****

**Ashlawn School**

**Head of Year**

**(non-teaching / maternity cover)**

**Recruitment Pack April 2024**

**Contents**

|  |  |
| --- | --- |
| **Section** | **Page** |
| About Transforming Lives Educational Trust | 3 |
| Why work for TLET? | 5 |
| About the role | 6 |
| How to visit and apply | 8 |
| Job Description | 9 |
| Person specification | 12 |

**At Transforming Lives Educational Trust, we want the change the future**

Our academies are places where staff thrive and children flourish, equipped for a world of possibilities, and ready to make a difference to others.

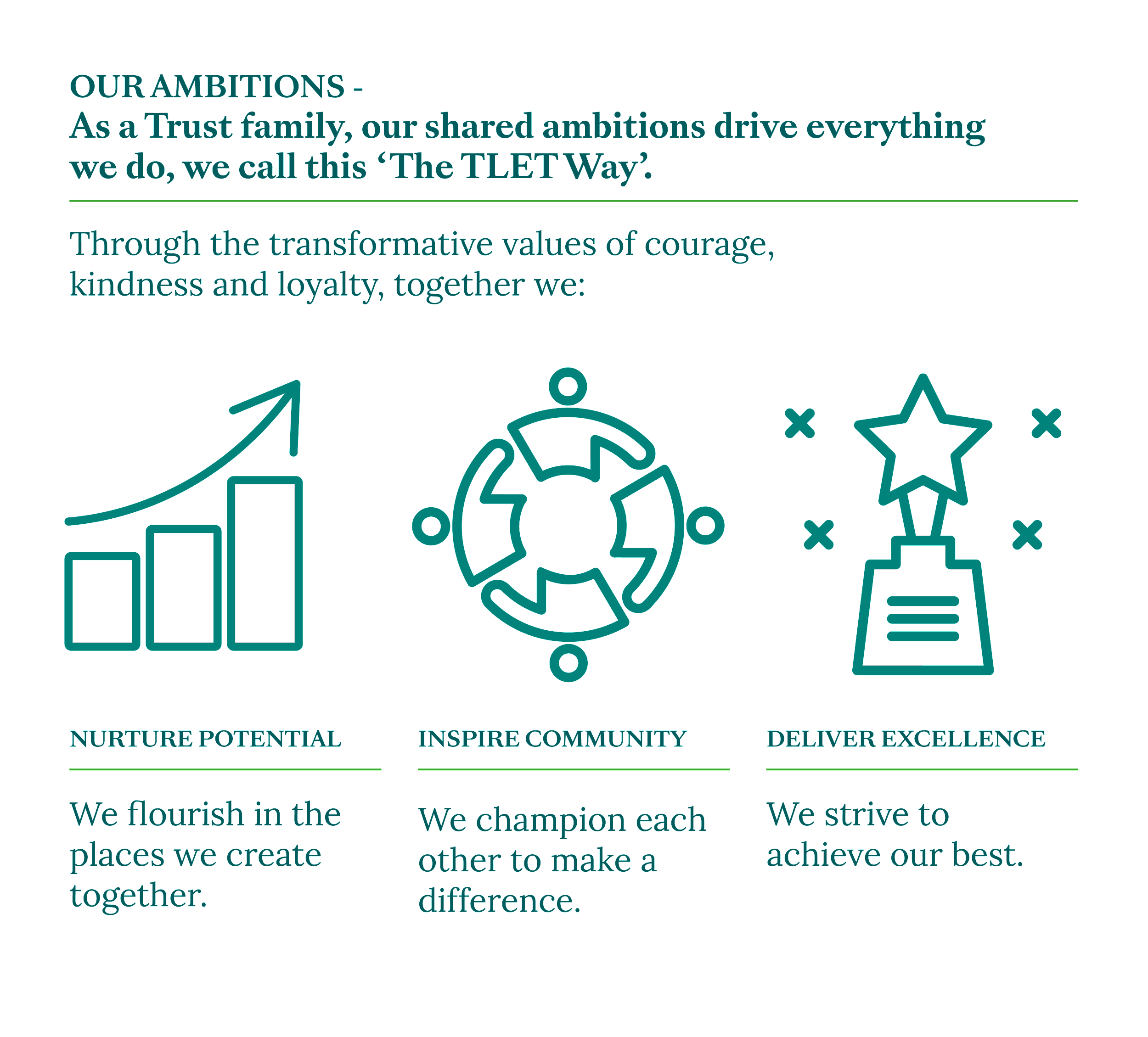
We believe that nothing compares to the transformative power of learning and its singular ability to broaden horizons, deepen perspectives, and extend potential. We know that the very best schooling unlocks the doors of the future, and that all children deserve the best daily deal, every day.

We believe in the dedication and talent of our staff, who deliver greatness in every corner of our Trust. This inspires us to make sure we take the very best care of them, as well as the children and young people in our academies.

Our family of primary and secondary academies work together to provide the best start for our children and young people, and our Trust is the natural home for forward-thinking and innovative practice, led by dedicated and talented staff.

As a successful and growing family of academies, we have developed the size and scope to be far more than the sum of our parts.

**The TLET Way**

****

**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.

**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 the 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 recognise 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 delivers 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 works 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 recognise 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 non-teaching Head of Year 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, attendance and behaviour of a cohort of 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 required to ensure provision of an appropriately broad, balanced, relevant and differentiated pastoral development curriculum for students in the cohort, in accordance with the aims of the school and the curricular policies and to liaise with other Heads of Year where necessary, to ensure continuity and progression of pastoral provision throughout the school.

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.

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 ([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 12th April 2024 | **Position advertised** |
| Monday 29th April 2024 | **Closing date for applications (9am)** |
| W/C Monday 29th April 2024 | **Final Shortlisting and contact with candidates**  **References will be requested at this stage** |
| TBC | **Final Panel Process/interviews** |

**Job Description**

|  |  |
| --- | --- |
| **Location:** | Ashlawn School |
| **Job Title:** | Head of Year (non-teaching) |
| **Salary:** | NJC22 - NJC25 (£31,364.00 - £33,945.00 FTE)  Actual Salary: £26,586.00 to £28,774.00  37 Hours per week  Term time + 3 days |
| **Contract:** | Temporary (Maternity Cover)  Support Staff Terms and Conditions |
| **Start date:** | Monday 10th June 2024 |
| **Responsible to:** | Vice Principal |
| **Key relationships:** | SLT, Key Stage Leaders, Heads of Year, Welfare Leads, Form Tutors, Inclusion Faculty and Admin Support |
| **Job purpose:** | Led by the Vice Principal, take responsibility for the monitoring and progress of students in the year group in monitoring the overall progress and development of students as a leader of the cohort including tracking and monitoring, attendance, punctuality, progress and the behaviour of students within your appointed year group to ensure that successes are recognised and any underachievement is quickly addressed.  Take a lead responsibility in co-ordinating appropriate intervention for students within your year group whose attendance, achievement or behaviour is a concern. |
| **MAIN ROLE AND RESPONSIBILITIES:** | |
| **Operational/Strategic Planning**   * To lead the development of appropriate syllabuses, resources, schemes of learning, and teaching and learning strategies in pastoral time. * Lead and manage to ensure effective day-to-day management of tutors and students in the cohort. * Support the Key Stage Leader and others in actively monitoring and following up student academic progress. * Support and undertake transition activities as required for the cohort/Key Stage * To implement school policies and procedures, e.g. Equal Opportunities, Health and Safety etc. * To lead and work with colleagues to formulate aims, objectives and strategic plans for the cohort which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school. * The planning and running of year group enrichment activities   **Main duties:**   * Lead by example in all areas of the pastoral development curriculum. * Monitor the standards of progress, attendance, punctuality, behaviour and welfare within their year group. * To analyse and interpret a range of data pertinent to the cohort in order to evaluate students’ progress, achievement and attainment, and report to SLT, staff and parents as appropriate. * To use a variety of data for the cohort in order to identify underperformance and make referrals (to HOS, HOF, Inclusion, KSL) * To have a knowledge and understanding of all of the different groups of students within the cohort (HAPS, SEND, CIC, EAL, underachievers, poor atttendance, FSM etc) in order to be able to monitor progress and plan appropriate interventions. * Take responsibility for the pastoral care of students in the year group, liaise closely with other Heads of Year to ensure continuity and progression across the Key stages 3 and 4; and in order to address transition at key stages 2 and 5. * To support the KSL in coordinating intervention and enhancement strategies for targeted groups of students. * Work under the leadership of the KSL. * To monitor the use of rewards and sanctions for the cohort, liaising with HOF, HOS where issues arise. * To be a positive interface with the school for parents. * Establish good relationships, encourage good working practices and support and lead teachers in the year group. * Lead, support, motivate and direct tutors working within the year group. * To have oversight of the role of the form tutors for the cohort, including identifying training needs and provide support and resources for the Pastoral Development Curriculum. * Oversee all aspects of the pastoral organisation and management, including preparing agendas and chairing meetings, in order to ensure that school policies and practices are being delivered. * Coordinate assemblies and effective use of tutor periods. * Co-ordinate the engagement of students within the decision-making processes of the school, through organised student year and form councils. * Oversee the introduction process of new members of pastoral staff within the year group. * Coordinate and oversee the organisation of charity, performance, sporting, social and other enrichment activities for the year group. * Liaise with the Inclusion Manager and monitor the progress and behaviour of all students referred to the Inclusion Faculty * Attend daily behaviour meeting with pastoral teams   **Support to School**   * Understand and comply with policies and procedures relating to Child Protection, Health & Safety and Security, confidentiality and data protection, reporting concerns to an appropriate person. * Understand the school’s policies relevant to the specialist subject/support provided and how they relate to the local and national frameworks/policies. * Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop, * Contribute to the overall ethos/work/aims of the school. * Attend and participate in regular meetings and participate in training and other learning activities as required. * Supervise pupils on visits, trips under the overall guidance of the responsible teacher, in accordance with an appropriate Risk Assessment and LEA guidance. | |

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**

|  |  |
| --- | --- |
| **Job Title:** | Head of Year (non-teaching) |
| **Reports to:** | Vice 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.**

|  |  |  |
| --- | --- | --- |
| **Qualifications** | **Essential** | **Desirable** |
| Qualified teacher status | N |  |
| Honours degree or equivalent | N | Y |
| **Personal** |  |  |
| A desire and determination to make a significant contribution to the school as a whole | Y |  |
| Must be able to manage own workload effectively and respond swiftly to tight deadlines | Y |  |
| Willingness to share expertise, skills , knowledge and ability to inspire others as a positive role model | Y |  |
| Drive, energy, resilience and a sense of humour | Y |  |
| High expectations of self and of others | Y |  |
| Passionate about their subject | Y |  |
| Excellent punctuality and attendance | Y |  |
| Ability to work under pressure and to deadlines | Y |  |
| Demonstrate good judgement | Y |  |
| Display an awareness, understanding and commitment to the protection and safeguarding of children and young people | Y |  |
| Ability to produce required outcomes with minimal supervision |  | Y |
| Involvement in networking and sharing of best practice. |  | Y |
| Personal values that are consistent with the ethos of Transforming Lives Educational Trust | Y |  |
| The ambition to develop each child to his or her maximum potential | Y |  |
| The desire to afford each child the dignity they require to build self esteem and so to flourish | Y |  |
| Excellent communication skills | Y |  |
| Interpersonal skills which demonstrate an ability to motivate students and to convey enthusiasm for teaching & learning | Y |  |
| Have a positive and ‘can do’ approach when solving problems |  | Y |
| Must be able to remain calm in stressful situations and instil this calm when necessary | Y |  |
| **Experience** |  |  |
| Data analysis and target setting |  | Y |
| Experience of working with others to develop teaching & learning innovations |  | Y |
| Successful, recent teaching experience in a secondary schooL | Y |  |
| Proven record of raising standards at all ability levels |  | Y |
| Experience of teaching subject to A level standard | N |  |
| **Professional Development** |  |  |
| Evidence of substantial recent professional development, including curriculum developments and pedagogy | N | Y |
| Experience of working with other schools / organisations / agencies |  | Y |
| **Knowledge Skills & Aptitude** |  |  |
| A sound understanding of the Ofsted framework |  | Y |
| Good IT skills consistent with the post | Y |  |
| Experience of using data to effect improvement | Y |  |
| Ability to plan strategically, monitor effectively and evaluate analytically | Y |  |
| Current educational issues especially related to the curriculum at KS3, KS4 and KS5 |  | Y |
| Ability to employ a range of resources and teaching & learning strategies encouraging differentiated learning | Y |  |

**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).**