



KING'S LEADERSHIP
ACADEMY LIVERPOOL

Recruitment Guide

Level 3 Teaching Assistant 1:1 Offsite Support

Location: King's Leadership Academy
Liverpool

Contract: Permanent

Salary: £24,132 - £26,177 Actual

Start Date: Immediate Start



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 PRINCIPAL

Scott Cordon
Principal 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
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 & Offsite Provision

Contract: Permanent

Reports to: Senior Leadership Team / SENCo

Salary: Scale 5. Pts 12 £28,598 - 17 £31,022 FTE

Actual: £24,132 - £26,177 (based on 37 Hours TTO)

Hours: Flexible on either 32.5 or 37 per week, Term Time Only

Start Date: Immediate Start

We are seeking a highly motivated, resilient and adaptable Level 3 Teaching Assistant to provide dedicated 1:1 support for a secondary-aged student accessing education through an offsite provision.

The successful candidate will support the student in engaging with GCSE English and Maths learning, while implementing effective behaviour support strategies to promote positive engagement with education.

This role requires an individual who can build trusting relationships, maintain consistent boundaries, and adapt learning approaches to meet individual needs. The postholder will work closely with the SENCo, teaching staff and safeguarding leads to ensure the student receives structured academic support alongside guidance that promotes emotional regulation, independence and resilience.

The position requires a calm, reflective practitioner who can remain composed when faced with challenging behaviour and who is committed to supporting young people in overcoming barriers to learning.

Job Description

1) Student Support

- Work with teachers and relevant staff to raise pupil learning and attainment.
- Promote pupils' independence, confidence and social inclusion.
- Provide support to pupils individually or in groups, including targeted 1:1 support, enabling them to access the curriculum.
- Support pupils to develop positive learning behaviours and emotional regulation.
- Reinforce literacy and numeracy skills, including work aligned with GCSE English and Maths where appropriate.
- Support pupils experiencing barriers to learning, including social, emotional or behavioural needs

2) Teaching and Learning

- Use effective strategies to support teaching and increase achievement for all pupils, including those with SEND.
- Promote inclusion by encouraging participation in learning and school activities.
- Support delivery of a broad and balanced curriculum.
- Use behaviour management strategies in line with school policies.
- Support teachers in maintaining good order and a safe learning environment.
- Use positive behaviour and de-escalation strategies where required.
- Organise teaching spaces and resources to maintain a safe and stimulating environment.
- Observe pupil progress and report observations to the teacher.
- Supervise a class if the teacher is temporarily unavailable.
- Use ICT to support pupils' learning.
- Undertake other duties as directed by the teacher or senior staff.

Where working offsite:

- Support pupils to engage with structured learning in a safe offsite setting.
- Ensure learning activities align with school expectations.
- Maintain communication with school staff regarding progress, behaviour and engagement.

3) Planning

- Support assessment by monitoring, recording and reporting pupil progress.
- Read and understand lesson plans where available.
- Prepare classrooms and learning resources for lessons.
- Provide feedback to teachers to support planning.
- Support the implementation of individual learning plans, behaviour plans or EHCP targets.

4) Working with Staff, Parents/Carers and Relevant Professionals

- Communicate effectively with staff, pupils and parents/carers under teacher direction.
- Share knowledge of pupils with school staff and education, health or social care professionals to support informed decisions.
- Provide feedback for meetings with parents/carers when required.
- Help keep professionals informed of pupil progress and concerns.
- Work collaboratively with teachers, colleagues and specialist professionals.
- Develop positive professional relationships with staff.

5) Health and Safety

- Promote the safety and wellbeing of pupils at all times.
- Follow school health and safety procedures, particularly in offsite settings.
- Follow Keeping Children Safe in Education (KCSIE) and the school's safeguarding policies.
- Support pupils who are upset, unwell or injured.
- Report welfare or safety concerns in line with safeguarding procedures.

6) Professional Development

- Keep knowledge and practice up to date through reflection and professional development.
- Participate in relevant training related to safeguarding, behaviour and SEND.
- Develop the skills and experience required for the role.
- Participate in the school's appraisal procedures.

7) Safeguarding

- Work in line with statutory safeguarding guidance including KCSIE and Prevent.
- Promote the safeguarding and wellbeing of all pupils.
- Report concerns immediately following school procedures.
- Maintain professional boundaries when supporting pupils, including during 1:1 or offsite provision.

Additional Information

The Teaching Assistant must follow school policies and the staff code of conduct. This job description outlines the general nature and responsibilities of the role and is not an exhaustive list. The postholder may be required to undertake other duties appropriate to the role as directed by the Principal or line manager.

Person Specification

Category	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> • Level 3 Teaching Assistant qualification (or equivalent experience). • GCSE English and Maths at Grade C/4 or above (or equivalent). • Understanding of safeguarding responsibilities in education. 	<ul style="list-style-type: none"> • Training in Team Teach, de-escalation strategies, or trauma-informed practice.
Experience	<ul style="list-style-type: none"> • Experience supporting secondary-aged pupils. • Experience working with students who display challenging behaviour or barriers to learning. • Experience supporting literacy and numeracy development. • Experience working with students on a 1:1 basis or in alternative provision settings. 	<ul style="list-style-type: none"> • Experience working in alternative provision, offsite provision, or outreach support roles. • Experience supporting pupils with SEMH (Social, Emotional and Mental Health) needs.
Skills & Knowledge	<ul style="list-style-type: none"> • Strong communication and relationship-building skills. • Ability to build trusting and supportive relationships with young people. • Knowledge of behaviour management and de-escalation strategies. • Ability to adapt learning approaches to suit individual needs. • Strong organisational skills and ability to maintain accurate records. • Ability to work independently while maintaining communication with the school team. 	<ul style="list-style-type: none"> • Knowledge of GCSE curriculum expectations in English and Maths. • Experience contributing to EHCP or support plan implementation.
Personal Qualities	<ul style="list-style-type: none"> • Calm, patient and resilient under pressure. • Consistent and professional in maintaining expectations and boundaries. • Flexible and adaptable to changing circumstances. • Committed to supporting positive outcomes for vulnerable young people. • Reflective practitioner willing to learn and develop professionally. 	



How To Apply

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 or 0151 727 1387.

Appointment, Compliance & Safeguarding

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.



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