



KING'S LEADERSHIP  
ACADEMY WAVERTREE

# Teacher Recruitment Pack



GREAT SCHOOLS  
TRUST

# Message from the Chief Executive Officer

At the Great Schools Trust, we believe teachers deserve to focus on what truly matters: inspiring young minds, shaping the future and loving their job. Over the last year, we've been reminded of what we can achieve when we work together with purpose, belief and a commitment to helping every child flourish.



This year, innovation has taken centre stage, especially in how we support staff wellbeing and development. Our new AI-powered assessment platform, rolling out Trust-wide, is a game-changer. It's already saving teachers hundreds of hours a year on marking. That's time reclaimed for what truly matters: making a difference in children's lives. No teacher enters our profession to drown in paperwork or feel the weight of unending admin. Teachers teach because they care and want to create a lasting impact. We're making sure you can.

This commitment to empowering our people has been a guiding principle across everything we do. From workforce development to fostering a culture of psychological safety, we've built an environment where staff feel valued and supported. Our recent Endurio survey placed us in the top ten trusts nationally for organisational values and staff wellbeing. It's easy to see why: this is a Trust where people thrive.

This is key, because as our people thrive, so do our students. Across our schools, we're achieving results that challenge expectations. With 70% of students entering the English Baccalaureate and half of our schools eliminating the Progress 8 gap between disadvantaged and non-disadvantaged students, we're creating a pathway to future success.

To those considering joining us: welcome to a place where your passion for teaching will be nurtured, your time respected and your career invested in. You're not just joining a school; you're joining a family, one committed to each other's wellbeing and success.

Our motto, *Credo, Credimus* - "I believe, we believe" - reflects everything we stand for. We believe all children and staff can flourish. At GST, we're committed to giving you the tools, time and trust to make that happen.

Welcome to the Great Schools Trust.

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

At King's Leadership Academy Wavertree, we are moving away from typicality in secondary education. As part of the Great Schools Trust, a growing and ambitious multi-academy trust in the Northwest of England, we are setting a new standard for education. Our family includes five secondaries, two primaries and a groundbreaking Alternative Provision Setting also based in Wavertree.

## Why King's Leadership Academy Wavertree?

We are a brand-new academy, poised to welcome a founding cohort of Year 7 students who are not just here to learn but to help us shape what it means to be a truly transformational school. Guided by our ASPIRE Values – Achievement, Aspiration, Self-awareness, Professionalism, Integrity, Respect, and Endeavour – we are unapologetically dedicated in building better people and creating a culture of excellence that will be nationally recognised.

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 our students, irrespective of their personal circumstances. We also pride ourselves on diversity and inclusivity and the welcome we give every student and their families.

## Why join us?

We are looking for someone who wants to go beyond the status quo. We are searching for a Vice Principal who shares our vision for pushing boundaries, tackling educational inequality, and creating an institution that is a beacon of best practice across the country.

Our curriculum will be ambitious, designed to provide students with the knowledge, skills, and cultural capital to open doors to the very best opportunities, regardless of their starting point. We are relentless in removing barriers to learning, offering every student free meals, national and international residential experiences, and the chance to develop character through programs like the Duke of Edinburgh scheme and the Royal Navy Cadets. Every student matters, and no one is left behind.

We hold staff development and support equally high. With in-house developed AI infrastructure to reduce workload, weekly collaborative CPD, and a commitment to work-life balance, we are rethinking what it means to work in education. This is a place where your ideas will be valued, your professional growth will be supported, and your well-being will never be an afterthought. We are trying to build a setting where staff feel they have real mastery, autonomy and purpose.

King's Leadership Academy Wavertree is a place where we can redefine what is possible in education and to lead the way for others to follow.

If you are ready to challenge yourself, inspire others, and leave a lasting legacy, I encourage you to contact the school for a conversation with myself about how you can help us shape this extraordinary journey.



**Benjamin Barker**

**Principal**





# Classroom Teacher

## Key Benefits

- Access to our CredimusAI package, saving hundreds of hours each school year and freeing up valuable time for teaching and learning
- A device provided for all teaching staff to enhance professional practice
- Weekly leadership link meetings to support your growth and development as a leader
- The opportunity to have a strategic say in the design and construction of our brand-new building
- The ability to support and work with other schools across the Trust, if desired
- Opportunities to work closely with the local community on fundraising and charity initiatives
- A trust which prioritises the well-being of its staff
- Flexible working opportunities
- Highly competitive salaries
- Access to the Teacher Pension Scheme and Local Government schemes
- Generous holiday entitlement of 30 days for support staff
- BUPA Employee Assistance Programme which provides access to tools to help manage well-being along with services such as counselling and access to a child and dependent care helpline
- Good occupational sickness and maternity/paternity schemes
- A unique approach to Performance Leadership
- A commitment to personal and professional development with training and support for each staff member
- The opportunity to develop your career within and across the Trust academies
- Salary sacrifice scheme - Cycle to Work

## Job Purpose

It is expected that the successful teacher will be committed and demonstrate strong emotional intelligence, whilst also upholding the following qualities:

1. Strong subject knowledge and a passion for sharing it in the classroom.
2. A genuine like of children and the patience required to make them succeed.
3. Ability to plan good lessons in response to the strengths and weaknesses of the students.
4. Ability to lead a class well, developing strong norms and expectations.
5. Participation in regular professional development to attune classroom practice.
6. Promote high expectations for all students in your care.



7. Ability to inspire and motivate the students to believe in themselves and apply effort to succeed.
8. Accept feedback from more experienced staff and act on it, whilst refusing to accept low performance from students.
9. Desire to participate in our accelerated promotion opportunities.
10. Be prepared to go the extra mile when required.

### Job Description

#### Job Purpose

It is expected that the successful teacher will meet and uphold the National Teacher Standards, be fully committed to the Trust mission and vision whilst demonstrating strong emotional intelligence and the following qualities:

1. Strong subject knowledge and a passion for sharing it within the classroom
2. Mutual respect for young people and a commitment to enabling them to fulfil their potential
3. Ability to plan lessons in response to students' ability and to address misconceptions
4. Ability to foster a safe climate for learning where everyone can contribute and succeed
5. A commitment to regular professional development to hone classroom practice
6. A willingness to accept feedback as part of the Trust's People-centred leadership offer

#### Job Description

It is expected that the teacher will be hard-working, resilient and demonstrate the following competencies:

#### Core Competencies

- Degree level qualifications and appropriate route into teaching
- Passion for subject and ability to convey this to young people
- Share and uphold the beliefs of Great Schools Trust through strong moral values.
- Be committed to your own professional development and the application of learning theories in the classroom.
- Have high expectations for yourself, colleagues and pupils
- Show respect to other colleagues; treating others as you would like to be treated
- Fully attend and complete ECT and/or induction programmes

#### Teaching & Learning

- Undertake an appropriate programme of teaching at the academy
- Use your non-contact time appropriately (e.g. student feedback/assessment, walkthroughs, supporting colleagues)
- Assist in the development of appropriate learning plans, resources, schemes of work and teaching strategies in your curriculum area
- Contribute to the curriculum area you teach and support the department's development plan as required by your leadership link
- Attend appropriate meetings and training
- Teach students according to their educational needs, including the personalisation of resources or approach where appropriate in line with individual support plans (SEND)







- Review your students' progress based on various performance indicators such as assessment data, homework, feedback from other teachers and parents etc.
- Respond to the performance of the children, re-teaching or explaining aspects of work that has been misunderstood
- Ensure that your lessons are planned in accordance with the department approach and long-term curriculum planning
- Adhere and comply with all relevant external examination board regulations and specifications in your subject area
- Participate in the academy's supportive procedures for learning checks
- Take personal responsibility for your own career development by participating fully in the Trust People-centred leadership programme and school CPD programme

### Person Specification

#### Qualifications and Experience

- Qualified Teacher Status (QTS) or equivalent recognised teaching qualification. (E)
- A degree in a relevant subject area. (E)
- Experience of teaching in the relevant key stage or undertaking route into teaching (E)
- Evidence of ongoing professional development in education and teaching practice. (E)
- Additional qualifications in specific subject areas or special educational needs (SEN). (D)

#### Knowledge and Understanding

- Awareness of safeguarding procedures and commitment to promoting the welfare of young people. (E)
- Strong understanding of the national curriculum and assessment frameworks. (E)
- Knowledge of effective teaching and learning strategies. (E)
- Understanding of child development and how to support students' academic, social, and emotional growth. (E)
- Knowledge of current educational research and how it can be applied in the classroom. (D)
- Familiarity with the use of technology to enhance teaching and learning. (E)
- Knowledge of how AI can be used to further enhance education (D)

#### Skills and Abilities

- Excellent classroom management skills, with the ability to create a positive and inclusive learning environment. (E)
- Strong communication skills, both written and verbal, with the ability to engage effectively with students, parents, and colleagues. (E)
- Ability to plan, deliver, and evaluate high-quality lessons that meet the needs of all students. (E)
- Effective use of assessment to monitor progress, provide feedback, and inform future teaching. (E)
- Ability to work collaboratively as part of a team and contribute to the wider school community. (E)
- Ability to lead co-curricular activities or contribute to school initiatives. (E)
- Awareness of how to use data to drive improvements in student outcomes. (D)



### Personal Qualities

- Passionate about education and committed to making a positive difference in students' lives. (E)
- Reflective and open to feedback, with a willingness to continuously improve and develop professionally. (E)
- Resilient, adaptable, and able to manage workload effectively in a dynamic school environment. (E)
- Strong sense of integrity, professionalism, and commitment to upholding the trust's values and ethos. (E)
- Creative and innovative in approach to teaching and problem-solving. (D)
- Ability to build positive relationships with students, fostering a love of learning. (D)

### Additional Requirements

- Satisfactory completion of all pre-employment checks, including enhanced DBS clearance. (E)
- Compliance with the Trust Staff Communication and social media policy (E)
- Compliance with the School Code of conduct (E)
- Commitment to equality, diversity, and inclusion in education (E)
- Willingness to participate in and contribute to wider school events, meetings, and professional development opportunities. (E)

### 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 but may be reviewed at any time 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 scale.*

*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 trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for applicants who may have a disability or continued employment for any employee who develops a disabling condition.*





### Application and interview process

The selection panel will short-list candidates based on the information given in the comprehensive application form. Applicants will be assessed against the criteria for the role and candidate profile.

### References and Pre-Employment Checks

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

### Our Commitment to Safeguarding

Great Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Any offer made to a successful candidate will be conditional upon relevant pre-employment checks, including:

- Two satisfactory references, one of which must be from your most recent employer;
- Proof of identity, address and right to work in the UK;
- Verification of relevant qualifications;
- Candidates who have worked or been resident overseas for three months or more within the last five years will be subject to criminal record checks from the relevant jurisdiction(s);
- Verification of medical fitness for the role;
- Confirmation that the applicant is not named on the Children's Barred List, administered by the DBS;
- A satisfactory enhanced disclosure from the DBS.
- Satisfactory completion of the probationary period;
- Candidates in managerial roles will be subject to a Prohibition from Management check (Section 128 check).
- Prohibition check (where applicable)

