain committed to developing our staff, who are our greatest asset in achieving our mission.

Alongside our successful Teaching School Hub and training accreditations, we take great pride in one another's individual successes. Many of our most senior leaders have progressed through the routes. That includes the countless colleagues who have enjoyed varied, rewarding, and long careers with our academies and trust, as well as those who are just starting on their journey and are glowing with potential.



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What our colleagues say



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Since joining SHARE as an RQT, the trust has always supported me in my career, giving me ample opportunity to develop and demonstrate my skills, whether through official training courses such as the National Professional Qualification (NPQ) or by offering opportunities to deliver CPD and build leadership skills.

My career progression at SHARE has been rapid thanks to the encouragement of leaders. With every role I have applied for, or training opportunity considered, leaders have always been approachable, supportive, and encouraged these conversations.

There are regular opportunities within the trust to try new things and gain experience in areas that interest us. **I am really glad I joined Share MAT because the culture of recognition, support, and celebration gave me the confidence I needed to chase my career goals.**

Lewis Day

Trust Improvement Leader (Personal Development); PSHE Leader; Teacher of English at Shelley College

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“

The care and support that has been provided during my time with the trust has not only allowed me to help make a difference to young people's lives but it has **enabled me to excel in a fantastic career and in a role which is so fulfilling.** It has been life changing!

Melanie Delaney-Hudson

Assistant Headteacher (SEND and Inclusion), Thornhill Community Academy

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What our colleagues say



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Alongside being part of the central trust team, **I enjoy getting the chance to meet and work with other colleagues across the trust.** I started as an apprentice and every year SHARE has helped me to progress further, either by supporting me with professional development in the form of external or internal training, which constantly bridges the gap to progress onto the next level when the opportunity arises.

”

Kieran Miller-Walker
Finance Officer, SHARE
Multi-Academy Trust



“

As Phase Leader, I am pleased to be able to support other teachers with passion and excitement to help them lay the foundations that mean pupils thrive throughout their educational journey.

Being a part of the Share MAT family, means there is always a vast amount of knowledge, guidance and support available. The trust annual training day on the first day back really makes you feel like part of a team, with common goals to provide a unique learning journey for all children.

”

Ben Modeste
Phase Leader of Lower Key Stage 2,
Luck Lane Primary School

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First-class careers, through bespoke training and support

Our success as a trust depends entirely on our colleagues who are the bedrock of all we do. That's why we're determined to recruit and retain the best staff by offering first-class training and support, alongside highly competitive packages.

Across the trust, we pledge to deliver outstanding professional development and training opportunities that are bespoke for our teaching and support staff. We support colleagues through ongoing training, coaching, and mentoring using the latest evidence-based research, to strengthen their expertise.

Alongside career pathways carved out for our support staff, we similarly offer a variety of progression and promotion routes for teachers. In addition to the traditional progression journey, we deliver a full suite of specialist and leadership National Professional Qualifications (NPQs), offer Lead Practitioner positions for those with classroom-based preferences, alongside middle and senior leadership training programmes for new and aspiring leaders. With additional development opportunities for staff including research projects, subject enhancement training, and access to The National College online development platform, we are dedicated to supporting our staff to develop and grow as educators.

We also champion cross-trust collaboration and best practice sharing, maximising the opportunities and expertise available across our schools. All colleagues are encouraged to meet regularly, including through various forums where they can discuss ideas, and share experiences and resources.

We are committed to protecting our staff's wellbeing by providing the support, guidance, and training needed to achieve the highest standards they are capable of.

Just as we encourage our pupils to achieve their personal best, we want the same for our staff, with colleagues having their own personal development plans.



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Endless opportunities through our **Teaching School Hub and Training Accreditations**



Our commitment to professional development and raising opportunities and aspirations in the communities we serve and beyond, is best reflected through our Teaching School Hub and Training Accreditations.

We are immensely proud to be the Teaching School Hub for Calderdale and Kirklees, enabling us to connect with, shape, and inspire teachers and practitioners of the future.

Through our Teaching School Hub and training platforms, we induct Early Career Teachers (ECTs) into the profession through an outstanding Initial Teacher Training programme. All our academies similarly play an important role in supporting trainee teacher placements through the Hub and with other local trainee teacher providers. We also offer a full suite of specialist and leadership NPQs through the Hub, including for staff themselves to facilitate Early Career and NPQ frameworks.

Since its launch, we are delighted that 1,000 new teachers have progressed or are progressing through our Early Careers Framework Course, with over 600 studying NPQs. We also continue to provide the Appropriate Body Service for nearly 500 new teachers.

Having the Hub as a central part of our trust family means it continually informs our approach to staff development and how we can enhance our training based on learnings and insights. It has also shaped our approach in recognising that development is a long-term, meaningful investment in our colleagues and therefore our pupils.

Since the launch of the hub...

1,000 teachers
have progressed or are progressing through the **Early Career Framework**

600 teachers
are studying **NPQs**

500 teachers
using our **Appropriate Body Service**

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Job title:

Educational Teaching Assistant - ARP

Academy:

Royds Hall, A SHARE Academy

Headteacher:

Emily Devane

Section:

Additionally Resourced Provision

Reporting to:

Teacher in Charge

Contract type:

Permanent **Fixed Term**

Time commitment:

Term-time only, 33.5hrs per week

Band/Range:

Band D

Further salary information:

Actual salary: £20,319.61 to £21,657.93

2 positions available



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JOB ADVERT

Academy information:

Rated Good by Ofsted in 2023, Royds Hall is a small secondary academy with a positive attitude to learning and a curriculum that is ambitious for all and well-sequenced. Staff are central to the academy's vision of 'Valuing People, Supporting Personal Best', and the academy offers a supportive and inclusive working environment where colleagues can make a difference every single day.

Royds Hall is one of nine academies within the well-regarded and high-performing SHARE Multi-Academy Trust. It is situated within a close-knit, diverse community, and is in good commuting distance from Leeds, Huddersfield, and Wakefield. The academy is proud to offer:

- A supportive and ambitious environment where all students are encouraged to go beyond what they think they can achieve and to enjoy learning, helping them to lead successful, healthy and happy lives
- A vibrant place to work which equips staff to deliver their best every day, under the strong belief that Valuing People, Supporting Personal Best is the key
- A commitment that staff are happy, engaged and well supported at work, taking pride in students' attendance, behaviour, progress and development as well as their own
- Excellent training and guidance relevant to individual job roles, so expectations are understood and staff are motivated
- Great benefits, as an employer of choice, including outstanding CPD, supportive line management, and meaningful networking opportunities across the trust to aid personal development
- Supportive leadership, encouraging healthy work-life balance
- A high-quality teaching and learning environment, alongside good facilities
- A culture where children are happy, settled and confident, accessing a broad and balanced curriculum which provides a memorable educational experience for pupils and staff.

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JOB ADVERT

We are looking to recruit:

We are looking to recruit a talented and enthusiastic individual to join our department within the Additionally Resourced Provision for students with Complex Communication and Interaction (CCI) needs including those with Autism Spectrum Condition (ASC).

The ideal candidate will:

- Have mainstream and/or special school support experience in relevant key stage(s).
- Have a good level of experience of working with pupils with special educational needs, in particular children with communication and interaction needs and autism.
- Have experience of working closely with families.
- Have experience in developing effective classroom practice with other staff.
- Be educated to GCSE level '4/C' or equivalent including English and Maths or be able to demonstrate equivalent experience to that level.

For more information, get in touch with:

Rebecca Corcoran, PA to Headteacher, via royds.recruitment@sharemat.co.uk

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JOB DESCRIPTION

Overall purpose of the role:

You will work as part of a team including specialist teachers and other support staff to support the learning and welfare of our students who have Educational Health and Care Plans (EHCPs), as part of the Additionally Resourced Provision within the mainstream school.

The role includes helping students by providing practical support which will promote and facilitate learning, educational activities, the development of social skills and integration to secure the educational and emotional well-being of our students. You will be a professional and positive role model who will be skilled in helping improve student outcomes and to support them to achieve their full potential. You must have excellent communication and interpersonal skills, have the ability to remain calm and offer reassurances, be able to remain calm under pressure and be flexible to work in a busy and adaptable environment, with the ability to cope with change.

About the Additionally Resourced Provision (ARP):

Our department is a Local Authority resourced provision that has a small number of places for students with CCI needs. These places are allocated by Kirklees SENDACT. All students have an EHCP and access mainstream learning alongside their peers, with support from specialist teachers and teaching assistants. We offer a bespoke curriculum to help our students to understand themselves and to be able to develop strategies that will help them self-regulate, understand themselves, reduce barriers to learning and so that they can achieve their personal best, whilst also preparing them for adulthood.

Safeguarding requirements:

This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household. Applicants **MUST** complete the MAT's standard application form to be considered, will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the Headteacher.

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JOB DESCRIPTION

Key Outputs:

1. This post is based in the Additionally Resourced Provision (ARP) within Royds Hall, which provides support for children with complex communication and interaction needs, their families and designated local mainstream schools. This Additionally Resourced Provision is part of a range of provisions for children with complex communication and interaction difficulties including those with autistic spectrum conditions.
2. The postholder is required to work as part of a specialist team including teachers, support staff and a range of other professionals to support the learning and welfare of all targeted children and where appropriate ensure smooth transition of children to their designated local school.
3. As a specialist teaching assistant in the ARP, you will be required to provide skilled delivery and support which increases student independence under the direction of the teacher in charge and classroom teachers.
4. This role includes organising and providing learning and educational activities, developing skills, supporting integration and transition, securing children's physical and emotional well-being, whilst raising self-esteem and encouraging independence.
5. The role will involve delivering support for children with complex needs on a one to one and small group basis either in or out of the classroom or in ARP. The post also involves working in partnership with parents/carers and families in order to build confidence and trust.
6. Under the guidance of the Teacher in charge of ARP provide one to one support to students or working with groups of students on pre-planned activities, to reinforce the teachers approach and to support the learning to maximise student progress and achievements.
7. To work alongside pastoral teams to provide support to achieve positive outcomes and meet the needs of children, their families and school.
8. To support colleagues in school, as appropriate, in developing effective support strategies, reduce barriers to learning and in the implementation of additional needs and other plans to meet students' needs.
9. To implement appropriate communication and access arrangements and to enable access to learning.
10. To implement relevant and appropriate Autistic Spectrum Condition support processes under the direction of the teacher, or advanced teaching assistant.
11. To use the latest materials, resources and approaches, under the direction of the teacher, or advanced Teaching Assistant, in order to best meet the needs of children with Autistic Spectrum Condition.
12. To assist with the preparation and tidying of the classroom and upkeep of resources.

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13. To participate in and assist in the supervision of educational visits in conjunction with the teacher/line manager.
14. To build strong working relationships with teachers and other departments.
15. Actively encourage the inclusion of all students to participate in the life and activities of the school and access the national curriculum to the best of their ability.
16. Liaise with curriculum departments, pastoral and provision team staff to help the teacher ensure the needs of all students are met fully.
17. Ensure key staff and parents/carers are informed of progress and developments through regular feedback and updates.
18. Maintain regular, positive contact with staff, students and parents involved in the ARP.
19. Proactive liaison with Additionally Resourced Provision colleagues and teachers to help the students make strong progress overtime.
20. Contribute to reports in relation to student progress and assist in the preparation of Pupil Profiles, Support Plan, IEPs, and EHC Plans as required.
21. Contribute towards relevant referrals to outside agencies to access support for students.
22. Seek feedback about own performance and the quality of support offered.
23. To provide cover for break and lunchtime as directed by the teacher in charge or senior members of staff, ensuring the post holder actively upholds and promotes the philosophies of the school.
24. Undertake professional development to ensure own knowledge is up to date and to develop professionally.
25. As part of your wider duties and responsibilities you are required to promote and actively support the school's responsibilities towards Safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have.
26. Carry out your duties with due regard to current and future School policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, and on-going performance development and through College communications.
27. To ensure that ARP students are fully included in all aspects of school life.

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JOB DESCRIPTION

Dimensions:

- Approx. 18 students in the Specialist Provision and 11 specialist staff
- Range of teachers and Support Staff approximately 100 across the whole school.
- Range of students in the whole school is approximately 850. Number of SEND students varies with each new intake.

Work/Business contacts:

Internal: All teachers and support staff to advise how effectively to support students to achieve their Personal Best.

External: External staff, Other Schools, Parents and families.

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JOB DESCRIPTION

Expertise in role required (At selection – Level 1):

ESSENTIAL

- Mainstream and/or special school support experience in relevant key stage(s) for at least 2 years.
- Experience of working with children with complex needs, in particular Autistic Spectrum Condition
- Educated to GCSE level '4/C' or equivalent including English and Maths, or be able to demonstrate equivalent experience to that level.
- Willingness to undertake further training and qualifications.
- Knowledge of safeguarding procedures.
- Excellent communication skills.
- Ability to maintain accurate records and liaise with a range of staff grades.
- Communicate effectively with a range of staff grades to encourage good working relationships internally and externally.
- Managing your own work load effectively to achieve agreed levels of performance.
- Ability to prepare differentiated materials and teaching aids suitable for learning activities.
- Commitment to ongoing personal training and development.
- Ability to adapt and be flexible to the needs of the school.
- Willing to undertake training and development as required.

DESIRABLE

- Experience of working closely with families.
- Experience in developing effective classroom practice with other staff.
- Knowledge of special educational needs, inclusion and equality procedures, legislation and relevant guidance.
- Working knowledge or understanding of relevant policies and codes of practice (including EHCPS, IEPs, Pupil Passports etc)
- Specific skills/experience in a relevant strand e.g. TEACCH.
- Sharing best practice with other members of the ARP team and wider school staff.
- Ability to monitor and evaluate impact of interventions and strategies.
- Excellent behaviour management skills.

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JOB DESCRIPTION

Expertise in role – After initial and advanced development:

- Specialist skills/training in curriculum or learning area.
- Specialist skills/training in Complex Communication and Interaction
- Understanding Autism

Structure/Department Information:

Assistant Headteacher, Inclusion



Teacher in Charge of ARP



Specialist Teachers & Teaching Assistants

HOW TO APPLY

Please note that CVs will not be accepted. To apply, please complete an application form on the My New Term portal using the application link below.

Application link:

<https://mynewterm.com/jobs/146327/EDV-2026-RHSA-43760>

Closing date:

9am Tuesday 5th May 2026

Interview date:

To be confirmed

Share MAT is committed to the Equalities Act 2010 and also to promoting the welfare and safeguarding of children and young people, by adhering to the "Keeping Children Safe in Education" guidance. All staff and volunteers are regularly trained regarding our expectations

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*Ready to start your career with Share MAT?
Get in touch:*

Visit

roydshall.org

Email

royds.office@sharemat.co.uk

Call

01484 463366

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Luck Lane, Huddersfield, West Yorkshire
HD3 4HA

Visit the trust website **www.sharemat.org**