



KING'S LEADERSHIP
PHOENIX ACADEMY

Recruitment Guide

Teaching Assistant Level 2

Location: King's Leadership Academy
Phoenix

Contract: Permanent (35-Hours TTO)

Actual Salary: £21588.20 - £21930.80

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



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 (35-Hours per week) Term Time Only

Reports to: Leadership Link or SLT

Salary: Scale 3 Points 5 - 6 £25,583 - £25,989 Actual Salary £21588.20 - £21930.80

Start Date: September 2026

- As a Teaching Assistant, you will work closely with teaching staff, senior leaders and year teams to provide high-quality academic, pastoral and behavioural support for students
- You will support individuals and small groups, help deliver targeted interventions and assist with lesson activities so that pupils can access learning effectively. You will also contribute to a purposeful, inclusive and well-ordered learning environment both inside and beyond the classroom.
- This role will involve supporting pupils with additional needs, contributing to Individual Education Plans and behaviour plans, monitoring progress and helping students develop independence, self-esteem and positive attitudes to learning.
- You will notice when a student is struggling. You will encourage, guide and reset where needed. You will be one of the adults who helps pupils believe they can rise.
- Support class teachers with maintaining good order and
- Discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment.
- Observe pupil performance and pass observations on to the class teacher
- Use ICT skills to advance pupils' learning.
- Undertake any other relevant duties given by the class teacher.

Job Description

1) Student Support & Inclusion

Our Teams 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 in addition too;

- Establish respectful, trusting relationships with students, modelling high expectations and professionalism.
- Supervise and support students, including those with emotional and behavioural needs, ensuring access to learning.
- Promote inclusion and positive peer interaction within the classroom.
- Plan and deliver targeted 1:1 and small-group interventions, particularly for pupils on the SEND register.
- Implement and contribute to IEPs, Behaviour Plans and personal care programmes.
- Act as a key worker for identified pupils, providing pastoral guidance and monitoring progress.
- Attend review meetings, contribute to IEP development and adjust targets as required.
- Promote student self-esteem, independence and positive attitudes to learning.

2) Teaching & Learning Support

- Assist in the preparation and adaptation of teaching materials and learning resources.
- Deliver structured learning activities in line with lesson plans, adapting to student need and learning styles.
- Support literacy, numeracy and creative programmes, recording and monitoring progress.
- Monitor and assess student responses to learning activities.
- Provide accurate and detailed feedback to teachers on student achievement and progress.
- Collaborate with teachers in setting and reviewing academic and behavioural targets.
- Administer and mark routine assessments and support the invigilation of tests and examinations.
- Maintain an orderly, purposeful and supportive learning environment.

3) Assessment, Recording & Reporting

- Maintain accurate student records as requested.
- Support the collation of reports, including data input where required.
- Record and evaluate intervention outcomes and student progress.
- Provide feedback to students on progress and achievement in line with Academy policy.
- Contribute to progress reviews and monitoring discussions.

4) Year Team & Student Development

- Monitor and review students' behaviour and attitudes, resetting targets where necessary.
- Support students who are distressed or involved in minor accidents.
- Encourage positive behaviour and engagement in line with Academy expectations.
- Assist with supervision outside directed lesson time, including before/after school and lunch.

5) Safeguarding, Compliance & Health & Safety

- Work in accordance with statutory safeguarding guidance (KCSIE, Prevent) and school policies.
- Promote the safety and wellbeing of all pupils.
- Comply with policies relating to child protection, confidentiality, data protection and health & safety.
- Report safeguarding or welfare concerns to the designated safeguarding lead.
- Support safe practices during trips, visits and off-site activities.

6) Professional Responsibilities & Academy Contribution

- Contribute to the overall ethos, smooth running and development of the Academy.
- Work collaboratively with colleagues and value the role of the wider team.
- Attend and participate in meetings as required.
- Engage in professional development, performance management and self-evaluation.
- Carry out additional duties as reasonably assigned by the Principal.
- Undertake agreed site-specific responsibilities.

Person Specification

Category	Essential	Desirable
Qualifications & Professional Development	GCSE English and Maths at Grade C/4 or above.	Degree-level qualification. Level 3 qualification (NVQ Level 3 or A Level).
Experience & Professional Practice	Experience working with children in a secondary school or comparable setting.	Experience supporting students with Special Educational Needs and/or English as an Additional Language. Experience contributing to the development, monitoring and review of Individual Education Plans.
Skills & Attributes	Ability to build and maintain positive, professional relationships with students, parents and colleagues. Strong ICT skills, including word processing, educational software and online learning platforms.	Effective classroom and behaviour management skills. Knowledge of the secondary curriculum and strategies to support students with specific SEN (e.g. physical disabilities, visual/hearing impairment). Understanding of transition pathways for students not yet ready to access the full curriculum. Awareness of safeguarding requirements and student mental health considerations. Ability to communicate effectively in relevant community languages.
Personal Qualities & Professional Conduct	Commitment to the school's mission and the value of education in developing responsible citizens. Highest standards of professional and personal integrity. Strong commitment to inclusion and overcoming barriers to learning and achievement. Personal resilience, perseverance and a strong work ethic. Commitment to undertaking further training 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, 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.



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