



KING'S LEADERSHIP
ACADEMY HAWTHORNES

NON-TEACHING HEAD OF YEAR

RECRUITMENT PACK

PART OF



GREAT SCHOOLS
TRUST



MESSAGE FROM THE CHIEF EXECUTIVE OFFICER



Thank you for your interest in a position within the Great Schools Trust family of Schools. The Great Schools Trust is an education charity that has a proven track record of successful school start up and improvement whilst transforming the lives of children and young people through our unique values driven approach to education.

You will be joining a values driven, highly innovative, inspirational and ambitious organisation, so we are seeking an outstanding candidate who can realise the highest possible quality of services to support our educational vision, strong leadership and effective support to colleagues, to enable the trust to achieve the best possible outcomes for students. This is an exciting and very rewarding role and we look forward to receiving your application.

Yours faithfully

Shane Ierston

CEO

OUR VISION

To develop a family of Great Schools that allow all students, irrespective of starting point or background, to access university or a career of their choice and succeed in life.



PRINCIPAL'S WELCOME

Our school is part of The Great Schools Trust, a small but growing multi-academy trust situated in the Northwest of England. There are currently four Kings Leadership Academy schools within the Great Schools Trust in Warrington, Liverpool and Bolton and a pupil referral

unit next to our Liverpool school, the Aspire Centre. There are currently plans ongoing for further expansion of the Trust.



Why King's Leadership Academy Hawthornes?

We are a growing school of committed friendly staff, a cohort of students who are polite, enthusiastic and keen to learn right across the curriculum. We are a school centred in our Aspire Values – Achievement, Aspiration, Self-awareness, Professionalism, Integrity, Respect and Endeavour. It is these values that drive our behaviours and relationships, a 'lingua franca' that helps to bind our community together. An inspector captured the mission of the school when he observed that we were 'building better people,' something we are proud of.

Our aim is to provide a curriculum for our students that enables them to access real knowledge and a chance to progress to high quality higher education or training. We also aim to create an enriched offer that provides cultural capital for all of our students, irrespective of their personal circumstances. We also privilege diversity and inclusivity and pride ourselves on the welcome we give every student and their families.

We tackle disadvantage rigorously. We provide every student with a chrome book, free breakfast and breaktime food, free residential experiences to build self-esteem and teamwork, free opportunities to join the Duke of Edinburgh scheme. We have won national recognition for Combined Cadet Force sponsored by the Royal Marines. No student is left behind and we remove barriers to learning at every opportunity.

We take the development and well-being of our staff equally as seriously.

Everyone is provided with a laptop and we have recently invested in state-of-the-art ICT infrastructure for every classroom. We hold CPD on two evenings a week – our late finish for Thursday Enrichment allows an early finish on a Friday for a second CPD session. This collaborative approach has allowed the Trust to develop a common curriculum and strong assessment policies that allow staff to focus on work life balance and having the energy to focus on the classroom, not clutter beyond it.

These approaches have led to extremely high levels of staff retention and attendance. It is place where people want to teach, where parents want to send their children and where children want to study.

If you are interested in a post at King's Leadership Academy Hawthornes, I strongly recommend you come to Bootle and see the work we do for yourself. We are situated in Bootle, two miles from Liverpool city centre. The school is within Sefton local authority.

I look forward to meeting you.

Andrea St John

Principal



Non-Teaching Head of Year

Salary: Scale 6 points 18- 22 term time plus 3 weeks

Contract: Permanent

Hours: 37 hours per week

Location: King's Leadership Academy Hawthornes

Reporting to: Senior Leader/Head of Pastoral

Start date: September



Working at King's Hawthornes

King's Leadership Academy Hawthornes is seeking to appoint an ambitious and enthusiastic Non-Teaching Head of Year to join a forward thinking and expanding Academy.

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We wish to appoint a highly motivated individual who shares our vision for making all students' successful citizens in tomorrow's world.

Visits to our academy are encouraged and welcomed before applying for this post.

Key Benefits

- A trust which prioritises the well-being of its staff
- Flexible Working opportunities
- Highly competitive salaries
- Access to the Teacher Pension Scheme and Local Government schemes
- Generous holiday entitlement of 30 days for support staff
- BUPA Employee Assistance Programme which provides access to tools to help manage well-being along with services such as counselling and access to a child and dependant care helpline
- Good occupational sickness and maternity/paternity schemes
- A unique approach to Performance Leadership
- A commitment to personal and professional development with training and support for each staff member
- The opportunity to develop your career within and across the Trust academies
- Salary sacrifice scheme - Cycle to Work





Main Purpose

It is expected that the appointed Non-Teaching Head of Year will be hard-working, resilient and help to foster a caring and supportive learning environment for our students. Your experience of pastoral care will place our student's welfare at the core of the school. It is expected that you will demonstrate the following qualities:

1. Excellent knowledge and experience of working with young people in an educational setting
2. The ability to maintain positive relationships with students and staff
3. The ability to speak in front of large groups of students and staff
4. The ability to manage all situations in a calm, just and fair manner
5. The ability to prioritise work effectively and work collaboratively in the best interest of students and their families
6. The ability to work effectively and sensitively with a wide range of groups and individuals
7. The ability to generate self-belief in our students and raise aspirations
8. The refusal to accept excuses for low performance
9. A deep-rooted respect for our students and the learning challenges that they face
10. The ability to problem-solve and provide excellent customer service to our community
11. A committed team player with excellent organisational and technical skills

We are looking for someone who is an excellent practitioner, who can work well within, as well as leading, a team, who values each student as an individual and who will play a significant part in the development and growth of the Academy.

Key Responsibilities

- To share and uphold the beliefs of King's Leadership Academy Hawthornes by espousing the ASPIRE values through your role.
- To facilitate and encourage a learning experience which provides students with the opportunity to succeed and reach their potential.
- To implement proactive intervention to enable every student to succeed.
- To assist the Vice Principal, Head of Behaviour and Senior Progress Leader in developing the personal and social development of all students within the Year group. To work with the other members of the pastoral team and the Dock Tutors in the development of this aspect of their role, especially the newly qualified and newly appointed members of the team.
- To ensure that students in their year group follow the school uniform policy at all times.
- To liaise with families and work alongside the Attendance Team and the Vice Principal to encourage high levels of attendance and support any actions necessary to drive improvement.
- To complete home visits where required to support families regarding attendance.
- To assist in the monitoring of the effectiveness of student learning in relation to their attainment potential and working closely with underachievers.
- To work with the Vice Principal and Progress Team in promoting good relationships with parents/carers.
- To ensure that all student behaviour logs are kept up to date and appropriate action is taken as and when required.
- To adhere to the Academy behavioural system appropriately
- To liaise with parents/carers and staff on student behaviour and welfare matters keeping them informed regarding disciplinary issues and actions.
- To take responsibilities in conjunction with other pastoral colleagues for supervising after school detentions and other sanctions as appropriate.
- To actively support the school rewards and behaviour system.
- To carry out student supervision duties as per the duty rota.



- To attend Parent's Consultation Evenings and other after school events as appropriate.
- To attend TAC team meetings, taking minutes when necessary, supporting the Head of Pastoral or Head of House.
- To have an active involvement in assemblies.
- To attend meetings and work with outside agencies where appropriate.
- To ensure that all safeguarding logs are updated, and appropriate action is taken where required.
- To provide mentoring services for students with regards to safeguarding, wellbeing and behavioural matters.
- To undertake any other duties as might properly be negotiated with the Vice Principal, Head of Behaviour or Senior Progress Leader or Principal at any time.

Professional Development

- To take part in the Academy's professional development programme by participating in arrangements for coaching and further training.
- To continue personal development in the relevant areas.
- To engage actively in the People-Centred Leadership process to support the department.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.
- To complete an annual project linked to the Academy's performance management programme.

Quality Assurance

- To help to implement the Academy's quality control systems and self-review procedures
- To take part (as required) in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- To attend and lead team meetings etc in accordance with the Academy calendar.

Management of Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for reporting, registers, tracking etc.
- To complete the relevant documentation to assist in the tracking of students
- To track student progress and use information to inform teaching and learning.

Communication

- To communicate effectively with the parents/carers of students as appropriate
- Communicate and co-operate with persons or bodies outside the Academy (where appropriate)
- To follow agreed policies for communications in the Academy.

Safeguarding & Young People

King's Leadership Academy Hawthornes is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to



undergo appropriate checks, including an enhanced DBS check. Promote the safeguarding of all pupils in the school.

Other Responsibilities

Contribute to the wider life of the Trust, its schools and its community through out of hours and partnership work. To carry out any such duties as may be reasonably required by the Principal or Chief Executive.



The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. This job description is current at the date shown but, in consultation with the post holder, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.





Person Specification

Qualifications & Training

- Qualified Teacher Status (D)
- Degree level qualification (E)
- Evidence of continuing professional development at a level appropriate to your current post (E)
- Level 3 qualification (NVQ level 3 or A level) (E)
- GCSE in English and Maths at Grade C or above (E)

Experience

- A wide range of teaching styles and strategies and their use in personalising learning. (E)
- Understands the importance of following policy and procedure. (E)
- A knowledge of school-based education including child development (D)
- At least two years' experience working with children in a secondary school or other setting. (D)
- High levels of pupil achievement over time as evidenced by value added and other performance indicators. (D)
- To have attended relevant courses. (E)

Abilities, Skills & Knowledge

- Demonstrate yourself as a role model in terms of hard work, commitment to best practice in learning and teaching, personal presentation and attitude to all members of the school community. (E)
- Achieve above expected rates of progress with all groups of pupils. (E)
- Support the school ethos of high standards of behaviour for learning. (E)
- Ability to maintain positive relationships with students, parents and staff and work effectively within a team. (E)
- Communicate highly effectively with a wide range of audiences. (E)
- Promote and safeguard the wellbeing of all young people. (E)
- Ability to self-evaluate learning needs and actively seek learning opportunities. (E)
- Ability to train, supervise and develop other staff. (D)
- Ability to be adaptable/flexible and cope with the unexpected, to think quickly, assess situations and react calmly under pressure. (E)
- The ability to establish a safe and purposeful working atmosphere that supports learning and in which students feel secure and confident (D)
- A secure knowledge and understanding of the concepts and skills essential to success (D)
- The ability to make use of an understanding of ICT to develop teaching resources as well as to enrich the curriculum (D)
- A commitment to raising achievement. (E)
- Good ICT skills for word-processing, use of learning software and accessing on-line resources. (E)
- Knowledge of the secondary curriculum. (D)
- Knowledge of strategies to support students with specific SEN e.g. physical



Personal Qualities

- A passionate belief in the school's mission statement. (E)
- A strong belief in the value of education (E)
- A strong commitment to inclusion and overcoming barriers to learning and achievement (E)
- Personal resilience, persistence and perseverance; and a strong work ethic (E)
- Commitment to undertaking additional training where required (E)
- Willingness to contribute to faculty extracurricular activities (E)

(E) – Essential, (D) - Desirable



Terms

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This appointment is with the Local Academy Council of the School, with the Trust as employers. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Contract'. This Job Description is not intended to be either prescriptive or exhaustive: it is issued as a framework to outline the main areas of responsibility. The trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for applicants who may have a disability or continued employment for any employee who develops a disabling condition.

Interview process

The selection panel will short-list candidates based on the information given in the comprehensive application form. Applicants will be assessed against the criteria for the role and candidate profile.

References and Pre-Employment Checks

We will seek references for candidates once the position has been offered and we may approach previous employers for information to verify particular experience or qualifications before interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Our Commitment to Safeguarding

Great Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Any offer made to a successful candidate will be conditional upon relevant pre-employment checks, including:

- Two **satisfactory references**, one of which must be from your most **recent employer**;
- Proof of **identity, address** and **right to work** in the UK;
- Verification of relevant **qualifications**;



- Candidates who have worked or been resident **overseas** for three months or more within the last five years will be subject to **criminal record checks** from the relevant **jurisdiction(s)**;
- Verification of **medical fitness** for the role;
- Confirmation that the applicant is not named on the **Children's Barred List**, administered by the DBS;
- A satisfactory **enhanced disclosure** from the DBS.
- Satisfactory completion of the **probationary period**;
- Candidates in **managerial roles** will be subject to a **Prohibition from Management check** (Section 128 check).
- **Prohibition** check (where applicable)