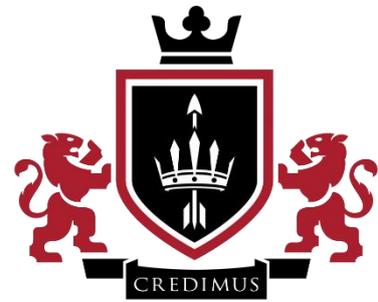


Recruitment Pack



KING'S LEADERSHIP
ACADEMY BOLTON



Practitioner of Maths

Deadline: 24th January 2022

Shortlisting: 26th January 2022

Interviews: Week of 31st January

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1. Welcome Letter from our CEO

Welcome to the Great Schools Trust, we are a family of non-selective state schools serving children primarily across the Northwest of England.

Our Purpose

The Great Schools Trust was founded on international research and traditional values with a huge focus on character and leadership development. Our vision is "To develop in each of our student the academic knowledge, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels and become successful citizens in tomorrow's world".

We Believe

At the Great Schools Trust we believe every child can succeed and that great teaching is the key to that success. This sentiment is reflected in the motto of our academies, 'Credimus', which from the Latin means, "We believe".

As CEO, I am extremely privileged to work for such a talented team of staff, who are 'mission driven' in their goal of helping every child succeed. I hope to welcome you to our family of schools and hope you find this recruitment pack informative.

Shane Ierston
CEO

2. Principal's Welcome

Welcome to King's, a non-selective free independent school in the state sector that is providing a world class education for the young people of Great Lever. King's Leadership Academy Bolton is founded on international research and traditional values with a huge focus on leadership and academic development.

Our vision is "To develop in each of our student the academic skills, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels and become successful citizens in tomorrow's world".

At King's we believe every child can succeed and that great teaching is the key to that success. This sentiment is reflected in our motto, 'Credimus', which translated from Latin literally means we believe.

We believe in appointing only the very best teachers and staff who are committed to serving the students and parents of this community. We believe in having the highest expectations of ourselves and our students as well as accepting no excuses for underperformance. We believe that our school exists to shape the life chances of

all our students in order that they can attend the best Universities or places of employment in the years to come. We believe in fully supporting our students throughout their education.

King's is unique, in that we have developed a highly personalised approach to our provision and teaching. Our smaller class sizes and year groups afford us tremendous opportunities to truly nurture and develop the academic and creative talents in all our students.

As Principal, I am privileged to be part of such a fabulous team of staff who are 'mission driven' in their goal to ensure that the education provided here is second to none. I welcome you to the Academy and hope that you find the information in this pack informative.

Mr D Crosby
Principal

3. Our Mission

Providing a strong academic education is at the heart of what we do. King's Leadership Academy has immense strengths in all areas of the curriculum, and we are fortunate enough to be fully staffed by highly qualified teachers who are excited and passionate about their subjects. Our teachers possess the skills to inspire, motivate and lead our students to life-long success.

Our 'mission board' proudly states that King's Leadership Academy is a place where students' aspirations become reality. We believe that each and every one of our students has distinct potential and ensuring that they fulfil their potential is not only our challenge but our commitment.

Aristotle once told his students that the pursuit of excellence had to become their way of life if they were to succeed. Occasionally achieving excellence was, for him, not enough. He wanted his students to strive for excellence each and every day of their lives.

At King's we believe that this advice, given over two thousand years ago, still holds true today and is a good guide to the achievement of both academic and personal success. As an Academy we do not settle for anything but the best for each of our students.

4. Starting a Career at King's

About 2350 years ago a teacher coined the phrase 'excellence is a habit'. By this he meant that for anyone to succeed then the pursuit of excellence must become a way of life for them. Not occasionally, not sometimes but every day of their lives. That teacher was Aristotle and it is his philosophy that underpins everything we do at King's Leadership Academy Bolton.

King's Leadership Academy Bolton was formed in September 2019 with its inaugural cohort of 180 Year 7 students and 24 staff. We are now recruiting for our next group of exceptional teachers to help deliver the world class education our students deserve. Within 5 years the school will hold 900 students and we are looking for forward-thinking educators who share our core beliefs and values to build on the impressive start we have already made.

We are looking for ambitious and motivated individuals at all stages in their careers to form part of the King's family. You will need to have strong understanding of the maths of how children learn, a drive to improve your own practice, have the highest expectations in all you do and a wish to create, and take ownership of, new systems at all levels of school life. Most importantly, we are looking for people with a passion for their subject and who care deeply about children.

5. Application and Interview Process

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on your letter of application so please read the Job Description and Person Specification carefully before you write your letter of application.

Candidates who are not currently employed by the trust

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc. dated within the last 3 months)
- Where appropriate any documentation evidencing changes of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

6. 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

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- List 99 check
- Section 128 Check
- Satisfactory DBS Disclosure
- Verification of professional status such as QTS Status, NPQH (where required)
- Completion of Employee Health Declaration
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

7. Job Advert

Job Title:	Practitioner of Maths
Date posted:	14 th December 2021
Disclosure Level:	Enhanced
Contract type:	Fixed – One Year - Required from September 2022
Salary:	Negotiable, main pay scale dependant on experience
Working Pattern:	Full Time
Base:	King's Leadership Academy Bolton
Reports to:	Lead Subject Practitioner

King's Leadership Academy Bolton is a highly successful, over-subscribed Academy, based in the Great Lever area of Bolton. In order to support the growth of the King's Leadership academy Bolton, the trust is seeking a talented and aspiring teacher.

Whatever your previous experience, the trust will ensure that, if appointed, this post is the right one for you, with real prospects of professional development and personal satisfaction. For further enquiries and to send completed application forms, please email s.baglow@kingsbolton.com.

8. Job Description

OVERVIEW:

King's Leadership Academy Bolton is seeking to appoint an ambitious and enthusiastic teacher to join a forward thinking and expanding Academy. We are looking for someone who is an excellent classroom practitioner, who can work well within a team, who values each pupil as an individual and who will play a significant part in the development and growth of the Academy.

All classes are set based on academic groups and data is extensively used to track, monitor and inform intervention for our students. The Academy fully embraces modern pedagogy and this is reflected in our approach to ICT which is fully integrated into classroom teaching. All students have their own iPads which are used extensively to support independent learning.

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

1. An excellent knowledge and love of their subject
2. The ability to convey that knowledge with enthusiasm
3. The ability to make the lessons interesting and relevant to their students
4. The ability to manage the classroom in a calm, just and fair manner
5. The ability to generate self-belief in our students and raise aspirations
6. The refusal to accept excuses for low performance
7. A deep-rooted respect for our students and the learning challenges that they face

JOB PURPOSE:

- To share and uphold the beliefs of King's Leadership Academy by espousing the ASPIRE values through your teaching role
- To implement and deliver an appropriately broad and differentiated programme of study for students following designated lines of inquiry
- To monitor and support the overall progress and development of students as a teacher and academic tutor
- To facilitate and encourage a learning experience which provides students with the opportunity to succeed and reach their potential
- To use the King's assessment process to collect and report accurate progress data to students, parents and governors
- To implement proactive intervention to enable every student to succeed
- To deliver lessons which are consistently good and mostly outstanding.

PLANNING:

To assist as required in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in your subject areas.

- To contribute to the Faculty improvement plan including its implementation
- To plan lessons that allow all students to make outstanding progress using a wide range of pedagogical strategies
- To contribute to whole Academy planning activities and self-review of performance indicators.

CURRICULUM:

To assist the Lead Practitioner to ensure that the curriculum area provides a range of teaching which complements the Academy's vision.

To assist in the process of curriculum development and change to ensure the continued relevance in meeting the needs of students and awarding bodies.

PROFESSIONAL DEVELOPMENT:

- To take part in the Academy's professional development programme by participating in arrangements for coaching and further training
- To continue personal development in the relevant areas including subject knowledge and pedagogy
- To engage actively in the Performance Management Review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school
- To complete an annual project linked to the Academy's performance management programme
- Be prepared to follow the King's emergent leadership programme which is designed to accelerate talented graduates towards senior leader's positions

QUALITY ASSURANCE:

- To help to implement the Academy's quality control systems and self-review procedures
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance indicators
- To participate in a structured system of lesson observations and supportive workshops focussed on accelerating teaching practice
- To review teaching methods and programmes of work
- To take part (as required) in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
- To attend team meetings etc in accordance with the Academy calendar.

MANAGEMENT OF INFORMATION:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for assessment, registers, tracking etc.
- To complete the relevant documentation to assist in the tracking of students
- To track student progress and use information to inform teaching and learning.

COMMUNICATIONS:

- To communicate effectively with the parents/carers of students as appropriate
- Communicate and co-operate with persons or bodies outside the Academy (where appropriate)
- To follow agreed policies for communications in the Academy.

MARKETING AND LIAISON:

- To contribute to the process of the ordering and allocation of equipment and materials
- To assist the Lead Practitioner in identifying resources needed and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, department and the students.

ACADEMIC TUTOR:

- To be an Academic Tutor assigned to a group of students
- To promote the progress and well-being of individual students and of the Tutor Group as a whole
- To liaise with the Academic Coaches and SEN staff to ensure the implementation of the Academy's WAVE programme
- To register students, accompany them in assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required
- To contribute to the preparation of Action Plans, IEPs and other reports
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate as appropriate, with the parents/carers of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff

- To contribute to the ASPIRE programme, citizenship and leadership according to Academy policy
- To apply the Behaviour for Learning policy and systems so that effective learning can take place.

TEACHING:

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in the Academy and elsewhere.
- To assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and the Academy values are reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the Academy Behaviour Policy, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by departmental and Academy policies.
- To mark, grade and give written/verbal and diagnostic feedback which follows the Academy marking policy.
- To set appropriate targets for students in line with Academy policy and procedure as required.
- To implement the Academy policies regarding homework.
- To play a full part in the life of the Academy, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To promote actively the Academy's Policies & Procedures
- To continue personal development as agreed.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified not mentioned in the above.
- To comply with the Academy's procedures concerning safeguarding and to ensure that training is accessed.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE:

King's Leadership Academy Bolton is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

Other responsibilities

Contribute to the wider life of the Trust, its schools and its community through out of hours and partnership work. To carry out any such duties as may be reasonably required by the Principal or Chief Executive.

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 at the date shown but, in consultation with the post holder, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

This appointment is with the Local Advisory 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'

9. Person Specification

Assessed by:

No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
QUALIFICATIONS				
1.	Qualified Teacher Status	D	✓	✓
2.	Graduate with accredited teaching qualification (in an appropriate subject).	D	✓	✓
3.	Degree level qualification	E	✓	✓
4.	Evidence of continuing professional development at a level appropriate to your current post.	E	✓	✓
5.	Level 3 qualification (NVQ level 3 or A level)	E	✓	✓
6.	GCSE in English and Maths at Grade C or above	E	✓	✓
EXPERIENCE				
7.	A wide range of teaching styles and strategies and their use in personalising learning.	E	✓	✓
8.	High levels of pupil achievement over time as evidenced by value added, examination results and other performance indicators.	D	✓	✓
9.	To have attended relevant courses	D	✓	✓
10.	Working with children in a secondary school or other setting	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
11.	Demonstrate yourself as a role model in terms of hard work, commitment to best practice in learning and teaching, personal presentation and attitude to all members of the school community.	E	✓	✓
12.	Achieve above expected rates of progress with all groups of pupils.	E	✓	✓
13.	Support the school ethos of high standards of behaviour for learning.	E	✓	✓
14.	Ability to maintain positive relationships with students, parents and staff	E	✓	✓
15.	Communicate highly effectively with a wide range of audiences.	E	✓	✓
16.	Promote and safeguard the wellbeing of all young people	E	✓	✓

17.	Ability to work effectively within a team	E	✓	✓
18.	Effective classroom and behaviour management skills	D	✓	✓
19.	Ability to communicate effectively	E	✓	✓
20.	The ability to use an imaginative range of teaching strategies to promote high expectations and high levels of challenge in the classroom	D	✓	✓
21.	The ability to use assessment for learning to improve teaching and learning as well as to assess and record student progress	E	✓	✓
22.	The ability to establish a safe and purposeful working atmosphere that supports learning and in which students feel secure and confident	D	✓	✓
23.	A secure knowledge and understanding of the concepts and skills essential to success	D	✓	✓
24.	The ability to make use of an understanding of ICT to develop teaching resources as well as to enrich the curriculum	D	✓	✓
25.	A commitment to raising achievement.	E	✓	✓
26.	Ability to communicate effectively in relevant community languages	D	✓	✓
27.	Good ICT skills for word-processing, use of learning software and accessing on-line resources	E	✓	✓
28.	Knowledge of the secondary curriculum	D	✓	✓
29.	Knowledge of strategies to support students with specific SEN e.g. physical disabilities, visual and/or hearing impairment	D	✓	✓
PERSONAL QUALITIES				
30.	A passionate belief in the school's mission statement	E	✓	✓
31.	A strong belief in the value of education	E	✓	✓
32.	Highest levels of professional and personal integrity	E	✓	✓
33.	A strong commitment to inclusion and overcoming barriers to learning and achievement	E	✓	✓
34.	Personal resilience, persistence and perseverance; and a strong work ethic	E	✓	✓
35.	Commitment to undertaking additional training where required	E	✓	✓
36.	Willingness to contribute to faculty extracurricular activities	E	✓	✓

10. Great Schools Trust Safeguarding policy

The Trust is committed to Safeguarding and Promoting the Welfare of all of its students. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at the Academies, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students.

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

'Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- provide a safe environment in which children can learn.
- identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

DFE: Keeping children safe in education 2019

The Trust pays full regard to 'Keeping children safe in education'. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and DBS checks.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

- Candidates should be aware that all posts in The Great Schools Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about any disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

11. Contact Details

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