



KING'S LEADERSHIP
PHOENIX ACADEMY

TEACHING ASSISTANT (LEVEL 2)

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



I am delighted to welcome you to the King's Leadership Phoenix Academy, for what is proving to be a very exciting and transformational period for our centre and our students. At King's Leadership Phoenix Academy, we believe every child can succeed and that great teaching is the key to that success. This sentiment is reflected in our motto, 'Credimus', which translated from Latin literally means we believe. At King's Phoenix we have the Phoenix Five which is a blueprint to a successful day at King's Phoenix.

Kings Leadership Phoenix Academy is part of The Great Schools Trust (GST), a growing multi-academy trust situated in the Northwest of England. There are currently four King's Leadership Academy's within the trust, located in Bolton, Warrington and two in Liverpool.

King's Leadership Phoenix Academy is an alternative provision school that provides a full-time education for 11-16-year-old students from Vortex House on Wavertree Technology Park. Our academy hosts excellent facilities and a broad curriculum. a wealth of additional space and facilities to expand and broaden our curriculum offer to include science teaching in a specialist lab, an IT suite, a gymnasium, specialist Food Technology and Art and Design rooms, a family dining area, as well as dedicated therapy rooms. The space will also allow us to have dedicated classrooms for the teaching of a full national curriculum.

We recognise that mainstream school and education is not for everyone, but we are unwavering in our belief that expectations should not be lowered for students who attend alternative provision, in fact, they should be higher, especially when considering only 5% of students who attend alternative provision nationally pass English and Mathematics We will therefore, offer a broad and balanced curriculum to class sizes no more than 8 students, offering GCSE and GCSE equivalent qualifications, flexible approaches ensuring curriculum is adapted and tailored to each student and personalised literacy and numeracy programmes. Increased time is dedicated to our ASPIRE personal development programme to focus on qualities of character development and leadership skills in order to prepare students to become successful citizens who can go on to positively contribute to society. We know that our relationships and our ability to truly nurture each student will lay foundations and be at the heart of all achievements.

We take the development and wellbeing of our staff equally as seriously. We hold CPD twice a week with one taking place on Friday afternoons once students leave at lunchtime. All academies in The Great Schools Trust finish early on a Friday to allow for cross trust CPD. All staff are provided with a laptop and there will be state of the art ICT infrastructure in the new building with interactive clever touch screens in each classroom. Daily SLT support is also provided through keeping in touch sessions to discuss events of the day and actions for tomorrow.

We seek to find individuals who are committed to changing the life chances of students, who will be relentless in their drive to set high expectations for student progress and to ensure that no child who leaves the provision will fail when returning back to mainstream or those who go onto further education, employment or training.

I welcome you to King's Leadership Phoenix Academy and hope that you find the information in this pack informative. Please do get in touch if you wish to discuss the post in more detail.

Mr Danny Cross

Principal

Teaching Assistant (Level 2)

Salary: Scale 3 (points 5-6) £23,500 - £23,893 (pro- rata salary = £17,863 - £18,161)

Contract: Term time + 5 days

Hours: 32.5 hours per week

Location: King's Leadership Phoenix Academy

Reporting to: SENCo

Start date: September 2024

Working at King's Phoenix

King's Leadership Phoenix Academy is seeking to appoint a dedicated and hardworking Teaching Assistant.

King's Leadership Phoenix Academy is located in Liverpool with good access to the city centre and local train stations. Class sizes at the school are below average and every student has access to a personal Chrome book. Innovation is one of our strengths, which supports our modern approach to education alongside our commitment to high expectations.

King's Leadership Phoenix Academy is a vibrant diverse school which enjoys a strong sense of community amongst both staff and students. This position is available due to the expansion of the school to our new location at Wavertree Technology Park. King's Leadership Phoenix Academy is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Key Benefits

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

Main purpose

The Teaching Assistant will:

- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion





- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement.

Duties & Responsibilities

Teaching and learning



- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher



Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons



Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues





Health and 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



Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school

Other areas of responsibility

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





Person Specification

Qualifications & Training

- GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths (E)
- First-aid training, or willingness to complete it (E)

Experience

- Experience working in a school environment or other educational setting (E)
- Experience working with children / young people (E)
- Experience planning and delivering learning activities (E)

Skills & Knowledge

- Good literacy and numeracy skills (E)
- Good organisational skills (E)
- Ability to build effective working relationships with pupils and adults (E)
- Skills and expertise in understanding the needs of all pupils (E)
- Knowledge of how to help adapt and deliver support to meet individual needs (E)
- Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils (E)
- Excellent verbal communication skills (E)
- Active listening skills (E)
- The ability to remain calm in stressful situations (E)
- Knowledge of guidance and requirements around safeguarding children (E)
- Good ICT skills, particularly using ICT to support learning (E)
- Understanding of roles and responsibilities within the classroom and whole school context (E)

Personal Qualities

- Enjoyment of working with children (E)
- Sensitivity and understanding, to help build good relationships with pupils (E)
- A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school (E)
- Commitment to maintaining confidentiality at all times (E)
- Commitment to safeguarding pupil's wellbeing and equality (E)
- Resilient, positive, forward looking and enthusiastic about making a difference (E)
- Capacity to inspire, motivate and challenge children and young people (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 5th July

Interviews: W/C 8th July

Submit Applications to: Mark Blackmore at m.blackmore@greatschoolstrust.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