



Teacher of Languages

Ashlawn School has an exciting opportunity for a Teacher of Languages (German and French) to join our successful school. You will join a passionate team of teachers who are committed to delivering Languages in engaging and inspiring ways. You will be an excellent teacher who has the ability to inspire, motivate, challenge and support their students to ensure that they make progress.

We welcome applications from teachers who can offer German and French to KS4 or ideally KS5.

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. 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 Languages 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

Job Role: Part time/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: 18 October 2021

Interviews: Week beginning 18 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 email TLET HR at careers@tlet.org.uk

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

Friday 8 October 2021	Position advertised
Monday 18 October 2021	Closing date for applications (12pm) References will be requested at this stage
Monday 18 October 2021	Final Shortlisting and contact with candidates
Week beginning 18 October 2021	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 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, Houlton School.

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:

- 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 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 recently opened secondary free school (Houlton School). Currently we are responsible for approximately 2000 children and young people, 350 employees and £12m of public money.

Our Vision

Transforming Tomorrow, Today

The Transforming Lives Educational Trust believes 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 within and beyond the education sector 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 has at least seven operational academies, with due regard to growing responsibly, sustainably and with a mix of primary and secondary phases.

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 Languages Team

At Ashlawn School, French, Spanish and German are taught from Year 7 with pupils in the first term of year 7 having a rotation of all three languages. Following the rotation, pupils select the language with which they would like to continue. Our selective sets, of which there are 4 in each year, continue with two languages at KS3. At KS4, the majority of our pupils continue with one language, in line with the school policy. We also have year 12 and 13 groups in both French and German.

Young people make good progress in Languages, value the importance of learning languages and attain outstanding outcomes. 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. The Ashlawn Languages department is a large, supportive and friendly team. We are innovative and dynamic, always seeking to improve our practice and pupil learning and keep up to date with current research and practices.

The team constantly goes 'above and beyond' to inspire and motivate students at all levels of ability. Students are consistently positive about their experience in the Languages classrooms and the excellent support and encouragement that they receive from their teachers.



Ashlawn School

Job Description

Job Title:	Teacher of Languages (French and German)
Allowance:	MPR/UPR
Responsible to:	Head of Faculty: Languages

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 teacher 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 MFL

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/Part time
Salary/Grade:	Main Pay Scale or Upper Pay Range as appropriate plus any allowances from additional roles as appropriate
Disclosure level	Enhanced



MAIN (CORE) DUTIES	
Teaching:	<ul style="list-style-type: none"> ● To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. ● To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required by school and curriculum team policy. ● To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. ● To ensure that Literacy, Numeracy and ICT are reflected in the teaching/learning experience of students ● To undertake a designated programme of teaching. ● To ensure a high-quality learning experience for students which meets internal and external quality standards. ● To prepare and update subject materials. ● To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. ● To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. ● To undertake assessment of students as requested by external examination bodies, curriculum team and school procedures. ● To mark, grade and give written/verbal and diagnostic feedback as required in line with both the school's feedback policy and the policy of any curriculum team the post holder is working within.
Operational/ Strategic Planning	<ul style="list-style-type: none"> ● To assist in the development and implementation of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Team. ● To contribute to the Curriculum Team's development plan and its implementation. ● To plan and prepare courses and lessons. ● To contribute to the whole school's planning activities.
Curriculum Provision:	<ul style="list-style-type: none"> ● To assist the Curriculum Team Leader, Deputy Team Leader, any Subject Leaders within the curriculum team, and the senior leadership team, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
Curriculum Development:	<ul style="list-style-type: none"> ● To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.
Staff Development:	<ul style="list-style-type: none"> ● To take part in the school's staff development programme by participating in arrangements for further training and professional development. ● To continue personal development in the relevant areas including subject knowledge and teaching methods.
Recruitment/	



Deployment of Staff	<ul style="list-style-type: none"> ● To engage actively in the Appraisal Review process. ● To ensure the effective/efficient deployment of classroom support ● To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance:	<ul style="list-style-type: none"> ● To help to implement school quality procedures and to adhere to those. ● To contribute to the process of monitoring and evaluation of the curriculum team in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. ● To review from time to time methods of teaching and programmes of work. ● To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
Management Information:	<ul style="list-style-type: none"> ● To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc. ● To complete the relevant documentation to assist in the tracking of students. ● To track student progress and use information to inform teaching and learning.
Communications:	<ul style="list-style-type: none"> ● To communicate effectively with the parents of students as appropriate. ● Where appropriate, to communicate and co-operate with persons or bodies outside the school. ● To follow agreed policies for communications in the school.
Marketing and Liaison:	<ul style="list-style-type: none"> ● To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools. ● To contribute to the development of effective subject links with external agencies. ● To promote a positive image of Ashlawn School through dealings with outside bodies.
Management of Resources:	<ul style="list-style-type: none"> ● To contribute to the process of the ordering and allocation of equipment and materials. ● To assist the Curriculum Team Leader to identify resource needs and to contribute to the efficient/effective use of physical resources. ● To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, curriculum team and the students.
Other Specific Duties:	
<ul style="list-style-type: none"> ● 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. 	
<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p>	



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

Job Description: Tutor

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: TEACHER OF SUBJECT

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	Relevant degree and the ability to teach German and French to either KS3 or KS4 level	Degree in German or French Ability to teach German and/or French to A Level Evidence of further development of Languages knowledge & experience e.g. relevant INSET courses
Experience	Teaching of Languages (German/French) to KS4 or KS5 level	Teaching of German and/or French to KS5
Knowledge	Ability to develop knowledge and understanding of the key knowledge and concepts in Languages	Use of differentiated approach to teaching
Skills	Ability to communicate clearly and effectively and to write schemes of work	
Attitudes and Values	Enthusiastic about students of all abilities and ages Enthusiastic about Languages 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 Languages research	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