Aspire Teacher of English

Actual Salary: M/UPR £334,069 - £52,835 pa

Possibility of TLR2a for the right candidate

Permanent

Full Time

NORTHERN LEADERS TRUST

ACHIEVEMENT, STUDENTS & LEADERS MATTER

CANDIDATE INFORMATION PACK

Kenton School

all different all equal

Kenton School, Drayton Road,
Newcastle upon Tyne, NE3 3RU

STUDIO WEST

Learning that Connects

Studio West, West Denton Way,
Newcastle upon Tyne, NE5 2SZ



INTRODUCTION

From the Chief Executive Officer

Dear Applicant

Northern Leaders Trust, formerly Kenton Schools Academy Trust, formed in 2014, is a growing, passionate Trust in the Northeast of England. Our eyes are firmly fixed on providing the best education possible for young people in our city, our region and nationally.

The Trust's main objectives are encompassed in its vision statement, which is: Students are at the centre of everything we do. Through collaboration, every aspect of our work is of high quality. Our academies deliver an ambitious and inclusive curriculum that enables all students to excel academically and socially. We know the key to our success is ensuring that we recruit the highest quality staff, and we are delighted to be expanding our team with the appointment of a Teacher of English. The post is based at Kenton school and will support students from both Kenton and Studio West.

We have an exciting opportunity within our alternative teaching provision unit - Aspire. The post is open to both experienced and early career teachers. For early career teachers we offer a comprehensive suite of training and support. The Aspire Team work closely with students who have struggled for a variety of reasons in a mainstream setting. We offer a reduced bespoke timetable to KS4 students who are on long term placements and KS3 students who are on turnaround placements. Our aim is to provide the best curriculum offer to some of our most vulnerable students.

If you are the person we are looking for, your broad base of subject knowledge will be underpinned by a passion for the subject and the ability to apply a range of teaching and learning strategies. You will possess the ability to work effectively with all students, engaging them through exciting yet challenging lessons and embedding a culture of positive behaviour for learning. You will possess the ability to promote the safeguarding and welfare of children and young people and take appropriate action when required. And, most importantly, you will be committed to our school ethos of 'all different, all equal,' instilling high expectations in all our students.

In return we offer:

- Access to fantastic ECT support for early careers teachers/professional development for those who have already passed statutory induction
- Access to the Teachers Pension Scheme
- Salary sacrifice schemes such as cycle to work scheme
- Access to on-site gym facilities at our Kenton School site
- Access to a range of health and wellbeing initiatives
- Fantastically resourced schools, both with easy commuting access to both the A1 and A19 and free on-site parking.

We look forward to receiving your application.

Yours faithfully

Lee Kirtley
Chief Executive Officer

Teacher of English

Job Description

Reporting To:
Head of Faculty

Job Purpose
To be accountable for learner achievement within a designated timetable by effective teaching and learning and contribute to the monitoring and development of the faculty curriculum.

Main Responsibilities
The main list of main responsibilities is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

Key Accountabilities

All teachers are accountable for the following:

- Promoting the values and vision of the Trust and using them to inform decision-making
- Outcomes of students at KS4 against the FFT 5th percentile of national target standards and KS 5 against the upper quartile of national performance standards
- Quality of teaching and learning as measured by:
- Progress of students in subjects that can be reasonably expected against their previous starting points
- Progress of students with SEND in subjects that can be reasonably expected against their previous starting points
- Progress of students with EAL in subjects that can be reasonably expected against their previous starting point
- Progress of Pupil Premium students in subjects that can be reasonably expected against their previous starting points
- The design and delivery of teaching programmes and activities that lead to learning the knowledge and skills intended by the scheme of work for each subject taught
- The design and delivery of intervention strategies to support students in making the progress which can be expected of them in subjects
- The impact of reading and literacy programmes on standards of student competence
- The quality of personal, social, careers and health education across all year groups
- Standards of behaviour of students against the One Trust Rule in lessons and around the school

JOB DESCRIPTION

1. To carry out the professional duties of a Teacher as set out in the School Teachers' Pay and Conditions Document and carry out teaching duties in accordance with the school's schemes of work and the National Curriculum.
2. Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the school behaviour policy.
3. Plan effectively in the short, medium and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and the differentiated needs of learners are met. Plan and prepare homework and other out of class work.
4. Be aware of and apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of learners are met and excellence and enjoyment is achieved. Deliver lessons to groups of learners or classes. Demonstrate the positive values, attitudes and behaviour expected from learners.
5. Assess, record and report on the development and progress of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Provide timely, accurate and constructively feedback on learners' attainment, progress and areas of development.
6. Demonstrate ongoing development and application of teaching practice, expertise and subject, specialism and/or phase knowledge to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners.
7. Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of learners.
8. Contribute to the development and implementation of priorities, policies and activities in order to enable the achievement of whole school aims.
9. To work effectively with/be aware of and assist integrated processes, and local opportunities which support children, young people and their families
10. Promote the safeguarding and welfare of children and young persons the postholder is responsible for or comes into contact with. Give advice on the development and wellbeing of children and young people, if required. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.
11. Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.

In addition, Upper Pay Range teachers are expected to:

1. Make significant contributions to implementing workplace policies and practice and to promote their implementation.
2. Give advice on the development and wellbeing of children and young people, if required,
3. Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

JOB DESCRIPTION CONTINUED

Key Responsibilities in Aspire Provision

- Build positive, respectful relationships with students and act as a consistent, supportive adult.
- Deliver or support the delivery of alternative curriculum programmes, both academic and therapeutic.
- Implement individual behaviour plans, risk assessments, and EHCP targets.
- Support students with emotional regulation and behaviour de-escalation using trauma-informed and restorative approaches.
- Work closely with teachers, therapists, and external agencies to ensure holistic support for each student.
- Monitor and record student progress, behaviour incidents, and safeguarding concerns accurately.
- Promote the development of students' social skills, self-esteem, and independence.
- Provide 1:1 or small group interventions (academic or behavioural).
- Supervise students during off-site activities, vocational placements, or community-based learning.
- Uphold safeguarding responsibilities in line with school and statutory policies

Teacher of English

Person Specification

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

1. Graduate with Qualified Teacher Status (degree, PGCE, BEd or equivalent)
2. Broad base of subject knowledge.
3. Evidence of successful training, teaching practice and/or successful prior teaching experience.
4. Demonstrable experience of effective use of a range of learning and teaching strategies.
5. Ability to effectively use assessment to support learning.
6. Knowledge of and ability to effectively use a range of behaviour management techniques.
7. Effective analytical skills with the ability to use data to inform practice.
8. Effective organisational skills e.g., lesson preparation, scheme of work development, meeting deadlines, good record keeping etc.
9. Effective ICT skills and knowledge.
10. Experience working with children or young people with behavioural, SEMH, or SEND needs.
11. Ability to remain calm, empathetic, and firm under pressure.
12. Strong communication and interpersonal skills.
13. Good literacy, numeracy, and IT skills.
14. Commitment to inclusive education and safeguarding practices

Desirable

15. Previous experience working in a secondary school environment.
16. Evidence of CPD/professional learning on a range of learning/teaching issues.

Part B: Assessment Stage

The following criteria will be further explored at the assessment stage in addition to criteria above.

Essential

1 Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including:

- Motivation and commitment 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
- Attitude to use of authority and maintaining discipline.

Part B: Assessment Stage Continued

Essential

2 Effective interpersonal, oral communication and presentation skills.
3 Ability to form community links and identify and facilitate enrichment opportunities for students to support learning.
4 Ability to work effectively as part of a subject/ curriculum team
5 Ability and flexibility to take an active part in extra curricular provision.
6 Effective interpersonal, oral communication and presentation skills.
7 No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post.
8 Committed to working with young people and contributing to trust ethos.

Desirable

9 Can contribute to wider school development.

Assessment/Selection Methods

Lesson observation
Interview

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

1 Enhanced Certificate of Disclosure from the Disclosure and Barring Service*
2 Additional criminal record checks if applicant has lived outside the UK
3 Children's Barred List Check*
4 DfE Prohibition List Check including GTCE Check
5 Confirmation of Qualifications and Qualified Teacher Status, including confirmation of professional status from relevant professional regulatory body for teachers who have worked overseas.
6 Medical clearance
7 Identify and Right to work in the UK check
8 A minimum of two satisfactory references from current and previous employers (or education establishment if applicant not in employment).

*All posts involving direct contact with vulnerable children are exempt from the Rehabilitation of Offenders Act 1974. The amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website (www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974).

This post is classed as being in 'Regulated Activity' as defined in Keeping Children Safe in Education 2021, therefore in addition to the DBS check, a check of the Children's Barred List will also be conducted as part of the pre-employment screening process.



GCSE Results Day

Our 2026 GCSE results reflect the many positive changes that have taken place in the academy over the last year. All students are given the best possible support and advice and encouraged to follow their passion, whatever that might be.



A-Level Results Day

An increasing number of students spend 7 years at Kenton, going onto a variety of destinations at the end of Year 13. This year we were delighted that students have gone on to study Medicine at Cambridge and History and Physics at Durham as well as Film & TV at the University of Bristol.

About our Trust

Northern Leaders Trust; Formed in 2014, our Trust currently incorporates both Kenton School and Studio West, an innovative 11-19 studio school.

Under the leadership of Chief Executive Officer Lee Kirtley, the Trust's main objectives are encompassed in its vision statement, which is 'Students are at the centre of everything we do. Through collaboration, every aspect of our work is of high quality. Our academies deliver an ambitious and inclusive curriculum. This enables all students to have high aspirations and to excel academically and socially.

Each academy is unique and retains its own identity whilst aligning with our Trust vision and values. Each academy's motto summarises this.

Kenton School

'All Different, All Equal.'

Studio West

'Learning that connects.'

Our Trustees

Over the last three years, the Trust Board, comprising of 3 members and 7 Trustees has delivered major improvements to the governance, leadership and financial health of the Trust.

Our Trustees come from a variety of different education and business backgrounds, driving the strategic vision of the Trust and our schools. The Trust and its schools are supported by a strong central services team covering core Trust functions, such as HR, Finance, Data and ICT.

Shared Expectations

The One Trust Rule

Every student and adult is expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people and their wellbeing at all times.

Integrity
We act with honesty, transparency, and strong moral purpose in all that we do. Our decisions are guided by what is right for children and young people. We take responsibility for our actions, build trust through openness, and demonstrate consistency between our words and behaviours. We model ethical leadership so that students and staff feel safe, respected, and confident in our fairness.

Ambition
We are relentlessly ambitious for every student and every member of staff, regardless of starting point or background. We believe that all can achieve highly and are proud to create an aspirational culture. We challenge limits, remove barriers, and provide the support needed so that excellence is both expected and attainable.

Belonging
We create environments where every individual feels known, valued, safe, and proud to be part of our Trust community. We recognise that belonging strengthens wellbeing, engagement, and success. Through inclusive practice and strong relationships, we ensure that diversity is respected, voices are heard, and connections with families and communities are meaningful and sustained.

Collaboration
We believe we are stronger together. Collaboration is central to improving outcomes, developing expertise, and sustaining excellence. We work purposefully within and between schools, across trusts, and with wider stakeholders to share knowledge, solve challenges, and create opportunities for all. Professional generosity and collective responsibility underpin our approach.

About our Schools

Studio West



Studio West opened in 2014 as a 13–19 studio school but, with effect from September 2017 and due to local, popular demand, a change in age range was agreed with the DfE and the school began to admit students in Year 7.

The school now has around 548 students with a PAN of 90 and is well oversubscribed in all year-groups
The ethos of Studio West is enshrined in 'Learning that connects.' The principle that learning must constantly connect school with the real world and the full range of work-related learning and career progression, towards university, an apprenticeship or other destination tailored to the needs of the individual.

Graded as 'Good' by Ofsted in early 2019, we are one of the most successful studio schools in the Country. We use the full range of work-related learning and career progression alongside academic prowess to prepare students for university, an apprenticeship, further training and employment - tailored to the needs of the individual.

STUDIO WEST
Learning that Connects

For further information, please visit our website
www.northernleaderstrust.org

About our Schools

Kenton School



Kenton School is a vibrant and inclusive secondary school at the heart of the community in which we serve.

With just over 1800 students, Kenton is amongst the largest schools in the North East. However, despite the size, the school prides itself on retaining a family atmosphere, where students feel not only challenged through quality first teaching and learning but supported and motivated by the strong pastoral team.

Our Kenton team are passionate about providing the very best education possible for young people in our city, our region and nationally and our strong and committed team share our vision of ensuring all our students not only reach their potential but that they are confident, happy and resilient students who treat each other with compassion and respect.

We aim to provide a broad curriculum, focussing on educating our students for their future in the modern world, not the past or even just the present. We also believe strongly in developing the creativity of our students and this is demonstrated through our commitment to delivering arts courses as a core subject.

Kenton SCHOOL
all different all equal

For further information, please visit our website
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Additional Information for Applicants

Conditions of Service
The conditions of service applicable to this post are the Conditions of Service for School Teachers in England and Wales (the Burgundy Book) and the School Teachers Pay and Conditions document as amended/supplemented by local decisions made by Northern Leaders Trust.

Working Hours
Directed time is 1265 hours per annum. The exact timing of this directed time is set each year in accordance with curriculum requirements.

Pay and Grading
The salary for the post is Main/Upper Pay Range with current corresponding full-time salary of £34,069 - £52,835 pa. Potential for TLR2a for the right candidate

Northern Leaders Trust do offer pay portability therefore starting salary will be dependent upon current pay point and relevant experience. Progression through the range is subject to annual successful performance review on 1 September each year.

Status
This is a permanent post. Early Career Teachers will be required to pass their two- year statutory induction.

Pension Scheme
The postholder will be automatically enrolled in the Teachers' Pension Scheme. Further details can be found at www.teacherspensions.co.uk.

Safeguarding
Northern Leaders Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support families, children and staff at school.

Equal Opportunities
Northern Leaders Trust is opposed to any form of unfair discrimination and is publicly committed to be an equal opportunity employer.

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