



KING'S LEADERSHIP
PHOENIX ACADEMY

Recruitment Guide

Pastoral Officer

Location: King's Leadership Academy
Phoenix

Contract: Permanent (37-Hours TTO)

Actual Salary: £24,132.41

Start Date: September 2026



EDURIGO TOP 10
TRUST AWARD WINNER



  @GSTSchools



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



GREAT SCHOOLS
TRUST





WELCOME FROM THE PRINCIPAL

Daniel Cross
Principal of Phoenix



I am delighted to welcome you to King's Leadership Phoenix Academy at what is proving to be an incredibly exciting and transformational period for our centre and our students.

Since opening, our academy has grown rapidly and established itself as a highly effective alternative provision that truly changes the life chances of young people.

This impact was recognised during our 2025 Ofsted inspection, where the academy was judged Good for Quality of Education, Behaviour and Attitudes, and Leadership and Management, with an Outstanding judgement for Personal Development. Inspectors recognised the strong relationships between staff and students, the high expectations we

hold for every young person and the life-changing support we provide to help pupils thrive and succeed.

At King's Leadership Phoenix Academy, we believe every child can succeed and that great teaching is the key to that success. This belief is reflected in our motto, 'Credimus', which, translated from Latin, means *we believe*. Our daily work is guided by the Phoenix Five, which provides a clear blueprint for a successful day at our academy.

King's Leadership Phoenix Academy is an SEMH alternative provision school providing full-time education for students aged 11-16 from our site at Vortex House on Wavertree Technology Park.

We recognise that mainstream education is not the right setting for every young person. However, we are unwavering in our belief that expectations should never be lowered for students who attend alternative provision. In fact, they should be higher. Nationally, only a small proportion of students in alternative provision achieve passes in English and Mathematics, and we are determined to challenge this narrative by providing students with the opportunities, support and belief they deserve.

Our curriculum is broad, ambitious and personalised, delivered in small class sizes. Students work towards GCSE and equivalent

qualifications, supported by flexible approaches that allow learning to be adapted to individual needs. Personalised literacy and numeracy programmes ensure that students are supported to rebuild the foundations of their learning and make strong progress.

Our academy offers excellent facilities and a broad curriculum with specialist learning environments, including a science laboratory, IT suite, gymnasium, Food Technology room, Art and Design studio, family dining area and dedicated therapy rooms, alongside well-resourced classrooms supporting delivery of the full national curriculum.

I warmly welcome you to King's Leadership Phoenix Academy and hope you find the information in this pack informative. Please do not hesitate to get in touch if you would like to discuss the post in more detail.

Daniel Cross



KING'S LEADERSHIP
PHOENIX ACADEMY

King's Phoenix. The place to be

A School That Changes Life Chances

- A specialist SEMH alternative provision committed to transforming outcomes for young people who have experienced barriers to education.
- Small classes, strong relationships and high expectations enable students to rebuild confidence, re-engage with learning and achieve success.
- A team driven by belief, consistency and the determination to help every student succeed.

High Expectations, Personalised Learning

- A broad and ambitious curriculum delivered through small class sizes of up to eight students.
- Learning tailored to individual needs through personalised literacy and numeracy programmes.
- GCSE and equivalent qualifications, ensuring students leave with meaningful outcomes and future pathways.

Behaviour and Relationships That Support Learning

- Clear routines, consistency and strong relationships create calm learning environments.
- Staff work closely with students to rebuild trust, confidence and engagement with education.
- A nurturing approach combined with firm expectations helps students develop resilience and self-belief.

Character Development at the Core

- The ASPIRE personal development programme develops character, leadership and independence.
- Students benefit from opportunities that broaden horizons and prepare them for life beyond school.
- Our motto 'Credimus' – We Believe underpins a culture where every young person is supported to succeed.

A Place to Grow as a Professional

- Twice-weekly CPD focused on developing strong classroom practice.
- Opportunities to collaborate and develop across The Great Schools Trust.
- A supportive leadership team committed to coaching, development and staff wellbeing.
- Funded NPQs, leadership pathways and real development opportunities.
- Clear progression routes and secondments across the Trust.

Why Staff Choose King's Phoenix

- Purposeful leadership, visible every day.
- Small classes that allow meaningful relationships with students.
- A supportive and collaborative team environment.
- The opportunity to make a genuine difference to the lives of young people.



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 Phoenix

Contract: Permanent (37-Hours per week) Term Time Only

Reports to: Leadership Link or SLT

Salary: Scale 5 , Points 12-17 £28,598 - £31,022. Actual Salary £24,132.41

Start Date: September 2026

This is a key role in the effective running of King's Phoenix, where we work with some of the city's most vulnerable young people. The role of Pastoral Officer is central to ensuring both the continuity of learning and the holistic well-being of students within the school environment. The post holder is will uphold school policies, manage behaviour effectively, assess student progress, and contribute to a safe and purposeful learning environment.

Simultaneously, the role includes providing targeted pastoral support under the direction of the Pastoral Manager, with a specific focus on students enrolled in the Alternative Provision.

The post holder will play a proactive role in addressing social, emotional, and behavioural barriers to learning, ensuring that each student is equipped to thrive both academically and personally. This includes supporting students' personal development, promoting positive attitudes, and fostering a culture of care and respect across the school.

The responsibilities position the Cover Supervisor and Pastoral Officer as a vital link between academic delivery and student welfare, contributing significantly to the trust's mission of nurturing confident, capable, and well-supported learners.

Job Description

1) Professional Values & Ethos

Our staff 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;

- Uphold and actively model the values, ethos, and moral purpose of the Great Schools Trust.
- Maintain high expectations of yourself, colleagues, and pupils at all times.
- Treat colleagues, pupils, and families with professionalism, respect, and integrity.
- Contribute positively to a culture of ambition, inclusivity, and mutual respect.
- Act as a role model in conduct, language, and professional standards.
- Commit fully to safeguarding and student welfare responsibilities.

2) Pastoral Support & Student Welfare

- Provide consistent pastoral support to pupils both inside and outside the classroom, using professional judgement to meet individual needs.
- Act as a first point of contact for pupil wellbeing concerns, responding appropriately and escalating where necessary.
- Support pupils during break and lunch times, offering supervision and guidance where required.
- Deliver one-to-one mentoring and targeted interventions for pupils facing emotional, social or behavioural challenges.
- Develop and implement tailored pastoral support plans in collaboration with the Pastoral Manager and SENCO.
- Run small group interventions to develop social skills, resilience, mental health and engagement in learning, including attendance.
- Monitor and respond to safeguarding concerns, maintaining accurate records and reporting to the Designated Safeguarding Lead.

3) Working with Parents & Carers

- Build positive relationships with parents/carers to support and improve pupil attendance.
- Communicate effectively with families regarding attendance concerns and expectations.
- Work collaboratively with parents/carers to identify and address barriers to attendance.
- Provide guidance and signpost families to appropriate support where needed.
- Maintain accurate records of communication and interventions.

4) Safeguarding, Compliance & Professional Responsibilities

- Maintain an unwavering commitment to safeguarding and child protection, working in line with statutory guidance (e.g. KCSIE, Prevent), Trust policies, and undertaking all required checks including an enhanced DBS and barred list check.
- Work closely with the Designated Safeguarding Lead (DSL) to share concerns, support interventions and ensure the best outcomes for pupils.
- Act in accordance with the Trust Code of Conduct, contributing to a culture of vigilance, safety and care, and always prioritising the welfare of pupils.
- Comply with all relevant policies, including behaviour, health & safety and data protection, and undertake any additional professional duties as required by the academy.

Person Specification

| Category | Essential | Desirable |
|---|--|--|
| Qualifications & Experience | GCSE (or equivalent) including English and Mathematics Experience working in a school or educational setting Experience working directly with pupils and parents/carers Experience identifying and implementing interventions to improve attendance Experience of analysing data, producing reports and identifying key insights | Relevant qualification in education, pastoral care, youth work or similar Experience working within Alternative Provision or with vulnerable pupils Experience supporting pupils with SEND or additional needs |
| Pastoral & Safeguarding Knowledge | Understanding of safeguarding principles and child protection procedures Knowledge of barriers to attendance and strategies to address them Ability to identify when concerns require escalation or early help intervention | Training or experience in safeguarding, mental health, behaviour or trauma-informed practice Knowledge of external agencies and multi-agency working |
| Skills & Attributes | Strong interpersonal skills and ability to build positive relationships with pupils, staff and families Effective written and verbal communication skills Ability to tailor interventions to individual pupils' needs Competent in using IT systems, including MIS and data analysis tools (e.g. Excel) Strong organisation, time management and prioritisation skills | Advanced data analysis or reporting skills Experience using school-based systems and attendance tracking tools |
| Personal Qualities & Professional Behaviours | Commitment to achieving the best possible outcomes for all pupils Organised, proactive and self-motivated approach Ability to work under pressure and respond effectively to competing demands Ability to maintain confidentiality and professional boundaries Commitment to equality, diversity and inclusion | Resilient and adaptable approach when working with vulnerable pupils Reflective practitioner committed to continuous improvement |
| Additional Requirements | Commitment to safeguarding and promoting the welfare of children and young people Willingness to comply with all Trust policies and procedures Commitment to upholding the ethos and values of the school Willingness to undertake all required pre-employment checks, including enhanced DBS | Willingness to engage in ongoing professional development and training |



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, Leigh-Ann McCracken at l.mccracken@kingsphoenix.com or contact [0151 245 4968](tel:01512454968)

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.



KING'S LEADERSHIP PHOENIX ACADEMY

