



Transforming Lives

EDUCATIONAL TRUST

**Ashlawn School**  
**Welfare and Behaviour**  
**Lead**

**Four vacancies**

**Recruitment Pack June 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 Welfare and Behavior Lead 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?

This is an exciting opportunity for a candidate who feels passionately about supporting all students throughout their academic journey in school. Someone who loves to work in a team and rise to a challenge. We are looking for an energetic, approachable person who can liaise with all stakeholders in a positive manner. We are looking for someone who embraces and enjoys the liveliness of a school environment.

At the core of this role is the provision of high quality pastoral work with the students in order to support the welfare and behaviour of all students. This includes providing first line support to students on pastoral issues; providing attendance, behavioural and educational support to students and providing a strategic link between the School and other agencies and parents/carers.

Successful candidates will be enthusiastic, sensitive, flexible and hard working with a sense of humour and ability to remain calm. Candidates must show high level skills of communication, time management and prioritisation.

Candidates must have 5 A\*-C grades at GCSE including at least C grade in English and Mathematics.

Relevant qualification or comparable professional experience to post e.g. Social Work, Counselling etc.

### Why work for Ashlawn School?

- A large, outstanding bi-lateral school committed to supporting all members of the school community to succeed
- Ashlawn is an oversubscribed, outstanding school, well respected within the local community
- 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, including *ResearchEd*, Rugby, 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

### 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 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.

<b>Recruitment Timeline*</b>	
Friday 17 June 2022	<b>Position advertised</b>
Friday 24 June 2022	<b>Closing date for applications (9am)</b>
Week commencing 27 June 2022	<b>Final Shortlisting and contact with candidates</b> <b>References will be requested at this stage</b>
Week commencing 27 June 2022	<b>Final Panel Process</b>

*\*Timeline may be subject to change*

## Job Description

<b>Location:</b>	Ashlawn School
<b>Job Title:</b>	Welfare and Behaviour Lead
<b>Salary:</b>	NJC17 – NJC22 £24,920.00 – £27,514.00 Actual Salary: £20,789.36 – £22,953.40 Term time + 5 days
<b>Contract:</b>	Permanent
<b>Start date:</b>	September 2022
<b>Responsible to:</b>	Key Stage Leader and Welfare and Behaviour Lead
<b>Key relationships:</b>	SLT, Key Stage Leaders, Heads of Year, Pastoral Assistants, Inclusion Manager for the HUB, SENCO and Admin Support
<b>Job purpose:</b>	At the core of this role is the provision of high quality pastoral work with the students in order to support the welfare and behaviour of all students. This includes providing first line support to students on pastoral issues; providing attendance, behavioural and educational support to students and providing a strategic link between the School and other agencies and parents/carers.

### MAIN ROLE AND RESPONSIBILITIES:

#### Duties and Responsibilities:

- To provide support and advice regarding pastoral and safeguarding issues to the students in the year group
- To manage safeguarding concerns under the direction of the DSL
- To accurately record all actions on CPOMS
- To monitor and take appropriate action in relation to the behaviour, progress and school attendance of these students.
- To communicate and liaise with parents, carers and outside agencies in a proactive manner.
- To meet with SLT and the pastoral team on a regular basis to discuss the progress and attendance of students and matters relating to their welfare.
- To work collaboratively with the year/key stage specific pastoral team, including meeting regularly to discuss students' achievement, attendance and welfare.
- To support teachers in the application of the school's behaviour policy.
- To take appropriate action and provide support/advice/guidance to students for whom there is a developing pattern of poor behaviour.
- To act as a link member of staff for Looked After Children and children with additional needs
- Maintain student progress passports for students who have additional needs
- To work collaboratively with the school Mental Health Lead/Counsellor to provide wellbeing support for vulnerable students
- To run targeted support and interventions as appropriate
- To assist in the re-integration of new students and students who have been absent
- To liaise with parents/carers and if necessary, make home visits
- To collate and present relevant information for reporting
- To represent the school in Children's Services meetings (where directed to and where appropriate)
- To challenge and motivate students, promoting and reinforcing self-esteem.

- To set high standards through the example of own presentation, personal and professional conduct.
- To act as an ambassador for the school at school events.
- To communicate a positive image of the school.
- To have a high profile around school and to ensure high standards of behaviour by modelling good practice for other colleagues
- To liaise with the Head of Year, SENCO, Inclusion Manager and wider pastoral team in relation to providing early intervention.
- To monitor rewards and sanctions
- To support the running of the Internal Exclusion Room

#### **Quality Assurance:**

- To monitor behaviour and implement strategies for improvement
- To undertake further investigations into behaviour incidents as appropriate
- To encourage high levels of attendance and punctuality
- To set attendance targets for students in collaboration with the Head of Year
- To monitor and take action to reduce internal truancy
- To investigate patterns of attendance of individual students and take appropriate action to support them in improving their attendance
- To attend the 'RAMP' meetings where required
- To implement the school's reward system
- To liaise with staff to ensure that students who have been removed from their normal timetable have opportunities for reflection and restorative conversations.
- To work in collaboration with the Head of Year to ensure that the Personal Development Programme is taught to a high standard.

#### **Leadership:**

- To contribute significantly to the implementation of school policies and practice.
- To promote collective responsibility for their implementation, with particular emphasis on ensuring Health and Safety.

#### **Administration:**

- To ensure that daily accurate records are kept regarding student welfare and safeguarding issues in an accurate and confidential manner using CPOMS

#### **Support to school:**

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with
- Be aware of and comply with policies and procedures relating to safeguarding and child protection, health, safety and security, confidentiality and data protection reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the school day

#### **Continuing Professional Development**

- Take responsibility for personal professional development, keeping up-to-date with research and developments.
- Undertake any necessary professional development as identified.
- Maintain a professional learning portfolio of evidence to support the appraisal process.

#### **Additional Duties:**

- Contribute to the life of Ashlawn School and support its ethos and policies

- Undertake any other duties as reasonably required by the Principal.

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>	Behaviour and Welfare Lead
<b>Reports to:</b>	Key Stage Leader and Welfare and Behaviour Lead

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>	<ul style="list-style-type: none"> <li>• 5 A*-C grades at GCSE including at least C grade in English and Mathematics.</li> <li>• Relevant qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Further formal professional development.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Comparable professional experience to post e.g. Social Work, Counselling etc</li> </ul>	
<b>Knowledge/Skills (Ability to)</b>	<ul style="list-style-type: none"> <li>• Ability to communicate and exchange information, verbally and in writing, with a range of audiences.</li> <li>• Ability to undertake routine work or work within established procedures but without close supervision. Ability to solve straightforward problems.</li> <li>• Able to make some decisions involving the use of judgement.</li> <li>• Able to maintain confidentiality at all times - recognises privileged position with access to pupil, parent and staff information.</li> <li>• Understands the need for professional relationships within the school.</li> <li>• Good organisational skills</li> <li>• To have personal impact and presence.</li> <li>• To be able to establish and develop good relationships with all involved in the School.</li> <li>• To have extensive experience of developing relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Previous employment within a pastoral role</li> <li>• Trained as a Deputy DSL or Early Help Lead.</li> </ul>

	<p>interventions to support young people and families.</p> <ul style="list-style-type: none"> <li>• To have knowledge of relevant referral systems (Safeguarding, Early Help, MASH, etc.) with external agencies.</li> <li>• To have experience of working with families and external agencies to support young people.</li> <li>• To be caring, compassionate and empathetic towards young people.</li> <li>• To have a positive and motivated approach to work</li> <li>• Willingness to be trained as a deputy safeguarding lead, early help lead and mental health first aider.</li> </ul>	
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• To be approachable.</li> <li>• To be resilient and calm under pressure.</li> <li>• Enthusiastic, sensitive, flexible and hard working with a sense of humour and ability to remain calm</li> <li>• Good knowledge of the school, its organisation, activities and policies</li> <li>• High level skills of communication, time management and prioritisation</li> <li>• Excellent interpersonal skills and organisational skills</li> <li>• Ability to support and challenge</li> <li>• Ability to inspire, motivate and influence others</li> <li>• Be able to stay calm and (on occasion) deal with difficult or aggressive visitors.</li> <li>• Excellent punctuality and attendance record</li> <li>• An understanding and willingness to lead and be involved in school enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to ask for help if required</li> <li>• Concern for the welfare of the school and community</li> </ul>

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).

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