



KING'S LEADERSHIP  
ACADEMY HAWTHORNES

# TEACHING SCHOLAR - SCIENCE

## RECRUITMENT PACK

PART OF



GREAT SCHOOLS  
TRUST



# MESSAGE FROM THE CHIEF EXECUTIVE OFFICER



Thank you for your interest in a position within the Great Schools Trust family of Schools. The Great Schools Trust is an education charity that has a proven track record of successful school start up and improvement whilst transforming the lives of children and young people through our unique values driven approach to education.

You will be joining a values driven, highly innovative, inspirational and ambitious organisation, so we are seeking an outstanding candidate who can realise the highest possible quality of services to support our educational vision, strong leadership and effective support to colleagues, to enable the trust to achieve the best possible outcomes for students. This is an exciting and very rewarding role and we look forward to receiving your application.

Yours faithfully

**Shane Ierston**

CEO

## OUR VISION

To develop a family of Great Schools that allow all students, irrespective of starting point or background, to access university or a career of their choice and succeed in life.



# PRINCIPAL'S WELCOME

Our school is part of The Great Schools Trust, a small but growing multi-academy trust situated in the Northwest of England. There are currently four Kings Leadership Academy schools within the Great Schools Trust in Warrington, Liverpool and Bolton and a pupil referral unit next to our Liverpool school, the Aspire Centre. There are current plans ongoing for further expansion of the Trust.



## **Why King's Leadership Academy Hawthornes?**

We are a growing school of committed friendly staff, a cohort of students who are polite, enthusiastic and keen to learn right across the curriculum. We are a school centred in our Aspire Values – Achievement, Aspiration, Self-awareness, Professionalism, Integrity, Respect and Endeavour. It is these values that drive our behaviours and relationships, a 'lingua franca' that helps to bind our community together. An inspector captured the mission of the school when he observed that we were 'building better people,' something we are proud of.

Our aim is to provide a curriculum for our students that enables them to access real knowledge and a chance to progress to high quality higher education or training. We also aim to create an enriched offer that provides cultural capital for all of our students, irrespective of their personal circumstances. We also privilege diversity and inclusivity and pride ourselves on the welcome we give every student and their families.

We tackle disadvantage rigorously. We provide every student with a chrome book, free breakfast and breaktime food, free residential experiences to build self-esteem and teamwork, free opportunities to join the Duke of Edinburgh scheme. We have won national recognition for Combined Cadet Force sponsored by the Royal Marines. No student is left behind and we remove barriers to learning at every opportunity.

## **We take the development and well-being of our staff equally as seriously.**

Everyone is provided with a laptop and we have recently invested in state-of-the-art ICT infrastructure for every classroom. We hold CPD on two evenings a week – our late finish for Thursday Enrichment allows an early finish on a Friday for a second CPD session. This collaborative approach has allowed the Trust to develop a common curriculum and strong assessment policies that allow staff to focus on work life balance and having the energy to focus on the classroom, not clutter beyond it.

These approaches have led to extremely high levels of staff retention and attendance. It is place where people want to teach, where parents want to send their children and where children want to study.

If you are interested in a post at King's Leadership Academy Hawthornes, I strongly recommend you come to Bootle and see the work we do for yourself. We are situated in Bootle, two miles from Liverpool city centre. The school is within Sefton local authority.

I look forward to meeting you.

**Pete Gaul**

**Principal**



## Teaching Scholar - Science

**Salary:** Scale 3 Pt 5-6 (£23,500 - £23,893 FTE), Term Time Only = £19,884 - £20,217

**Contract:** Permanent, Term Time Only

**Hours:** 37 hours per week

**Location:** King's Leadership Academy Hawthornes

**Reporting to:** SENCo

**Start date:** ASAP

### Working at King's Hawthornes

King's Leadership Academy Hawthornes is seeking to appoint an enthusiastic and committed Teaching Scholar to join our team.

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We wish to appoint a highly motivated individual who shares our vision for making all students successful citizens in tomorrow's world.

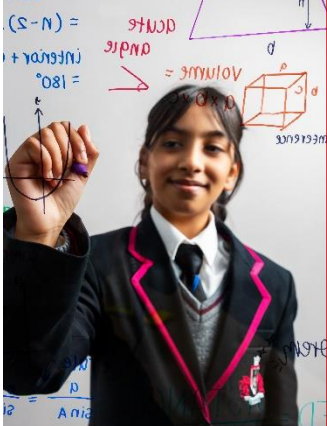
Visits to our academy are encouraged and welcomed before applying for this post.

### Key Benefits

- Flexible working opportunities
- Exceptional CPD offer
- Generous benefits package
- Access to BUPA Employee Assistance Programme

### Main purpose

To work under the guidance/instruction of designated teaching/senior staff to undertake work/care/ support programmes to enable access to learning for students and to assist the teacher in the management of students and the classroom. Work may be carried out in the classroom or outside the main teaching area under the guidance of teaching staff. To support the SENCO in the drive to promote the standards, expectations, procedures, protocols and interventions required in the SEND policy.





## Duties & Responsibilities

### Support for Students

- To establish rapport and respectful, trusting relationships with students, acting as a role model and setting high expectations.
- To supervise and provide particular support for students, including those with emotional and behavioural needs, ensuring their access to learning resources.
- To promote inclusion and acceptance of all students in the classroom by encouraging them to interact with each other and to engage in activities led by the teacher.
- To support the implementation of IEPs, Behaviour Plans and personal care programmes. To plan and deliver withdrawal group interventions and 1:1 sessions of pupils with particular areas of need on the SEN register, assessing and monitoring pupils' responses to the learning activities implemented during the session.
- To act as a key worker for specific pupils, offering guidance and pastoral support to encourage a positive attitude and enrich their learning in all subject areas
- To attend regular review meetings concerning individual pupils as a support key worker, addressing issues that may arise and contributing to the production of an IEP. To monitor and review the student's behaviour and attitude and setting and resetting targets where necessary.
- To promote self-esteem and independence amongst students.
- To provide feedback to students on their progress and achievement under the guidance of a teacher, in line with Academy policy.

### Support for Teachers

- To assist the teacher with the preparation of teaching and learning materials and resources.
- To undertake structured and agreed learning activities/programmes, being aware of student learning styles. Adjust activities according to student responses/needs.
- To work with students on programmes linked to academic and creative studies e.g. literacy, numeracy, recording achievement, progress and feeding back to the teacher.
- To monitor students' responses to learning activities and achievement as directed.
- To provide detailed feedback to teachers on students' achievement and progress.
- To collaborate with teachers in the setting and monitoring of targets
- To contribute to the development and implementation of IEPs and Behaviour Plans
  - To undertake student record keeping as requested.
- To assist with the collation of student reports as requested by the teacher. This may involve data input.
- To support the effective use of ICT in learning activities and develop students' competence and independence in its use.
- To maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- To assist with the display of students' work.
- To prepare, maintain and use equipment/resources required to meet the lesson plans/learning activity and assist students in their use.
- To administer and mark routine tests e.g. spelling, mental arithmetic and invigilate tests and exams as required.





### Support for the Academy

- To be aware of and comply with policies relating to child protection, health & safety, confidentiality and data.
- protection, reporting all concerns to a nominated person.
- To contribute to the overall work, smooth running and ethos of the Academy.
- To appreciate and support the role of other people in the team.
- To attend and participate in meetings as required.
- To improve one's own practice through training, self-evaluation and performance management.
- To assist with the supervision of students out of directed lesson time, including before and after Academy and lunch time, within working hours.
- To accompany teaching staff and students on visits, trips and out-of-Academy activities as required and take responsibility for a group under the supervision of a teacher.



### Other areas of responsibilities

#### Health & Safety

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



#### Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Promote the safeguarding of all pupils in the school.

#### Other

- The post holder will be subject to performance management objectives agreed annually.
- The post holder will carry out additional site-specific duties (subject to negotiation).
- The post holder is expected to carry out such other duties as may reasonably be assigned by the Principal.

King's Leadership Academy Hawthornes is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.





## Person Specification

### Qualifications & Training

- Degree level qualification (D)
- Level 3 qualification (NVQ level 3 or A level) (D)
- GCSE in English and Maths at Grade C or above (E)

### Experience

- Working with children in a secondary school or other setting (E)
- Supporting children with special educational needs (SEN) and English as an additional language (EAL) (D)
- Contributing to the development, monitoring and review of Individual Education Plans (IEPs) (D)

### Abilities, Skills & Knowledge

- Ability to maintain positive relationships with students, parents and staff and work well within a team (E)
- Effective classroom and behaviour management skills (D)
- Ability to communicate effectively in relevant community languages (D)
- Good ICT skills for word-processing, use of learning software and accessing on-line resources (E)
- Knowledge of the secondary curriculum & strategies to support students with specific SEN e.g. physical disabilities, visual and/or hearing impairment (D)
- Transition for children not ready for curriculum (D)
- Safeguarding and mental health (D)

### Personal Qualities

- A passionate belief in the school's mission statement with a strong belief in the value of education in developing exemplary British citizens (E)
- Highest levels of professional and personal integrity (E)
- A strong commitment to inclusion and overcoming barriers to learning and achievement (E)
- Personal resilience, persistence and perseverance; and a strong work ethic (E)
- Commitment to undertaking additional training where required (E)

(E) – Essential, (D) - Desirable





## Terms

*The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. This job description is current at the date shown but, in consultation with the post holder, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.*

*This appointment is with the Local Academy Council of the School, with the Trust as employers. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Contract'. This Job Description is not intended to be either prescriptive or exhaustive: it is issued as a framework to outline the main areas of responsibility. The school will endeavour to 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.*

*This job description is current at the date below but will be reviewed on an annual basis and following consultation with you may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.*

## Application and interview process

**Deadline for applications:** Friday 14<sup>th</sup> June

**Interviews:** W/C 17<sup>th</sup> June

**Submit Applications to:** Anna Dunne at [a.dunne@kingshawthornes.com](mailto:a.dunne@kingshawthornes.com)

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on your letter of application so please read the Job Description and Person Specification carefully before you write your letter of application.

## References and Pre-Employment Checks

We will seek references for candidates once the position has been offered and we may approach previous employers for information to verify particular experience or qualifications before interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

## Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK





- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualification
- List 99 check
- Section 128 Check
- Satisfactory DBS Disclosure
- Verification of professional status such as QTS Status, NPQH (where required)
- Completion of Employee Health Declaration
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

