



Transforming Lives  
EDUCATIONAL TRUST

# **Houlton School Subject Team Leader Music**

**Recruitment Pack April 2022**

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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 2400 children and young people and, along with the Trust's Central team, 350 employees and £13m 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



## 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, SEND, 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 Subject Team Leader: Music at Houlton 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?

This is an exciting opportunity to join us in our second year of opening at Houlton School, which welcomed its first Year 7 pupils in September 2021, with 6 forms of entry and we're delighted to be oversubscribed again for September 2022. Our school serves our local community - a new housing community of 6,200 homes to be built over the next 15 years; we are the only secondary school on the development and will set the standard for delivering excellence in education as well as providing a valuable community resource via our facilities.

You will join Houlton in its second year of opening as the first Subject Team Leader for Music. In this, you will be supported by our Senior Team with the emerging curriculum journey and bespoke expectations at Houlton. Candidates will enjoy a supportive school with highly motivated pupils here at Houlton.

Flexibility is key when joining a growing, brand new free school so we are looking for candidates who are energetic, agile to change and who understand our desire to achieve world class excellence in all areas through our supportive and family-like ethos.

We are in the fortunate position to be able to work with our Trust's outstanding secondary academy, Ashlawn School. We have available to us all of Ashlawn's resources, but also enjoy the freedom to develop our own ways of working as quickly as is practical so that we can be certain our pastoral provision reflects our own school's vision and ethos. You will be a positive and proactive individual with experience in working with young people. You will be a **flexible** team player, who responds well to the unique challenges and quickly changing environment of a brand new free school. Experience of working in a secondary environment and or working with children with additional needs would be an advantage. You will be a strong role model who rolls up their sleeves and gets stuck in with day-to-day operations. You actively seek out ways of improving your own performance and that of others, in order to ensure our pupils and the wider organisation are highly efficient, effective and sustainable. At your core is a strong moral purpose to provide the best deal for all stakeholders, but especially for the children and young people whom we serve.

We are looking forward to reading your application.

### 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 Houlton School. 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 \(www.tlet.org.uk\)](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*

Recruitment Timeline*	
Friday 8 April 2022	Position advertised
Tuesday 17 May 2022	Closing date for applications (9am)
W/C Monday 16 May 2022	Final Shortlisting and contact with candidates References will be requested at this stage
Tuesday 24 May 2022	Final Panel Process



## Job Description

<b>Location:</b>	Houlton School
<b>Job Title:</b>	Subject Team Leader: Music
<b>Salary:</b>	MPS/UPR + TLR 2a
<b>Contract:</b>	Teacher terms and conditions
<b>Start date:</b>	September 2022
<b>Responsible to:</b>	A member of the Senior Leadership Team
<b>Conditions of employment:</b>	The post holder is expected to carry out the duties of a school teacher as set down in the Teachers' Pay and Conditions Document.
<b>Job purpose:</b>	<ol style="list-style-type: none"> <li>1. To carry out the responsibilities of a senior teacher as Subject Team Leader with overall responsibility for the Computer Science Curriculum. Over time, this role will expand and will provide opportunities for further progression as the pupil numbers and department team grows.</li> <li>2. To carry out the responsibilities of a tutor as outlined in the generic job description.</li> <li>3. To carry out the responsibilities of a teacher as outlined in the generic job description.</li> <li>4. To carry out responsibilities of a Subject Team Leader as outlined in the generic job description.</li> </ol>

### MAIN ROLE AND RESPONSIBILITIES:

#### Vision and Purpose

- To play an active role in the development of the emerging competency-based curriculum providing specific curriculum expertise and guidance and leading on delivery of key aspects as they relate to the subject area.
- Be accountable for the learning and achievement of all pupils following programmes within the subject area whether these are within the context of the competency based curriculum or within the more general curriculum framework
- To liaise with Curriculum and Senior Leader colleagues at Houlton School to support strategic development, share good practice and plan collaborative activities.

#### Strategic Direction and Development of the Subject

- Develop and implement policies and practices, which reflect the school's commitment to high achievement through effective teaching and learning.
- Have an enthusiasm for the subject, which motivates and supports other staff and encourages shared understanding of the contribution the subject can make to all aspects of pupils' lives.
- Use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils.
- Develop plans for the subject, which identify clear targets, time-scales and success criteria for its development and/or maintenance in line with the school development/improvement plan.
- Monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.

#### Leadership and Management

- As the Faculty grows, to lead the wider team.
- To offer a vision for the long term aims of the Curriculum Team in keeping with the school Aims, Goals, Targets and Strategies.

- To be responsible for the Annual Faculty Improvement and Development Plan (FIDP).
- 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 with the support team to ensure the effective deployment and quality of peripatetic music provision for pupils.

### **Learning**

- To monitor, evaluate and develop the curriculum to meet statutory requirements and the needs of all pupils including those who are gifted or talented, and those who need additional support.
- 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 Inclusion Department and the SENCo to maximise achievement for pupils 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 Music 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 KS4 and Sixth Form 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, KS4 and Sixth Form examination information, policies, procedures, expenditure and INSET provision;
    - organisation and supervision of ITT Student Teaching Practice (in negotiation with Professional Tutor); and
    - 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 pupils within the subject including the development of differentiated resources.
5. To monitor the progress of pupils within the subject, including the development of the subject component of the Music Records of Achievement within the Houlton 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 Music team.
9. To be responsible for the development and oversight of contact with external agencies, including visits, in Years 7 - 13 within the subject.

**Pupil Achievement**

- To make use of assessment data at team level to set appropriate subject targets and to track and monitor the progress of pupils within the Music team.
- To implement the School Awards, Feedback and Reporting policies, to monitor their implementation and to give feedback to pupils.
- To take responsibility for the behaviour of pupils within the team and to deal with any problems in keeping with the Positive Behaviours policy.
- To meet statutory requirements for assessment.
- To prepare pupils for national assessment at the end of Key Stage 4 and in the Sixth Form.
- To promote activities beyond the taught day which give pupils the opportunity to take responsibility and to extend their learning.

**Staff, Performance Management and Professional Development**

- To encourage and promote the interests of the Music 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 ECT 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 Music Faculty Improvement and Development 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 Services Officer.
- 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 coordinate the effective provision and deployment of all teaching resources and equipment.

**Safeguarding**

To be aware that all staff are responsible for the safeguarding and promotion of the welfare of children.

**Other duties and responsibilities of a Teacher:**

Carry out other duties that the Principal may reasonably request. 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

<b>Job Title:</b>	Subject Team Leader: Music
<b>Reports to:</b>	A member of the Senior Leadership Team

**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.**

SPECIFICATION	ESSENTIAL	DESIRABLE
<b>Qualifications/ Training</b>	Bachelors-level degree or equivalent.  Qualified Teacher Status in a Computer Science or related subject(s).	Experience of, or prepared to teach additional subject areas whilst we establish our school.  Further relevant qualifications, e.g. Leading from the Middle, NPQ programmes.
<b>Experience</b>	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.  The recruitment of staff
<b>Knowledge/Skills (Ability to)</b>	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.	Working knowledge of relevant policies / procedures / codes of practice / legislation, including Data Protection and Child Protection  Whole school self-evaluation.  Ability to lead on a whole school project or initiative.

	<p>Able to assess the needs of individuals to inform the targeting of individual needs.</p> <p>Able to deliver consistently high-quality lessons, evaluate the impact of these and develop future planning accordingly.</p>	
<b>Equality</b>	<p>Demonstrable commitment to inclusive teaching and learning.</p> <p>Awareness of the effects of discrimination on pupils, parents, colleagues and policy.</p>	
<b>Specialist Knowledge</b>	Current National Curriculum programme of study / Key Stage 4 specification subject knowledge at KS3 and KS4.	Subject knowledge – Sixth Form.
<b>Personal Qualities</b>	<p>Calm</p> <p>Confident</p> <p>Flexible</p> <p>Reliable</p> <p>Professional and confident</p>	
<b>Education and Training</b>	Evidence of ongoing CPD	Training in personnel issues and procedures, and in the accredited safer recruitment modules.

**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).**





## Houlton School Additional Employee Benefits

### Employee Wellness – Fitness Discounts

We are delighted to launch two important partnerships in Rugby and Leamington Spa that will allow you discounted health club membership depending on which club is best for you.

**Rugby** <https://www.nuffieldhealth.com/gyms/rugby>

Nuffield Health, Junction 1 Retail Park, Leicester Road, Rugby, Warwickshire CV21 1RW.

Tel: 01788 554300

Usual membership cost: £51.00 (12 month) / £62.00 (monthly rolling)

Houlton School employee membership cost: £46.00 (12 month) / £56.00 (monthly)



#### Facilities:

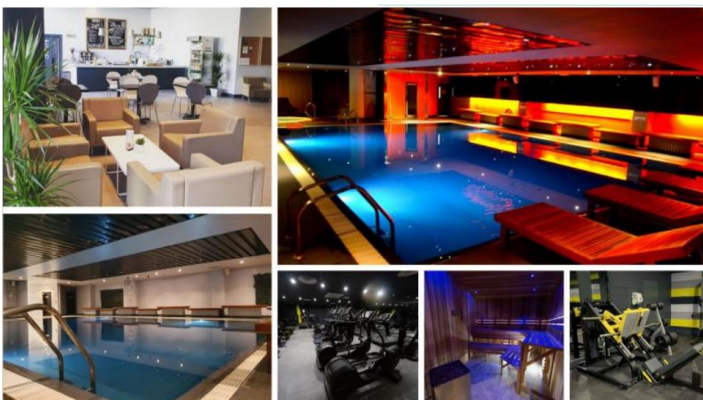
- Pool, children's pool, sauna and steam room
- Gym floor and studio classes
- Costa and juice bar
- Save £60 if taking a 12 month contract or £72 if on a monthly, rolling basis

**Leamington Spa** <https://core-gym.co.uk/>

Core Gym, 58 Bedford St, Leamington Spa, Warwickshire, CV32 5DT. Tel: 01926 883679

Usual membership cost: £49.99/month

Houlton School employee membership cost: £39.99/month



#### Facilities:

- Spa pool, jacuzzi, sauna and steam room
- Gym floor and studio classes
- Core café
- Save £120.00/year

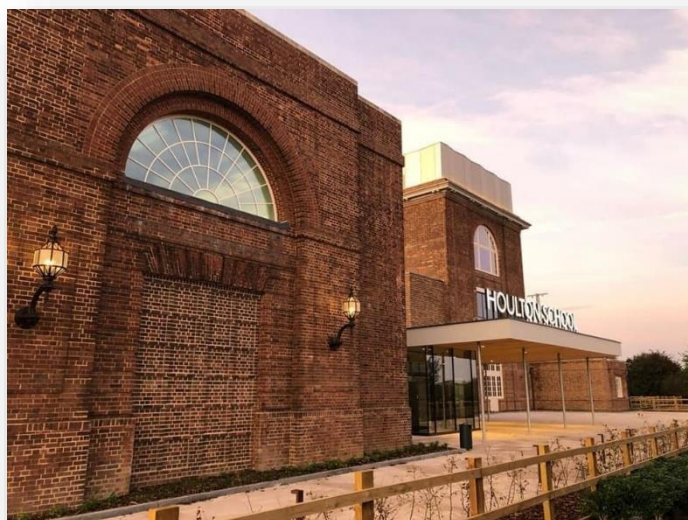
**To take advantage of these corporate discount rates, please take proof of working for us (ID badge) with you when applying for membership.**

## Admissions priority

As a permanent member of staff your child will hold a level of priority in school admissions to study at Houlton School.

At Houlton School innovation, aspiration and excellence are the cornerstone of all that is done. Your child would have the opportunity to receive an excellent education at a historic site, with state of the art facilities which can nurture a range of interests, from dance, acting and fitness studios to STEM and computing facilities. This Grade II historic listed building, and its £40m, 20-acre campus provides a unique and inspirational setting for all pupils to learn and grow.

Please visit: <https://www.houltonschool.org.uk/>  
<https://www.houltonschool.org.uk/admissions/admissions-faq/>



## Electric vehicle charging points

We have five electric vehicle charging points situated at Houlton School which are free to use. With the increasing prices of petrol and need to look after the environment, now is the perfect time to consider switching to an electric vehicle. Alternatively, if you already have an electric vehicle you will enjoy access to one of our free charging points.

