



KING'S LEADERSHIP  
ACADEMY WAVERTREE

# Recruitment Guide

## SECONDARY TEACHER

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

**Contract:** Permanent

**Salary:** MPS/UPS

**Start Date:** September 2026



  @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 PRINCIPLE

Benjamin Barker  
Principle of Wavertree



At King's Leadership Academy Wavertree, we are setting a new benchmark for secondary education. As the newest addition to the Great Schools Trust - a nationally recognised family of academies with a track record of excellence across secondaries, primaries, and alternative provision - we are not replicating what already exists. We are building what education needs next.

In September 2025, we opened with our founding Year 7 cohort our pioneers. They will shape the identity of a school rooted in transformation, character, and academic ambition. Every element of our design is deliberate: our values-led culture, our

high-expectation routines, and our ambitious curriculum are unapologetically focused on creating the conditions in which children from all backgrounds can thrive.

We are guided by our ASPIRE values - Achievement & Aspiration, Self-awareness, Professionalism, Integrity, Respect, and Endeavour - which sit at the heart of everything we do. These are not posters on a wall. They are habits, explicitly taught and reinforced through every interaction, every lesson, and every leadership opportunity so that we can build one of the most successful schools in the country.

Our curriculum is knowledge-rich, culturally inclusive, and unashamedly academic. It is sequenced with precision and taught with rigour, giving every student the tools to access elite universities, prestigious apprenticeships, or high-level careers. But our offer extends beyond the classroom: every child will experience residentials, family dining, music, sport, leadership, and service - without cost and without exception.

We are also rethinking what it means to work in education. Our approach to staff development is rooted in trust, collaboration, and professional respect. Weekly coaching, protected time for curriculum development, and our bespoke AI systems ensure staff focus on what matters most - teaching and improving. This is a place where talented professionals can master their craft, shape something exceptional, and be part of a national story of educational renewal.

If you believe education should be transformative, not transactional - if you are ambitious for the children who need it most - and if you are ready to help create a national flagship for excellence, I invite you to get in touch. I would welcome a conversation about how you might contribute to continuing our founding story.

Benjamin Barker



## Staff Benefits & Wellbeing

### What We Offer

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

### A Trust That Prioritises Staff Wellbeing

- A culture where staff wellbeing is central to decision-making
- Strong pastoral support and leadership that genuinely listens
- A collaborative, family-like environment across all academies

### Professional Benefits & Career Development

- Highly competitive salaries that reward excellence
- Access to CredimusAI, saving hundreds of hours each year and reducing workload
- A personal device provided to all teaching staff to enhance professional practice
- Weekly leadership link meetings to support your growth and leadership development
- Career progression opportunities, with rapid promotion for the right candidates
- Trust-wide collaboration, sharing expertise and supporting other schools
- Strategic input into our brand-new building, shaping facilities for future generations

### Health, Wellbeing & Personal Support

**Benenden Health membership** (optional £15.50 per month), including day 1 access to;

- 24/7 GP and Mental Health Helplines
- Specialist advice lines for adult care, neurodiversity and disability
- Fast access to diagnostics, physiotherapy, mental health support and cancer advice
- Help 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), offering:

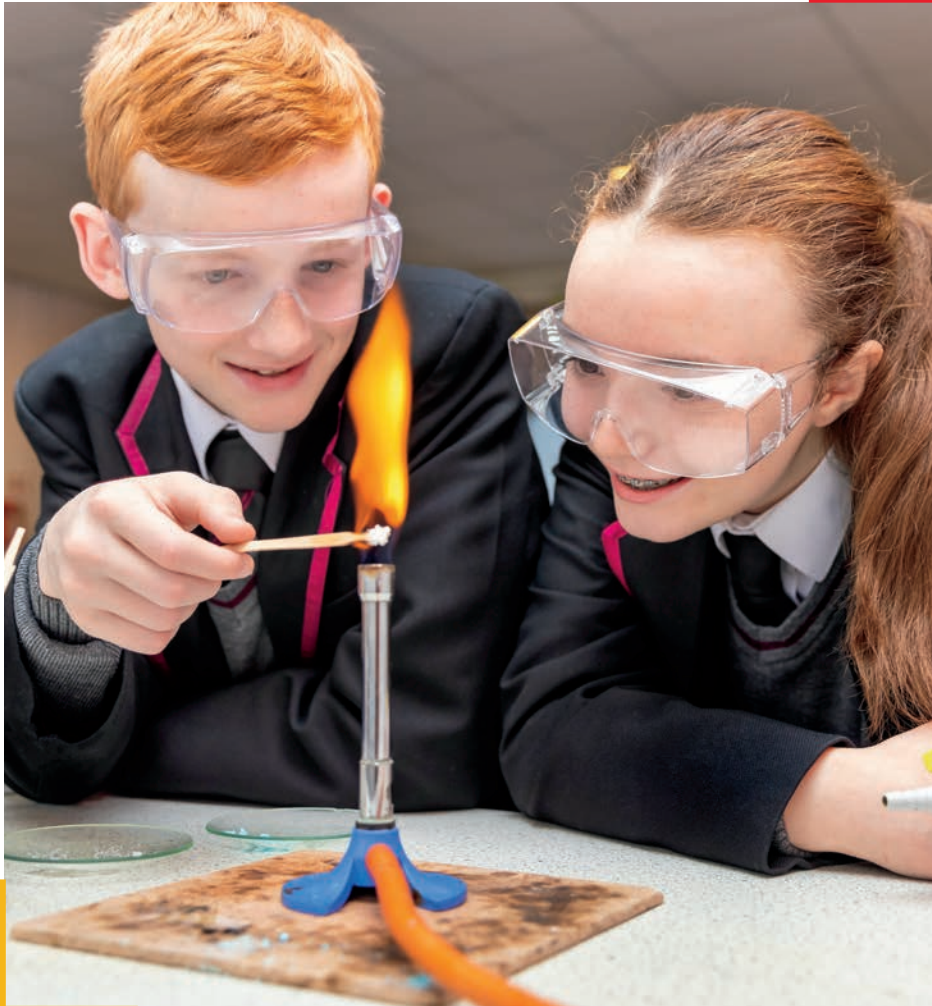
- Counselling and emotional well-being support
- Legal, financial and family care advice
- 24/7 confidential assistance

**Good occupational sick pay, maternity/paternity schemes and family-friendly policies supporting life's key moments**

### Financial, Lifestyle & Community Benefits

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





## About the Role

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

**Contract:** Permanent

**Reports to:** HOD or SLT

**Salary:** MPS/UPS

**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. Strong subject knowledge and a passion for sharing it in the classroom.
2. A genuine like of children and the patience required to make them succeed.
3. Ability to plan good lessons in response to the strengths and weaknesses of the students.
4. Ability to lead a class well, developing strong norms and expectations.
5. Participation in regular professional development to attune classroom practice.
6. Promote high expectations for all students in your care.
7. Ability to inspire and motivate the students to believe in themselves and apply effort to succeed.
8. Accept feedback from more experienced staff and act on it, whilst refusing to accept low performance from students.
9. Desire to participate in our accelerated promotion opportunities.
10. Be prepared to go the extra mile when required.

# Job Description

## 1) Core Competencies

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.

- Hold a relevant degree and recognised teaching qualification.
- Demonstrate a deep passion for your subject, inspiring students through knowledge and character.
- Embody the Trust's moral purpose: to develop leadership and social mobility through values-based education.
- Commit to ongoing professional learning and the application of contemporary learning theory and cognitive science.
- Uphold the ASPIRE Code and King's Way in all conduct, interactions and routines.
- Demonstrate collegiality, respect, and high personal standards of professionalism.
- Fully engage in the ECT or Induction programme and the Trust's People-Centred Leadership pathway.

## 2) Teaching and Learning

- Deliver high-quality teaching that reflects the Trust's pedagogical model of rigour, relationships and routines.
- Implement curriculum plans that support mastery and personal growth for every student.
- Personalise learning in line with SEND plans, ensuring equity of opportunity.
- Use formative assessment, feedback and adaptive teaching to inform learning progress.
- Engage with learning walks, peer review and coaching as part of the Trust's culture of professional candour.
- Model curiosity, aspiration and perseverance through subject passion and character-driven pedagogy.
- Participate in weekly CPD and contribute to the sharing of best practice.
- Use technology and AI responsibly to enhance learning and assessment.

## 3) Strategic Contribution

- Monitor and respond to student progress using a range of data sources.
- Engage in evidence-informed reflection and adapt teaching to improve outcomes.
- Support the Academy Improvement Plan and departmental development priorities.
- Contribute to the professional learning of others through mentoring or sharing expertise.
- Aspire towards leadership or mastery roles to extend influence and impact.

## 4) Reporting, Compliance and Governance

- Prepare/submit all financial reports and returns to Board and regulators (ESFA/DfE/Charity Commission/Companies House).
- Provide clear, timely reports to enable scrutiny, budgetary control and decision-making.
- Monitor developments in legislation and funding; update payroll, pensions and benefits processes accordingly

## 5) Culture and Ethos

- Promote a culture of high expectations and no excuses.
- Reinforce the routines and rituals of the King's Way, ensuring safety, respect and focus.
- Actively teach, model and celebrate ASPIRE values in all interactions.
- Support pupil leadership through assemblies, mentoring, enrichment and citizenship programmes.
- Engage parents and the wider community in values education.

## 6) Quality Assurance and Professional Standards

- Participate in professional dialogue, peer feedback and developmental walkthroughs.
- Support quality control systems in curriculum and assessment.
- Use student voice and learning evidence to evaluate impact.
- Take ownership of personal improvement goals and engage fully with the People-Centred Leadership (PCL) programme.
- Uphold safeguarding duties in accordance with Keeping Children Safe in Education (2024) and Trust policy.
- Maintain the highest standards of professionalism in communication, punctuality and presentation.

## 7) Safeguarding and Compliance

All staff must:

- Undergo enhanced DBS and barred list checks in accordance with statutory guidance.
- Follow all Trust policies relating to child protection, health and safety, and data protection.
- Contribute to creating a culture of safety, vigilance and care across the academy.

## Person Specification

| Category                               | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Desirable                                                                                                                                                    |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications &amp; Experience</b> | Qualified Teacher Status (QTS) or equivalent recognised teaching qualification.<br>A degree in a relevant subject area.<br>Experience of teaching in the relevant key stage or undertaking a recognised route into teaching.<br>Evidence of ongoing professional development in education and teaching practice.                                                                                                                                                                                                                                                                                                          | Additional qualifications in specific subject areas or special educational needs (SEN).                                                                      |
| <b>Knowledge &amp; Understanding</b>   | Awareness of safeguarding procedures and commitment to promoting the welfare of young people.<br>Strong understanding of the national curriculum and assessment frameworks.<br>Knowledge of effective teaching and learning strategies.<br>Understanding of child development and how to support students' academic, social and emotional growth.<br>Familiarity with the use of technology to enhance teaching and learning.                                                                                                                                                                                             | Additional qualifications in specific subject areas or special educational needs (SEN).                                                                      |
| <b>Skills &amp; Attributes</b>         | Excellent classroom management skills that foster a positive and inclusive learning environment.<br>Strong written and verbal communication skills, with the ability to engage effectively with students, parents and colleagues.<br>Ability to plan, deliver and evaluate high-quality lessons that meet the needs of all students.<br>Effective use of assessment to monitor progress, provide feedback and inform future teaching.<br>Ability to work collaboratively as part of a team and contribute to the wider school community.<br>Ability to lead co-curricular activities or contribute to school initiatives. | Awareness of how to use data to drive improvements in student outcomes.                                                                                      |
| <b>Personal Qualities</b>              | Passionate about education and committed to making a positive difference in students' lives.<br>Reflective and open to feedback, with a commitment to continuous professional improvement.<br>Resilient, adaptable and able to manage workload effectively in a dynamic school environment.<br>Strong sense of integrity, professionalism and alignment with the Trust's values and ethos.                                                                                                                                                                                                                                | Creative and innovative in approach to teaching and problem-solving.<br>Ability to build positive relationships with students and foster a love of learning. |
| <b>Additional Requirements</b>         | Satisfactory completion of all pre-employment checks, including enhanced DBS clearance.<br>Compliance with the Trust Staff Communication and Social Media Policy.<br>Compliance with the School Code of Conduct.<br>Commitment to equality, diversity and inclusion in education.<br>Willingness to participate in and contribute to wider school events, meetings and professional development.                                                                                                                                                                                                                          | -                                                                                                                                                            |



---

## 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, Louise Livingston at [l.livingston@kingswavertree.com](mailto:l.livingston@kingswavertree.com) or 0151 452 6318.

## 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

## ACADEMY WAVERTREE

