



# **Advanced Level Teaching Assistant**

## ***School Care Centre***

**Recruitment Pack**  
**Kirkby High School**



**MAXIMISING OUR POTENTIAL**



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Confidence Kindness Aspiration Respect Resilience.

## CONTENTS

Letter from Headteacher

About us

Continuous Professional  
Development

Job Description

Person Specification

How to Apply

Application Form



# Welcome

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Dear Applicant,

Thank you for your interest in the ALTA position at Kirkby High School.

We are seeking to appoint a dedicated and enthusiastic individual who is ambitious and has an excellent work ethic to start in as soon as possible.

We are proud of our school's success and are committed to providing an ambitious and inclusive environment with a strong pastoral care system that values every member of our community.

To help you decide if the job would suit you, please find enclosed some details, which we hope will give you a flavour of what Kirkby High School and The Rowan Learning Trust are about.

If your values and ambitions mirror ours and you believe you can deliver that vision, then we would be delighted to receive an application from you.

Visits to our school are welcome and can be arranged by contacting my PA, Jo Barrett on 0151 477 8710 or email [j.barrett@kirkbyhighschool.net](mailto:j.barrett@kirkbyhighschool.net)

We are committed to safeguarding all members of our community; therefore, all posts are subject to enhanced disclosure procedures and pre-employment checks.

Yours faithfully,

Mrs A Dobson  
Headteacher  
Kirkby High School

# Kirkby High School

Kirkby High School is an Ofsted rated 'Good' 11-16 mixed comprehensive. All staff at Kirkby High School fully embrace our vision: *“A community driven by high expectations and mutual respect providing all individuals with the belief and opportunities to succeed now and in the future”*.

Kirkby High School stands at the centre of our local community and we believe that we offer our young people guidance and aspiration to be the best they can be in all aspects of life. Quality teaching and learning, supported by reliable pastoral systems, ensure that students are preparing well for later life.

We believe in building a culture of resilience and tolerance in which our students can thrive. Our aim is to increase our students' self-belief and to show them that they can be what they want to be.

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# The Rowan Learning Trust

The Rowan Learning Trust (RLT) was established as a Multi-Academy Trust in 2012 to maximise potential of all children, students and adults in our schools.

We are an education charity. Our schools are working in collaboration, as one entity, to improve and maintain high educational standards across the group. We have a single legal and moral purpose: to advance education for the public benefit.

Currently the RLT family comprises twelve schools: three high schools, an all-through alternative provision academy and eight primary schools. Together we share a set of common values:

- Respect
- Kindness
- Integrity

Our strategic aim is to provide a world class education by:

- Attracting, developing and retaining people
- Embodying the values of the Trust
- Expanding our reach
- Optimising resources

For further information, please visit [www.rlt.education](http://www.rlt.education)

- ❖ Development
- ❖ Career opportunity
- ❖ Personal growth
- ❖ Thrive



- ❖ Nationally negotiated salaries
- ❖ Childcare vouchers
- ❖ Cycle to work scheme
- ❖ Generous pension  
(Teachers Pension or Local Government)

- ❖ Organisational support
- ❖ Collaboration
- ❖ Quality of co-workers
- ❖ Work-life balance

- ❖ Variety
- ❖ Challenge
- ❖ Autonomy
- ❖ Feedback



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# Continued Professional Development Framework

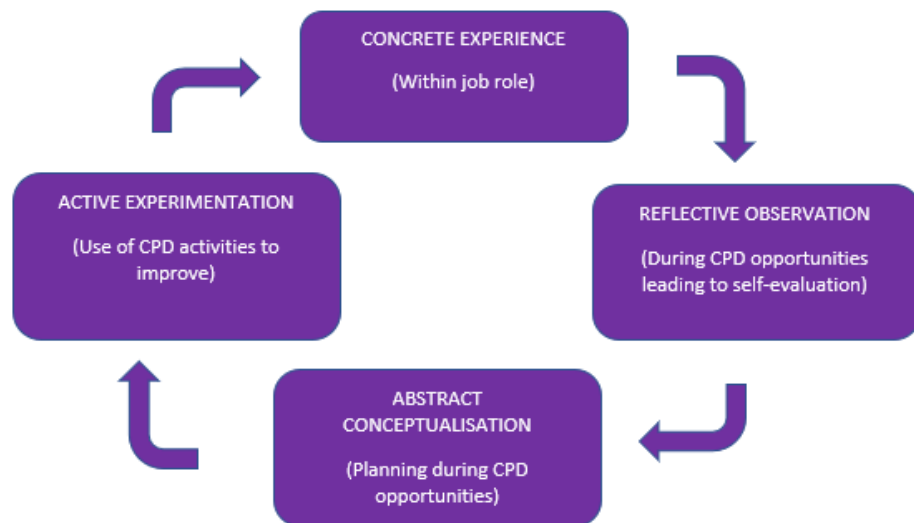
## Intent

Our Vision: A community driven by high expectations and mutual respect providing all individuals with the belief and opportunities to succeed now and in the future.

Linked to our vision is Kirkby High School's mantra 'Maximising our Potential' and the Rowan Learning Trust's aim 'Maximising Potential'. We are a learning community. Continued Professional Development is at the heart of our organisations to ensure that excellence and potential grows within all staff and students. We are committed to providing high quality, Continued Professional Development through:

- A structured programme of events and opportunities
- For teaching staff, a seamless link from ITT to Early Career Teachers induction, including access to the Iris reflection tool
- For support staff, bespoke CPD offered depending on role
- A focus on leadership development through structured line-management and external reflection opportunities
- A Performance Management structure in which career progression is a focus, leading to bespoke CPD opportunities, talent management and succession planning
- Clear CPD pathways for progression implemented by the Rowan Learning Trust (e.g. Teacher, Finance, Human Resources, Administration, ICT service, Inclusion / SEND)

Continued Professional Development at Kirkby High School is a process which links directly to Kolb's Experiential Learning Cycle (1984)



Fredrick Herzberg (1959) referred to specific motivator factors leading to high motivation and strong commitment such as recognition, challenging work, responsibility, opportunities for advancement promotion and growth. CPD opportunities within Kirkby High School (KHS) and the Rowan Learning Trust (RLT) have these aspects at their core.

## Our offer

### CPD Programme

- A Continued Professional Development calendar is produced at the start of each academic year; priorities are driven by school and faculty self-evaluation and development planning.
- Twilights are centred around FACE (Feedback, Autonomy, Challenge and Engagement) for teaching and relevant support staff
- Opportunities for reflection are present in all CPD sessions (e.g. golden nugget)
- Faculty CPD is planned by HoFs and quality assured by the Deputy Headteacher
- Induction for all new staff

### Bespoke Opportunities

- A record is kept of all CPD undertaken, for teaching staff, support staff and governors
- Quality Assurance processes linked to CPD opportunities
- Hogan Leadership Profiling Tool utilised for leaders, both teaching and support
- Opportunities for mentoring and shadowing across school
- Exposure to SLT and governing body meetings
- Development planning leads to responsibilities for all staff
- Bespoke development of early years teachers through our Embedding Excellent Teaching programme, developing the potential and leadership skills of teachers in years three and four of their career
- Coaching culture across line-management meetings
- A culture of 'seeking opportunities' through external CPD offer (NPQ opportunities, National College subscription)

### Talent Management

- Performance management (PM) – all staff have entitlement to career progression conversations
- Identification of potential during PM planning, interim and review meetings
- Use of RLT Career CPD Pathways in PM meetings
- Discussed in line-management structure after each PM window (in calendar three times per year)

### Succession Planning

- Discussed termly in line-management structure following the talent management process
- Critical roles identified
- Identify capabilities for key positions
- Identify potential employees through talent management PM process
- Develop knowledge transfer plans
- Evaluate effectiveness



## Advanced Level Teaching Assistant (School Care Centre)

Reports to:	Headteacher /Assistant Headteacher
Location:	Kirkby High School, Bracknell Avenue, Kirkby, L32 9PP
Salary:	NJC Grade F, SCP 12-17 £28,598 - £31,022 pro rata (actual salary £21,081 - £22,868 per annum)
Hours:	30 hours per week (9.00am-3.30pm), 46 week (term time plus workback element)

### Job Description

#### Main Purpose

Under the reasonable direction of the Headteacher, carry out the professional duties of the post.

- Support the SENDCo
- Support students to access mainstream education
- Enable the access to learning for students.
- Support the aims and objectives of the school

#### General description:

- ALTAs are appointed in an extended role to work as part of a team of pastoral staff and other professionals, under the general direction of the Assistant Headteacher - SENDCo.
- The ALTA will liaise closely with the SENDCo, SLT and pastoral staff to work with students at risk of exclusion and will plan and implement intervention programmes to help modify student behaviour and increase their readiness for mainstream education.
- The ALTA will deliver support to students to ensure they achieve/exceed their expected grades.
- All student activities will be logged and assessed. You will be expected to monitor and evaluate your work against expected outcomes.
- To oversee, monitor and mentor those students as they reintegrate back to the mainstream school.

#### Main responsibilities

Under an agreed system of supervision from the Assistant Headteacher:

- Plan challenging pastoral objectives to meet the diversity of students' needs and interests, including those that take place before school and after school.
- Monitor student attendance together with students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.

- Plan challenging pastoral objectives to meet the diversity of students' needs and interests, including those that take place before school and after school.
- Monitor student attendance together with students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- Organise and manage a safe and purposeful learning environment; select and prepare resources appropriate to learning activities, taking account of students' interests and language and cultural backgrounds; use IT to support learning activities and develop students' competence and independence in its use.
- Develop and deliver structured teaching and learning activities to individuals and groups within whole school expectations, using strategies, approaches and resources provided by teaching and learning action groups.
- Support students in accessing the curriculum work being delivered in the classroom by teaching staff
- Observe student responses to taught strategies during intervention programmes to ensure transfer of skills within a classroom environment, feeding back to teacher and Assistant Headteacher if expected outcomes are not being met.
- Support the work of teaching staff and all staff who are supporting teaching and learning in the classroom, including, when necessary, allocation, direction and sharing best practice.
- Encourage students to work cooperatively with each other within an established discipline policy, anticipate and manage student behaviour and promote self-control and independence. Provide feedback for students in relation to progress and achievements.
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives to inform future planning.
- Provide constructive feedback, advice and guidance on pupil progress and achievement to parents, encourage the role of parents in students' learning and participate in meetings with parents.
- Deliver daily intervention to ensure students are ready to learn every day
- Support the Assistant Headteacher in ensuring that all members of staff are familiar with the aims and objectives of improving student behaviour and engagement within the care centre.
- Administer and evaluate baseline assessments for identification of need and advice for planning.
- Implement and assist with the development of policies and procedures relating to safeguarding, equal opportunities, health and safety, confidentiality and data protection; reporting concerns to the appropriate designated person.
- Establish relationships and communicate with other agencies/professionals to support the achievement and progress of students.
- Assist with the development of appropriate multi agency approaches to support students.
- Contribute to the identification and participation of appropriate out-of-school learning activities which consolidate and extend the work carried out in class.
- Manage and develop a specialist area, e.g. parental involvement, regulation, communication and interaction, revision strategies.

### Support for the curriculum

- Develop bespoke interventions which support the needs of students within the classroom
- Deliver structured and agreed learning activities/teaching programmes, adjusting activities according to student responses
- Support in the delivery programmes linked to local and national strategies, for example, KS4 English, maths, science and vocational options, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Prepare, maintain and use those resources required to meet the relevant learning activity and assist students in their use

### Support for the school

- Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as may be reasonably directed
- Participate in training, other learning activities and performance management as may be reasonably directed
- Assist with the supervision of students out of lesson times, including before and after school as may be reasonably directed
- Accompany teaching staff and students on visits, trips and out of school activities and take responsibility for a group under the supervision of the teacher as may be reasonably directed.
- Be a designated first aider.

# Person Specification

The successful candidate will possess the following personal attributes:

### A commitment to safeguarding and equality

#### Communication & Influence

Conveys basic messages using a variety of media. Appears confident when communicating with others. Writes in a clear, factual and logical way. Avoids jargon, keeping to everyday language. Is able to provide constructive feedback on day-to-day issues in an appropriate manner.

#### Team working

Shows an interest in others, taking time and effort to get to know people and a willingness to help others. Does not work in isolation, sharing information and keeping others up to date. Takes time out to listen, explain and provide constructive feedback.

#### Organisational Awareness

Understands how own job contributes to the schools' activities. Stays up to date with developments in school and discusses with colleagues their activities to gain a broad understanding.

#### Adaptability

Understands the need for, and the effects of, change and is able to adjust style and way of working taking others into account. Learns from experience.

#### Use of technology

Has knowledge of, and is able to use, the range of technology within own workplace (e.g. PCs including standard software, printers, photocopiers etc.) Has a willingness to remain proficient as the technological needs of the school change.

#### Professional Values and Practice

Demonstrates high expectations for all students.

Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners.

Ability to improve your own practice through observations, evaluation and discussion with colleagues.

#### Experience & Knowledge

Experience of working with and or caring for children.

Awareness and basic understanding of school curriculum.

Basic knowledge of First Aid.

Basic awareness of inclusion, especially within a school setting.

#### Qualification & Training

A Teaching Assistant Level 3 qualification is desirable

Level 2 in English and Maths or equivalent is essential.



## How to Apply

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Please submit the enclosed application form and a supporting statement of no more than two sides of A4 outlining why you are interested in the opportunity and how your application addresses the requirements of the role.

Applications should be returned electronically to [j.barrett@kirkbyhighschool.net](mailto:j.barrett@kirkbyhighschool.net)

Alternatively, send a hard copy to:

Mrs A Dobson  
Headteacher  
Kirkby High School  
Bracknell Avenue  
L32 9PP

Closing date: 12 noon, Monday 4<sup>th</sup> May 2026



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The Trust will make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

All appointments are subject to satisfactory references, proof of qualifications and eligibility to work in the UK.

The Trust is committed to safeguarding and promoting the welfare of all children and young people and expects all staff to share this commitment. An enhanced DBS check will be required.



The Rowan Learning Trust

Registered Office: Carr Lane, Wigan, WN3 5NY

Company Number 8010464



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# KIRKBY HIGH SCHOOL



## JOB APPLICATION FORM FOR SUPPORT STAFF IN SCHOOLS

*The School and Governing Body are committed to equal opportunities in employment and welcome applications from all sections of the community.*

BRACKNELL AVENUE,

KIRKBY, MERSEYSIDE, L32 9PP

**TELEPHONE:** 0151 477 8710

**EMAIL:** [admin@kirkbyhighschool.net](mailto:admin@kirkbyhighschool.net)

### 1. POST APPLIED FOR

Post Applied For:			
School:	Kirkby High School		
As advertised in:		On date:	

### 2. PERSONAL DETAILS

SURNAME:		FORENAME:	
TITLE: (Optional)		Date of Birth: (Optional)	
Address:			
POSTCODE:		Email:	
Telephone No:		Mobile No:	



### 3. CURRENT POST

<b>CURRENT EMPLOYER AND JOB TITLE:</b>			
<b>DATE OF APPOINTMENT:</b>		<b>SALARY:</b>	
<b>NOTICE PERIOD:</b>			
<b>MAIN DUTIES AND RESPONSIBILITIES</b>			
<b>Reason for this application</b>			

### 4. EMPLOYMENT HISTORY

Post	Dates		Employer	Grade/Salary	Reason for Leaving
	From	To			



## 6. GENERAL EDUCATION

School	From	To	Qualifications – Grades, awarding bodies and dates

## 7. FURTHER AND HIGHER EDUCATION

Name of College/ University	From	To	Qualifications – Grades, awarding bodies & dates



**8. ANY OTHER RELEVANT QUALIFICATIONS**

Please give details of any other relevant qualifications you have for this post.

**9. ADDITIONAL INFORMATION**

(i)	Are you related to, or a close friend of, any member of the Board of Trustees? If yes, please state relationship.
(ii)	Have you left any previous job for the reason of redundancy or are you in receipt of an occupational pension? YES/NO. If yes, please give details, including dates, post held and employer.
(iii)	Have you ever been dismissed from any previous employment on the grounds of misconduct or incapability? YES/NO If yes, please give details of dates and resources.
(i)	Do you hold a current and valid driving licence? YES/NO Please state category.....
(ii)	The Rowan Learning Trust is committed to providing equal opportunities and supporting all applicants. If you require any reasonable adjustments to allow you to participate in the application process, please let us know. Do you require any reasonable adjustments? YES/NO
Do you have any unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974? YES/NO	
Do you have any adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020? YES/NO	
In line with Keeping Children Safe in Education, The Rowan Learning Trust will undertake general online searches for all shortlisted candidates which may include social media and video platforms. Online searches will only examine data which is publicly available, and the aim is to identify any incidents or issues. Any areas of concern will be discussed during the interview process.	



## 9. STATEMENT IN SUPPORT OF APPLICATION

Please attach a supporting statement, indicating any matters which you feel may be relevant to this application. Please head additional documentation with your name and post applied for.

## 10. REFERENCES

Please state the names and addresses and telephone numbers of two persons from whom references may be obtained. **One must be your current or most recent employer.** In the absence of previous employment experience, a reference from your last place of full-time education will be a suitable alternative.

REFEREE 1				REFEREE 2			
TELEPHONE NO:				TELEPHONE NO:			
EMAIL:				EMAIL:			
<b>Reference Type:</b> (Please circle)	Employer	Education	Character	<b>Reference Type:</b> (Please circle)	Employer	Education	Character
Please note that we will contact these referees if you are short-listed for this post and seek reference before interview.							

## 11. FURTHER INFORMATION FOR CANDIDATES

- i) In the interests of the protection of children, all posts are subject to enhanced criminal record and other relevant disclosures through the Disclosure & Barring Service (DBS). A criminal record will not necessarily prevent you from obtaining a position.
- ii) Please note that it is the policy of the Trust and the Governing Body to preclude employment of persons over the age of 65.
- iii) You will receive no further communication unless selected for interview. If you have therefore not been contacted within three weeks of the closing date for applications, you should conclude that, unfortunately, you have been unsuccessful on this occasion.
- iv) Under the Data Protection Act, the Trust and the Governing Body will use the information given for the purpose of recruitment and selection. Strict confidentiality will be observed and if you become an employee, the information will be used for personnel, pay and pensions administrative purposes only.



**13. DECLARATION**

To the best of my knowledge and belief all the particulars I have given are true. I understand that any false statements may disqualify me from employment or render me liable for dismissal. I also understand that no offer of employment made to me will be binding unless confirmed in writing.

I also understand that this post is subject to a satisfactory enhanced Disclosure & Barring Service Disclosure, to satisfactory medical clearance and the provision of documentary evidence (e.g. NI Number) that shows I am entitled to work in the U.K.

Signature:.....Date:.....

**THANK YOU FOR YOUR INTEREST SHOWN IN THIS APPOINTMENT**

