

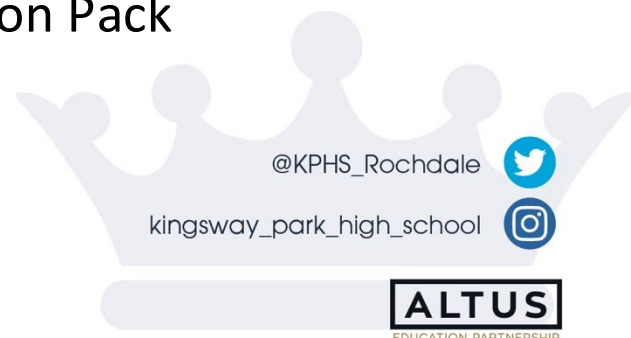


Title: Teaching Assistant

Application deadline: Wednesday 8th January 2025 at 12:00pm

Interview: Monday 13th January 2025

Candidate Information Pack





Dear Applicant

We would like to extend a warm welcome to you in applying for the post of Teaching Assistant at Kingsway Park High School.

The school has recently undergone a period of transition and change in its Senior Leadership Team resulting in the appointment of a new Headteacher and other key roles. As part of the Altus Education Partnership, the mission and values that underpin the direction for our school are clear and form a key area of alignment that will be needed for the role. I would encourage you to review these alongside our statement of intent.

“We Co-operate, We Pioneer, We Belong” on our website, as they will tell you all that you need to know as to whether this school is the right place for you. This is so important that we are a right fit for you as much as you are for us.

Kingsway Park High School is proud to be a vibrant, inclusive, and diverse comprehensive school. We provide an individualised curriculum offer for all students regardless of their starting point, gender, ethnicity, faith or need. We seek to nurture and develop the whole child not just ensuring each students academic potential, but also preparing them as a socially responsible citizen who can flourish in society and give back to their local community. We seek to remove those barriers of inequity that prevent equality of opportunity so that all students can aspire and be inspired to realise their dreams. We also respect and recognise that success feels and looks different for each and every one of our students.

This school has soul and a true “family feel.” The staff here work relentlessly in the pursuit of excellence for this community and the students we serve.

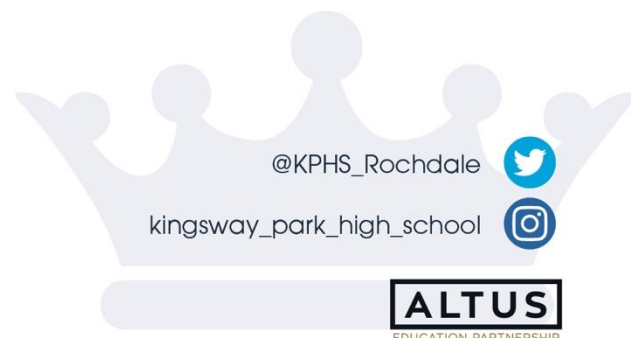
Our challenge is to continue to develop the school’s culture and unique offer while improving aspirations, learning and achievement. This is not something that is possible for any one individual but requires a team of passionate, dedicated and committed staff, supported by a strong and principled senior leadership team. It is only through this collective responsibility and partnership working, that we can achieve a world-class learning experience for all.

If you are excited by what you have read and feel that you can support in elevating Kingsway Park High School, during its next stage of its journey, we look forward to receiving your application.

Yours sincerely



Mr Simon Ward - Headteacher





Application

1. Complete the Altus Education Partnership application form
2. It is ESSENTIAL that you complete the 'Supporting Information' section of the application form. Here you should use the job description and person specification to outline how you meet the requirements for the role. You may use additional sheets should you require this.

Send your application by email to recruitment@altusep.com

Deadline

The deadline for the post is **Wednesday 8th January 2025 @ 12:00pm**

Interviews will be held on **Monday 13th January 2025**

Shortlisting

We will unfortunately be unable to notify candidates who are not on the shortlist, therefore, if you do not hear from us, your application has been unsuccessful on this occasion.

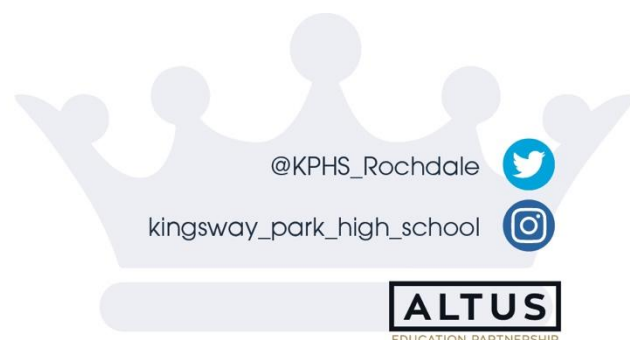
For an Application Pack

1. Visit www.kingswaypark.org or www.altusep.com
2. Contact HR on: recruitment@altusep.com

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





Background Information

Kingsway Park High School was established in 2010 and joined the Altus Education Partnership in February 2022. We are now a very popular oversubscribed school (1350 students in years 7-11 and 190 staff) located in central Rochdale. We are very proud of the high-quality facilities, resources, and environment that we provide for both staff and students.

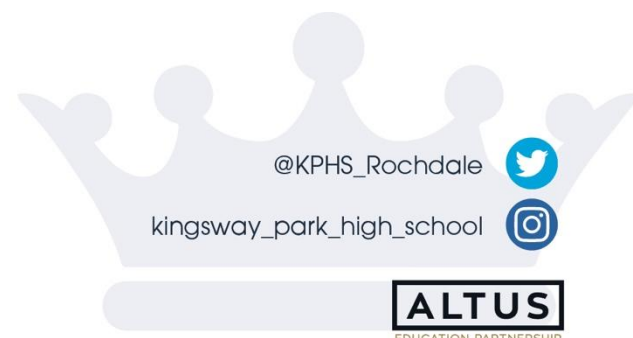
At Kingsway Park High School we strive to transform students' lives. Through our relationships, we endeavour to instil both resilience and an intrinsic motivation to become confident, creative, and highly skilled students, capable of meeting tomorrow's challenges head on. We strive to establish a culture rooted in achievement and progress that encourages our students to grow academically, personally and socially, equipping them with the values of equality, fairness and openness. We pride ourselves on our relentless drive to achieve outstanding, high-quality teaching that provides a safe, supportive and encouraging environment for all our students to be able to realise their academic potential in pursuit of educational excellence.

Altus Education Partnership

The Altus Education Partnership is a Multi Academy Trust and was established in April 2017 by the Governing Body of Rochdale Sixth Form College, an outstanding A-Level provider founded in 2010. The college was awarded Outstanding status by Ofsted in 2013 and has developed a national reputation for excellence, having been used in Ofsted case studies for sharing best practice. The development of the Trust stemmed from a commitment to raising aspirations and improving the life chances of young people throughout the borough of Rochdale. In 2019 the Trust was successful in its application to open a new free school, the Edgar Wood Academy, which serves the local community in Middleton and Heywood.

We are committed to supporting all children in their academies to progress to a successful career, life and employment path of their choice.

All our academies will share a collective identity as providers of the highest quality teaching with high expectations of learners, coupled with effective assessment and intervention. Young people in our academies will engage with opportunities to develop their own skills and aptitudes to support their progression, while making valuable contributions to their communities. Leaders, teachers and support staff will take a collaborative approach, sharing best practice at a local, regional and national level, to continuously improve the performance and outcomes of all academies in the Trust.





Altus Education Partnership Values

The values of the Altus Education Partnership will be embedded and visible throughout all the academies. Each will have its own unique identity built around the core Trust values. These are:

- Unrelenting commitment to improve the quality of our provision and enhance the lives of our students.
- Openness in the way we build trust and bring purpose to our work as a Multi Academy Trust.
- Accountability through the rigorous, transparent, and forensic analysis of all aspects of our performance.
- Commitment to the principles of inclusion and equality.
- Dedication to the borough of Rochdale and its surrounds.
- Collective responsibility for one another and the results of all our students – ‘if one fails, we all fail’.

The Ambition is that by the time students leave they will:

- Have achieved their personal academic potential giving them a greater choice in life.
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential.
- Be contributing members of the community and have compassion for others.
- Be able to celebrate their success and that of others.
- Have developed the confidence to overcome barriers to success.
- Be articulate, creative, and prepared for future growth and learning.
- Be happy!

Shared Objective for all Staff

"To maximise students' achievements"

- At Altus Education Partnership we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere.
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability.
- Above all, staff at Altus Education Partnership are committed to their students and demonstrate this through their daily conduct and interaction.

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Role Description:

Job Title:	Teaching Assistant (SEMH)
Reports to:	Assistant Head Teacher (Additional Needs)
Staff Responsibility:	N/A
Additional:	As Assigned
Remuneration:	School Support Pay Scale 7 - 11
Contract:	Permanent – Term Time Only (39 weeks)
Start Date:	As soon as possible

Primary Purpose:

We are looking to appoint teaching assistants with a passion for supporting and empowering students with Social, Emotional, and Mental Health (SEMH) needs. You will primarily work in classrooms, supporting children identified as having SEND, including those with Education, Health, and Care Plans (EHCPs). At other times, you may provide targeted intervention to meet individualised needs, such as pre-learning, over-learning, social and communication intervention, co-regulation techniques, and SEMH-specific support.

This role would suit someone with a commitment to inclusion and a strong interest in supporting the emotional and mental wellbeing of young people. Whether you are a primary colleague seeking a new challenge, a care professional looking to transition into education, a youth worker with an interest in SEND provision, or someone driven by a passion for equality and equity, you can play a vital role in enabling students at KPHS to achieve their full potential.

The successful candidate will:

- Support the vision and strategic direction of Kingsway Park High School (KPHS) with a focus on inclusion and mental health support.
- Enable outstanding progress and attainment by ensuring reasonable adjustments are made for students with SEMH needs.
- Work in partnership with the Assistant Headteacher (AHT) and SENCO to create and refine provisions for learners with SEMH challenges.
- Collaborate with teachers and support staff to raise learning engagement, self-regulation, and social confidence among students.
- Foster independence, self-esteem, and positive relationships for students with SEMH needs.
- Support students individually or in groups, ensuring they can access the curriculum, participate in learning, and experience success.

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Key Duties:

- Promote, support, and facilitate inclusion by encouraging the participation of students with SEMH needs in both learning and extracurricular activities.
- Work alongside teachers to deliver differentiated resources and strategies tailored to SEMH students.
- Use strategies such as co-regulation, restorative approaches, and positive reinforcement to address emotional and behavioural challenges.
- Help maintain an engaging and safe learning environment that supports students' emotional and mental wellbeing.
- Build trusting relationships with students to encourage their confidence, resilience, and positive attitudes toward learning.
- Actively support the development and implementation of Individual SEND Passports and SEMH action plans for students.
- Contribute to the assessment, monitoring, and planning process by providing detailed observations and feedback about students' progress and emotional state.
- Support the delivery of structured interventions targeting social, emotional, and communication skills, ensuring consistency with whole-school SEMH strategies.
- Attend and contribute to SEND reviews, including EHC plan annual reviews, providing valuable insights into students' emotional and behavioural progress.
- Plan activities that motivate and support SEMH students, using their strengths and interests to foster engagement.
- Use ICT and creative methods to enhance learning opportunities for students with SEMH needs.
- Work collaboratively with pastoral and behaviour support teams to provide consistent, joined-up support for students.
- Supervise classes, if necessary, to ensure continuity of support for SEMH students.

Working with Colleagues and other Relevant Professionals:

- Communicate effectively with other staff members and students, and with parents /carers under the direction of the class teacher or AHT/SENCO.
- Communicate their knowledge and understanding of students to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with.
- Understand their role in order to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Develop effective professional relationships with colleagues.
- Support transition, particularly for those students on the SEN list or with an Education and Health Care Plan (EHCP).
- Lead on small group intervention sessions, Such as Lego therapy, social stories. (Once training has been provided)
- Support the role of parents /carers in students' learning and contribute to meetings.
- Participate in KPHS SEND daily duty rota.
- Promote the safety and wellbeing of students and help to safeguard students' well-being by following

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the requirements of Keeping Children Safe in Education and the school's child protection policy.

- Provide care for children who are upset, including taking them to relevant staff in school.
- 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.

Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference to help ensure everyone has equal access to the services of the college and feels valued, respecting their social, cultural linguistic, religious and ethnic background.
- Contribute to the school ethos, aims and development/improvement plan.
- Attend and participate in meetings as required.
- Undertake personal development through training and other learning activities including performance management as required.
- Contribute to meetings and pedagogical discussions in order to maximise the benefit of the students.

Other Responsibilities:

- Contribute to regular department meetings and actively take part, as required, in meetings in relation to the learning and organisation of the school.
- Participate in arrangements for professional development as outlined in the school development plan or identified through the appraisal process and take responsibility for own development.
- Ensure the activities in which students are engaged are conducted in a disciplined, safe and healthy environment and in line with school policy.
informed about their progress.

General Responsibilities:

- To be an ambassador for the school and consistently embody the school intent of 'We Cooperate. We Pioneer. We Belong.'
- To model the core values of the school in your professional life and to promote and develop the school's vision, ethos, aims and objectives.
- To establish a culture that promotes excellence, equality, and high expectations for all students.
- To respond professionally to unplanned situations, crises, and emergencies whenever they arise to ensure the safety and efficiency of staff and students of the school and to maintain good discipline.
- To attend meetings with external agencies and organisations.
- To foster and support extra-curricular activities in the interest of the school community e.g. school productions, concerts, sports activities, trips, and excursions.





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 SEND daily duty rota.

Health and Safety

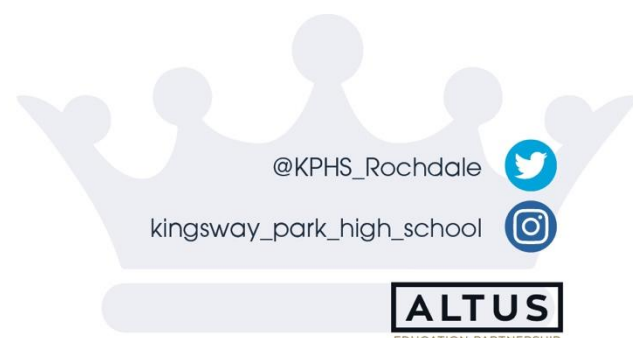
- Promote the safety and wellbeing of students and help to safeguard students' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy.
- Look after children who are upset or have had accidents.

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.





Person Specification

CATEGORIES	App Form/ Letter	Interview	Interview Tasks	Refs	
ESSENTIAL CRITERIA					
A* - GCSE or equivalent in English and Maths.	√				
Experience of working with children or vulnerable people with SEND / Behaviour / Social Emotional / Mental Health issues	√	√			
Experience or passion for working with children aged 11-16. Ability to engage students, inspiring learning & promoting success	√	√	√	√	
Knowledge of active learning and teaching styles and support mechanisms		√	√		
Evidence of dynamic and creative practice	√	√	√		
Competence in the use of ICT	√	√		√	
Ability to contribute positively to teams, share ideas & develop resources cooperatively	√			√	
Ability to be adaptable & flexible	√	√		√	
Effective inter-personal & communication skills with the ability to motivate and encourage.	√	√	√	√	
Commitment to professional learning & institutional improvement	√	√		√	

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Determination to promote equality of opportunity		✓		✓	
Commitment to professionalism, sharing, teamwork & collaboration	✓	✓		✓	
Commitment to enjoying work!		✓			
DESIRABLE CRITERIA					
Able to use interactive ICT systems for learning and teaching	✓	✓		✓	
Experience of examination access arrangements	✓				
Further relevant qualifications in working with children with SEND, counselling, mentoring, mental health etc	✓	✓			
Good practitioner of 'in classroom support' as well as wider student mentoring and emotional support		✓	✓		
Experience of working with school safeguarding, data and attendance platforms (SIMS and CPOMS)	✓	✓			

PERSONAL CHARACTERISTICS - ESSENTIAL

A commitment to the Altus Education Partnership's and KPHS vision, mission and values	✓	✓			
Willing to be accountable and to take personal responsibility for own actions		✓			
Resilience and the ability to grow professionally and flexibly within a start-up and developing organisation		✓			

