



# Recruitment Guide

## Lead Practitioner of Mathematics

**Location:** King's Leadership Academy Liverpool

**Contract:** Permanent

**Salary:** MPS/UPS + TLR2b (£5,028)

**Start Date:** September 2026



# WELCOME TO THE GREAT SCHOOLS TRUST

**"Excellence is not a destination – it is who we are, every day."**

Welcome to Great Schools Trust, where belief in every child's potential meets the daily habits that make success inevitable. In our schools, excellence is not left to chance. It is embedded through clear routines, ambitious teaching, compassionate leadership and a culture where character matters.



## **Our Mission:**

To develop in every student the academic skills, intellectual habits, qualities of character, and leadership traits necessary to become a successful, healthy citizen in the global community.



## **Our Vision:**

To build a family of outstanding academies where all students, irrespective of their starting points, flourish, are happy and achieve their full potential.



## **Our Values — ASPIRE**

- Aspiration
- Self-awareness
- Professionalism
- Integrity
- Respect
- Endeavour

## **Our Pillars of Excellence:**



### **People & Leadership –**

Growing exceptional leaders who inspire, empower and deliver.



### **Character & Leadership –**

Building resilience, integrity and aspiration through values-led education.



### **Educational Transformation –**

Relentlessly improving teaching and learning for every child.



### **AI & Future Learning –**

Harnessing innovation and technology to personalise and future-proof learning.



### **System Leadership –**

Driving improvement across schools with trust-wide accountability and collaboration.



### **Educational Partnerships –**

Working with families, communities and global partners to extend opportunity.

## **National Recognition:**

- National Behaviour Hub Lead MAT
- Edurio Top 10 for Staff Satisfaction (2024)
- Most Improved MAT in the Northwest for Progress 8 (2023–24)
- Home to the IPCL: The Institute of People, Character & Leadership

## WELCOME FROM THE CEO

### Shane Ierston Chief Executive Officer



At the Great Schools Trust, we hold a simple belief: teachers deserve the space, support and trust to do what they came into this profession to do. To inspire young minds and to shape the future with hope and purpose.

This year has reminded us of the extraordinary things that happen when we work together with shared belief and a deep commitment to helping every child flourish. Innovation has been at the heart of this, especially our new AI-powered assessment platform, which is now rolling out across the Trust. It is already saving teachers hundreds of hours each year. That is not just a technological achievement. It is time genuinely returned to you.

Less pressure, fewer late nights and more energy for the work that truly matters.

No teacher enters this profession expecting to battle endless admin. They choose this path because they care. Our responsibility, as a Trust, is to make sure you can keep doing what you love, supported, valued and encouraged every step of the way.

Over the past year, we have continued to build a culture where people feel heard, respected and safe to grow. Our recent Edurio survey placed us in the top ten trusts nationally for staff wellbeing and organisational values. This reflects the warm relationships, thoughtful leadership and collective purpose that define our community. It also speaks to the consistency across our family of schools. All our academies are judged Ofsted Good or higher, something we are proud of because it represents the everyday dedication of our staff.

As our people thrive, so do our students. Across our academies, we are seeing outcomes that challenge expectations and transform futures.

With 70 percent of students entering the English Baccalaureate and several schools closing the Progress 8 gap between disadvantaged and non-disadvantaged students, our belief in social mobility is more than a vision. It is becoming a reality.

If you are considering joining us, we would love you to know this: you are not just stepping into a job. You are joining a community. A community that invests in you, trusts you and stands beside you. You will be welcomed into a family that celebrates your strengths, supports your growth and believes in the difference you can make.

Credo, Credimus:  
"I believe, we believe."

We believe in every child.  
We believe in every member of staff.  
And we believe in what we can achieve together.

Shane Ierston, CEO

*Shane Ierston*







## WELCOME FROM THE PRINCIPLE

Scott Cordon  
Principle of Liverpool



Since taking up the post of Principal at Easter 2023, it has been a privilege to lead King's Leadership Academy Liverpool through a period of rapid and meaningful transformation. Our school has gone from strength to strength, with notable improvements in student achievement, behaviour, attendance, and wider enrichment. We are a school on the rise, and the momentum is unmistakable.

King's Liverpool is a school of ambition, built on the foundations of belief. As a non-selective academy delivering a grammar-style education, we combine academic rigour with deeply held values. Our students are expected to aim high, work hard and conduct themselves with integrity, and we are proud to say they do.

Our vision is simple yet powerful: to develop in every student the academic skills, intellectual habits, strength of character, and

leadership qualities to succeed at the highest levels. We want our students not just to do well in exams, but to flourish as confident, responsible citizens in tomorrow's world.

This belief is captured in our motto, *Credimus*—we believe. We believe every child can succeed, regardless of background. We believe great teaching changes lives. And we believe it is the role of every adult in the academy to turn that belief into reality, every single day.

Since Easter 2023, we have seen:

- Strong improvements in attendance and punctuality.
- A significant uplift in student outcomes and effort across all year groups.
- More students than ever are involved in leadership programmes, enrichment, and cultural capital experiences.
- Exceptional engagement with our Aspire values—Achievement, Self-Awareness, Professionalism, Integrity, Respect and Endeavour.
- A growing reputation across the city for high standards and high support.

At the heart of our success is a rigorous, ambitious curriculum and an extended school day designed to close gaps, broaden horizons, and challenge all learners to aim higher. Our House system ensures every

student feels known and valued, while our character and leadership programmes—RAF Cadets, DofE, university visits, cultural events—equip students with the skills and experiences to thrive in life beyond school.

What truly distinguishes King's Liverpool, though, is our people. We recruit professionals who believe in discipline with warmth, who balance ambition with compassion, and who hold every student to the highest standard without excuse. In return, we invest in our staff: weekly CPD, access to national qualifications, leadership development, and clear routes to progression. If you are serious about growing your career and transforming lives, this is a school where you can do it.

We are building something exceptional. And if that excites you, I warmly encourage you to come and visit us.

To arrange a visit, please contact:  
[admin@kingsliverpool.com](mailto:admin@kingsliverpool.com)  
We would be delighted to welcome you.

Kind Regards,  
Scott Cordon



KING'S LEADERSHIP  
ACADEMY LIVERPOOL

# King's Liverpool. The place to be

## School Moving Fast and Getting Results

- One of the most improved schools nationally, with rapid gains in attendance, behaviour and outcomes since Easter 2023.
- A growing community of 950+ students, driven by clear routines, high expectations and consistency.
- A leadership team that acts quickly, backs staff and focuses relentlessly on impact.

## Academic Excellence Without Barriers

- A grammar-style curriculum that is unapologetically ambitious, without selection.
- An extended school day used purposefully: targeted intervention, structured enrichment and no wasted time.
- Knowledge-rich teaching, explicit instruction and a culture where learning comes first.

## Behaviour That Protects Learning

- Calm, disciplined classrooms built on clarity, consistency and follow-through.
- High standards upheld daily, so teachers can teach, not firefight.
- Warmth and care alongside structure: students feel safe, known and challenged.

## Character and Leadership, Not Bolt-Ons

- ASPIRE values lived daily, not laminated on walls.
- RAF Cadets, Duke of Edinburgh, university visits and cultural capital woven into the curriculum.
- We develop students who can lead themselves and others, whatever their starting point.

## A Place to Build a Serious Career

- Weekly, high-quality CPD focused on classroom practice.
- Funded NPQs, leadership pathways and real development opportunities.
- Clear progression routes and secondments across the Trust.
- A culture where staff are trusted, coached and developed. Not micromanaged.

## Why People Stay

- Purposeful leadership, visible every day.
- High standards matched with genuine support.
- A shared belief: every child can succeed and every adult can keep improving.



## Staff Benefits & Wellbeing

At our Trust, we are committed to creating an exceptional working environment where staff feel valued, supported and empowered to thrive. We believe that investing in our people is the foundation of outstanding education.

### A Trust That Prioritises Staff Wellbeing

- A culture where staff wellbeing underpins decision-making
- Strong pastoral support and leadership that genuinely listens
- A collaborative, family-oriented environment across all academies

### Professional Benefits & Career Development

- Highly competitive salaries that reward excellence
- Access to CredimusAI, saving significant time and reducing workload
- A personal device for all teaching staff to support professional practice
- Weekly leadership link meetings to support development and progression
- Clear career pathways, with rapid promotion for the right candidates
- Trust-wide collaboration, sharing expertise and supporting other schools
- Strategic input into our new building, shaping facilities for future generations

### Health, Wellbeing & Personal Support

- Benenden Health membership (optional £15.50 per month), with day-one access to:
  - 24/7 GP and mental health helplines
  - Specialist advice for adult care, neurodiversity and disability
  - Fast access to diagnostics, physiotherapy, mental health support and cancer advice
  - Support for tuberculosis and selected surgical procedures (subject to eligibility)
  - No medical checks, excess fees or age-related pricing
  - Option to add family members at additional cost
- BUPA Employee Assistance Programme (Trust-funded), providing:
  - Counselling and emotional wellbeing support
  - Legal, financial and family care advice
  - 24/7 confidential assistance
- Generous occupational sick pay, maternity/paternity provision and family-friendly policies

### Financial, Lifestyle & Community Benefits

- Cycle to Work salary sacrifice scheme
- Membership of the Teachers' Pension Scheme or Local Government Pension Scheme
- Opportunities to engage with the local community through fundraising and charity work
- The chance to contribute to trust-wide culture, innovation and school improvement







## About the Role

**Location:** King's Leadership Academy Liverpool

**Contract:** Permanent (Full Time)

**Reports to:** Head of Faculty

**Salary:** MPS/UPS + TLR2b (£5,028)

**Start Date:** September 2026

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

1. Lead the development and implementation of a high-quality mathematics curriculum, which is innovative, engaging, and rigorous, and meets the needs of all students.
2. Work collaboratively with LP's, teachers, teaching assistants, and other stakeholders to identify areas of improvement in mathematics teaching and learning and develop strategies to address them.
3. Provide expert guidance and support to teachers in the planning, delivery, and assessment of mathematics lessons, including the provision of high-quality resources and materials.
4. Monitor the quality of teaching and learning in mathematics across the school, using a range of strategies, including lesson observations, work scrutiny, and data analysis, and provide feedback to teachers and senior leaders.
5. Lead the delivery of high-quality mathematics CPD for all staff, ensuring that they have the knowledge and skills they need to deliver effective mathematics teaching.
6. Ensure that all students have access to high-quality mathematics teaching, regardless of their background or ability, and that they are supported to achieve their full potential in the subject.
7. Work with directors and senior leaders to develop and implement effective strategies to raise standards in mathematics across the school, including setting ambitious targets for student achievement.
8. Play an active role in the wider school community, including attending meetings and events, and contributing to the development of school policies and practices.
9. To take responsibility for a given Key Stage and/or area(s) with the Mathematics Department with a view to providing the best possible provision for students whilst maintaining a good work-life balance for staff. These areas and Key Stage will be subject to change at the discretion of the Director of Maths with a view to improving provision for students and staff development.

# Job Description

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## 1) Professional Values & Ethos

Our teachers are the primary custodians of the Trust's mission, character through leadership and exemplify the ASPIRE values (Aspiration, Self-awareness, Professionalism, Integrity, Respect, Endeavour) in every action.

- Model and champion the values, ethos, and moral purpose of the Great Schools Trust
- Act as a visible role model for professional conduct, ambition, and integrity
- Inspire colleagues through an unwavering belief in the potential of all pupils
- Uphold high expectations for teaching quality, behaviour, and outcomes across the department
- Contribute to a strong culture of respect, accountability, and continuous improvement
- Lead by example in safeguarding, inclusion, and ethical practice
- Promote the Trust's people-centred leadership approach through daily practice

## 2) Teaching Excellence & Pedagogical Leadership

- Deliver consistently exceptional classroom practice that models Trust expectations
- Act as a Lead Practitioner for pedagogy within the department
- Model highly effective strategies for behaviour, explanation, questioning, and feedback
- Support colleagues in developing their classroom practice through coaching and mentoring
- Share evidence-informed teaching approaches and research-based strategies
- Support the induction and development of ECTs and early career teachers
- Contribute to raising teaching standards beyond your own classroom

## 3) Curriculum Leadership & Department Development

- Take a leading role in curriculum design, sequencing, and implementation
- Ensure curriculum coherence from long-term plans through to lesson delivery
- Support the Faculty Lead in driving the departmental development plan
- Ensure curriculum intent, implementation, and impact align with academy priorities
- Champion subject expertise and disciplinary knowledge across the department
- Support enrichment, literacy, and wider curriculum priorities within the subject
- Contribute to Trust-wide curriculum collaboration where required

## 4) Assessment, Data & Student Outcomes

- Lead by example in the use of assessment to improve learning and outcomes
- Analyse departmental data to identify trends, strengths, and areas for improvement
- Support colleagues to use data intelligently to inform teaching and intervention
- Lead or contribute to targeted intervention strategies within the department
- Monitor the progress of key groups and support closing attainment gaps
- Ensure assessment practices are robust, consistent, and aligned to Trust systems
- Evaluate the impact of teaching strategies on student outcomes

## 5) Coaching, Professional Development & Capacity Building

- Provide structured coaching, mentoring, and professional support to colleagues
- Contribute to the planning and delivery of departmental CPD
- Support colleagues in responding to feedback from learning checks and reviews
- Model reflective practice and a commitment to professional growth
- Support talent development and succession planning within the department
- Engage fully with Trust CPD and leadership development programmes
- Contribute expertise to wider academy or Trust improvement work

## 6) Quality Assurance & Systems

- Lead or support learning checks, work scrutiny, and lesson visits within the department
- Support the Faculty Lead in maintaining high-quality assurance standards
- Ensure consistency of expectations across classes and teachers
- Support colleagues in meeting and exceeding professional standards
- Set, monitor, and review improvement targets within your area of responsibility
- Ensure compliance with examination board and statutory requirements
- Use quality assurance outcomes to drive measurable improvement

## 7) Safeguarding, Compliance & Professional Responsibilities

- Maintain a strong safeguarding culture within the department
- Ensure colleagues understand and uphold safeguarding and SEND responsibilities
- Comply fully with Trust policies, systems, and professional expectations
- Undergo enhanced DBS and barred list checks in line with statutory guidance
- Contribute to a culture of safety, vigilance, and care across the academy
- Support senior and middle leaders with additional responsibilities as required
- Act as a professional ambassador for the academy and Trust



## Person Specification

Category	Essential	Desirable
<b>Qualifications &amp; Experience</b>	<p>Qualified Teacher Status (QTS) or equivalent recognised teaching qualification.</p> <p>A degree in a relevant subject area.</p> <p>Experience of teaching in the relevant key stage or undertaking a recognised route into teaching.</p> <p>Evidence of ongoing professional development in education and teaching practice.</p>	<p>Postgraduate qualification or NPQ (e.g. NPQML, NPQLT, NPQLTD or equivalent).</p> <p>Experience of leading or significantly contributing to departmental improvement.</p>
<b>Knowledge &amp; Understanding</b>	<p>Awareness of safeguarding procedures and commitment to promoting the welfare of young people.</p> <p>Strong understanding of the national curriculum and assessment frameworks.</p> <p>Knowledge of effective teaching and learning strategies.</p> <p>Understanding of child development and how to support students' academic, social and emotional growth.</p> <p>Familiarity with the use of technology to enhance teaching and learning.</p>	<p>Understanding of how to evaluate teaching and curriculum impact using qualitative and quantitative evidence.</p> <p>Awareness of the Ofsted Education Inspection Framework, particularly the Quality of Education judgement.</p>
<b>Skills &amp; Attributes</b>	<p>Excellent classroom management skills that foster a positive and inclusive learning environment.</p> <p>Strong written and verbal communication skills, with the ability to engage effectively with students, parents and colleagues.</p> <p>Ability to plan, deliver and evaluate high-quality lessons that meet the needs of all students.</p> <p>Effective use of assessment to monitor progress, provide feedback and inform future teaching.</p> <p>Ability to work collaboratively as part of a team and contribute to the wider school community.</p> <p>Ability to lead co-curricular activities or contribute to school initiatives.</p>	<p>Ability to model consistently high-quality classroom practice for colleagues.</p> <p>Strong coaching skills, including the ability to give clear, developmental feedback.</p>
<b>Personal Qualities</b>	<p>Passionate about education and committed to making a positive difference in students' lives.</p> <p>Reflective and open to feedback, with a commitment to continuous professional improvement.</p> <p>Resilient, adaptable and able to manage workload effectively in a dynamic school environment.</p> <p>Strong sense of integrity, professionalism and alignment with the Trust's values and ethos.</p>	<p>Aspirational and improvement-focused mindset, with a commitment to instructional leadership.</p> <p>Professional credibility and influence with colleagues across the department.</p>
<b>Additional Requirements</b>	<p>Satisfactory completion of all pre-employment checks, including enhanced DBS clearance.</p> <p>Compliance with the Trust Staff Communication and Social Media Policy.</p> <p>Compliance with the School Code of Conduct.</p> <p>Commitment to equality, diversity and inclusion in education.</p> <p>Willingness to participate in and contribute to wider school events, meetings and professional development.</p>	<p>Willingness to contribute expertise beyond own classroom or department.</p> <p>Experience of supporting whole-school or Trust-wide initiatives or priorities.</p>



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## How To Apply

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Submit your application via [Our Website](#)

For an informal conversation about the role or to arrange a tour of our academy, please contact our Operations Manager, Rebecca Denobrega at [r.denobrega@kingsliverpool.com](mailto:r.denobrega@kingsliverpool.com) or 0151 727 1387.

## Appointment, Compliance & Safeguarding

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### Appointment, Terms & Compliance

This appointment is made by the Local Academy Council on behalf of the Great Schools Trust. The Job Description forms part of the contract of employment and may be reviewed as the role or organisational needs change, following consultation. The Trust will make reasonable adjustments to support applicants and employees with disabilities.

The Trust is a licensed Skilled Worker Visa sponsor and may offer sponsorship subject to eligibility and the requirements of the role.

### Safeguarding & Pre-employment Checks

Great Schools Trust is committed to safeguarding and promoting the welfare of children and young people. All staff must share this commitment. As part of safer recruitment, interviews will explore motivation to work with children, ability to maintain professional boundaries, emotional resilience and attitudes to authority and behaviour management.

### Pre-Employment Checks

Any offer of employment is conditional upon the successful completion of the following:

- Proof of identity, address and right to work in the UK
- Two satisfactory references, including the most recent employer
- Verification of relevant qualifications
- Enhanced DBS check with barred list check
- Prohibition from teaching check
- Section 128 check (for management roles)
- Overseas police checks (where applicable)
- Occupational health clearance
- Satisfactory completion of the probationary period

### Ongoing Compliance

The postholder must comply with Trust policies, including the Staff Code of Conduct, Safeguarding and Child Protection Policy, and Staff Communication and Social Media Policy. Responsibilities may be reviewed periodically in line with Trust and academy priorities.



# KING'S LEADERSHIP ACADEMY LIVERPOOL

