

Thank you for your interest in our organisation. We look forward to receiving your application to become part of Northern Schools Trust at an exciting and pivotal moment in the organisation’s development.

Please do not hesitate to contact us if you have any questions.

**Our Vision**

Life changing opportunities through education for every student.

NST’s vision is to establish world class education through schools that are centres of excellence for personal development, leadership, teaching and learning.

The focus of the Trust is on providing exceptional, life changing opportunities for students from a wide range of social and economic backgrounds, many of whom have experienced exceptional levels of economic and social deprivation.

Information Pack for Applications

Teachers of Science

**Letter from the Chief Executive, Nigel Ward and Chair of Trustees, Dr Geoff Wainwright.**

Dear Candidate,

Thank you for applying to become an important member of our Trust team with the opportunity to play a role in future growth and development as we seek to achieve the ambition of offering world class education to all of the young people in our care.

In 2006 the establishment of North Liverpool Academy provided the catalyst for developing high-quality secondary education in what had previously been a forgotten community. In 2013, Liverpool Life Sciences UTC and The Studio Liverpool opened with unparalleled links to regional employers and HE providers offering a curriculum model for 14-19 education that capitalises on some of the most exciting career prospects for young people in the region.

Since the formation of the Northern Schools Trust in 2014, all three schools have built a reputation for ambition, quality and integrity in the City. In December 2023, Four Oaks Primary School joined the Trust.

Following careful consideration, Trustees now believe the time is right to build on the success of existing schools by expanding to include a significant group of primary partners and other secondary schools.

Our intention is to develop regional clusters of all-through provision in the City that will support families from early years through primary, secondary and post-16 education and on to exceptional destinations.

To deliver our vision we have an exceptional team of staff. We seek to be the most attractive employer so we recruit outstanding staff and enable them to grow and flourish within the Trust.

In Summer 2024 we plan to welcome Gateacre Secondary School into the Trust. The school has enormous potential to improve rapidly with the right team of people in place. If you believe you are one of those people, then this could be an extremely exciting and rewarding opportunity.

The opportunity to contribute to the development of a school on a rapid improvement journey will provide ambitious professionals the chance to demonstrate their capacity to deliver high quality education and develop an unquestionable track record for future career development.

We are looking for people with the ambition and commitment to contribute to the transformation of Gateacre over the next three years as we take the school forward to mirror the success of other schools within the Trust.

We look forward to reading your application. If you have any questions or would like further information then do not hesitate to contact our team.

Kind regards

Nigel Ward Dr Geoff Wainwright

**Chief Executive Officer** **Chair of Trustees**

**Post advertisement**

Post: Teacher of Science

Pay scale: Highly competitive to be agreed with successful candidate.

Contract: Full-time, Permanent

Start date: September 2024 or sooner. We are prepared to appoint early career teachers at the end of their courses prior to the summer vacation.

The Northern Schools Trust Vision: Life changing opportunities through education for every student.

We are aiming to recruit teachers of science to drive subject development and improvement across all schools within the Trust. You will contribute significantly to a newly appointed specialist team tasked with transforming science at Gateacre including the growth of post-16 pathways.

You will be responsible for responding to the support, advice and guidance of experienced leaders so that we can deliver the highest quality science education for all our children. Our school will become centres of excellence for science education.

You will initially work closely with the newly appointed science improvement team to establish and implement a high-quality curriculum across KS3, KS4 and KS5 that will deliver sustainable improvement as the school develops. Within two years there are very likely to be substantial opportunities for promotion and / or career development within the school and wider Trust community.

This is an extraordinary opportunity for someone to play a pivotal role in development of Gateacre.

We are looking for someone who:

* Is a committed and passionate science educator with the ability to contribute to high quality science education.
* Has the ability to work collaboratively and contribute to a dynamic team of professionals.
* Has high professional standards and is ambitious for pupils.
* Has the ability to contribute significantly to the future of the Northern Schools Trust.

In return you will:

* Be joining a strong and dynamic team of professionals at an exciting time in the Trust as we grow and welcome new schools.
* Contribute to shaping the strategy and actions to deliver the Trust vision for Gateacre.
* Develop your career through effective mentoring and professional development.
* Develop your track record of successful implementation of quality improvement strategies.
* Be paid well and provided with a wide range of employee benefits.
* Have access to teacher or local government pension schemes.

Candidates can find out more about the Trust and our schools via the Trust website: <https://northernschoolstrust.co.uk/> . Candidates are welcome to have an informal discussion about the role with Phil Lloyd (Executive Principal). Arrangements can be made by contacting via email, [p.lloyd@northernschoolstrust.co.uk](mailto:p.lloyd@northernschoolstrust.co.uk) or [hr@northernschoolstrust.co.uk](mailto:hr@northernschoolstrust.co.uk)

To apply for this role please complete the application form via our website.

The closing date is: 11:59pm on 3rd March 2024.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

Further information is available by contacting Moira Hennessy, Director of HR via e-mail: [hr@northernschoolstrust.co.uk](mailto:hr@northernschoolstrust.co.uk) .

**Background Information**

NST’s vision is to establish world class, primary, secondary and specialist schools that are centres of excellence for personal development, leadership, teaching and learning. The focus of the Trust is on providing exceptional, life changing opportunities for students from a wide range of social and economic backgrounds, many of whom have experienced exceptional levels of economic and social deprivation.

The trust objectives are:

* Build a strong infrastructure
* Raise attainment and improve progress.
* Deliver life changing opportunities for young people.
* Ensure strong leadership and governance.

By the end of the AY2021-22, Northern Schools Trust included the following institutions:

North Liverpool Academy

Liverpool Life Sciences UTC

The STUDIO Liverpool

The strategic plan for growth over the next two years is based on the following guidelines:

* We recognise the rapidly changing education landscape and seek to respond positively to growth opportunities that will build on the Trust’s success to date. Subject to due diligence, we would seek to accommodate reasonable requests from individual schools, trusts or the RSC.
* As we grow we will consider geographical clusters within the trust e.g. Liverpool, Sefton, Wirral etc. However, we will also endeavour to maintain a boundary on the geographical range of growth i.e. one hour’s drive from the founding school (North Liverpool Academy).
* We will grow by approximately 1-4 institutions in 23/24 academic year, unless there is a strategic reason to consider more e.g. a strong, established cluster of schools requests entry.
* We will maintain an effective balance between school improvement capacity (good/outstanding schools) and vulnerable schools. This will be assessed on a case-by-case basis.
* Over the next three to five years we envisaged having at least three clusters of secondary and primary schools. North and South Liverpool and South Sefton. We are planning to attach between four and six primary schools to each of our secondary schools, therefore by the end of the period we will have at least 22 schools within Northern Schools Trust.
* We foresee having a group of schools that covers mainstream primary and secondary along with special and potentially alternative provision (SEMH).
* We will explore the possibilities offered through both expansion and the free school programme, wherever it fits within our educational vision.

**Our Schools**

**By the end of the Academic Year 2023-24 the Trust will include a cluster of primary schools.**

**At the end of the Academic Year 2022-23 the Trust includes the following schools.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Institution** | **NoR** | **Phase** | **Date of entry** |
| North Liverpool Academy | 1360 | 11-19 | Founding member |
| Liverpool Life Sciences UTC | 527 | 14-19 | 01/09/2013 |
| The STUDIO Liverpool | 300 | 14-19 | 01/09/2013 |
| Totals | 2187 |  |  |

North Liverpool Academy Update

**Ofsted Rating: Good**

**Principal: Emily Vernon**

A true community school, focused on creating a centre of learning excellence. It’s ethos and core values are built around a culture of enjoyment and achievement.

North Liverpool Academy opened its’ doors in 2006 following the merger of two under achieving schools. It is now the most oversubscribed, non-selective school in Liverpool demonstrating that it is a school of choice for parents and children.

The school location deprivation indicator is in quintile 5 (most deprived) of all schools and this is replicated by the pupil population. The school population is extremely diverse with 17 of 17 ethnic groups represented. The proportion of students who are disadvantaged or SEND or EAL is well above the national average in all year groups.

The school curriculum includes a strong academic foundation through provision of Ebacc subjects enhanced by a wide range of options for students to develop their talents and interests. The curriculum has a particular strength in delivering exceptional outcomes in tech levels and vocational subjects. Student progress places NLA amongst the highest performing non-selective schools in the City.

Sixth Form at NLA is in a phase of strong growth with an increasing number of pupils choosing to stay into KS5 alongside a year on year increase in external applicants joining the school for post-16 courses. Students progress successfully to a wide range of destinations including Oxbridge and Russell Group universities.

North Liverpool Academy lies at the heart of its local community. It prepares our young people for the exciting challenges and opportunities ahead. Its curriculum inspires a lifelong passion for learning and equips students with the confidence and skills to take advantage of the tremendous opportunities on their doorstep and further afield.

The STUDIO Liverpool

**Ofsted Rating: Good**

**Principal: Mrs Jill Davies**

The STUDIO is recognised as Liverpool’s best place to study for a career in the digital, tech and creative sectors with an excellent record in placing our students in tech and gaming businesses.

Alongside Liverpool Life Sciences UTC, the school caters for the region’s largest school based Sixth Form.

The school location deprivation indicator is in quintile 5 (most deprived) of all schools and this is replicated by the pupil population. The proportion of students with special educational needs or disabilities is well above national average. The proportion of disadvantaged pupils is well above national average.

The curriculum is underpinned by EBacc subjects forming a strong academic foundation, but substantially enhanced with a focus on specialist subjects to support progression into the industry.

Rated Good by Ofsted, with outstanding features, including behaviour and safety in school. Inspectors noted that the ethos is motivating students to succeed academically and create their own successful futures. This is achieved through strong core values based on professionalism and respect. Students feel safe and valued and staff model professional relationships with and for our students.

Teaching professionals in The STUDIO have a wealth of both teaching and industry experience within the creative and digital industries. They are here to help students get the best results in core curriculum subjects as well as best prepare them for a career with up-to-date industry insights.

Students progress from The STUDIO to a wide range of destinations including specialist University programmes developed in partnership with, for example, Abertay University Computer Games specialist undergraduate programmes. Studio alumni include local entrepreneurs and BAFTA award winning animators.

Liverpool Life Sciences University Technical College

**Ofsted Rating: Good**

**Principal: Mrs Jill Davies**

The first school in the UK specialising in science and health care for 14 to 19-year olds.

Liverpool Life Sciences UTC opened its’ doors to students in September 2013. Alongside The STUDIO the building now caters for the region’s largest school based sixth form.

It provides excellent academic and vocational education by working closely with local employers to create the next generation of scientists, healthcare practitioners, engineers and entrepreneurs.

The school location deprivation indicator is in quintile 5 (most deprived) of all schools and this is replicated by the pupil population. The school population is extremely diverse with 14 of 17 ethnic groups represented. The proportion of students who are disadvantaged is well above the national average.

The curriculum is underpinned by EBacc providing a strong academic core, but is substantially enhanced with a focus on specialist science and health care programmes such as industry led project based learning and accredited professional qualifications in engineering technology.

Students have access to world class resources and facilities, and a curriculum developed in conjunction with business partners and delivered by experts both in and out of the classroom.

Liverpool Life Sciences UTC is the only state school in the country to employ University Professors and PhD students as part of the teaching faculty.

Students’ progress to a wide range of destinations, principally linked to science and healthcare pathways. Alumni include a substantial number of medics and healthcare professionals alongside engineers and researchers. Destinations include Oxbridge, the Dyson Institute, the Crick Institute, GCHQ, Unilever, Astra Zeneca and JP Morgan amongst many others. Programmes include traditional undergraduate courses alongside high quality engineering and science apprenticeships with companies such as Jacobs Engineering and Unilever.

Partners include University of Liverpool, Siemens, Novartis, Unilever, Pro Lab Diagnostics, 2Bio and Liverpool Community Health to name but a few. Recent developments include the introduction of innovative apprenticeship pathways for students to key engineering hubs including Ford, Jaguar Landrover and Surface Transforms.

In December 2023, Four Oaks Primary School joined the Trust.

Gateacre Secondary School and Thomas Gray Primary Schools are on track to join the Trust over the coming months with additional schools earlier in the process of conversion but expected to join at the beginning of the next academic year.

**JOB DESCRIPTION**

**TEACHER**

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| **Post Title:** | **TEACHER** |
| **Purpose:** | * To contribute effectively to the work of the School 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 School |
| **Reporting to:** | Curriculum Leader. |
| **Responsible for:** | The provision of a full learning experience and support for students. |
| **Liaising with:** | Support staff, other teachers and other professionals |
| **Salary/ Grade:** | The appropriate point on the STPC scale for teachers. |
| **MAIN (Core) DUTIES** | |
| **Operational / Strategic Planning** | * To contribute to the whole School'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 School’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 School's Mission and Strategic Objectives. |
| **Staffing**  **Staff Development**  **Recruitment / Deployment of Staff** | * To take part in the School'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 School. |
| **Quality Assurance** | * To help to implement School 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 School 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 School. |
| **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. |
| **Communications** | * 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 School. * 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 other 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 School, 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 School 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 school and take part in events. * To deliver the Academic mentoring programme. * To contact the parents, via agreed school channels, 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 School 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 School'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 School 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 school’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 a school 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  **The teachers core competencies and skills as defined by Teachers’ Standards**  **OTHER SPECIFIC DUTIES**  This job description is current at the date shown but, in consultation with you, may be changed by the Principal. | |
| **This Trust 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**

Your first concern is the education of your students, and you are accountable for achieving the highest possible standards of work and conduct. Teachers at the Trust schools are committed to innovation and engaging young people.

Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of our students.

|  |  |
| --- | --- |
|  | Essential |
| **Qualifications** | |
|  | * 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 qualification |
| **Skills/ Knowledge / Qualities** | |
| **Teaching** | * To be a good or outstanding teacher under the current Ofsted framework * Recent, relevant experience |
| **Management**  **of Learning** | * Commitment to and ability to support the distinctive ethos of our schools * Excellent communication skills. * Contribute to the design and provision of an engaging curriculum that demonstrates good planning and organisational skills. * Ability to relate well to staff, students and parents including promoting a love of learning and * stimulating students’ intellectual curiosity. * Values and respects the views and needs of children and young people. * Have a clear understanding of the needs of different groups of students and be able to use and evaluate distinctive teaching approaches to engage and support them. * Has good ICT skills which can be used in teaching for learning and good presentational skills. * Is resilient and demonstrates ability to work well under pressure. * Manages time effectively * Ability to be a fully integrated team member and be adaptable and flexible in approach to meet the needs and aspiration of the students. * Is committed to personal and professional development. Is reflective and learns form past experiences. * Is willing to work within the organisational procedures and processes to meet the required standards for the role * Has problem solving analytical and negotiating skills |
| **Curriculum** | * Good knowledge and understanding of the relevant curriculum area with the ability to foster and maintain students’ interest in the subject and address misunderstandings. * Demonstrate a critical understanding of developments in the subject and curriculum area, and promote the value of scholarship * Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever your specialist subject. * Willingness to participate in the evaluation and monitoring of the relevant curriculum area(s)and quality assurance procedures * Willingness to identify and implement action points for improvement * Ability to maintain confidentiality where appropriate |
| **Staff** | * Willingness to participate in Personal Development Review and Staff Development procedures. * Commitment to equality of opportunity and fair treatment for all staff and students. * Appreciates the significance of safeguarding and interprets this accurately for all individual children and young people whatever their life circumstances * Willingness to undertake training to complete individual training needs. * Willingness to contribute to the design and delivery of staff development programmes. |