THE KINGSWAY SCHOOL

The Kingsway School Recruitment Pack

OPPORTUNITY
ACHIEVEMENT
RESPECT
COMPASSION

EDUCATION LEARNING TRUST
COLLABORATE - EMPOWER - ACHIEVE

THE KINGSWAY SCHOOL

Headteacher Mrs A. Fowler
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Headteacher's Welcome

Dear Candidates,

Thank you for taking an interest in a position at The Kingsway School. Our school is one with an exciting future ahead of it and we are looking for committed and inspirational individuals to join us on a continued journey of success.

Over the last three years we have worked tirelessly to ensure that TKS is a special place for our students. Our campus-based Key Stage offer has brought about a significant shift in our school's culture and reputation and we are delighted that our most recent Ofsted visit in February 2026 recognised the huge advancements the school has made. Our children are happy here, our staff are proud to work here and our parents would recommend the school.

This school knows how to be successful. This school is built on the foundations of strong performance and working brilliantly with families. This school is built on excellent relationships between all of our stakeholders and we work hard continually to keep them at the forefront of what we do in the best interest of our children. We work hard every day to diagnose where we can build improvements as every child we serve deserves the very best we can offer. We work hard to continually evaluate our systems, using research and evidence to inform our strategic decisions as everybody deserves to work in an environment that achieves the best results in the most effective way.

The current educational landscape presents young people with increasing challenges as they seek to become successful and compassionate adults who can contribute successfully to the world around them. We have invested heavily in our supportive pastoral structures to ensure we can meet the needs of our comprehensive cohort and we are continually looking for ways to further enhance that offer. We stand by knowing our children well and using our knowledge to ensure they have the very best opportunities to be successful, whatever that may look like for them.

Myself and my leadership team are committed to ensuring the school remains a place that our staff and students are proud of and a special place where we each feel we are a valued member of a community. We look forward to welcoming you to be a part of that.

Yours faithfully,

Anna Fowler
Headteacher

ABOUT THE EDUCATION LEARNING TRUST

EDUCATION LEARNING TRUST

COLLABORATE - EMPOWER - ACHIEVE

Education Learning Trust is a multi-academy trust with five founder schools from across Stockport:

Bredbury Green Primary School

Gatley Primary School

Meadowbank Primary School

The Kingsway School

Werneth School

Our VISION is to:		
Collaborate	Empower	Achieve
TO REALISE EDUCATIONAL EXCELLENCE		
Our MISSION is to be:		
'Academically Ambitious and Compassionate'		
TO SET AND MEET HIGH EXPECTATIONS		
Our PRINCIPLES are to be:		
Curious Compassionate Connected	Enriched Enabled Exceptional	Academic Articulate Ambitious
Our INTENT:		
Education Learning Trust is a unique and ambitious learning community who COLLABORATE and support each other to achieve ambitious goals in our education and careers. As a family of schools, we EMPOWER everyone and interact cohesively to demonstrate our exceptional commitment to both personal and academic development, which is grounded in growth and succession. Together, we ACHIEVE exceptionally through our commitment to an inclusive and inspiring environment, awakening our ambition for all learners. Our clear learning framework provides guidance and is underpinned by creative opportunities which focus on how we can achieve in every facet of education, whether that be as an adult or child.		

"We are a community of learners. We COLLABORATE with all stakeholders to enable them to learn new skills so we can ACHIEVE together, enabling everyone to be a leader and EMPOWER staff to make a difference for our children."

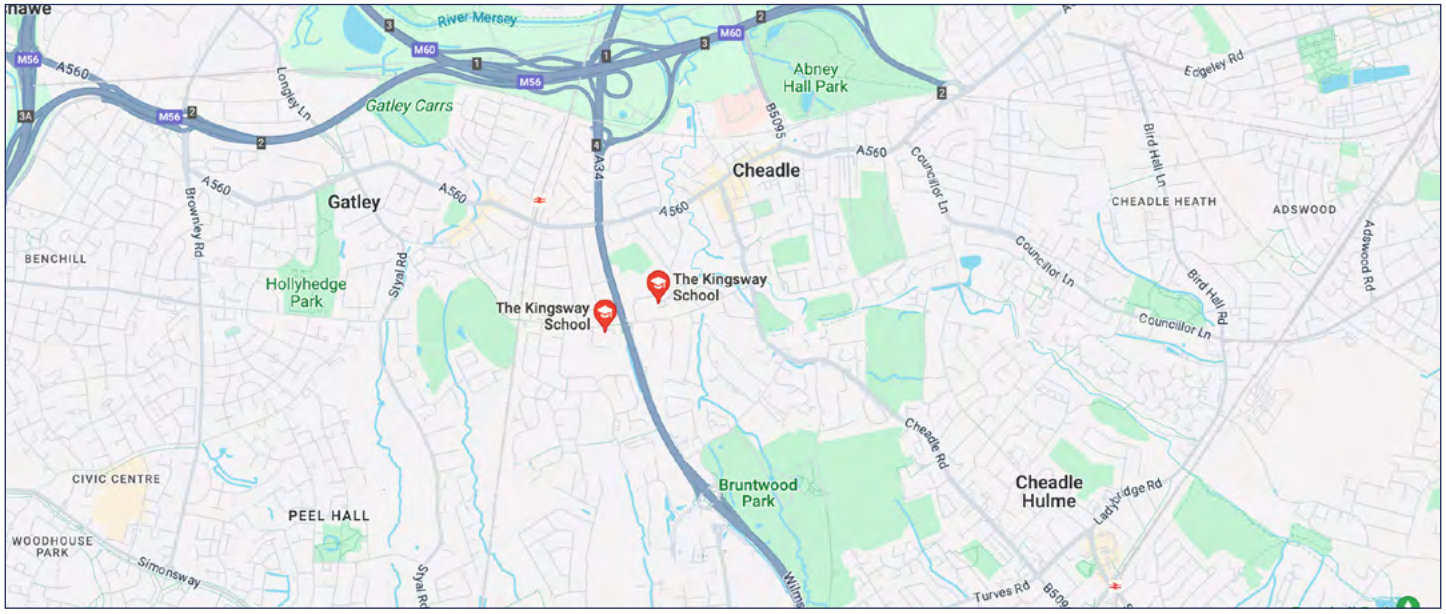
Vanessa McManus
Acting Chief Executive Officer

ABOUT THE KINGSWAY SCHOOL

The Kingsway School is a large comprehensive school situated across two campuses in Gatley and Cheadle: we currently have over 1200 students on roll. We are located on the border of Stockport and Manchester and easily accessible from the M60 motorway.

Broadway Campus: Key Stage 3

Foxland Campus: Key Stage 4



Our school is defined by its distinctive two-campus model, with separate Key Stage 3 and Key Stage 4 sites that reflect a deep commitment to the importance of each stage of education.

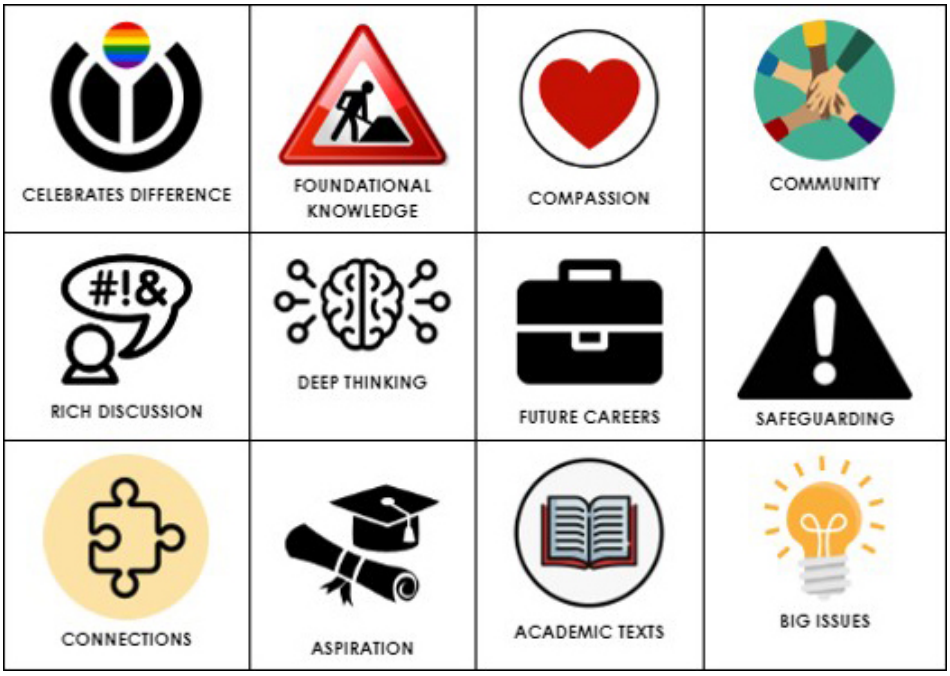
Our Key Stage 3 campus is currently undergoing significant investment as we create a high-quality, 'middle school' experience, deliberately designed to elevate these formative years. Here, Key Stage 3 is not seen as a holding phase before GCSE, but as a rich intellectual journey in its own right — where students develop powerful knowledge, ambitious habits and a genuine love of learning. This clear identity helps pupils to recognise the value of what they are learning from the very start of their secondary education.

This strong foundation is built upon at Key Stage 4, where students go on to achieve impressive academic outcomes. In 2025, 75% of all grades were at Grade 4 or above, with 22% at Grade 7 or above, and student progress is consistently in line with or above national averages. While we are proud of these outcomes, we are driven by a relentless ambition to improve further and to become the school of choice within our local community.

At the heart of our school is a truly comprehensive and inclusive ethos. We celebrate diversity in all its forms and actively encourage students to practise active kindness, contribute positively to the school community and engage in charitable work. Through this, we aim to develop not only successful learners, but compassionate, thoughtful and well-rounded young people, equipped to lead happy, fulfilling lives beyond school.

ABOUT THE KINGSWAY SCHOOL

The Curriculum at the heart of The Kingsway School:



The Kingsway School by Numbers:

2045

Additional revision hours completed by Year 11 in school in September

1 in 5

Of all grades in school are Grade 7 and above

75

Hours of additional enrichment per week

150

Student Leadership opportunities

1060

Hours of reading interventions per term

5014

Hours of 'careful reading' done in 6 months in KS3

OUR SCHOOL VISION

At TKS we are achieving success and transforming lives through compassion, community and curriculum.

Our School Vision is built on the cornerstones of:

OPPORTUNITY
ACHIEVEMENT
RESPECT
COMPASSION

Pupils best achieve this vision when they embody our school rules of:

☑ READY
☑ RESPECT
☑ SAFE

This supports our mission of:

'A Posse Ad Esse' or 'Turning Potential into Reality'

Our Curriculum Intent:
At The Kingsway School, our curriculum is built on a foundation of knowledge that leaves a lasting impression on our learners. This is complimented by allowing them to develop a range of transferable skills that will empower them to have influence on a future career landscape that has not yet been shaped. Our classrooms support our learners to achieve by fostering high academic aspiration, nurturing curiosity, encouraging critical thinking, creating opportunities for rich discussion and providing all learners with high quality academic texts. Our curriculum creates young people who have a deep understanding of the world around them, are compassionate, can keep themselves safe, hold themselves to a high moral standard, respect and celebrate differences and can engage with big issues in our society. Beyond our classrooms, we strive to develop our learners as a whole by creating meaningful enrichment opportunities that connect the learning in the classroom to the modern world so Kingsway students feel both part of our school community and understand that they have a valuable place in society as a whole.

Our curriculum offer is underpinned by the wider core principles of The Education Learning Trust as outlined below:

Collaborate:	Empower:	Achieve:
Curious Compassionate Connected	Enriched Enabled Exceptional	Academic Articulate Ambitious

Our feeder primary schools within the Education Learning Trust have six connected concepts. We aim to continue to deepen pupils' understanding in relation to these connected concepts in order to inspire links between subject disciplines and deepen thinking:

Cause & Effect	Power	Influence
Significance	Appreciation	Structures

ABOUT THE MATHS DEPARTMENT

A Message from the Head of Department:

The maths team is currently made up of fourteen staff members, all of whom share a passion and commitment to delivering the best quality of education possible to our students. With a supportive and collaborative spirit, we strive to create an engaging learning environment where students thrive. Being part of the maths department is also about being part of a team culture in which we all support, challenge and learn from each other.

The maths curriculum at both KS3 and KS4 is based on mastery principles, providing students with a diverse, stimulating and ambitious curriculum that embeds and develops problem solving skills throughout. Our commitment is to use the study of maths to equip our students with the skills to reason mathematically, make deductions and inferences and be able to draw conclusions. The curriculum is planned and developed collaboratively and we subscribe to a number of online platforms that help to enhance our curriculum offer.

We are looking to appoint a passionate, dynamic and committed team member to join us in teaching at both Key Stage 3 and Key Stage 4, to ensure our students achieve their full potential. An ideal candidate will have a strong enthusiasm and love for the subject, be able to transmit this to their students, have a vision for future development in the teaching of maths, and a desire to contribute to the wealth of opportunities beyond the classroom.

STAFF WELLBEING

A Message from our Staff Wellbeing Team

The Kingsway School is committed to the wellbeing of its students and staff. The school cornerstones of opportunity, achievement, respect and compassion encompass the whole of our school community. Our school and trust leaders are conscious that as a school we can only be successful if our staff are successful. Our school community needs all its members to feel happy, fulfilled and successful in all their endeavours.

At the Kingsway we have a dedicated staff wellbeing team that comprises of a cross-section of our staff, who volunteer and meet regularly throughout the year to discuss wellbeing and plan activities for our wellbeing. Each member of the team has an open door to colleagues and is happy to raise any ideas or suggestions relating to wellbeing. The chairs of the group also meet regularly with the headteacher to bring about changes that impact wellbeing in a positive way. We have our own wellbeing charter in school as well as ascribing to the DfE wellbeing charters.

Staff Wellbeing Charter

The Kingsway School is committed to the DfE Staff Wellbeing Charter (bit.ly/DfECharter) and offers the additional commitments below:

- **Staffroom kitchen facilities & complimentary tea, coffee, sugar & milk.**
- **A staffroom with work space and seating areas on each campus.**
- **A growing staff wellbeing team from across school, to represent all staff.**
- **Annual flu jab available for all staff.**
- **Calendared 'Golden Weeks' with no after school meetings or events.**
- **Well publicised deadlines & annual calendar consultation.**
- **A considered approach to data collection.**
- **End of term fun activities for staff (e.g. Easter egg hunts & Christmas hamper raffles).**
- **Counselling service available for all staff, through the Health Assured Wisdom app.**
- **Opportunities for career development are always considered.**
- **A measured approach to lesson observation, drop-ins and good practice weeks.**
- **SLT open door policy.**
- **Staff voice is collected, listened to and acted upon.**

THE KINGSWAY SCHOOL

INITIAL TEACHER TRAINING & EARLY CAREER FRAMEWORK (ECTE)

The Education Learning Trust (ELT) offers a range of development programmes ranging from initial teacher training opportunities through to preparing suitably experienced individuals as aspiring Headteachers. We have a track record of delivering high quality programmes that are endorsed by the National College of Teaching and Learning (NCTL) and underpinned by research as well as teaching and learning developments within education.

Initial Teacher Training

At the Education Learning Trust, we are passionate about training teachers of the future. We are currently working in partnership with Manchester Metropolitan University (MMU), Manchester University and the National Institute of Teaching to deliver initial teacher training routes across the primary and secondary phase.

Our partnership with MMU allows us to recruit future teachers who share our passion and ethos for education. During the training year, future teachers will have a mix of placements within our Trust and partnership schools alongside the benefits of being a student at MMU. As a Trust, we partner with MMU to plan and deliver content from the MMU and ECTE curriculum, drawing upon specialist knowledge across our Trust schools and current research in education.

You will explore creative ways to teach across the primary or secondary curriculum through subject specific and phase specific training pathways in a variety of social contexts within our Trust.

Whilst on placement, you will gradually increase your involvement to become an expert practitioner. You will, with support and mentoring, progress to planning and teaching an 80% timetable in your final school placement. During your placements, you will become fully immersed in school life including assemblies, duties and parent partnerships in order to enable you to fulfil all statutory duties of the teaching profession.

Early Career Teachers (ECT)

Our ECT programme is delivered by the ELT and the NIoT Laurus hub to provide ECT's with the necessary training and knowledge to ensure they can demonstrate that their performance against the Teachers' Standards is more than secure. Our induction programme provides a foundation for our ECTs and equips them with the tools to be an effective and successful teacher practitioner.

We facilitate cross phase network meetings and training alongside a program created and developed by the NIoT delivered with the Laurus Trust to ensure that the full Early Career Teacher Entitlement (ECTE) framework is adhered to and provide additionality through our own ELT program.

STAFF TESTIMONIALS

What our staff say about our training and development programs:

N Dean, Head of Department:

"My experience of both training as Schools Direct and my time as an NQT was exceptional. I was supported by my subject mentor, curriculum mentor, the entire department and wider school community. Everyone involved in my journey gave me expert advice, training, opportunities for growth and allowed me to flourish.
I am very pleased to say that I have not left Kingsway since training here and that is down to the ongoing support received at every stage of my career. I am now Head of English with some whole school curriculum responsibilities and Kingsway has been nothing but instrumental in providing me with opportunities to develop into these roles."

J Howarth, PE teacher and Head of Year:

"Mentoring and coaching helped me fine tune my teaching and helped me develop as a teaching professional. I have progressed from a NQT PE teacher to Head of year. The Kingsway has allowed me to develop as a teacher and help me set ambitious goals and achieve these goals through guidance, support and belief as an individual."

V Heard, Head of Department:

"From the outset of my training experience at The Kingsway School, I felt welcomed and supported by the staff. The weekly mentor meetings were incredibly helpful and I was given lots of advice. It was a huge source of comfort to still have access to coaches and mentors after my training and ECT years at The Kingsway. Having the RQT programme in place helped improve my confidence.
From my second year of teaching I was given ample opportunities to develop my career progression. I was honoured to be asked to mentor trainees rather early into my teaching career. This enabled me to reflect more on my own practice and consider ways I could develop and improve.
I was encouraged to apply for a job as NQT coordinator, and even though I was not successful in this post, the senior leadership team recognised my ambition and suggested that I apply for the NPQLTD programme. This programme was essential for me to understand managerial roles within a school. As a result of being placed on this programme, I felt confident enough to apply for the role as subject lead of Creative Media and was successful in this application."

J Tyson, English Teacher and TLR Holder:

"Without the personalised, high impact and supportive mentoring that I received whilst at The Kingsway, I would not be the teacher I am today. The mentoring has been invaluable to me and has positively impacted my practice in so many ways including offering support and guidance around teaching, marking and meeting the teachers standards, observations, wellbeing and progression within my department.
During my third year of teaching I was appointed a TLR role with a focus on personal development within the curriculum. I am currently expressing an interest to complete an NPQ qualification and I know that wherever my career takes me, I will have the support of my colleagues at The Kingsway."

THE KINGSWAY SCHOOL: STAFF DEVELOPMENT MODEL

At Kingsway, our school self-evaluation (SSE) begins with the process of self-reflection. Ultimately, the reflections you make in relation to the implementation of our Core Curriculum Principles are your own. Structures are built into our organisation to ensure that staff at all levels are able to refine their ability to reflect on their own and the practice of others. We believe that teachers who identify their own areas for improvement and engage in deliberate practice is the key to effective development. Meaningful, productive and accurate SSE is at the heart of our school's improvement journey.

Formal and informal feedback from departmental and whole school SSE activities.	Opportunities for coaching conversations with a coach, where you reflect on your practice and feedback from others.
SELF REFLECTION	
Peer observations or self-reflection that will form part of your Curriculum Research Group (CRG) activities.	Discussions around key research with peers and system leaders as part of your Curriculum Research Group.

In order to meet with our school's high expectations, staff are provided with a range of opportunities to develop their practice.

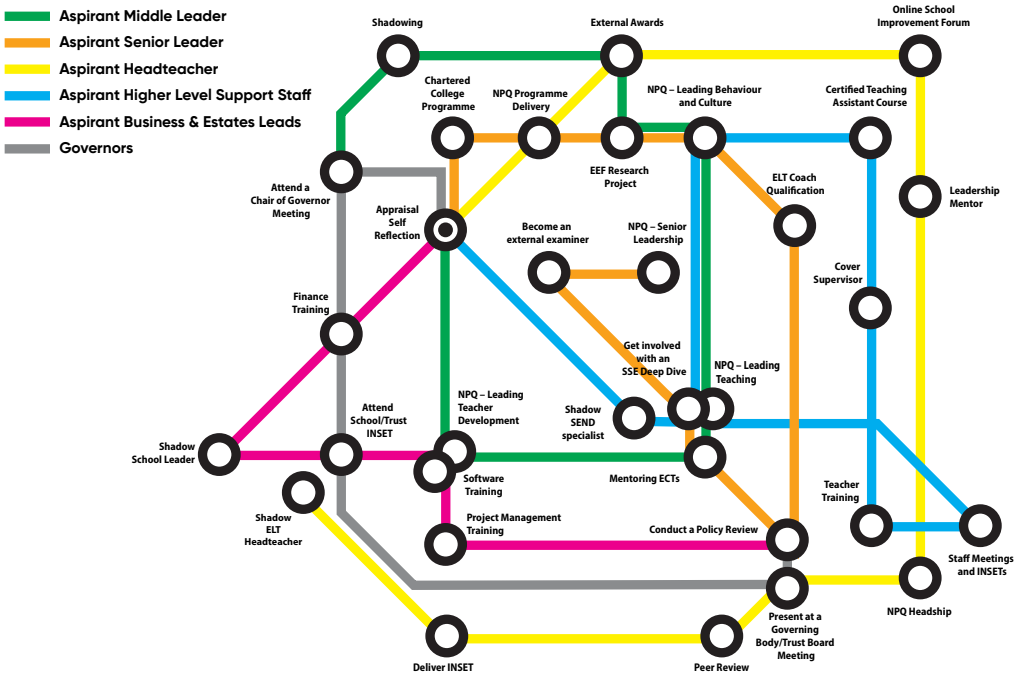
Core	• INSETs • Whole School CDP: Literacy and SEND • Research Groups • SSE and Self-Reflection
Enhanced	• Coaching • Curriculum Development Group (Teachers) • Curriculum Development Group (Leaders) • Outstanding Teaching Assistant Program • Outstanding Teacher Program • Bespoke Online Learning Modules
Personalised	In addition to this, there are a range of opportunities available in school and outside of school via our links the 'Learning Hub at Education Learning Trust. These opportunities are captured in the ELT 'Professional Pathways' that provide staff with personalised opportunities to support their progression within school, within the trust or beyond.

EDUCATION LEARNING TRUST: PROFESSIONAL DEVELOPMENT PATHWAY

As an employee of the Education Learning Trust, this is your unique Professional Development Pathway which sets out the opportunities you may experience as part of our team. Simply start at the Appraisal/Self Review station and discuss the route you are interested in with your line manager.

Discover your learning journey

Select a station to find out more and how your journey connects



Coaching Directory

Being part of the Education Learning Trust is all about collaboration. We offer a coaching approach to professional growth so that colleagues are empowered to drive change and feel a real sense of achievement. You can take a look at the profiles of our coaches any time and see if you might benefit from a conversation based on their areas of expertise.

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