



KING'S LEADERSHIP
ACADEMY LIVERPOOL

Recruitment Guide

Higher Level Teaching Assistant (Level 4) Arabic Specialist

Location: King's Leadership Academy
Liverpool

Contract: Permanent

Salary: £26,612 - £28,436

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

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

Contract: Permanent

Reports to: Senior Leadership Team

Salary: Scale 6, Pts 18 £31,537 - 22 £33,699

Actual: £26,612 - £28,436 (based on 37 Hours TTO)

Start Date: September 2026

The HLTA at King's Liverpool supports teachers and the SENDCo in delivering high-quality provision for all pupils, including those with special educational needs and disabilities. This includes implementing structured intervention programmes and applying specialist strategies to support a range of learning, social, emotional, and behavioural needs, ensuring that pupils are able to access the curriculum, engage positively in school life, and make sustained progress.

Working closely alongside class teachers, and at times delivering learning independently, the HLTA contributes to planning, preparing resources, delivering targeted interventions, and providing feedback to support assessment and next steps in learning. The role involves supporting individual pupils, small groups, and occasionally whole classes, helping to create an inclusive, nurturing, and engaging learning environment that promotes independence, confidence, and achievement.

The HLTA may also supervise whole classes or, where appropriately qualified or working towards QTS, teach classes during short-term teacher absence, ensuring continuity of learning and maintaining high expectations for behaviour and achievement. This requires strong classroom management skills, adaptability, and the ability to deliver lessons effectively in line with agreed planning.

An ability to contribute to a bespoke or specialist area of the curriculum would be advantageous. Candidates with experience, qualifications, or an interest in teaching a particular subject area are encouraged to include this within their application, as opportunities to develop and utilise subject specialisms can be discussed at interview.

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
- Demonstrate a clear passion for your subject and for improving life chances for young people
- 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

The HLTA will:

- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement.

2) Teaching & Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- 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
- To cover and lead class teaching as and when appropriate.
- Direct the work, where relevant, of other adults in supporting learning.

3) Lesson Planning & Delivery

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities.

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

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues.

5) Safeguarding, Compliance & Professional Responsibilities

- Maintain a strong commitment to safeguarding and child protection, contributing to a culture of vigilance, safety, and care across the academy. Comply with all Trust policies, including behaviour, health and safety, and data protection, and act in line with the Trust Code of Conduct at all times.
- Undergo enhanced DBS and barred list checks in accordance with statutory requirements. Carry out all duties with professionalism and integrity, ensuring confidentiality and adherence to academy expectations.
- Undertake any additional duties reasonably required by the academy, supporting the overall effectiveness, ethos, and smooth running of the school.

Job Description Cont

6) Arabic Specialist Duties

- Deliver engaging and effective Arabic lessons to GCSE students, supporting the development of speaking, listening, reading, and writing skills.
- Plan and prepare lesson materials and activities in line with the GCSE Arabic curriculum.
- Teach individuals, small groups, and whole classes to reinforce learning and improve student attainment.
- Assess and monitor student progress, providing feedback and adapting teaching strategies where necessary.
- Support students in developing confidence and fluency in both spoken and written Arabic.
- Prepare students for GCSE examinations through revision sessions, exam practice, and targeted intervention.
- Create a positive, inclusive, and supportive classroom environment that promotes high expectations and student engagement.
- Use effective behaviour management strategies to maintain a focused learning atmosphere.
- Differentiate teaching approaches to meet the needs of students with varying abilities and learning needs.
- Promote understanding and appreciation of Arabic language and culture within the school community.
- Work collaboratively with teaching staff, parents, and pastoral teams to support students' academic progress and wellbeing.
- Contribute to extracurricular activities, clubs, or enrichment opportunities related to Arabic language learning



Person Specification

Category	Essential	Desirable
Qualifications	NVQ Level 4 Teaching Assistant, A Level, or equivalent GCSEs (or equivalent), including Grade 4/C or above in English and Maths First-aid training or willingness to complete it	Additional qualifications in specific subject areas or special educational needs (SEN)
Experience	Experience working in a school or educational setting Experience working with children or young people Experience planning and delivering learning activities Experience supporting pupils with special educational needs (SEN)	Experience working with students with physical disabilities
Skills & Attributes	Good literacy and numeracy skills Strong organisational skills Ability to build effective relationships with pupils and adults Excellent verbal communication and active listening skills Ability to remain calm under pressure Good ICT skills, particularly to support learning	-
Knowledge & Understanding	Understanding of pupil needs and how to adapt support accordingly Relevant subject and curriculum knowledge Knowledge of safeguarding requirements Understanding of classroom roles and whole-school context Knowledge of effective teaching and learning methods Ability to lead learning activities for groups or classes Understanding of curriculum frameworks Knowledge of supporting learners in line with the SEND Code of Practice	-
Personal Qualities	Enjoyment of working with children Sensitivity and ability to build positive relationships Commitment to achieving the best outcomes for all pupils Commitment to confidentiality Strong commitment to safeguarding and equality Resilient, positive, and enthusiastic approach Ability to inspire, motivate, and challenge pupils	-



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.



KING'S LEADERSHIP ACADEMY LIVERPOOL

