



KING'S LEADERSHIP
ACADEMY HAWTHORNES

VICE PRINCIPAL (CULTURE & QUALITY OF EDUCATION)

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 student referral unit next to our Liverpool school, the Aspire Centre. There are current 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.

Pete Gaul

Principal

Vice Principal (Culture & Quality of Education)

Salary: L15 – L19

Contract: Permanent

Location: King's Leadership Academy Hawthornes, part of the Great Schools Trust

Reporting to: Principal

Start date: ASAP

Working at King's Hawthornes

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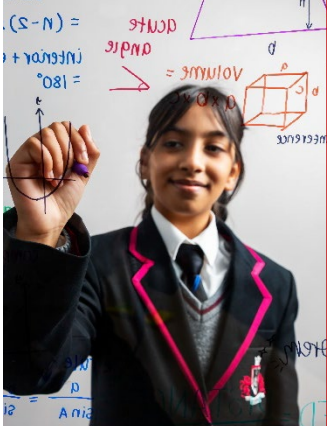
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We wish to appoint a highly motivated individual who shares our vision for making all students successful citizens in tomorrow's world.

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





Job Purpose

The Vice Principal at King's Leadership Academy Hawthornes, part of the Great Schools Trust, plays a crucial role in supporting the Principal in delivering the school's strategic vision and ensuring high standards of teaching, learning, and student outcomes. The role involves leading on specific areas of school improvement, fostering an inclusive and positive school culture, and managing day-to-day operations to ensure the effective running of the school. As a member of the senior leadership team, the Vice Principal contributes to the development and implementation of policies and practices aligned with the goals of the trust, helping to drive excellence in education, student welfare, and staff development. The Vice Principal also works closely with stakeholders across the school community to promote a culture of high expectations, safeguard students' well-being, and support the continuous improvement of the school's performance.

Key Responsibilities

Strategic Leadership:

- Support the Principal in delivering the school's vision and strategic plan.
- Contribute to the development of policies and initiatives aligned with the MAT's objectives and school improvement goals.
- Lead on specific whole-school priorities, including teaching and learning, curriculum development, staff performance, or student welfare.
- Develop and maintain effective relationships with stakeholders, including parents, local academy council members, and the wider community.

Operational Management:

- Ensure the smooth day-to-day running of the school, addressing any immediate issues or concerns.
- Oversee and manage key operational areas, school events, and assessment cycles.
- Ensure that resources (both human and material) are efficiently allocated to meet school objectives.
- Lead and manage behaviour and attendance strategies to ensure a positive school environment.

Student Outcomes:

- Work closely with the senior leadership team to monitor and improve student attainment and progress.
- Lead the development of interventions to raise academic standards and close achievement gaps.
- Monitor and evaluate student data to inform targeted support and drive continuous improvement.
- Champion high expectations and aspirations for all students.



Staff Leadership and Development:

- Lead and manage a team of middle leaders or departments as required.
- Support staff professional development, including coaching, mentoring, and performance management.
- Lead on recruitment, retention, and the induction of new staff members.
- Foster a culture of collaboration, continuous professional learning, and accountability within the school.



Safeguarding and Student Welfare:

- Support the Designated Safeguarding Lead (co Vice Principal) to ensure all safeguarding procedures are robust and effective.
- Promote the welfare, health, and safety of all students, ensuring the school's policies are effectively implemented.
- Work closely with external agencies and pastoral staff to support the well-being of students.



School Evaluation and Innovation:

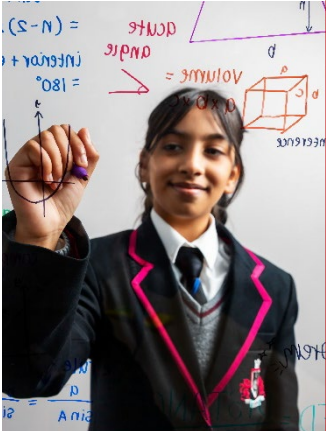
- Lead the continuous development of innovative and inclusive practices across the school and the MAT.
- Quality assurance the intent, implementation and impact of the curriculum
- Represent the school in the Trust's QA Alliance, working alongside other Vice Principals.
- Implement and evaluate educational initiatives to improve teaching standards, curriculum delivery, and student engagement.
- Take responsibility for specific areas of the school improvement plan and report on progress.



Governance and Accountability:

- Assist in preparing reports for local academy council members, trustees, and external bodies.
- Represent the school in MAT forums, local authority meetings, and other professional networks as required.
- Ensure compliance with all relevant statutory regulations and MAT policies.





Person Specification

Qualifications and Training

- Qualified Teacher Status (QTS). (E)
- Degree or equivalent qualification. (E)
- Evidence of continued professional development, including leadership training (e.g., NPQSL or equivalent). (E)
- Postgraduate qualification in education, leadership, or management. (D)
- Safer recruitment training or equivalent safeguarding qualifications. (D)

Experience

- Experience in a senior leadership role within a secondary school (e.g., Assistant Headteacher, Vice Principal). (E)
- Proven track record of improving student outcomes, particularly in raising achievement and closing gaps. (E)
- Experience in leading whole-school initiatives focused on improving teaching, learning, and curriculum. (E)
- Experience in staff management, including performance management, coaching, and professional development. (E)
- Involvement in safeguarding and student welfare. (E)
- Experience working within a multi-academy trust or similar collaborative educational environment. or working collaboratively with another school to improve provision (D)
- Experience of successful partnership work with external stakeholders (e.g., parents, local authorities, governors). (D)

Knowledge and Understanding

- Comprehensive understanding of the national curriculum, assessment frameworks, and key issues in secondary education. (E)
- In-depth knowledge of effective pedagogical approaches and strategies to improve teaching and learning outcomes. (E)
- Strong understanding of school self-evaluation, school improvement planning, and data-driven decision-making. (E)
- Knowledge of safeguarding policies and procedures, including relevant legislation (e.g., Keeping Children Safe in Education). (E)
- Understanding of school finance, resource management, and budgeting in the context of educational leadership. (D)
- Awareness of current trends and developments in education policy at both local and national levels. (D)
- Knowledge of Multi Academy Trust structures and governance. (D)



Leadership and Management Skills

- Strong leadership skills, with the ability to inspire and motivate staff, students, and the wider school community. (E)
- Demonstrable experience in leading change and managing whole-school projects or initiatives. (E)
- Ability to effectively manage competing priorities and maintain high standards under pressure. (E)
- Skilled at performance management, including the ability to provide feedback, support staff development, and challenge underperformance. (E)
- Experience in developing and implementing inclusive practices that meet the needs of all students, including those with SEND. (E)

Personal Attributes

- Strong moral purpose and commitment to providing the best education for all students. (E)
- Passionate about raising aspirations and standards for young people, with high expectations for behaviour, engagement, and attainment. (E)
- Resilient, adaptable, and able to navigate the challenges and demands of a dynamic school environment. (E)
- Excellent interpersonal and communication skills, able to engage with a variety of stakeholders, including staff, students, parents, and external partners. (E)
- Commitment to the school's ethos, values, and vision, and to the wider goals and aspirations of the Trust. (E)
- Reflective practitioner who is open to feedback and continuously seeks to improve their own practice. (E)
- Ambition to progress to headship and take on greater responsibilities within a MAT. (D)

Other Requirements

- Commitment to safeguarding and promoting the welfare of children and young people. (E)
- Willingness to work flexibly, including some evenings and weekends, to meet the demands of the role. (E)
- An enhanced DBS (Disclosure and Barring Service) check is required for this role. (E)

(E) - Essential, (D) - Desirable



Terms

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 but may be reviewed at any time and following consultation with you may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and scale.



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.

Application and interview process

Deadline for applications: Monday 14th October

Interviews: Thursday 17th October

Submit Applications to: Dominique Stead at recruitment@greatschoolstrust.com



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

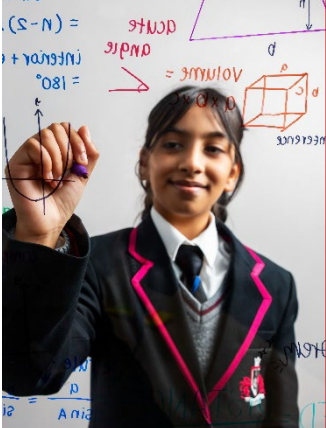


Our Commitment to Safeguarding

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)