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**Ashlawn School**

**Faculty Lead: English**

**Recruitment Pack September 2023**

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**About Transforming Lives Educational Trust**

**Our History**

The Transforming Lives Educational Trust (TLET) was established in October 2016 and is a Charitable Trust and Company Limited by Guarantee. TLET grew out of a partnership between a high performing secondary school and primary school in Rugby, Warwickshire. The desire to work together arose from continuing population growth in the local community, our belief that we can shape and influence practice wider than our current schools, and the desire to provide the community with more high-quality school places. The Trust is set to grow over the coming years and currently comprises of two secondary-phase academies, Ashlawn School and Houlton School, and two primary-phase academies, Henry Hinde Infant School and Henry Hinde Junior School. Currently we are responsible for approximately 2500 children and young people and, along with the Trust’s Central team, 350 employees and £15m of public money annually.

**Our Vision**

We believe in the transformative power of learning and its singular ability to broaden horizons, deepen perspectives and extend potential.

Our family of academies will be recognised as the most forward-thinking and innovative organisations within the communities they serve, providing a springboard for our children, young people and staff so that they become exemplary citizens who strive to stretch their potential and become transformers in a diverse and ever-changing world.

**Our Strapline**

Transforming tomorrow, today.

**Our Standards**

**One team, one goal**

* We are totally united and committed to improve life chances.

**Best daily deal, everyday**

* We have the highest expectations for all, in all, from all, always.

**No excuses**

* We see it, own it, sort it.

**Community First**

* If it’s important to you, it’s important to us – we care.

**Our Values**

**T**end the team – *listening to, sharing with, and learning from others so that we nurture the potential of all (loyalty)*

**R**each for excellence – *only comparing ourselves to the best – seeking to match and then surpass it (excellence)*

**U**tilise innovation – *seeking forefront thinking and creativity, and leading the change (courage)*

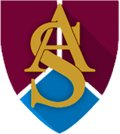
**S**eize success – *holding onto our vision and building on our achievements (tenacity)*

**T**hank as you go – *recognising the contribution of others to the Trust’s successes (kindness)*

**Our Academies**

Logo, company name

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**Our Team**

Without exception, everyone is deeply committed to the very highest outcomes, regardless of their role, recognising the strength of collective contribution and effort.

**Leaders**

Academy leaders, driven by exceptional Principals, focus relentlessly on pupils and their outcomes, with everything else as peripheral. They are restless in their leadership, seeking ever better ways to improve in a culture of success. They do what it takes to make the difference.

Central team leaders, motivated by an inspiring Executive, lead high performing teams who add value to our academies by providing the environment in which others thrive. They unburden academy leaders, enabling them to keep the main thing, the main thing – pupil outcomes.

Governance, for our academies and for the Trust, is robust, rigorous and proportionate, providing professional support and challenge so that leaders strive to the limit of what is possible with a sharp focus on outcomes and excellence.

Our leaders never allow the urgent to distract them from the important, navigating a clear route to long-term success.

**Teachers**

Our teachers are highly effective in the classroom, both in the uncompromising quality of their teaching and in the perceptive and individualised attention they give to pupils. They are passionate about the subjects they teach and dedicated to the children in their care. Our teachers are carefully recruited and expertly supported to make sure they, like our pupils, are always at the top of their game.

**Support Staff**

Our support staff are the backbone of our organisation and are specialists in their areas of responsibility. Like our teachers, they are well-trained and highly effective at ensuring the smooth operation of our Trust day in, day out.

**Our Aims**

1. Our children achieve more, and make better progress, by attending a TLET academy than would otherwise be expected.
2. Others hold our academies, and the Trust, in the highest regard.
3. Our accommodation and premises are safe, well maintained and with facilities that are constantly improving.
4. Infrastructure and management systems are effective and cohesive, underpinned by sound financial management.
5. Our Trust operates at least seven academies, with due regard to growing responsibly, sustainably and with a mix of primary and secondary phased academies.
6. The welfare of our children and staff is promoted effectively in a safe environment where they are protected from harm.

**Why Work for TLET?**

At TLET, we want to be an employer of choice for our employees.

We believe that the children and young people in our care deserve the very best staff who are highly effective at what they do. We want our employees to take great pride and satisfaction in their work. This means that one of our fundamental priorities is to ensure that all of our employees feel valued, knowing that the role they fulfil is vital to transforming the life chances of others. Put simply, we are loyal to our employees and receive their loyalty in return.

**Comprehensive Induction**

When joining TLET, you will have access to a detailed induction programme which is designed to ensure you feel confident in your new role from your first day with us. This is led by our HR team in partnership with your line manager and focuses on our culture, safeguarding, site orientation, key people and TLET expectations, among other things. We know the importance of a great start for our children and young people when they join one of our academies, so we place just as much importance on the way new employees transition into TLET.

**Tailored Training**

We believe in giving our children and young people the best daily deal. To this end, all of our employees have access to individualised performance development programmes and tailored training to ensure we are all restless in our pursuit of excellence. We work with respected training providers such as ECM Consultants, Challenge Partners and our own TLET Education Improvement Service, harnessing a blended training platform of virtual and face-to-face sessions.

**Tending the Team**

At TLET, we recognize that working in schools is extremely rewarding, but we haven’t lost sight of the fact that it is often challenging and burdensome. All our employees have access to our TLET wellbeing offer to promote your mental and emotional wellness. This centres around a suite of staff provision such as bitesize online wellbeing training to help maintain work-life balance, free access to professional counselling and even shopping vouchers! In short, we take care to care.

**TLET Central Team**

As an employee at TLET, you will benefit from our extensive and expert Central Team who are based in Rugby making them highly accessible and responsive. The Central Team deliver leadership, finance, estates, business operations, HR and IT expertise to our academies with the intention of making it easier for others to do their job. Our Central Team work in partnership with our academy leaders to ensure that support is tailored to the needs of each academy.

Furthermore, we follow the School Teachers’ Pay and Conditions Document, the National Joint Council guidelines and recognize continuity of service for all employees joining TLET to ensure that our employees are looked after well compared with others in different settings.

**About the Role**

Thank you for your interest in the position of Faculty Lead: English at Ashlawn School

This pack has been designed to help you should you choose to submit an application to us, which we sincerely hope you do. The pack aims to answer all of your initial questions, but if not, please do not hesitate to contact us. It is extremely important to us that you feel comfortable and confident to proceed with your application as we aim to make the very best appointment possible.

So, who are we looking for?

We are delighted to offer this exciting opportunity for a Curriculum Leader for English to join our successful school. The successful candidate will lead a passionate team of teachers who are committed to delivering the English curriculum in engaging and innovative ways. You will be a leader who has the ability to inspire, motivate, challenge and support the team to ensure that every student makes progress within the subject area. You will have a clear vision for the success of the team and will guide them to continue to develop provision that impacts positively on every student in the school.

You will become a significant member of the extended senior team at Ashlawn School. This team plays a crucial role in swiftly moving the school from its current Ofsted judgement to one that truly reflects the fantastic work that the school does in forming the rounded individuals of our community.

It is very important to us at Ashlawn School that all our teachers feel valued, listened to, and mentored well so that they have opportunities to develop.

**The successful candidate will:**

* Maintain and build upon standards already achieved, as well as continuing the growth and development of the team
* Have demonstrable experience on school improvement and managing the work of others
* Have demonstrable experience of using performance management and performance data to inform target setting, planning and policy
* Be able to lead, coach and mentor others
* Lead by example and reflect the vision and values of the school at all times.

Why work for Ashlawn?

* A large, oversubscribed bi-lateral school committed to supporting all members of the school community to succeed
* You’ll be working within a community of passionate, committed colleagues who genuinely support each other
* A staff wellbeing team implements various strategies to boost staff engagement including various activities, events, conferences, and many other staff benefits
* Excellent opportunities to develop and grow in the successful and expanding Transforming Lives Educational Trust, a growing Multi-academy Trust based within the local community
* To be part of an 11-18 provision with opportunities to teach in the sixth form

A Welcome from The Principal of Ashlawn School

Thank you for your interest in our school.

As the recently appointed principal of Ashlawn School, I remember well the excitement of considering a new challenge and opportunity.  I also know that recruitment is a two-way process.  We are looking for the right person for the position; someone who really buys into our vision of ensuring that all staff and students have the right opportunities to maximise their potential in all areas.  You are looking for the right school in which to develop and progress, to contribute to the success of others and to get the support that you need to feel happy in your role. We hope that you agree that Ashlawn is exactly that kind of school.

We have a lot to do to move Ashlawn forwards, to regain our position of trust within our community and to become the outstanding school that we know that we can be. We are looking for someone who has the commitment and resilience to being a leader that supports this goal.

We welcome visits to Ashlawn prior to application because we are proud that:

* Our students are motivated and want to succeed
* Behaviour is excellent
* The variety of opportunities both within and out of the classroom provides all students with the opportunity to develop their interests and skills in a wide range of areas

At Ashlawn School, everybody counts.  Staff and students will talk about the support they get from each other – we truly are a community.  Our key aim is to give every child the opportunity to flourish and develop into life-long learners, engaged in the world around them and ready to take their place in the world as resilient, caring, disciplined, well-educated and employable adults.

If you want to lead a highly effective team, contribute to our excellent standards and have high aspirations for young people then Ashlawn School is the right school for you!

We look forward to meeting with you, so you too can appreciate our wonderful school and its community.

With best wishes

Paul Brockwell  
Principal

What next?

We want to hear from you if you are as excited as we are about this fresh opportunity within our successful and growing Trust. In return, we can offer the right candidate the chance to work within our innovative and forward-thinking Trust as well as offering excellent professional development and progression.

We encourage you to consider the information in this pack carefully and use it to picture yourself within the role at Ashlawn. Should you wish to discuss any element of the pack in more detail, please don’t hesitate to contact us. We look forward to receiving your application.

**How to Visit & Apply**

Please read the information in this pack. If you are interested in this job opportunity, please apply by downloading the application form from our website [website](https://www.tlet.org.uk/trust-information/vacancies/) ([www.tlet.org.uk](http://www.tlet.org.uk)). Completed application forms should be emailed to [careers@tlet.org.uk](mailto:careers@tlet.org.uk) or posted to:

HR Department (Careers)

c/o Houlton School

Signal Drive

Houlton

Rugby

Warwickshire

CV23 1ED

If you have any questions about the role or would like to visit Transforming Lives Educational Trust or one of our Academies, please don’t hesitate to contact us by emailing [careers@tlet.org.uk](mailto:careers@tlet.org.uk) or selecting option 1 on our telephone menu – 01788 593900.

If you decide to apply you should include a supporting statement with your application form (either in the application or as a covering letter) on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust.

Please do not send a general letter; we are really looking for someone who is prepared to respond to us as an individual Trust. You can be sure that we will take time and care in reading your letter; we appreciate how much time and energy goes into writing it.

*\*Timeline may be subject to change*

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| **Recruitment Timeline\*** | |
| Thursday 7th September 2023 | **Position advertised** |
| Monday 9th October 2023 | **Closing date for applications (9am)** |
| W/C 9th October 2023 | **Final Shortlisting and contact with candidates**  **References will be requested at this stage** |
| Friday 13th October 2023 | **Final Panel Process** |

**Job Description**

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| **Location:** | Ashlawn School |
| **Job Title:** | Faculty Lead: English |
| **Salary:** | Leadership Scale 7-10 (dependent upon experience) |
| **Contract:** | Permanent |
| **Start date:** | As soon as possible |
| **Responsible to:** | SLT |
| **Responsible for:** | - To carry out the responsibilities of a teacher as outlined in the generic job description.  - To carry out the responsibilities of a Tutor as outlined in the generic job description.  - To carry out the responsibilities of a senior teacher as Curriculum Leader with overall responsibility for English, English Literature and Media Studies.  - To act as a member of the School’s Extended Leadership Team |
| **Key relationships:** | * SLT * Teachers * Students |
| **MAIN ROLE AND RESPONSIBILITIES:** | |
| **Vision and** Leadership and Management  - To offer a vision for the long term aims of the Team in keeping with the school Aims, Goals, Targets and Strategies.  - To be responsible for the Annual Team Evaluation and Improvement Plan.  - To ensure the effective day-to-day running of the Curriculum Team, taking management responsibility for all staff, and the team timetable.  - To work closely with the Senior Leadership Team link to monitor, evaluate and develop the work of the Team.  - To work as a member of the school’s Extended Leadership Team to develop practice that promotes excellent student progress and outcomes in all areas. Teaching and Learning   - To monitor, evaluate and develop the curriculum to meet statutory requirements and the needs of all students.  - To keep schemes of work under review and ensure that they contribute to the effectiveness of lesson planning, and specifically that they reflect the cultural diversity of British society.  - To encourage the exchange of good classroom practice.  - To work with the Learning Development Department and the SENCO to maximise achievement for students with special needs in keeping with the SEN Code of Practice, and to implement school strategies for Numeracy, Literacy and vocabulary.  - To promote safeguarding, Fundamental British Values and new technologies in the subject area and to ensure that the statutory requirements are met.  - To implement the school Homework policy and monitor its effectiveness within the team.  - To take responsibility for the day-to-day teaching of the subjects within the team, to monitor the quality of teaching, to seek to improve the quality of teaching and to seek advice and take action where standards of teaching are unsatisfactory.  **Curriculum**  1. To be responsible for curriculum content within the English team.  - To be responsible for the co-ordination and oversight of the following:   * planning and preparation of syllabuses, National Curriculum programmes of study, styles of teaching, learning and assessment * the preparation, provision, maintenance and storage of resources * expenditure of team capitation allocation - including book purchase and reprographics * development and management of GCSE and A Level courses - including entries and administration, attendance at appropriate panel meetings and keeping abreast of national and local developments * the provision of cover work for absent colleagues * the upkeep of a departmental handbook and the appropriate sections of the team Handbook containing details of syllabuses, assessments, GCSE and A Level examination information, policies, procedures, expenditure and INSET provision * organisation and supervision of ITT Student Teaching Practice (in negotiation with Professional Tutor) * encouragement and support of subject staff, including non-specialist staff, both informally and through CPD provision.   2. To monitor the quality of teaching and learning of the subject across the school.  3. To be responsible for the review, development, preparation and provision of resources the subject.  4. To work with Teachers and Support staff to develop resources and strategies to maximise learning and achievement for students within the subject including the development of differentiated resources.  5. To monitor the progress of students within the subject, including the development of the subject component of the English Records of Achievement within the Ashlawn School target setting process.  6. To plan, present and record relevant departmental CPD and support for non-specialists through regular Team meetings.  7. To establish strategies for monitoring and reviewing teaching and learning styles.  8. To have specific regard for the cross-curricular dimension of equal opportunities and multi-cultural education in the English Team.  9. To be responsible for the development and oversight of contact with external agencies, including visits, in Years 7 - 13 within the subject. Student Achievement  To make use of assessment data at team level to set appropriate subject targets and to track and monitor the progress of students within the English department.  To implement the School Awards, Feedback and Reporting policies, to monitor their implementation and to give feedback to students.  To take responsibility for the behaviour of students within the departmnt and to deal with any problems in keeping with the School Positive Behaviour for Learning policy.  To meet statutory requirements for assessment.  To prepare students for national assessment at the end of Key Stage 4 and 5.  To promote activities beyond the taught day which give students the opportunity to take responsibility and to extend their learning. Staff, Performance Management and Professional Development  To encourage and promote the interests of English staff, including giving professional help, advice and support to colleagues and negotiated delegation of responsibilities.  To lead team training and development activities and contribute to whole school initiatives.  To take responsibility for induction of staff including NQT staff in keeping with school policies and statutory requirements.  To be responsible for an annual appraisal review of teaching and support staff in relation to the English Team Improvement Plan, an update of their current job description, and a discussion of their training and development needs, in keeping with the school Staff Development policy. Premises and Administration  To ensure that the team’s learning environment is safe, well maintained and attractive and in keeping with the School Health and Safety policy, reporting any concerns directly to the Site Manager.  To be accountable for, allocate and control the finances of the Team in accordance with school policies.  To liaise with the administration support regarding the maintenance of the team’s inventory.  To review the Team Handbook on an annual basis.  To co-ordinate the effective provision and deployment of all teaching resources and equipment. Safeguarding  Transforming Lives Educational Trust is committed to safeguarding the welfare of children and expects all staff to share this commitment. An Enhanced DBS Disclosure is required for all staff within the Trust. | |

This job description sets out the duties and responsibilities of the post at the time it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.   
  
The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

**Person Specification**

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| **Job Title:** | Faculty Lead: English |
| **Reports to:** | A member of SLT |

**The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion.**

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| **SPECIFICATION** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Specialist Knowledge** | Qualified Teacher Status  Evidence of ongoing CPD  Subject knowledge with ability to teach up to A-Level | Training in personnel issues and procedures, and in the accredited safe recruitment modules |
| **Experience** | Demonstrable impact on school improvement.  Demonstrable experience of using performance management and performance data to inform target setting, planning and policy.  Experience of managing the work of others. | Working with children with English as an Additional Language and SEND.  Experience in the recruitment of staff. |
| **Knowledge/Skills**  **(Ability to)** | Able to communicate with a variety of stakeholders (e.g. governors, colleagues, parents, the community, external agencies).  Able to lead, coach and mentor others, persuading and influencing those resistant to the management of change.  Able to use IT to support both the curriculum and work organisation.  Able to work as part of, and contribute to, a whole school, multi-disciplinary team.  Able to monitor and evaluate teaching, learning and school policy.  Able to identify the necessary resources which ensure high quality teaching and learning.  Able to assess the needs of individuals to inform the targeting of individual needs.  Able to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly. | Whole school self-evaluation.  Ability to lead on a whole school project or initiative. |
| **Competencies** | Able to demonstrate the appropriate motivation to work with young people.  Able to form appropriate relationships with young people    Emotional resilience in working with challenging behaviours  Appropriate attitudes to the use of authority and maintaining discipline |  |
| **Equality** | Demonstrable commitment to inclusive teaching and learning.  Awareness of the effects of discrimination on pupils, parents, colleagues and policy. |  |

**All posts within TLET are subject to pre-employment and vetting checks, including reference checking and enhanced disclosures checks with the Disclosure and Barring Service (DBS).**