



NORTH LIVERPOOL ACADEMY



Aspire, Community, Experience



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 of 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.



Phil Lloyd, Executive Principal



Emily Vernon, 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 a primary school, an innovative Studio School and a Life Sciences UTC in the centre of Liverpool.

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 from March 2022 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.

Some takeaways from the report include:

"Pupils including those with special educational needs and/or disabilities (SEND) achieve well. This is because leaders have high expectations of pupils' behaviour and learning. Teachers know their pupils and students in the sixth form in detail. Pupils appreciate the respectful relationships that they forge with staff. They said that they feel valued as individuals and that they trust the staff."

"Students in the sixth form, benefit from a well-designed careers programme. This helps to raise pupils' ambitions and improves their employability. A high proportion of pupils continue into further education and training. An increasing number of students from the sixth form continue their education at university."

"Trustees and governors have a clear vision for the school and enact it capably. They provide effective support and challenge to leaders. Their actions have led to improvements in the quality of education for all pupils including for disadvantaged pupils.

Leaders are considerate of staff's workload and well being. Staff said that they are proud to work at North Liverpool Academy describing the school as an extended family."

Latest published results:

<https://www.compare-school-performance.service.gov.uk/school/131065/north-liverpool-academy/secondary>

Progress:

- Progress 8 Score = 0.20
- English Progress 8 Score = -0.20
- Maths Progress 8 Score = -0.05

Attainment:

- Average Attainment 8 Score 48.55
- 70.2% gained grade 4 or above in English
- 65.1% gained grade 4 or above in Maths
- 58.8% gained grade 4 or above in English and Maths
- 49.2% gained grade 5 or above in English
- 46.4% gained grade 5 or above in Maths
- 37.8% gained grade 5 or above in English and Maths
- 10.5% of students entered for EBacc
- 3.4% of students achieved an EBacc Standard Pass
- EBacc Average Point Score 3.66

KS5 Data:

Overall Value Added Score 0.79

Progress Scores by Qualification Category

A Level 0.92

Academic 0.91

Applied General 0.61

You can find the official evaluation Gov.uk evaluation of the school here
<https://www.compare-school-performance.service.gov.uk/school/131065/north-liverpool-academy/16-to-18>

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 iPads, 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
- Employee Assistance Programme offering staff (& their family members over 16) support through counselling & CBT therapy
- Inclusive induction programme
- Designated reprographics support & ICT helpdesk
- Staff discount scheme including cinema vouchers, days out, shopping and dining out
- Proactive approach to mental health and wellbeing including a supportive HR Department who can provide access to wellbeing services & referrals to 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
- Training and support for middle or emerging leaders and access to NPQML/SL programmes
- Comprehensive ECT/School Direct/Teach First programme
- Paid Development post opportunities

Support Staff

- 35 days paid annual leave (including Bank Holidays)
- 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



Experience English at NLA

Our English Language and Literature Department (including Media and Film)



Head of Department, Mrs. Mills: 'In the English Department at NLA, experiences make up a broad and balanced curriculum offer that deepens students' cultural capital, improves their oracy skills, and equips them for further education and employment when they finish at NLA. We pride ourselves on our hands-on team approach that supports staff and student wellbeing'

The academy is well resourced within English, Media, and Film. We have two floors of state-of-the-art classrooms and breakout areas that facilitate the needs and learning requirements of all of our students. All rooms are equipped with interactive whiteboards, we have a dedicated computer room and a suite of mac computers for media and film sessions. We have a ground floor break out space for independent, small group or whole class use with a large open space for performance based activities. Our newly refurbished library supports our whole school literacy drive with embedded Library carousel lessons in all weekly KS3 sessions.

Key Stage 3



Key Stage 3 lead, Mrs Cave: 'In order to enhance the provision of English beyond the curriculum, our students benefit from a wealth of experiences such as Classics4All – Ovid Competition, National Poetry Day workshops, local Poet visits, World Book Day, our yearly Literary festival and Shaping Futures workshops'.

The department teaches our own bespoke and diverse Curriculum that caters to the needs of students who live in this diverse and historic city. This includes an emphasis on experience, opportunities and variety, in both autobiographical and speech writing, challenging and innovative texts a keen focus on oracy, through fast paced lessons using the latest pedagogy in the science of learning. After a successful first year, students in Year 8 hone their skills, where we will explore Shakespeare's *The Tempest* and the elusive genre of Sci



Fi. Year 9 serves as a bridging year with contemporary Dystopian poetry and prose explored as well as our introductions to 'well-made plays' such as An Inspector Calls and Blood Brothers.



Key Stage 4

Key Stage 4 lead, Miss Clegg: 'Experience is vital to success at Key Stage 4. Students spend time learning aspects of stagecraft and an appreciation for how plays are written for the stage, not the page, before enjoying live productions of key GCSE texts such as Macbeth, A Christmas Carol, Blood Brothers and An Inspector Calls.'

AQA English Language and Literature GCSE

At GCSE we study a host of texts such as Macbeth and A Christmas Carol from the literary canon as well as Power and Conflict poetry from the AQA anthology. The majority of our KS4 teachers are seasoned examiners, with new members of the team applying to mark for AQA yearly across both Language and Literature. This really is the best way to support our learners, and as a result of this we have seen our results improving exponentially across the course of the last 5 years. All elements of the exam are covered by practitioners. Where extra support for learners is required we have experienced Literacy Support Assistants and Special Educational Needs assistants on hand to identify need and drive progress for all learners.

Edexcel BTEC Creative Media Production Lv1/Lv2



BTEC Creative Media Production is a subject which we exclusively offer at KS4, taught by a group of experienced English and Media teachers and supported by an in-school specialist. The skills gained in our course are transferable to careers in film, radio, magazine, social-media, other 'editing' roles and photography. Across both years, learners will gain a broad understanding of media and cultural theory and will focus on topics such as sitcoms, horror films, animation, franchise gaming

and fashion magazines, to allow them to experience a range of different media texts. For their coursework, they will write a two-part report on media audiences and purposes, genre, narrative, representation and production (expanding on analytical skills gained in English) and in year 11 will apply what they learn about production to build a portfolio of practical skills and then entirely produce an audio-visual media product in groups. Finally, learners will complete an externally assessed task in response to a brief.



Key Stage 5

Key Stage 5 lead, Miss Matthews: 'At KS5, experience is tailored towards enriching our students understanding of the A-Level curriculum. We spend time visiting local universities to enjoy taster days and explore graduate careers in English. We have welcomed playwrights and CEOs in our pursuit of enhancing student confidence in further education and future careers. At NLA, we offer AQA A Level English Language and A Level English Literature B as two separate qualifications and we have done this for the last fifteen years. This has enabled us to grow subject specialists in both Language and Literature, and we are looking to grow the team further'.

AQA A level English Language



As part of the Language course, students will immerse themselves in a broad range of theoretical units, including the history of language, international varieties of English, child language acquisition and language and gender. We follow the AQA specification and are constantly seeking out keen and able practitioners who are able to provide not only further expertise, but a love and passion for language at Key Stage 5.

Additionally, we provide many cultural opportunities and are unfaltering in our drive to provide the best experiences, both inside and outside the classroom. We pride ourselves on the links that we have developed with industry specialists, including 'Behind the Headlines', at the Guardian Education Centre in London, Edge Hill University masterclasses in degree level topics, as well as links with a range of journalists and English specialists from around the UK.

AQA A level English Literature

The English Literature course follows the B specification and is split into two pathways; Aspects of Tragedy and Elements of Crime. Results in Literature have seen exponential improvements in the last two years, with a new team at the helm, ready to drive progress even further within a growing department.

Students study Othello, Death of a Salesman and Keats poetry as part of Aspects of Tragedy, but we always keen to explore other texts, especially as part of the NEA coursework element. Additionally, students study unseen crime extracts, Atonement and Robert Browning's poetry as part of the Crime genre.



Again, as with Language, students are immersed in a range of opportunities which develop their cultural capital. This includes trips to London theatres to watch both contemporary and historical plays, visits to city libraries to broaden their literary knowledge and support NEA coursework development and art galleries to appreciate art linked to our literary heritage.



Eduqas Film Studies A-Level

At A-Level, we offer Film Studies to all, regardless of having previously studied Creative Media, although we do recommend that the subject is learnt alongside English Literature or Language. We aim to teach Films with content linking to the broader English and Social Sciences curriculum: Vertigo and One Flew Over the Cuckoos Nest allow us to teach in depth about gender and representations and the influence of film contexts. Shaun of the Dead and This is England encourage rife discussion on the class divide in England. Winter's Bone and Pan's Labyrinth have particular visual styles which are easily analysed in a way not dissimilar to analysing a written text; and other films studies give learners a broad understanding of film as an art. The subject is exam-based with a small coursework tasks each year, in which learners must film and edit or write a script.

HEAR FROM OUR STUDENTS

I've been aspiring to enter a pathway to Law for a really long time and North Liverpool Academy has been supporting me through this journey. On the English Pathway, we learn about the transient nature of language and how it's used within certain groups of people. The understanding that comes with these skills is directly applicable to a career in Law but also gives an insight behind language used in everyday life. With A Level English Language and Literature at NLA, you'll get to visit neighbouring universities, such as Edge Hill for taster sessions on both subjects, and you will get opportunities to visit theatres, art galleries and conferences. Not only that, but the A Level English department is extremely helpful and passionate for what they teach, which makes the experience all the more enjoyable."



RITA





Studying English Literature and Creative Writing



Abbie

English Literature
A*

Sociology
A

Psychology
B



Alumni

Abbie is an example of one of our hard-working students. She studied A level English Literature, Psychology and Sociology and went on to complete a BA in English Literature with Creative writing at the university of East Anglia. Her dream is to become a published author, we hope that she will come visit us after she's published her first book. Rita is currently in Y13 with aspirations of moving on to a Russell group university next year.

House Competitions, Enrichment and much more...



We celebrate many different events in the cultural calendar such as world book day, world poetry day, national Shakespeare day and much more. NLA embraces these opportunities to share with students their love of literature, for everyone get involved. Who



doesn't love the opportunity to get dressed up as your favourite literary character or author? These experiences also provide students with valuable opportunities to explore a range authors they may never have known about. We end the year with a Literary festival in which we invite several prestigious authors to the Academy to share their writing with students, take part in Q&As and sign books including Levi Tafari, Dan Freedman and Frank Cottrell Boyce.



Across the course of the academic year we go on many educational trips, for example: theatre visits to see key GCSE texts such as -An Inspector Calls and Blood Brothers. As well as working with outside agencies such as The Guardian Newspaper in London and The Spoken Word Project to offer students opportunities to enhance their knowledge of the world of



work and life beyond the classroom.



We offer mentoring opportunities to our 6th form to enhance their CVs and University applications and support younger students in progressing in their reading. Students are paired with reluctant readers in years 7 and 8 and mentors are encouraged to develop a dialogue with younger students that supports them and builds their confidence in reading, leading to reading success at their chronological age or above.



Our primary liaison links are second to non- with English leading on Primary provision. We're keen for local primaries to see just what we offer in terms of facilities, specialisms, and leading in learning. As part of primary liaison we regularly invite groups of primary students from year 4-6 to come and



experience a day at NLA with Library Carousel lessons, drama and role play opportunities and creative writing and poetry workshops, we also offer Primary outreach with our Shakespeare Roadshow.

Our Achievements

NLA Lit Fest

Last year saw us launch our inaugural NLA Lit Fest where we invited a host of writers, poets, and playwrights to come and share their passion with our students. The event took place across the course of the day in the summer term and played host to such names as Catherine McPhail,



Steve Camden and Frank Cottrell Boyce, amongst others. It was a hugely successful event that allowed us to share



our passion for literature with our students, all students got to take home a bag of goodies that contained several books, and anthology, an activity pack and a bookmark kit. We had so much fun.

Our team of examiners

We are incredibly proud of our team of KS4 and 5 examiners, we have teachers who also exam mark across all aspects of our KS4 GCSE Language and Literature courses and we now have KS5 markers within our ranks. We recognise this as a really valuable form of CPD and we're always keen to support colleagues with applications for exam marking.



Our fantastic students

Across the course of the year our students have won many awards for their fantastic writing. It is so important to support student's cultural capital by providing opportunities for students to submit entries for a range of competitions including the classics for all – Cambridge Classics Ovid Competition,



Darshan won The Young Writers 2022 Creative Writing Competition and had his short story published in the Anthology 'Unsolved'. This is a Published anthology, available for purchase and celebrates young writers from all around the country.

Lead Practitioner in (Core Subject)

Job Description

RESPONSIBLE TO: Curriculum Leader

GRADE: L1-5

KEY RELATIONSHIPS: Leadership Teams; relevant teaching and support staff; LA representatives; external agencies; parents;

JOB PURPOSE:

- To contribute to maintaining very high expectations throughout the Trust with a clear focus on excellent teaching and student achievement.
- To contribute to the strategic improvement of the Trust and to lead whole Trust training.
- To promote excellence and lead learning within the department.
- The provision of a full and effective learning experience and support for students
- To monitor and support the overall progress and development of students as a teacher/form tutor
- To facilitate and encourage a rich and varied learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment
- To share and support the Trust's responsibility to provide and monitor opportunities for personal and academic growth.

DISCLOSURE LEVEL: Enhanced

RESPONSIBILITIES

Lead Practitioner duties

LPs will support staff teaching in the departments consistently and effectively plan lessons and sequences of lessons, to meet students' individual learning needs by:

- Disseminating examples of effective planning practice within the departments
- Taking steps to ensure that teachers are aware of the needs of inclusion of all pupils and groups and make provision for this in their planning
- To participate in quality assurance processes including learning walks, book looks and student voice activity.
- Taking steps to ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning.
- Establishing strategic planning, including short, medium and long term plans for the development and resourcing of the subject.

LPs will support staff teaching in the departments to consistently and effectively use a range of appropriate strategies for teaching and classroom management by:

- Taking steps to ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject area and communicate this to students by overviews in books, displays in classrooms and subject areas on the NLA website and other means as directed by the Principal.
- Observing colleagues teaching (through subject monitoring) and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement
- Identifying and promoting innovative and effective strategies within the department to meet the needs of all students.

LPs will support staff teaching in the departments to consistently and effectively use information about prior attainment to set well-grounded expectations for students and monitor progress to give clear and constructive feedback by:

- Evaluating and interpreting relevant national, local and school data, research and inspection evidence to inform expectation and teaching methods
- Ensure students receive regular feedback about their learning in exercise books and through discussion.
- Defining intervention strategies to address issues for development that are identified
- Evaluating and reporting on the effectiveness of intervention strategies used to address identified issues
- Supporting teachers in planning appropriate strategies to achieve student progress target levels and objectives
- Taking steps to ensure that agreed student progress target levels within the department are achieved or exceeded
- Encouraging students' motivation and enthusiasm in the school, developing positive responses to challenge and high expectations
- Monitor the objectives and targets for students with SEN and G&T and promote the importance of raising their achievement.
- To advise and support other teachers on classroom organisation, management and teaching methods.

LPs will take responsibility for their own professional development and use the outcomes to improve their teaching and students learning by:

- Maintaining 'leading edge' knowledge through reading, INSET and research to inform their own practice, demonstrating impact in teaching and on students' learning.
- Assimilating new curriculum guidance to assist with the process of change within the department
- Prioritising and managing their own time effectively, balancing the demands made by teaching and involvement in department development
- Achieving their own challenging professional objectives.

LPs will be effective professionals who challenge and support all students to do their best by:

- Creating a climate, which enables staff to develop, challenge and support each other, resulting in positive growth

- Hold staff to account for the academic progress of students in their classes
- Mentoring and coaching staff to develop confidence and maintain positive attitudes
- Communicating effectively with professional integrity within and beyond the school's community
- Taking action to build and maintain effective teamwork with high expectations of outcomes.

A Operational/Strategic Planning

1. Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area
2. Contribute to the Curriculum Area's development plan and its implementation.
3. Development and management of a tracking system
4. Plan and prepare courses and lessons via the VLE.
5. Contribute to the whole Trust's planning activities.

B Subject Knowledge

1. Retain a thorough and up to date knowledge of the relevant aspects of the National Curriculum and related National Strategies.
2. Take account of further curriculum guidance in planning and teaching.
3. Understand the contribution that ICT can make to teaching and have the appropriate knowledge and skills to use ICT in teaching.
4. Take account of the curriculum as a whole, e.g. developing information-seeking skills in students.
5. Understand and utilise the connections between different curriculum learning areas in relation to Academy specialism.

C Lesson Planning

1. Derive your planning from the Trust's agreed schemes of work or long term planning and the relevant aspects of the National Curriculum.
2. Identify record and communicate learning objectives for lessons and sequences of lessons delivered through VLE.
3. Take account of the needs of individual students, groups or classes in your planning.
4. Demonstrate progression in students' acquisition of knowledge, skills and understanding in your planning of sequences of lessons.
5. Make effective use of 'out of school' learning and other opportunities for learning outside of the classroom.

D Teaching / Classroom management

1. Understand and apply effective lesson structures, classroom organisation, teaching strategies and methods appropriate to motivate different students and groups of students.
2. Use a range of strategies to ensure that there is appropriate pace and challenge in lessons for all students.
3. Manage efficiently and creatively the full range of resources available, including adults other than teachers.
4. Provide positive and targeted support for any students with particular learning needs.
5. Set clear expectations for maintaining appropriate learning behaviour in line with Academy learning policy.
6. Maintain high levels of behaviour and discipline, dealing promptly and effectively with misbehaviour and bullying.

E Data Analysis/Assessment for learning

1. Regularly evaluate the progress of students in relation to their prior attainment.
2. Use analysis of data from internal school assessments and National Curriculum assessments to plan lessons and sequences of lessons.
3. Use local and national comparative school data together with information about prior attainment to establish benchmarks and set targets for improvement.
4. Report to colleagues on the progress of an individual, group or class, e.g. when changing classes.
5. Monitor the progress of students through the continuous assessment of attainment against the learning outcomes set.
6. Provide constructive, formative and summative feedback to students.
7. Report to parents on the progress achieved by their child and the action required for further improvement.
8. Liaise and work effectively with other professionals and agencies involved in the assessment and provision for students' needs (e.g. School Improvement Leaders, educational psychologist and SENCO).

F Student Progress

1. Demonstrate that all students make appropriate and consistent progress against their prior attainment.
2. Develop students' literacy, and ICT skills through all subject teaching.
3. Demonstrate that the level of students' progress is as good as or better than local or national student performance in similar settings.
4. Demonstrate that students of different background, behaviour and/or ability make appropriate progress.
5. Demonstrate that students meet or exceed their own challenging individual targets and that the rate of their progress is generally better than that achieved by students in similar settings both locally and nationally

G Professional Development

1. Create and maintain a professional development portfolio in line with school professional development policies.
2. Participate in and engage with school and/or external INSET and professional development activities.
3. Demonstrate improvement in your teaching and students' learning as a result of professional development.
4. Share the outcomes of professional development with colleagues.
5. Use the opportunity of changing duty, role or responsibility to develop further professional expertise.
6. Take action as a result of feedback and identified development needs.

H School Ethos

1. Implement Trust policies and procedures consistently.
2. Ensure your work contributes to the School's ability to meet its aims, vision and values.
3. Contribute to team, learning area or Trust improvement planning.
4. Demonstrate that your work contributes to the progress made by the schools in achieving its priorities for development.

I Professional Characteristics

1. Provide challenge and support to all students.
2. Inspire trust and confidence in students.
3. Build team commitment amongst students and with colleagues.
4. Engage and motivate students to do their best.
5. Demonstrate analytical thinking in your work.
6. Demonstrate positive action to improve the quality of students' learning.
7. Model professional standards through dress, formality of language and NLA policies regarding mobile phone/social media usage.

J Pastoral System

1. To liaise with Pastoral Teams to ensure the implementation of the school's pastoral system.
2. To register students, accompany them to Assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
3. To facilitate student participation in Assemblies and in parent assemblies

K Communications

1. To follow agreed policies for communications in the Trust.
2. Where appropriate, to communicate and co-operate with persons or bodies outside the Trust.
3. To communicate effectively with the parents of students as appropriate.

L Marketing & Liaison

1. To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Review days and liaison events with partner academies.
2. To contribute to the development of effective subject links with external agencies.

M Other specific duties

1. To play a full part in the life of the Schools communities.
2. To support the schools in meeting their legal requirements for worship.
3. To promote actively the Trust's corporate policies.
4. To continue personal development as agreed.
5. To comply with the Trust's Health and Safety policy and undertake risk assessments as appropriate.
6. To undertake any other duty as may, from time to time, be required by the Principals.

Additional Notes

1. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
2. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
3. The Trust 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.
4. The Northern 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.

TEACHER

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

SKILLS / KNOWLEDGE / QUALITIES

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 schools
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 from 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 Northern Schools Trust 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.

Job Description

Post Title:	TEACHER
Purpose:	<ul style="list-style-type: none">◆ 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 safeguard and promote the welfare of students in the Academy
Reporting to:	Subject Leader (Assistant Principal if Subject 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	<ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> ◆ To assist the Subject Leader to ensure that the curriculum area provides a range of courses which will complement the Academy's strategic objectives.
Curriculum Development	<ul style="list-style-type: none"> ◆ 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.
<u>Staffing</u> Staff Development Recruitment / Deployment of Staff	<ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> ◆ 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

<p>Marketing and Liaison</p>	<ul style="list-style-type: none"> ◆ 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.
<p>Management of Resources</p>	<ul style="list-style-type: none"> ◆ 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.
<p>Academic Mentoring System</p>	<ul style="list-style-type: none"> ◆ 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.
<p>Teaching</p>	<ul style="list-style-type: none"> ◆ 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

	<p>written assessments, reports and references relating to individual students and groups of students.</p> <ul style="list-style-type: none"> ◆ 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.

Person Specification

TEACHER

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

SKILLS / KNOWLEDGE / QUALITIES

Teaching

To be a good very good or excellent teacher

Management of Learning

Essential

12. Commitment to and ability to support the distinctive ethos of the Academy
13. very good communication skills
14. Planning and organisational skills
15. Ability to relate well to staff, students and parents
16. Values and respects the views and needs of children and young people
17. Has good ICT skills which can be used in teaching for learning and good presentational skills
18. Is resilient and demonstrates ability to work well under pressure. Manages time effectively
19. Ability to be a fully integrated team member and be adaptable and flexible in approach to meet the needs and aspiration of the students.
20. Is committed to personal and professional development. Is reflective and learns from past experiences.
21. Is willing to work within the organisational procedures and processes to meet the required standards for the role
22. Has problem solving analytical and negotiating skills

Curriculum

Essential

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

Staff

Essential

6. Willingness to participate in Personal Development Review and Staff Development procedures.
7. Commitment to equality of opportunity and fair treatment for all staff and students.
8. Appreciates the significance of safeguarding and interprets this accurately for all individual children and young people whatever their life circumstances
9. Willingness to undertake training to complete individual training needs.
10. 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 to see why Liverpool is great!

