



KING'S LEADERSHIP
ACADEMY HAWTHORNES

TEACHER OF FOOD TECHNOLOGY

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 secondary schools within the Great Schools Trust in Warrington, Liverpool and Bolton, two primary schools and an alternative provision school, with 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

Teacher of Food Technology

Salary: MPS/UPS

Contract: Full Time

Location: King's Leadership Academy Hawthornes

Reporting to: Faculty Lead

Start date: ASAP

Working at King's Hawthornes

King's Leadership Academy Hawthornes is seeking to appoint an ambitious and enthusiastic join the Food Technology department. We are looking for someone who is an excellent classroom practitioner, who empowers others, who values individuals and has demonstrable credibility established through previous impact.

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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

It is expected that the successful teacher will meet and uphold the National Teacher Standards, be fully committed to the Trust mission and vision whilst demonstrating strong emotional intelligence and the following qualities:

1. Strong subject knowledge and a passion for sharing it within the classroom
2. Mutual respect for young people and a commitment to enabling them to fulfil their potential
3. Ability to plan lessons in response to students' ability and to address misconceptions
4. Ability to foster a safe climate for learning where everyone can contribute and succeed
5. A commitment to regular professional development to hone classroom practice
6. A willingness to accept feedback as part of the Trust's People-centered leadership offer

Job Description

It is expected that the teacher will be hard working, resilient and demonstrate the following qualities:

Core Competencies

- Degree level qualifications and appropriate route into teaching
- Passion for subject and ability to convey this to young people
- Share and uphold the beliefs of Great Schools Trust through strong moral values.
- Be committed to your own professional development and the application of learning theories in the classroom.
- Have high expectations for yourself, colleagues and pupils
- Show respect to other colleagues; treating others as you would like to be treated
- Fully attend and complete ECT and/or induction programmes

Teaching & Learning

- Undertake an appropriate programme of teaching at the academy
- Use your non-contact time appropriately (e.g. student feedback/assessment, walkthroughs, supporting colleagues)
- Assist in the development of appropriate learning plans, resources, schemes of work and teaching strategies in your curriculum area
- Contribute to the curriculum area you teach and support the department's development plan as required by your leadership link
- Attend appropriate meetings and training
- Teach students according to their educational needs, including the personalisation of resources or approach where appropriate in line with individual support plans (SEND)
- Review your students' progress based on various performance indicators such as assessment data, homework, feedback from other teachers and parents etc.
- Respond to the performance of the children, re-teaching or explaining aspects of work that has been misunderstood
- Ensure that your lessons are planned in accordance with the department approach and long-term curriculum planning



- Adhere and comply with all relevant external examination board regulations and specifications in your subject area
- Participate in the academy's supportive procedures for learning checks
- Take personal responsibility for your own career development by participating fully in the Trust People-centered leadership programme and school CPD programme



Strategic Planning

- To actively monitor and follow up on student progress in your class based on various performance indicators such as assessment point information, homework, feedback from other teachers and parents etc.
- To respond to the performance of the children, re-teaching or explaining aspects of work that has been misunderstood.
- To ensure that work in the curriculum area fully reflects the school's distinctive ethos and mission.
- To review student performance in light of your own teaching.
- To aspire to become a leader or master teacher so that you can have a bigger impact on the lives of more children



Quality Systems

- To participate in the academy's supportive procedures for learning checks
- To ensure the effective operation of quality control systems such as work submission or controlled assessment, if appropriate.
- To set improvement targets within your subject area and to work towards their achievement.
- To seek improvement and self-development as a practitioner.
- To support other colleagues with their practice in areas that you have developed strengths.





Person Specification

Qualifications and Experience

- Qualified Teacher Status (QTS) or equivalent recognised teaching qualification. (E)
- A degree in a relevant subject area. (E)
- Experience of teaching in the relevant key stage or undertaking route into teaching (E)
- Evidence of ongoing professional development in education and teaching practice. (E)
- Additional qualifications in specific subject areas or special educational needs (SEN). (D)

Knowledge and Understanding

- Awareness of safeguarding procedures and commitment to promoting the welfare of young people. (E)
- Strong understanding of the national curriculum and assessment frameworks. (E)
- Knowledge of effective teaching and learning strategies. (E)
- Understanding of child development and how to support students' academic, social, and emotional growth. (E)
- Knowledge of current educational research and how it can be applied in the classroom. (D)
- Familiarity with the use of technology to enhance teaching and learning. (E)
- Knowledge of how AI can be used to further enhance education (D)

Skills and Abilities

- Excellent classroom management skills, with the ability to create a positive and inclusive learning environment. (E)
- Strong communication skills, both written and verbal, with the ability to engage effectively with students, parents, and colleagues. (E)
- Ability to plan, deliver, and evaluate high-quality lessons that meet the needs of all students. (E)
- Effective use of assessment to monitor progress, provide feedback, and inform future teaching. (E)
- Ability to work collaboratively as part of a team and contribute to the wider school community. (E)
- Ability to lead co-curricular activities or contribute to school initiatives. (E)
- Awareness of how to use data to drive improvements in student outcomes. (D)

Personal Qualities

- Passionate about education and committed to making a positive difference in students' lives. (E)
- Reflective and open to feedback, with a willingness to continuously improve and develop professionally. (E)
- Resilient, adaptable, and able to manage workload effectively in a dynamic school environment. (E)
- Strong sense of integrity, professionalism, and commitment to upholding the trust's values and ethos. (E)
- Creative and innovative in approach to teaching and problem-solving. (D)

- Ability to build positive relationships with students, fostering a love of learning. (D)

Additional Requirements

- Satisfactory completion of all pre-employment checks, including enhanced DBS clearance. (E)
- Compliance with the Trust Staff Communication and social media policy (E)
- Compliance with the School Code of conduct (E)
- Commitment to equality, diversity, and inclusion in education (E)
- Willingness to participate in and contribute to wider school events, meetings, and professional development opportunities. (E)

King's Leadership Academy Hawthornes is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check and satisfactory references.

(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: Sunday 9th February

Interviews: W/C 10th February

Submit Applications to: Phoebe Prenderville at p.prenderville@kingshawthornes.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)