



Subject Lead of Business and Economics

Ashlawn School has an exciting opportunity for a leader of Business and Economics to join our successful school. Experience in Business and Economics would be helpful for this role although it is not essential to have both. You will join a supportive, forward thinking and passionate team of teachers who are committed to delivering Business and Economics in an engaging way to develop creativity and imagination. You will be an excellent teacher who has the ability to inspire, motivate, challenge and support their students to ensure that they make progress.

It is very important to us at Ashlawn School that all of our teachers feel valued, listened to and mentored well so that they have opportunities to develop. As a Teaching School, we offer exceptional teacher training and high-quality professional development opportunities catered to individual needs. As a result of this, we have many success stories of teachers that have joined us and been quickly promoted to positions of leadership at all levels.

The successful candidate will:

- Be a motivated individual with excellent subject knowledge in Business and Economics with knowledge of current trends in teaching within this area.
- Be committed to supporting students to succeed
- Be able to contribute to the successful team

Job Specifics:

Start Date: January 2022

Salary: MPR/UPR plus TLR2b

Job Role: Full time, permanent

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



How to Apply

Closing Date: Tuesday 19 October

Interviews: Thursday 21 October

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our website [TLET Vacancies](#)

We look forward to hearing from you!

If you have any questions about the role or would like to visit Ashlawn School, please contact Mike Sherwin ashlawn@hays.com

If you decide to apply you should include a letter with your application form (add link to the form) 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 school within the Transforming Lives Educational 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

Wednesday 13 October	Advertise post – Subject Lead of Business Studies and Economics
Tuesday 19 October	Closing date for applications (9am) References will be requested at this stage
Tuesday 19 October	Final Shortlisting and contact with candidates
Thursday 21 October	Interviews

Safeguarding

We believe in the safeguarding and welfare of children and expect all staff to share this view.

The Transforming Lives Educational Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer. The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

The Department for Education (DfE) has set out statutory guidance *Keeping Children safe in Education* for schools and schools on safeguarding.

Safeguarding is defined in paragraph 4 as:

‘...protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The definition of ‘children’ includes everyone under the age of 18.



Information for Candidates

Welcome from The Chair and CEO Of Transforming Lives Educational Trust

Thank you for the interest you have shown in Ashlawn School and the wonderful opportunity to work here.

We hope that this pack gives you an insight into our remarkable school and why we are justifiably proud of it, our students and staff.

Ashlawn School has been praised by Ofsted, has recently been ranked in the top 15% of schools across the country by the Real Schools Guide and is consistently one of the top performing schools in the county. That does not mean that we want to rest on what we have achieved – the school recognises that we can continue to make progress and raise the bar higher.

As the school is part of an ambitious multi-academy trust, the Transforming Lives Educational Trust, the preferred candidate will have the desire and commitment to work with the Trust to support our strategic objectives and growth strategy, which includes the opening of a new free school in 2021.

Please take the time to review the information in this pack. Please contact our recruitment partners or the school if you have any questions.

Kind regards

Stewart Jardine and James Higham

Chair of Trust Board and Chief Executive Officer



Welcome from The Principal of Ashlawn School

Thank you for your interest in our school.

I know well the excitement of considering a new challenge and opportunity and am pleased that you are considering applying to this exciting post. 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 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, I certainly do.

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

- Ours 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 teach and develop in 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

Siobhan Evans

Principal



About Transforming Lives Educational Trust

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 currently comprises of a secondary academy, Ashlawn and an infant academy, Henry Hinde, with the addition of an established Teaching School Alliance, a sponsored junior academy, Henry Hinde Juniors and a secondary free school (Houlton School) due to open in Rugby in 2021. Currently we are responsible for approximately 2000 children and young people, 350 employees and £12m of public money.

Our Vision

Learning Today for the World of Tomorrow

The Transforming Lives Educational Trust believe in the transformative power of learning and its singular ability to broaden horizons, deepen perspectives and extend potential. We want our family of academies to provide 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 Principles

Ensuring the Quality of Teaching and Learning - *we shall do this through:*

- implementation of best practice and proactively raising standards
- collective accountability for pupil/student progress, attainment and enrichment
- currency of occupational competence and professional development
- child centred funding enabled learning NOT funding driven enabled learning

Ensuring an Inspiring Learning Environment - *we shall do this through:*

- establishing a culture based on openness, respect, integrity, and inclusivity
- application of innovative systems of learning and pedagogy
- resourcing according to learning and educational demand
- utilisation of best fit learning environments within and across the Trust



Ensuring Financial Viability - *we shall do this through:*

- driving efficiency through funding leverage and economies of scale
- operating shared central and/or distributed services
- managing through approved and monitored call down budgets
- setting financial KPIs and efficiency metrics

Our Values

To help us fulfil our vision, we have a number of core values that drive all that we do. These serve as our guiding principles and should be nurtured for their own sake. We believe that our values stand the test of time and allow us to stay true to our purpose.

Our values are built around five key beliefs that we believe make us trustworthy by everyone within, or considering joining, the TLET. We believe that trusted relationships should underpin all that we do and achieve, and we place no high importance than that on our values. Put simply, we aim for others to have trust in the Trust.

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

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

Utilise innovation - seeking forefront thinking and creativity, and leading the change (courage)

Seize success – holding onto our mission and building on our achievements (tenacity)

Thank as you go - recognising the contribution of others to the Trust's successes (kindness)

TRUST therefore helps us ensure that the organisational behaviours across our family of academies are consistent and of the highest standard. We expect all our academies to abide by these values, especially when making difficult decisions – indeed, no value is more or less important than another, and all need to be upheld in our day-to-day behaviours and actions.

TRUST helps us to do just that – to provide all staff and learners, especially those new to the TLET, guidance on how we do things. It is our moral compass and guides us, helping us to realise success in being the best we can be.

Our Strategic Aims:

Below are listed the core objectives for the Trust. It is the responsibility of all employed and associated with the organisation to work towards the furtherance of these objectives:

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

In addition, we are also proud to have the Ashlawn Teaching School as the professional development centre for schools, academies and trusts in the Midlands. Our purpose is to provide high quality training, support and induction for the teaching profession.



About Ashlawn School

Ashlawn is situated two miles from Rugby town centre on the edge of open countryside. We are one of only a few bilateral schools in the country, offering places to students of all abilities with a grammar stream for the most able. The school currently is oversubscribed and has about 1750 students on roll, 130 teachers and an active support staff. There are 425 students in the Sixth Form who are undertaking a variety of one and two year courses.

Ashlawn is a warm, happy school. Our outstanding facilities and resources complement a positive, purposeful atmosphere in which everyone works hard and with purpose.

The school is an exciting place in which to learn. We pride ourselves on being a forward-thinking and exciting centre of learning with excellent results. Our record of success is reflected in our A level and GCSE results and we are committed to providing the highest standards of provision.

In 2013 we were delighted when Ofsted recognised the school as outstanding in every category and shortly afterwards we were designated a National Teaching School with responsibility for teacher training and supporting other schools in our region. This success is testimony to the aspirations and efforts of our community – our students, their families and our staff.

Enrichment opportunities are also a key part of our school life. Ashlawn has a strong heritage in the cultural, creative and leadership activities which extend learning.

Visits and other enrichment activities are organised in all subjects and across all year groups, including yearly ski trips to Germany, international trips by PE to Chicago, ICT to New York and Languages to France and Germany. Students have had the opportunity to participate in World Challenge to India, Peru and Vietnam.

We are proud of our international partnership with a school in Japan through which students regularly communicate developing an understanding of cultural values and traditions.

Highlights of the school year include a school production, dance and drama activities and performances. Art is celebrated with the annual exhibition, which is open to our local community while music ensembles, choirs and bands celebrate cultural diversity.

Leadership is central to inspiring students to set and reach their own goals for successful and fulfilling lives. Students take on many leadership responsibilities including the School Council, Student Leaders, and many older students' mentor younger students. Extra-curricular clubs cater for, amongst other things, aspiring scientists, designers and journalists supporting the Ashlawn ideal that extra-curricular activities encourage students to learn the importance of developing their own talents and contributing to the wider community.



About the Business Studies and Economics Team

The Ashlawn Business Studies and Economics department is part of our Humanities and is a determined and dynamic team. We constantly go 'above and beyond' to inspire and motivate students at all levels of ability and backgrounds. Students are consistently enthused and positive about their experience in Business Studies and Economics and the excellent support and encouragement that they receive from the teachers.

Our students regularly achieve grades above the national average and produce some exceptional work using a wide range of materials. Students are presented with an enriching, diverse and modern curriculum over KS4 and KS5. We passionately believe in knowledge, high standards and supporting each other to become better teachers and leaders because this is the surest way to make a difference to the life chances for young people. Ashlawn students are enthusiastic, talented and keen to succeed.



Ashlawn School

Job Description

Job Title: **Subject Lead of Business and Economics**

Allowance: MPR/UPR TLR2b

Responsible to: Head of Humanities

Conditions of Employment:

The post holder is expected to carry out the duties of school teacher as set down in the Teachers' Pay and Conditions Document.

Responsibilities:

1. To carry out the responsibilities of a subject leader as outlined in the generic job description.
2. To carry out the responsibilities of a Tutor as outlined in the generic job description.
3. To carry out the responsibilities of a teacher as within Business and Economics.

Purpose:	<ul style="list-style-type: none"> ● To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. ● To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. ● To contribute to raising standards of student attainment. ● To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
Responsible for:	The provision of a full learning experience and support for students.
Liaising with:	Subject Leadership Team, teaching/support staff, LA representatives, external agencies and parents.
Working Time:	Full Time – 195 days per year (<i>see Appendix A</i>)
Salary/Grade:	Main Pay Scale or Upper Pay Range as appropriate plus any allowances from additional roles as appropriate
Disclosure level	Enhanced
Post:	Teacher with Subject Leadership Responsibility
To whom the postholder is accountable to:	<p>The postholder is accountable to the:</p> <ul style="list-style-type: none"> ● Principal in all matters ● Vice Principal in the Principal's absence ● Phase Leader <p>The postholder is also expected to work collaboratively with colleagues on a professional level in order to promote a mutual understanding of the school curriculum and its impact on school policy and practice, with the aim of improving teaching and learning across the school.</p>
The persons accountable to the postholder:	<p>The persons accountable to the postholder include:</p> <ul style="list-style-type: none"> ● Any members of staff the Principal delegates line management responsibility for.



The accountabilities of the post:	<p>Strategic Direction and Development of the Subject</p> <ul style="list-style-type: none">● 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 a 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. <p>Teaching and Learning</p> <ul style="list-style-type: none">● Use your own class as an example of high-quality teaching and learning in the subject.● Ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and set clear learning objectives through an agreed scheme of work, developed in line with the school development/improvement plan.● Establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data.● Evaluate the teaching of the subject by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching.● Develop effective links with the local community including parents, business and industry.● Ensure that teachers are aware of the implications of equality of opportunity, which the subject raises. <p>Leading and Managing Staff</p> <ul style="list-style-type: none">● Enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing high quality professional development opportunities.● Ensure that the Principal, other leaders and governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the school development/improvement plan.● Promote a creative and collaborative working environment.● Create, maintain and enhance effective relationships. <p>Effective Deployment of Resources</p> <ul style="list-style-type: none">● Support the Principal by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject.● Be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject.● Support the Principal by maintaining efficient and effective management of the expenditure for the subject.● Help colleagues to create a stimulating learning environment for the teaching and learning of the subject.● Take on any additional responsibilities, which might from time to time be reasonably determined.
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Other Specific Duties:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCD not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Post holders will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Post holders are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by leadership to reflect or anticipate changes in the job which are commensurate with the salary and job title.

This Post holder also has the additional responsibilities and duties as detailed in the following job descriptions:

Tutor Job Description

Responsibilities:

To be the first point of contact in the student support system; to know the Group as individuals and to receive, record and pass on, where appropriate, information about members of the Group. To liaise with parents when necessary and to record any interviews/phone calls with parents in writing for the student's file, ensuring that the Head of Year is kept informed as appropriate.

To be responsible for the registration of a Tutor Group in order to keep attendance registers and to supervise the Group in Year assemblies from ensuring a prompt and orderly dismissal at the end of assemblies.

To oversee a programme of tutor group activities, including SMSC, numeracy, literacy and promotion of Fundamental British Values during tutor sessions.

To discuss progress with each student and set appropriate targets; to be prepared to assist with issues arising from work, discipline or personal circumstances.

To monitor attendance and follow up persistent absenteeism and lateness, in line with College policy.

To be responsible for contributing to and collating of relevant student records and reports.

To oversee the academic progress and achievements of students, co-ordinating the full picture in liaison with the Progress Leader.

To monitor uniform and to take action where necessary.

To monitor student equipment (including planners when appropriate) and help students to establish and maintain a positive approach to homework.

To attend meetings with other members of the Year Team and the Head of Year.

To participate in appropriate staff training.

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



Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Area	Essential	Desirable
Qualifications	Degree in Business and Economics or closely allied subject	Evidence of further development of Business and Economics knowledge & experience e.g. relevant INSET courses
Experience	Teaching of Business and Economics at KS4 Teaching of BTEC Business at KS5	Teaching of Business and Economics at A-Level
Knowledge	Ability to develop knowledge and understanding of the key knowledge and concepts in Business and Economics Be up to date with Business and Economics curriculum changes	Use of differentiated approach to teaching
Skills	Ability to communicate clearly and effectively and to write schemes of work	
Attitudes & Values	Enthusiastic about students of all abilities and ages Enthusiastic about Business and Economics with a strong desire to pass that passion on to students Keenness to improve teaching and learning	Willingness to be part of the various working parties of the school
Personal Qualities	Desire to thrive for constant improvement Have an awareness of, and interest in, current scientific developments	Ability to contribute to the extra-curricular activities of the school

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. 'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service