



Houlton School  
Key Stage 4 Lead



Job Description and Person Specification

# Welcome from the Executive Principal

It is my great pleasure to introduce you to our Houlton family, where **innovation, aspiration and excellence** are at the heart of all we do. As His Majesty's Inspector, Nicola Harwood noted when Ofsted visited us in 2021, we '...place spiritual, moral, social and cultural education at the heart of the curriculum so that **pupils flourish and are well prepared for life beyond school.**'

We proudly encourage pupils to consider themselves to have joined the unique experience of the '**Houlton family**'. Dr Maya Angelou once wrote that, '...family isn't always blood; it's **the people in your life who want you in theirs: the ones who accept you for who you are**, the ones who would do anything to see you smile and who love you no matter what.' This underpins our approach at Houlton, where difference is celebrated as integral to our supportive, wider community.

We have the privilege of occupying an exceptional campus, including our Grade II listed buildings that previously housed Rugby International Radio Station. Some established schools are lucky to be provided with refreshed, enhanced facilities in one or two specialist subject areas, such as the Arts or STEM; however, our pupils enjoy state-of-the-art facilities alongside stunning heritage buildings across the **entire curriculum**.

At Houlton School we have the highest expectations of our pupils: **excellence** is expected in all aspects of behaviour and attitudes, and pupils will be expected to always do their very best. Uniform and standards of appearance are important and traditional here: we expect them to be worn correctly and with pride as the foundation of everything else we do as a family. We encourage our pupils to always model our values and will support them in all aspects of school life, providing them with the very best teachers, facilities, and opportunities to explore their emerging talents.

Colleagues here enjoy a supportive environment in terms of their careers, whether they be teachers or any other role within our organisation. One of our Trust's key ambitions is to 'nurture potential' and we subscribe to this aspiration whole-heartedly.

I strongly recommend that potential applicants come and pay us a visit to see what a fantastic place this is to work and learn; I have every confidence that if you do, you'll want to support us in the next, exciting phase of our expansion as a community.

**Paul Brockwell**

# About the Role

Thank you for your interest in the position of Key Stage 4 Lead 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 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 enough to proceed with your application, as we aim to make the very best appointment possible.

## **So, who are we looking for?**

Houlton School is recruiting a Key Stage 4 Lead. The person in this role will provide outstanding leadership and achievement at Key Stage 4 and to be part of the Extended Leadership Team. They will work closely with the Pupil Experience Leads and Subject/Faculty leaders to ensure that progress is closely tracked and appropriate interventions are in place to ensure positive outcomes for all students in all year groups.

The core purpose of this role is to monitor and improve student progress, ensuring all students achieve their full potential, particularly in the lead-up to their GCSE exams. This is a strategic role that blends academic oversight with pastoral care.

Our aim is to enable all students to achieve their potential academically and personally, regardless of ability or disability. We aim to increase whole school and community awareness of the importance of quality and equity of opportunity for all students and are committed to providing an integrated and inclusive curriculum to meet individual needs, promoting positive achievement and independence for all.

## **Why work for Houlton?**

- 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

## **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. 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, details on how to apply can be found below.

# Job Description

<b>Academy/College:</b>	Houlton School
<b>Job Title:</b>	Key Stage 4 Lead
<b>Salary:</b>	L7 – L11
<b>Contract:</b>	Full-Time (plus teaching allocation) Permanent Teacher T&Cs
<b>Start Date:</b>	September 2026
<b>Responsible to:</b>	SLT Link
<b>Key relationships/Liaison with:</b>	Pupil Experience Leads Assistant Principal: Culture and Learning Vice Principal: Behaviour and Attitudes and DSL Key Stage 3 Lead
<b>Job purpose:</b>	<p>To provide outstanding leadership and achievement at Key Stage 4 and to be part of the Extended Leadership Team. To work with Pupil Experience Leads and Subject/Faculty leaders to ensure that progress is closely tracked and appropriate interventions are in place to ensure positive outcomes for all students in all year groups.</p> <p>The core purpose of this role is to monitor and improve student progress, ensuring all students achieve their full potential, particularly in the lead-up to their GCSE exams. This is a strategic role that blends academic oversight with pastoral care.</p>
<b>MAIN ROLE AND RESPONSIBILITIES:</b>	

**Academic Mentoring and Intervention:**

- Analyse student performance data to identify underachieving students and groups
- Plan and implement targeted intervention strategies, such as one-to-one mentoring, small-group support sessions, or after-school booster classes
- Set and track ambitious academic targets for students and work with teachers and Heads of Faculty to ensure these are met
- Lead on initiatives to improve teaching and learning within the key stage

**Pastoral and Behavioural Support:**

- Create and promote a culture within the Key Stage where students experience a positive and enriching school life
- Ensure that there is a culture of rewards and recognition in KS4
- Lead and inspire students and staff within the key stage
- Review attendance data and plan strategies to improve punctuality and attendance across the key stage and with target students
- Ensure that the Key Stage Personal Development Curriculum is effectively delivered and monitored including whole school systems that promote student wellbeing
- Attend Team Around the Child meetings, contributing strategically to the pastoral support and academic intervention programme for children who are under-performing and who may not be meeting behaviour expectations in order to remove barriers to learning, such as poor attendance or social-emotional issues
- Ensure that high expectations regarding uniform and preparedness for school are promoted and reinforced every day
- Identify at risk students, including those at risk of not being in education, employment or training and work with others to put proactive measures in place to ensure that they have positive educational outcomes
- Work collaboratively with the Inclusion Team to promote inclusive practices for all students, and in particular with those who face the greatest barriers to learning in order to develop and monitor pastoral support programmes for individual students
- Plan and lead assemblies which engage students and meet the needs of the personal development programme
- Support Pupil Experience Leads with strategy development with a view to reduce repeated incidents
- Liaise both within the school and with outside agencies to ensure a tailored programme of support
- Attend multidisciplinary forums such as reintegration meetings, manage move reviews and daily behaviour meetings as appropriate
- Support the accuracy and rigour of information in helping track and assess the welfare of students

**Strategic Leadership and Management:**

- Establish and oversee systems and processes to ensure that all policies in school are implemented effectively
- Coach and manage Pupil Experience Leads effectively to ensure systems are followed with a positive impact on students
- Conduct student voice surveys to ensure that they feel happy and safe in school, championing the importance of student voice to all staff
- Provide staff with training and support so that they can play a role in enhancing students' personal development
- Review student conduct data and plan strategies to improve behaviour and attitude to learning
- Lead on KS3 into KS4 transition, working with the Vice Principal for Quality of Education on the options process
- Supporting with the transition from KS4 to KS5, working with the Assistant Principal for Sixth Form
- Work with subject leaders and other staff to enhance pedagogy and improve outcomes for all
- Promote the work of the Key Stage in assemblies, staff briefing and, in the information, sent out to parents
- Develop and implement strategies for working with parents and/or carers of students in the Key Stage who struggle to engage with school
- Ensure Key Stage specific events/activities are well organised and delivered effectively

**Other duties and Responsibilities:**

Carry out other duties that the Head of School and Executive Principal and/or line manager may reasonably request.

Transforming Lives Educational Trust is committed to safeguarding the welfare of children and expects all staff to share this commitment.

This Job Description is in addition to that of a Teacher Main Scale teacher.

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.

# Person Specification

**Job Title:** Key Stage 4 Lead  
**Responsible to:** Assistant Principal

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>• Qualified teacher status</li> <li>• Educated to Degree level</li> <li>• Professional development in preparation for a leadership role</li> </ul>	<ul style="list-style-type: none"> <li>• Postgraduate qualification</li> <li>• Safeguarding training, DSL or similar</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Leadership and management experience in a school</li> <li>• Teaching experience (minimum of 5 years' experience)</li> <li>• Involvement in school self-evaluation and development planning</li> <li>• Line management experience</li> <li>• Demonstrable experience of successful line management and staff development</li> <li>• Experience of pastoral support of students</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership of a year group or large department</li> <li>• Experience with working with challenging stakeholders</li> <li>• Experience in working with outside agencies</li> <li>• Experience in working with staff across a large secondary school to implement effective strategies for students support</li> </ul>
<b>Knowledge/Skills (Ability to)</b>	<ul style="list-style-type: none"> <li>• Understanding of high-quality teaching, and the ability to model this for others and support others to improve</li> <li>• Understanding of Behaviour for Learning</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to communicate a vision and inspire others</li> <li>• Ability to build effective working relationships</li> <li>• Ability to work well with and establish excellent professional relationships with students and parents</li> <li>• Knowledge of the relevant safeguarding and child protection procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of student support processes, including transition, mental health and inclusion practices</li> </ul>

<b>Personal Qualities</b>	<ul style="list-style-type: none"><li>● Calm, patient and consistent demeanour</li><li>● Enthusiastic about students of all abilities and ages</li><li>● Enthusiastic about education with a strong desire to pass that passion on to students</li><li>● Keenness to improve teaching and learning</li><li>● Desire to thrive for constant improvement</li><li>● Enthusiasm to contribute to the extracurricular activities of the school</li></ul>	<ul style="list-style-type: none"><li>● Willingness to be part of the various working parties of the school</li></ul>
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# How to Visit and 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 ([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 within 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.

## Recruitment Timeline

<b>Position advertised:</b>	2 <sup>nd</sup> April 2026
<b>Closing date:</b>	20 <sup>th</sup> April 2026
<b>Final shortlisting:</b>	20 <sup>th</sup> April 2026
<b>Final panel process:</b>	W/C 20 <sup>th</sup> April 2026