

“A place for everyone…***to work and succeed!***”



**Welcome from the Principal Team**

We live in exciting times – our great city of Liverpool is currently undergoing an amazing renaissance, with new jobs, investment and opportunities. We are proud to tell you that North Liverpool Academy is also undergoing its own renaissance. Our most recent Ofsted inspection has graded us as a ‘good’ school in all areas. Our exceptional academic results and reputation continue to confirm us as one or the fastest improving schools in Liverpool.

NLA lies at the heart of the local community. It is our task to prepare our young people for the exciting challenges and opportunities ahead. Our curriculum inspires a lifelong passion for learning and equips our students with the confidence and skills to take advantage of the tremendous opportunities on our doorstep and further afield.

Our ethos and core values are built around a culture of enjoyment and achievement. We believe that when joining our team as a student, parent, member of staff or a member of the local community, by embracing our values of high aspiration, transformational experience, community engagement and excellent achievement we will deliver outstanding educational outcomes for all.

We believe it is our job to ensure that our students take pride in all they do and graduate from North Liverpool Academy with the confidence to take on the competitive and ever-changing world around us. This is a truly exciting time for the North Liverpool Academy as we establish a world class academy with excellence for personal development, leadership, teaching and learning.

If you have any questions, would like a conversation or if you wish to come and see the outstanding work happening across our academy please feel free to contact us.

***Emily Vernon Patrick Ottley-O’Connor***

***Interim Principal Executive Principal***



**History of NLA**

North Liverpool Academy opened in 2006 as one of the first Academies in the country and has benefitted from the various advantages that brings. The Academy is well resourced both in terms of facilities and staff. It is housed in a superbly equipped building, erected in 2009 and enjoys an excellent reputation within the local community.

**The Trust**

Northern School Trust is a not-for-profit education charity. It is a well-developed MAT (Multi-Academy Trust) held in high regard by the DFE. There are currently four schools in the Trust including an innovative Studio School and a Life Sciences UTC in the centre of Liverpool and a UTC based in Wigan.

The Trust is proud of its collaborative way of working and is developing into a nationally recognised and trusted academy sponsor with an excellent reputation. The Trust has a wide range of expertise and specialised experience to call upon, having access to the FE, University, private and voluntary sectors as well as partner schools and consultant expertise drawn from across the UK.

The Trust has a central team that provides best value and an efficient service delivery in areas of HR, Finance, Enterprise & Marketing, Governance, Strategic ICT Development, Data and Facilities Management to all NST schools.

**Latest Ofsted**

North Liverpool Academy’s recent Ofsted inspection rated the school officially as a **Good School**, along with the improving trend in academic results confirms the school as one of the most improved in Liverpool.

Ofsted recognised the significant improvements and achievements made as well as the aspirational ambition of the academy. The inspectors praised the “highly effective leadership, clear vision, high standards” and “strong ambition” and emphasised that “the schools is well placed to continue improving”.

Rated Good across the board, inspectors said that: “Pupils enjoy their learning and have positive relationships with one another and their teachers.”

“Pupils behave well in lessons and take pride in their work”

The report also praised the Sixth Form saying: “It is effectively led and consequently has improved since the last inspection. Outcomes are good because students are taught well. When they leave, an increasing number of students move on to University courses, further education, employment and training” showing a sustained picture of improvement.

**Latest results**

**Key Stage 4**

2018 Exam Results – Invalidated

Attainment

* Our Attainment 8 score is 41.4
* 59.5% of pupils achieved a 4 or above in one of the English GCSEs
* 51.8% of pupils achieved a 4 or above in GCSE Maths and in one of the English GCSEs
* 30.4% of pupils achieved a 5 or above in GCSE Maths and GCSE English
* 58.9% of pupils gained a grade 4 or above in GCSE Maths

Progress

* Our Progress 8 score is -0.16
* Our Maths Progress 8 score is -0.04
* Our English Progress 8 score is -0.63

Destinations

96% of students from this cohort have continued to be in education or training, or move on to employment at the end of 11 to 16 study

**Key Stage 5**

Value added by qualification category.

*\*Figures taken from SISRA Analytics and currently in-validated*

\*This is currently only available for A level and Applied General qualifications; this will be updated January 2018 when national data is released.

* The Progress Measure for A level results is -0.20
* The Progress Measure for Applied General qualifications is -0.56

Average grade by qualification category

*\*Figures taken from SISRA Analytics and currently in-validated*

* The average grade that students achieve in A level qualifications is D+
* The average grade that students achieve in Vocational qualifications is Distinction-
* The average grade that students achieve in Applied General qualifications is Distinction-
* The average grade that students achieve in Technical level qualifications is D-

Progress in English and Maths (from Key Stage 4)

*\*Figures taken from SISRA Analytics and currently in-validated*

* The Progress measure for English Level 2 qualification is 1.06
* The Progress measure for Maths Level 2 qualification is 0.06

Retention

* 86% of students in Year 12 2016/17 have progressed to Year 13 in 2017/18

Key stage 5 destinations

* 75.6% of students in Year 13 in 2017/18 now attend university or college
* 12.8% of students in Year 13 in 2017/18 are now in full-time employment
* 5.1% of students in Year 13 in 2017/18 are now in an Apprenticeship
* 93.5% of students continue in education or training, or move on to employment at the end of 16 to 19 study

Key stage 4 destinations

\*This data is in-validated at present, and will be updated on publication of the September Guarantee

For the academic year 2017/18, 92.1% of students continue in education or training, or move on to employment at the end of 11 to 16 study

Charter Mark & Achievements

* Flagship Inclusion Mark
* Leadership Academy Award
* Sainsbury’s School Sports Mark Gold
* Career Connect Quality Awards
* Healthy Schools Award

**Our Amazing Facilities:**

North Liverpool Academy moved into a purpose built state of the art building in September 2009 and has the following outstanding facilities to name a few:

* 7 Technology classrooms
* 13 state of the art Science classrooms which are fully supported by 2 full-time Science Technicians
* Outstanding Drama Theatre which includes movable walls and bleacher seating to accommodate 220
* High quality dance studio with 2 designated teaching spaces
* Music practice and performance rooms
* Designated sixth form provision with LRC, classrooms and space for study or research
* Library
* ICT facilities including banks of I-Pads, Chromebooks and laptops
* Multi-purpose media suite
* Teaching & learning hub
* Sports hall and fully equipped Gym and Fitness Centre
* Full size Astro pitch
* On site Scoot 66 Scooter supplies shop
* Secure car parking with spaces for up to 140 cars

 

 

**So why choose North Liverpool Academy?**

**All Staff**

* Excellent opportunities for advancement & promotion
* Bespoke training as part of our talent management programme and online accredited CPD courses
* Well lead and managed teams
* Inclusive induction programme
* Designated reprographics support & ICT helpdesk
* Pay related benefits such as Childcare vouchers and Cycle to Work scheme
* Proactive approach to mental health and wellbeing including a supportive HR Department who can provide access to wellbeing services such as Counselling & Occupation Health
* Free on-site secure parking
* Free access to Fitness suite
* Complementary tea & coffee facilities
* Duke of Edinburgh
* Extended opening hours to promote a better quality of work/life balance

**Teachers**

* Fast track UPS/Leadership progression
* Main scale teachers have a minimum 15% timetabled PPA time
* Training and support for middle or emerging leaders and access to NPQML/SL programmes
* Comprehensive NQT/School Direct/Teach First programme
* Paid Development post opportunities

**Support Staff**

* 35 days paid annual leave
* Support for staff wishing to progress into teaching through School Direct
* Membership into the local Government pension scheme, where we as employers pay an additional 11% of contributions
* Time off in lieu when available
* Non contractual discretionary leave during school closure periods

**The English Department**

The Department consists of 16 full time teachers with a range of experience and levels of responsibility both within the department and across the Academy. It is led by the Subject leader of English and overseen by a College Leader who is also an Assistant Principal. The department is also managed by:

* KS3 Co-ordinator
* KS4 Co-ordinator
* KS5 Co-ordinator

“The English Faculty at North Liverpool Academy believe that we are the most important subject in the most important school in Liverpool.

We constantly strive to ensure that nothing is as important as learning in English. We are creating a learning culture in which pupils are accountable for their own learning. We are challenging aspirations through the pursuit of educational goals. We are closing the achievement gap and preparing students for a life of opportunity and choice.

We are a team of dedicated practitioners who are experts in our field. A number of the department are also AQA GCSE markers. We are supportive and inclusive, committed to the whole development of the child.

Along the way, we need to recruit the best teachers to help improve and sustain our vision; an outstanding school in North Liverpool is growing today. All it needs is your ingenuity and talent.

To make this vision become a reality, at North Liverpool Academy we need future leaders to commit themselves to the most urgent and exciting work in the Liverpool area. We require future leaders who can inspire students, who put outstanding ahead of everyday, and who are fearless about closing the achievement gap.

We need you to join our highly collaborative team and shape a vibrant culture.”

***Emma Mills, Subject Leader of English Lee McLinden, Assistant Principal***

 

**Staff profiles**

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**Emma Mills, Subject Leader English**

“I believe every pupil should leave secondary school not only with accredited qualifications, but also with an enthusiasm for English and the Arts, and a passion for lifelong learning. Students must also be equipped with the necessary skills and ways of thinking to function effectively within society. I have worked with in Northern School’s Trust for 4 years and have progressed rapidly from Literacy Co-Ordinator, to KS4 Co-Ordinator and have this academic year accepted the role of Subject Leader of English at North Liverpool Academy.

My skills as a practitioner are varied and experienced due to the ever changing context and climate of education, but specifically my current teaching context. I have over a decade’s worth of experience working with learners with a range of needs including: EAL, low levels of literacy, those with behaviour related needs and well as students who are more able and talented but perhaps due to the area they live, do not get the same cultural opportunities as those in less challenging areas. These fundamental beliefs are at the core of the NLA ethos and as a department, we strive to ensure that all students develop the cultural capital required of them in order to be active members of society in the 21st Century.

I have gained significant experience in a range of English curriculums and have explored different personalised learning pathways in English and media. Tailoring education to support the needs of the individual learner is fundamental in achieving success for all. As a practitioner that continually wishes to improve, adapt and be at the forefront of new and innovative ways of teaching, I have also opted in the last series of exams to mark ofr AQA on paper 2 “Writer’s Viewpoints”. This successful additional responsibility as also enabled me to gain a forensic knowledge of the new 9-1 GCSE.”



**Stacey Meighen, KS3 Co-ordinator**

“Since joining the Academy in 2007, I feel like I have grown up here. Originally employed as a Graduate Learning Support Assistant, I found great satisfaction in developing and implementing a range of interventions to better support students in overcoming their own personal barriers to learning, particularly with literacy. Many of the kinaesthetic practices we adopted proved to be very successful, and I was quickly promoted to the new and exciting role of GLSA Team Leader, before progressing further to Wave II Co-ordinator.

My successes were noticed, and I was identified and supported by SLT, who ardently encouraged me to progress to QTS. Following my acceptance onto the Schools Direct programme which was run by NLA, I completed in-school training, on a timetable that was specifically tailored towards my professional development, with full support from my university-based tutor at LJMU. I qualified in 2014 and was offered a post teaching within the English department.

During my NQT year, I was selected to join a Teaching and Learning Development team of exemplary practitioners, with the aim of supporting colleagues across the academy to further improve their pedagogical practice. From this experience, I was successful in my application for my first leadership role, KS3 Leader of English.

NLA has played as massive role in my personal and professional development. The job is not easy, but it is easily the most rewarding, and has provided the opportunities for me to progress through an empowering, satisfying and promising career.”

**Job Description**

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| **Post Title:** | **TEACHER** |
| **Purpose:** | * To contribute effectively to the work of the Academy and to the achievement of its mission. * To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. * To contribute to the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students. * To actively safe guard and promote the welfare of students in the Academy |
| **Reporting to:** | Curriculum Leader. |
| **Responsible for:** | The provision of a full learning experience and support for students. |
| **Liaising with:** | Support staff other teachers other professionals |
| **Salary/ Grade:** | The appropriate point on the STPC scale for teachers. |
| **MAIN (Core) DUTIES** | |
| **Operational / Strategic Planning** | * To contribute to the whole Academy's planning activities. * To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area. * To plan and prepare courses and lessons. |
| **Curriculum Provision** | * To assist the Curriculum Leader to ensure that the curriculum area provides a range of courses which will complement the Academy’s strategic objectives. |
| **Curriculum Development** | * To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the Academy's Mission and Strategic Objectives. |
| **Staffing**  **Staff Development**  **Recruitment / Deployment of Staff** | * To take part in the Academy's staff development programme by participating in arrangements for further training and professional development. * To continue personal development in the relevant areas including subject knowledge and teaching methods. * To participate in the Performance Management process. * To work as a member of a designated team and to contribute positively to effective working relations within the Academy. |
| **Quality Assurance** | * To help to implement Academy quality procedures and to adhere to those. * To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed Academy procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. * To review from time to time methods of teaching and programmes of work. * To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and academic mentoring functions of the Academy. |
| **Management Information and Administration** | * To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS. * To complete the relevant documentation to assist in the tracking of students. |
| **Communication** | * To communicate and consult with the parents of students. * Where appropriate, to communicate and co-operate with internal/external individuals and bodies as appropriate. * To follow agreed policies for communications in the Academy. * To show an active and personal commitment to safeguarding students by communication any issues that may arise |
| **Marketing and Liaison** | * To take part in marketing and liaison activities such as Open Evenings and liaison events with primary schools. * To help with the interviewing of prospective students. * To contribute to the development of effective subject links with external agencies. |
| **Management of Resources** | * To contribute to the process of the ordering and allocation of equipment and materials. * To assist the Curriculum Leaders to identify resource needs and to contribute to the efficient/effective use of physical resources. * To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, department and the students. |
| **Academic Mentoring System** | * To promote a safe environment for all students as part of the safeguarding agenda * To promote the general progress and well-being of individual students. * To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life. * To undertake regular personal review interviews with students to assist in evaluating their progress and development and in identifying and monitoring personal action plans. * To evaluate and monitor the progress of students and keep up-to-date the individual student progress file and other records as may be required. * To contribute to the preparation of Records of Achievement/ profiles and other reports, including the drafting of references. * To alert the appropriate Curriculum Leader to problems experienced by students and to make recommendations as to how these may be resolved. * Monitor course work and targets and report any falling off of performance * Monitor merits rewards and sanctions and undertake appropriate actions * To support the activities of the House and take part in events. * To deliver the Academic mentoring programme. * To contact the parents, via the Head of House curriculum leader or House manager to keep them informed of any difficulties and problems experienced. |
| **Teaching** | * To teach, according to their educational needs, including the setting and marking of work to be carried out by the student in the Academy and elsewhere. * To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required to provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. * To undertake a designated programme of teaching. * To ensure a high quality learning experience for students which meets internal and external quality standards. * To prepare and update subject materials. * To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. * To make extensive use of the ICT facilities that are available to enhance teaching and learning. * To contribute to the development of the materials on the VLE * To maintain discipline in accordance with the Academy's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. * To undertake assessment of students as requested by external examination bodies, departmental and Academy procedures. * To mark, grade and give written/verbal feedback as required. * To ensure that all cross curricular aspects such as Citizenship are delivered according to the academy’s plan and that these are assessed and recorded. |
| **UPS 1,2,3** It is the role of post threshold teachers to support others younger in the profession to gain the necessary skills to pass through the threshold or to move higher in expertise. It is therefore expected that each member of staff will contribute towards the development of the practice of colleagues and be supportive of them so that that the base of knowledge is shared and our expertise as an academy grows. UPS 1,2 and 3 are deemed to be good and very good practitioners and the quality of their work should be always commensurate with that expectation  **Enhanced DBS for all roles**  **OTHER SPECIFIC DUTIES**  This job description is current at the date shown but, in consultation with you, may be changed by the Principal. | |

**This Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

## Person Specification

**TEACHER**

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| **QUALIFICATIONS** |

*Essential*

* Relevant professional qualifications - Degree level or equivalent
* Has up to date knowledge of relevant legislation and guidance in relation to working with, and the protection and safeguarding of children and young people
* Displays commitment to the protection and safeguarding of children and young people
* Teaching Certificate

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| **SKILLS / KNOWLEDGE / QUALITIES** |

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# Teaching

# To be a good very good or excellent teacher

Management of Learning

*Essential*

1. Commitment to and ability to support the distinctive ethos of the Academy
2. very good communication skills
3. Planning and organisational skills
4. Ability to relate well to staff, students and parents
5. Values and respects the views and needs of children and young people
6. Has good ICT skills which can be used in teaching for learning and good presentational skills
7. Is resilient and demonstrates ability to work well under pressure. Manages time effectively
8. Ability to be a fully integrated team member and be adaptable and flexible in approach to meet the needs and aspiration of the students.
9. Is committed to personal and professional development. Is reflective and learns form past experiences.
10. Is willing to work within the organisational procedures and processes to meet the required standards for the role
11. Has problem solving analytical and negotiating skills

**Curriculum**

*Essential*

1. Good understanding of the relevant curriculum area
2. Willingness to keep up-to-date on issues concerning curriculum development
3. Willingness to participate in the evaluation and monitoring of the relevant curriculum area(s) and quality assurance procedures
4. Willingness to identify and implement action points for improvement
5. Ability to maintain confidentiality where appropriate

**Staff**

*Essential*

1. Willingness to participate in Personal Development Review and Staff Development procedures.
2. Commitment to equality of opportunity and fair treatment for all staff and students.
3. Appreciates the significance of safeguarding and interprets this accurately for all individual children and young people whatever their life circumstances
4. Willingness to undertake training to complete individual training needs.
5. Willingness to contribute to the design and delivery of staff development programmes.

**The Academy is committed to the safeguarding of its students and the promotion of the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**Liverpool and Mersey region**

Whether you are a native to Merseyside or looking at relocating, it’s clear that Liverpool and Merseyside as a whole has a lot to offer. Being European Capital of Culture in 2008 it’s evident why.



Here in Liverpool, there is something for everyone to enjoy, whether it’s visiting one of the many museums for a spot of history and culture, to experiencing a taste of the orient – Liverpool has the biggest Chinese arch outside of mainland China!

Here are some other reasons to enjoy our City

* 2 amazing Cathedrals
* Amazing parks and gardens
* 2 top premier league football clubs – both of which are located within walking distance of the Academy
* House prices in the North West are far cheaper than anywhere else in the UK
* Excellent transport links
* Top tourist attractions
* Fantastic range of shopping, restaurants and nightlife

Why not visit [www.visitliverpool.com](http://www.visitliverpool.com) to see why Liverpool is great!

