ALLERTON GRANGE SCHOOL

Teaching Assistant

Candidate Information

Letter from the Headteacher

Dear Applicant,

As Headteacher of Allerton Grange School, I am delighted to invite you to consider submitting an application for this position.

Allerton Grange is a vibrant and inclusive secondary school, committed to providing an exceptional educational experience for all our students. We believe that a positive school culture, underpinned by clear and consistent expectations, is the foundation for academic success and personal growth.

At Allerton Grange, our KLAS curriculum is the driving force behind advancing social mobility and celebrating cultural diversity.

We are committed to ensuring that all students have the subject knowledge, the vocabulary, the experiences, and the character to secure places at world-renowned universities and on elite training programmes, which will enable them to make aspirational career choices.

We welcome applications from experienced individuals with strong skills, proven ability, and a commitment to our ethos and values.

If you share our passion for making a difference in the lives of young people and have the vision and drive to help us achieve our goals, I encourage you to apply for this exciting position.

Guidance notes are enclosed to assist you in completing your application. If you require any further information, please contact us at recruitment@allertongrange.com. You can also visit our website at www.allertongrange.com for further insight into our vision, ethos and values.

Please return your completed application form by the closing date indicated in the advertisement.

If you have not heard from us within four weeks of the closing date, please assume your application has been unsuccessful. If this is the case, I wish you every success in your future applications.

Thank you for your interest in joining Allerton Grange School. I look forward to receiving your application and learning more about your experience and aspirations.

Yours faithfully

Andrew Norrington
Headteacher

Aspire, Grow, Succeed:

At Allerton Grange School we are committed to:

- **Working together to achieve our full potential**
- **Celebrating our diverse school community and fostering tolerance and respect for all**
- **Developing active citizens within the school community and beyond**
- **Inspiring confident, creative and independent learners**

ABOUT US

Enclosed you will find further details and an application pack. To view our school prospectus and for further information about the school please visit our website www.allertongrange.com and social media posts on Facebook and Twitter

School Information:

- Allerton Grange is a large and growing school. We currently have 1700 students and have an intake of 300 students in Year 7.
- Allerton Grange is located 4 miles from Leeds City Centre in an attractive residential area. We have an impressive school building, with a newly opened Sixth Form Centre, housing our diverse community of 290 post-16 students.
- Our increasing success is due to our rigorous, knowledge-rich curriculum supported by four cornerstones: knowledge, literacy, aspirational enrichment and social mobility.
- We have a resourced provision for deaf and hearing impaired students. We also have a number of visually impaired students.
- Our latest Ofsted inspection (April 2025) recognised the quality of provision we provide. They were particularly impressed by our curriculum and culture.

School Values

Intrinsic part of life at Allerton Grange:

- Working together to achieve our full potential.
- Inspiring confident, creative and independent learners.
- Celebrating our diverse school community, fostering tolerance and respect.
- Developing active and responsible citizens within and beyond the school community.

We believe that excellent teaching transforms the lives of our young people, and therefore, we are determined to provide the best quality of education for our students.

We are committed to ensuring that all students have the subject knowledge, the vocabulary, the experiences and the character to secure places at world-renowned universities and on elite training programmes, which will enable them to make aspirational career choices.

Every student is unique and given the support and guidance they need to reach their academic, creative, sporting and career goals.

CURRICULUM VISION:

A successful curriculum empowers students and ensures they are able to understand the changing world around them.

A rigorous and knowledge-rich curriculum provides students with cultural literacy and allows them to understand the context of their learning.

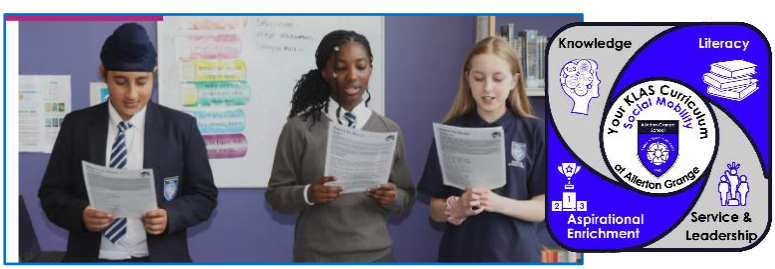
Accordingly, students do not just learn a list of facts. Through a focus on powerful knowledge, students also read widely and learn a range of crucial subject specific terminology.

Lessons at AGS are characterised by relentlessly high expectations and levels of challenge for all students. We believe that the teaching of broad knowledge to all children is the single most effective way to narrow the gap between demographic groups. We believe in developing the whole child.

Our curriculum, therefore, encompasses the wide range of enrichment opportunities available at AGS - from the performing arts and sports clubs to trips abroad. Ultimately, the AGS student aspires, grows and succeeds, going out into the world as a confident and intellectually curious member of society.

This curriculum vision forms the basis of what we refer to as the AGS cornerstones (KLAS).

- Our KLAS curriculum model is central to supporting students in addressing social justice.
- This curriculum ensures that students have the **K**nowledge, **L**iteracy skills, **A**spirational enrichment and **S**ervice and Leadership to address **Social Mobility.**
- Our reading programme is innovative, and as a result a typical Year 7 student will have read 28 books by the end of their first year with us.
- There are many opportunities for students to learn outside of the classroom and all students have access to a range of enrichment activities through lectures, debates and workshops.
- We organise cultural trips to the theatre, museums and music venues throughout the year.
- Our Music and Drama departments showcase our students' talents through termly performances.
- The Duke of Edinburgh scheme is very well established in school. Students enrol for Bronze Level in Year 9, Silver Level in Year 10 and Gold in Year 12.
- There are many leadership opportunities for students to engage with from Year 7 onwards.



CURRICULUM VISION:

KNOWLEDGE
- Curriculum is the progression model
- Progress - what do students know and what do they remember?
- Subject as a discipline through both substantive and disciplinary knowledge
- Sequential layered knowledge acquisition
- Responsive teaching

LITERACY
- Explicit teaching of both Tier 2 and subject-specific vocabulary
- Oracy – students express themselves confidently using academic vocabulary
- Students write sophisticated answers in each subject discipline
- All students develop a love of reading, including the great works of classical literature
- Knowledge organiser homework – mastery of key definitions and spellings

ASPIRATIONAL ENRICHMENT
- Relentlessly high expectations inside and outside of the classroom
- An unashamedly aspirational culture and ethos
- A rigorous programme of PSHE and SMSC (including British values)
- Clubs, tailored mentoring, and sporting excellence
- An inspirational and engaging physical environment

SERVICE AND LEADERSHIP
- Access to a wide range of opportunities via our enrichment electives of Service, Leadership and Creativity.
- A timetabled enrichment curriculum ensures our students really can Aspire, Grow and Succeed.
- Students develop their resilience, self-belief and communication skills.
- We grow leaders of the future who understand and support the wider AGS community.

We are true to our core values and enable our employees to engage in challenging and rewarding work, whilst at the same time supporting them to Aspire, Grow and Succeed.

We believe that engaged, motivated and happy staff are the foundation of a successful school community.

Our Culture:

We care for our staff, and we want them to enjoy working at Allerton Grange. We are true to our core values and enable our employees to engage in challenging and rewarding work whilst, at the same time, supporting them to Aspire, Grow and Succeed.

At Allerton Grange, we place particular emphasis on the values and qualities of **Integrity, Compassion, Community, and Humility**. We are looking to recruit and promote people who live these values on a daily basis.

Our staff challenge themselves to continually improve and grow within the school community. Our school is based on great relationships, and it is important that staff are happy in their work. This means a balance of challenge, support, recognition and opportunities for development and career progression. We are continually working to ensure all members of our school community are treated with respect, kindness and dignity and are free from discrimination, bullying, harassment and victimisation. Read our **Culture booklet and Leadership Framework booklet for more information** school community are treated with respect, kindness and dignity, and are free from discrimination, bullying, harassment and victimisation.

Allerton Grange School – Our Culture

Our Staff:

Our team of teachers, teaching assistants, pastoral staff, administrators and support staff work together to make a real difference to our young people and their families.

Allerton Grange is a welcoming and inclusive community for staff and students alike. Every student is cared for as an individual, and our staff team works hard to ensure all students are safe, secure and happy. Our most important partnership is with our students and their families.

We care for our staff, and we want them to enjoy working at Allerton Grange. Our Culture Code, commitment to our **RED award framework** (respect, equality, diversity) and Workload Charter set out how it feels to be a member of staff at Allerton Grange, but we are also committed to minimising unnecessary burdens on staff – this enables our teachers and support staff to focus solely on planning and delivering on work that matters.

Our staff have a high level of job satisfaction and would recommend the school to their families and friends as a great place to work.

Workload and CPD Charter:

We are committed to minimising unnecessary workload to ensure that delivering our KLAS curriculum remains the main priority for teachers.

Happy to talk Flexible Working

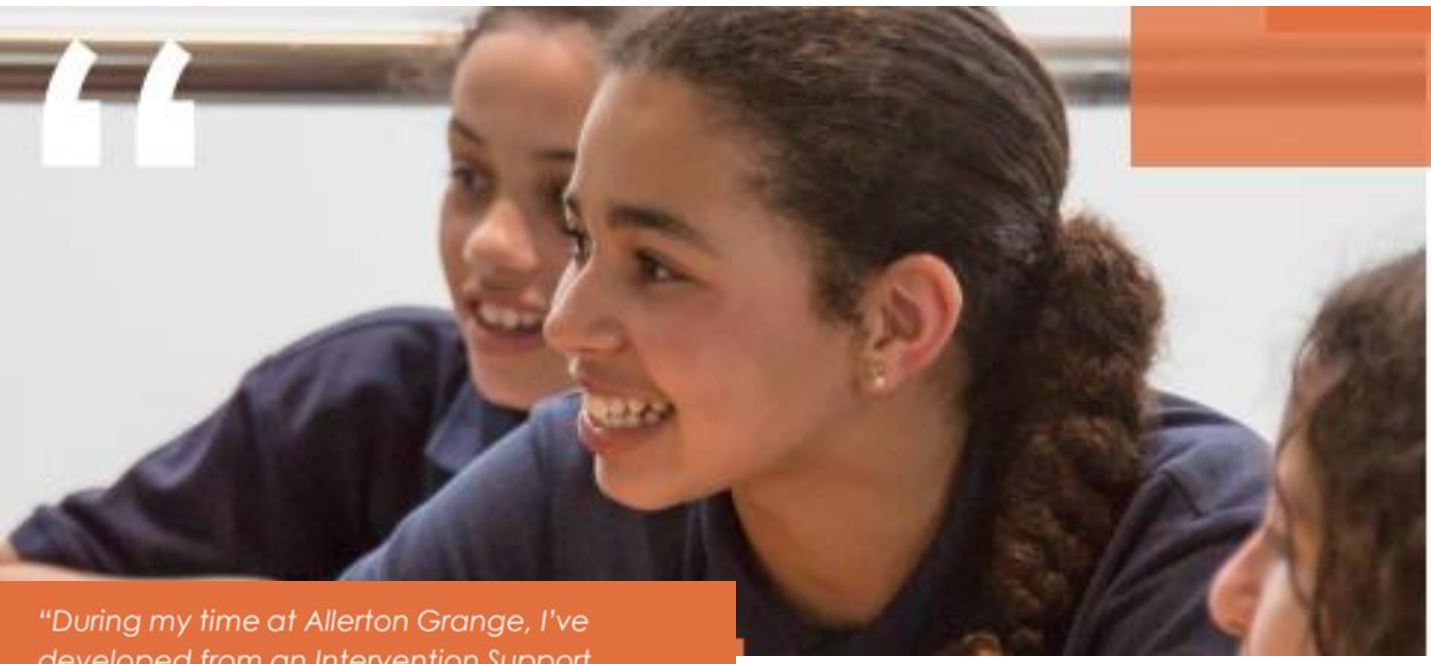
We achieve this in a number of ways:

- We have a staff forum and a teacher workload task group who meet with senior leaders termly to discuss how to improve further working conditions.
- We have only one Pre Public Exam cycle for Year 10 through to Year 13.
- We only have two data drops in the year.
- There are no central expectations in terms of marking – feedback strategies are shared within departments as part of CPD.

- Every teacher is assigned a subject specialist coach who will support them, through incremental coaching, in better developing their specialist pedagogy.
- Staff training is wholly devolved to departments and focuses on developing each individual teacher's subject knowledge.

Read our :

✓ **Teacher Workload and CPD Charter** booklet for more information.



"During my time at Allerton Grange, I've developed from an Intervention Support Worker to a Coach and eventually to my current role as Behaviour and Welfare

Edinburgh Coordinator. This journey has been both challenging and rewarding, providing

me with opportunities to grow professionally and personally. Completing my NPQLBC has been a significant milestone, enabling me to apply advanced leadership and management strategies to my daily practice.

The supportive environment at Allerton Grange has been instrumental in my career path development, fostering a positive culture of continuous learning and excellence. It's incredibly fulfilling to witness the positive impact I have on students' lives and to contribute to their growth and success. I genuinely enjoy being part of such a dedicated team, where every day brings new experiences and learning opportunities. Allerton Grange is not just a workplace; it's a community where I thrive and find immense satisfaction in my role."

Elliot Mahoney, Year Manager (Behaviour and Welfare)

"My role at Allerton Grange is a Teacher of English and Lead for Drop Everything and Read. Before this, I was a trainee Teacher of English here. I applied for a job at Allerton Grange for a number of reasons: I appreciate the diversity of students, the commitment to improvement and the dedication to literacy. I think Allerton Grange is a brilliant place to work due to the high expectations and aspiration to succeed. The school has a calm and productive environment where students feel proud of what they achieve. I feel extremely motivated and fully supported by my department."

Charlotte Taylor, DEAR Leader/English Teacher

"My initial plan was to get through my first two years of teaching in England before jetting off abroad to teach in Dubai and then Australia. What I didn't anticipate was that I would stumble across Allerton Grange to begin my teaching journey, where I love it here. It is no exaggeration to say that we truly do have the most amazing student cohort to be able to work with every day, which means, when combined with a subject like PE and the chance to run our incredible sports teams, this job at this school very rarely feels like work."

Jack Gaunt, PE Teacher (ECF Teacher Year 1)

"Staff feel valued and supported and proud to be working at Allerton Grange. They appreciate leader's efforts to make their workload manageable." **Ofsted**

Behaviour:

- Students at Allerton Grange are happy and keen to learn.
- They arrive punctually to school and lessons, in full uniform, with full equipment ready to work.
- Our behaviour policy is strict and is consistently applied. There is also very strong pastoral support provided by our team of 26 pastoral professionals.

"What I cherish the most about my school is our sense of community which shines in everything we do. In class, students are encouraged to speak their mind at every opportunity by dedicated and passionate teachers, often leading to debates where students share in an intellectual community. Outside class, events like culture day and regular music nights empower students to celebrate their diverse range of talents, interests and identities all under the one banner of Allerton Grange. It is this sense of community that makes Allerton Grange the vibrant and exciting environment that it is."

Head Students, Maryam Adow and Harry Brown

DEPARTMENT INFORMATION

At Allerton Grange we believe that our SEND students deserve every opportunity to be successful. All SEND students access the same high quality KLAS curriculum as other students in school and through this, we work hard to ensure all students with special educational needs and disabilities fulfil their potential, grow their independence skills and have the life chances they desire.

The SEND team is made up of the SENDCo, the Assistant SENDCo, a specialist Teacher of SEND, a Dyslexia and Literacy HLTA, a Neurodiversity Coach, a SEMH Coach, a SEND administrator and a team of Visual Impairment (VI) specialists, and 12 Teaching Assistants (TAs). It is a large, friendly and proactive team with our students at the heart of everything we do.

The school has a deaf and hearing impaired resource base (DAHIT) on site and we work collaboratively with them to share best practice. Meetings between the SENDCo and the Lead teacher of the Deaf occur on a regular basis.

TAs are deployed according to the needs of our young people; this can be supporting learning in class, social skills at break and lunchtime or in bespoke one to one or group intervention. Interventions to support the learning and progress of our SEND students take place regularly. Provision maps are in place to ensure support is correctly placed and impact is shown.

High quality teaching is a central to all policies within school and strategies to support SEND learners are shared through Action Plans and student Passports. These detail specific support required for individual students. These strategies support teachers with their planning and delivery of lessons and ensure that students can access their learning effectively.

Regular tracking of SEND student data and evaluating provision in school alongside student feedback and parent feedback help to ensure that students with SEND are properly supported.

The department has strong links with different agencies to support the needs of SEND students. These include Educational Psychology, Complex Needs Service, Children's Services, Speech & Language Therapy, STARs Autism Outreach, Visually Impaired Team, Occupational Therapy, Independent Travel, deaf and hearing impaired team (DAHIT).

DEPARTMENT INFORMATION
Continued

We promote strong links with feeder schools to ensure a smooth transition for students with special educational needs and disabilities. Older students receive support and guidance for transition to sixth form, college or apprenticeships.
If you would like to discuss the role and the department further, please contact Ms Michaela Child, Assistant Headteacher/SENDCO
michaelachild@allertongrange.com

APPLYING FOR A POST AT ALLERTON GRANGE

Application Form

Thank you for your interest in joining Allerton Grange School. To be considered for this post, please complete the enclosed application form in full. This should include details of your education and employment history, as well as any unpaid or voluntary work. If there are gaps in your employment, please provide an explanation (for example, a gap year, career break, or period of unemployment). Should you require additional space for Sections 3 and 4, you may attach extra sheets.

Please note that we do not accept CVs as part of the application process. It is important that you complete the application form thoroughly, as incomplete forms may result in your application not being considered.

Failure to complete the form correctly will result in your application not being considered.

Supporting Information

Section 6 of the application form, titled Statement in Support of Application, is a key part of your submission. This section gives you the opportunity to explain why you are applying for the role and why you believe you are the best candidate. We recommend using the job description and person specification as a guide and providing specific examples of your skills and experience that demonstrate how you meet the requirements of the post.

Please include details of your experience and suitability for the role, as well as the impact you believe you can make in raising standards within our school. A separate supporting letter is not required. Finally, please ensure you sign the declaration on the last page of the application form.

Pre Employment Checks

References
As part of the application process, you will need to provide details of two referees from different organisations. If you are short-listed, in keeping with Safer Recruitment requirements, we will normally take up references **before** the interview date.

If you are currently employed, one referee must be your present manager, and **the other should be from your previous employer**. For school-based roles, one referee should be the Headteacher. If you have previously worked with children, one reference must come from your most recent role involving children. References will normally be requested prior to the interview, and two satisfactory references must be received before any appointment can be confirmed. Please note that references addressed "To whom it may concern" or copies of references will not be accepted. We may contact referees to clarify any discrepancies or anomalies as part of our recruitment verification process.

Please be aware, we may need to request additional references to verify your employment history and to validate your skills, experience, and suitability for the role.

Allerton Grange School reserves the right to bring forward the application closing date.

Applications may be returned by post or emailed to recruitment@allertongrange.com

Post: Teaching Assistant
Permanent
Full time, 31.25 hours per week, term time only + 5 days

Salary: A3/B1 level 3 to 6 (Actual starting salary level 4 £18,295 rising to £19,133)

Start date: As soon as possible
Closing date: Midnight, 20 September 2026

For further information see Job Description and Advert

Disclosure & Barring Service (DBS) Check

Employment at this school is subject to an Enhanced Disclosure and Barring Service (DBS) check, including a check against the Barred List.

All checks must be satisfactory before any offer of appointment is confirmed. Under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended in 2013 and 2020, all posts at this school are classed as regulated activity and therefore require an Enhanced DBS check.

Shortlisted applicants will be asked to complete a self-disclosure form prior to interview. Legislation introduced on 29 May 2013 means employers may only request details of convictions, cautions, reprimands, and final warnings that are not 'protected' under the filtering rules.

Convictions that are not 'protected' will appear on an Enhanced DBS certificate, even if they are spent. **Guidance on what should be disclosed can be found on the DBS website or via the flow charts on our website.**

Having spent or unspent convictions will not necessarily make you unsuitable for appointment. For further details on how we use criminal records information, please refer to our Policy Statement on the Recruitment of Ex-Offenders, available on our website and attached to this advert.

All information will be processed in accordance with GDPR and handled confidentially for recruitment purposes only.

Prohibition Checks

Before confirming an offer of employment for a teaching role, the school will carry out a mandatory check with the Teaching Regulation Agency (TRA) to ensure the candidate is not subject to a prohibition order. Where relevant, checks for management restrictions (such as Section 128 directions) will also be completed in line with safer recruitment requirements.

Validation of Qualifications

Shortlisted candidates must bring original certificates for all relevant qualifications to the interview. These will be photocopied, retained on file, and may be verified with the awarding bodies to confirm authenticity.

Right to Work in the United Kingdom

In accordance with the Immigration, Asylum and Nationality Act 2006, it is a criminal offence to employ anyone not entitled to live or work in the UK. Candidates will be asked to provide original documentation at interview to confirm eligibility, along with photographic proof of identity. Where applicable, online right-to-work checks may also be required.

Allerton Grange School is committed to promoting and safeguarding the welfare of all children.

Medical Assessment

Employment is subject to an acceptable outcome of the Pre-Employment Health Declaration (Form 1a), which must be completed and returned promptly. You cannot take up the post until fitness for the role is confirmed. If you answer "Yes" to any of questions 1–6, you will need to complete a full Health Questionnaire for assessment by Occupational Health.

Social Media Checks

In line with statutory safer recruitment guidance, the school will carry out online searches for shortlisted candidates only. These checks will review publicly available information to help identify any issues that may be relevant to safeguarding or suitability for the role.

Your Information

Details about how we collect, use, and store your personal data are set out in our school privacy notice and on the application form. The privacy notice is available on our website under the Policies section.

Support for Applicants with Disabilities, Impairments or Health Conditions

We are committed to supporting applicants who have a disability, impairment, or long-term health condition. If you require any reasonable adjustments during the recruitment process or in the workplace, please contact our HR Office to discuss your needs.

Data Processing

All personal information will be processed in accordance with GDPR and our data protection policy. For full details, please refer to our privacy notice on the school website.

INTERVIEW AND SELECTION PROCESS

Those candidates who meet the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

We are committed to upholding the principles of the Equality Act 2010. In keeping with the principles of this Act we will, wherever possible, make reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.

We will also consider any reasonable adjustments where reasonably possible to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

CONDITIONAL OFFER

Any offer of a post is conditional on the following:

- Clear Enhanced Disclosure & Barring Service (DBS) check along with any other clearances that may be required
- Satisfactory references including attendance/absence history
- Satisfactory on-line social media checks
- Pre-employment Health Check
- Ratification by the Governing Body.

Equal Opportunities

We are an equal opportunities employer and welcome applications from all suitably qualified candidates. We are committed to eliminating discrimination and creating a working and learning environment where everyone is treated fairly and with respect. We ensure that no one is treated less favourably because of a protected characteristic under the Equality Act 2010, including sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, pregnancy, or maternity. We also make reasonable adjustments for applicants and staff with disabilities or health conditions.

INDUCTION & CONTINUOUS PROFESSIONAL DEVELOPMENT

The Headteacher and Governing Body are committed to ensuring your wellbeing and continuous professional development in this role. On appointment we will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations.

You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications.

School Policies

Child Protection

Our school is committed to safeguarding and promoting the welfare of all students and expects all staff, governors, and volunteers to share this commitment. The successful candidate will be subject to enhanced DBS checks, Barred List checks, and other safer recruitment procedures in line with Keeping Children Safe in Education.

We have, alongside the Headteacher, Designated Safeguarding Lead (DSL), supported by trained deputies, who is responsible for managing referrals and monitoring any suspected cases of abuse.

All staff receive safeguarding and child protection training appropriate to their role and updated regularly in line with statutory guidance and our safeguarding policy.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Our whistleblowing policy ensures that all staff understand their duty to report any inappropriate attitudes or actions of colleagues.

Concerns will be treated seriously, handled confidentially, and staff will not suffer detriment for raising genuine concerns.

Code of Conduct & Personal Behaviour

The school believes that maintaining high standards of conduct is essential to delivering quality education and protecting the wellbeing of pupils and staff.

The Headteacher and Governing Body regard everyone working at our school as a role model for pupils. Employees are expected to act with integrity, impartiality, and honesty at all times.

All staff have an absolute duty to promote and safeguard the welfare of children. Registered teachers are bound by the Teachers' Standards and the professional values set by the Teaching Regulation Agency (TRA).

While these standards apply specifically to teachers, the principles of professionalism and safeguarding apply to all staff.

All staff are expected to be familiar with, actively engage in, and follow the full range of school policies to ensure best practice and a safe, supportive environment for pupils and colleagues. Further details and the complete set of policies can be found on our school website

SCHOOL LOCATION AND TRAVEL INFORMATION

Allerton Grange School
Talbot Avenue
Leeds LS17 6SF

Telephone: 0113 3930304

Email: recruitment@allertongrange.com

Allerton Grange School is located in the Moortown area to the north of Leeds city centre.

The main entrance is on Talbot Avenue.

There is also a **pedestrian entrance** on Lidgett Lane, next to Moor Allerton Hall Primary School, This gate is only open at the start and end of the school day and is locked at other times for security.

Buses:
From Leeds City Centre the No. 3 or 13 will travel to Lidgett Lane where there is one entrance to the school **(please note this gate is locked during the school day)**, or the No. 2 or 12 will travel to Street Lane. Alight near Moor Allerton Avenue or Talbot Gardens and the school is situated at the bottom of the road on Talbot Avenue.