



Transforming Lives

EDUCATIONAL TRUST

Ashlawn School
Teacher of Psychology
(Maternity Cover)

Recruitment Pack May 2023

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About Transforming Lives Educational Trust

Our History

The Transforming Lives Educational Trust (TLET) was established in October 2016 and is a Charitable Trust and Company Limited by Guarantee. TLET grew out of a partnership between a high performing secondary school and primary school in Rugby, Warwickshire. The desire to work together arose from continuing population growth in the local community, our belief that we can shape and influence practice wider than our current schools, and the desire to provide the community with more high-quality school places. The Trust is set to grow over the coming years and currently comprises of two secondary-phase academies, Ashlawn School and Houlton School, and two primary-phase academies, Henry Hinde Infant School and Henry Hinde Junior School. Currently we are responsible for approximately 2500 children and young people and, along with the Trust's Central team, 350 employees and £15m of public money annually.

Our Vision

We believe in the transformative power of learning and its singular ability to broaden horizons, deepen perspectives and extend potential.

Our family of academies will be recognised as the most forward-thinking and innovative organisations within the communities they serve, providing a springboard for our children, young people and staff so that they become exemplary citizens who strive to stretch their potential and become transformers in a diverse and ever-changing world.

Our Strapline

Transforming tomorrow, today.

Our Standards

One team, one goal

- ◆ We are totally united and committed to improve life chances.

Best daily deal, everyday

- ◆ We have the highest expectations for all, in all, from all, always.

No excuses

- ◆ We see it, own it, sort it.

Community First

- ◆ If it's important to you, it's important to us – we care.

Our Values

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)*

Utalise innovation – *seeking forefront thinking and creativity, and leading the change (courage)*

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

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

Our Academies



Our Team

Without exception, everyone is deeply committed to the very highest outcomes, regardless of their role, recognising the strength of collective contribution and effort.

Leaders

Academy leaders, driven by exceptional Principals, focus relentlessly on pupils and their outcomes, with everything else as peripheral. They are restless in their leadership, seeking ever better ways to improve in a culture of success. They do what it takes to make the difference.

Central team leaders, motivated by an inspiring Executive, lead high performing teams who add value to our academies by providing the environment in which others thrive. They unburden academy leaders, enabling them to keep the main thing, the main thing – pupil outcomes.

Governance, for our academies and for the Trust, is robust, rigorous and proportionate, providing professional support and challenge so that leaders strive to the limit of what is possible with a sharp focus on outcomes and excellence.

Our leaders never allow the urgent to distract them from the important, navigating a clear route to long-term success.

Teachers

Our teachers are highly effective in the classroom, both in the uncompromising quality of their teaching and in the perceptive and individualised attention they give to pupils. They are passionate about the subjects they teach and dedicated to the children in their care. Our teachers are carefully recruited and expertly supported to make sure they, like our pupils, are always at the top of their game.

Support Staff

Our support staff are the backbone of our organisation and are specialists in their areas of responsibility. Like our teachers, they are well-trained and highly effective at ensuring the smooth operation of our Trust day in, day out.

Our Aims

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

Why Work for TLET?

At TLET, we want to be an employer of choice for our employees.

We believe that the children and young people in our care deserve the very best staff who are highly effective at what they do. We want our employees to take great pride and satisfaction in their work. This means that one of our fundamental priorities is to ensure that all of our employees feel valued, knowing that the role they fulfil is vital to transforming the life chances of others. Put simply, we are loyal to our employees and receive their loyalty in return.

Comprehensive Induction

When joining TLET, you will have access to a detailed induction programme which is designed to ensure you feel confident in your new role from your first day with us. This is led by our HR team in partnership with your line manager and focuses on our culture, safeguarding, site orientation, key people and TLET expectations, among other things. We know the importance of a great start for our children and young people when they join one of our academies, so we place just as much importance on the way new employees transition into TLET.

Tailored Training

We believe in giving our children and young people the best daily deal. To this end, all of our employees have access to individualised performance development programmes and tailored training to ensure we are all restless in our pursuit of excellence. We work with respected training providers such as ECM Consultants, Challenge Partners and our own TLET Education Improvement Service, harnessing a blended training platform of virtual and face-to-face sessions.

Tending the Team

At TLET, we recognize that working in schools is extremely rewarding, but we haven't lost sight of the fact that it is often challenging and burdensome. All our employees have access to our TLET wellbeing offer to promote your mental and emotional wellness. This centres around a suite of staff provision such as bitesize online wellbeing training to help maintain work-life balance, free access to professional counselling and even shopping vouchers! In short, we take care to care.

TLET Central Team

As an employee at TLET, you will benefit from our extensive and expert Central Team who are based in Rugby making them highly accessible and responsive. The Central Team deliver leadership, finance, estates, business operations, HR and IT expertise to our academies with the intention of making it easier for others to do their job. Our Central Team work in partnership with our academy leaders to ensure that support is tailored to the needs of each academy.

Furthermore, we follow the School Teachers' Pay and Conditions Document, the National Joint Council guidelines and recognize continuity of service for all employees joining TLET to ensure that our employees are looked after well compared with others in different settings.

About the Role

Thank you for your interest in the position of Teacher of Psychology 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?

We are delighted to offer this exciting opportunity for a Teacher of Psychology to join our successful school.

The successful candidate will be required to teach Psychology at GCSE and A Level from September 2023 until the end of the academic year as cover for maternity leave. There is a strong focus on teaching and learning within the department and a collaborative approach is taken to delivering the subject. There are regular opportunities for joint planning and designing of resources. This post will equally suit a recently qualified or experienced teacher.

This post provides an excellent opportunity for a suitably qualified person to join a team of experienced Social Science teachers. Examination results in Psychology have been consistently good. Teachers in Psychology work closely with the Humanities Faculty following a common programme and using a variety of methods. The Faculty is well resourced, and emphasis is placed on providing a supportive working environment for teachers, liaising over schemes of work and sharing good practice.

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 [website \(www.tlet.org.uk\)](http://www.tlet.org.uk). Completed application forms should be emailed to 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 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*	
05 th May 2023	Position advertised
17 th May 2023	Closing date for applications (9am)
18 th May 2023	Final Shortlisting and contact with candidates References will be requested at this stage
TBC	Final Panel Process

Job Description

Location:	Ashlawn School
Job Title:	Teacher of Psychology
Salary:	MPS/UPS dependent upon experience
Contract:	Temporary (Maternity Cover)
Start date:	September 2023
Responsible to:	Head of Humanities

MAIN ROLE AND RESPONSIBILITIES:

Teachers make the education of their pupils/students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils/students.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils/students

- Establish a safe and stimulating environment for pupils/students, rooted in mutual respect.
- Set goals that stretch and challenge pupils/students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils/students.

2. Promote good progress and outcomes by pupils/students

- Be accountable for pupils/students' attainment, progress and outcomes.
- Analyse pupils/students' data and exam performance to inform planning and intervention.
- Plan teaching to build on pupils'/students' capabilities and prior knowledge.
- Guide pupils/students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils/students learn and how this impacts on teaching.
- Encourage pupils/students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils'/students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.

- Set homework according to the School timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils/students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils/students

- Know when and how to differentiate appropriately, using approaches which enable pupils/students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils'/students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils'/students' education at different stages of development.
- Have a clear understanding of the needs of all pupils/students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils'/students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils/students regular feedback, both orally and through accurate marking within the agreed time, and encourage pupils/students to respond to the feedback.
- Follow the School's assessments reporting policies.

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School's behaviour for learning policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils'/students' needs in order to involve and motivate them.
- Maintain good relationships with pupils/students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the School including extra-curricular.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils'/students' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, by:

- treating pupils/students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils'/students' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils'/students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the School in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.

PART THREE: PERSONAL TUTOR (where applicable)

- To act as a personal tutor within the Year system.
- To be responsible for the well-being and academic progress of their personal tutor group.
- To act as the first point of contact for parents.
- To monitor and improve attendance rates for the tutor group.
- To be responsible for the School's reward system within the tutor group.
- To meet regularly with the Progress Leader and attend year team meetings.
- To support inter-form and extra-curricular activities as arranged by the Pastoral team.
- To ensure that pupils/students follow the School's uniform policy.
- To ensure that pupils/students follow the School's rules and policies.
- To set a good example in terms of dress, punctuality and attendance.

Other duties and responsibilities of aTeacher:

Carry out other duties that the Headteacher may reasonably request. Transforming Lives Educational Trust is committed to safeguarding the welfare of children and expects all staff to share this commitment. An Enhanced DBS Disclosure is required for all staff within the Trust.

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:	Teacher of Psychology
Reports to:	Head of Humanities

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
Qualifications & Specialist Knowledge	<ul style="list-style-type: none"> ▪ BSc in Psychology or related discipline PGCE in Psychology or related discipline 11-18 	<ul style="list-style-type: none"> • Second Degree
Experience	<ul style="list-style-type: none"> ▪ Excellent understanding of effective teaching and learning and how to promote it ▪ Outstanding classroom practitioner ▪ Evidence of high-quality outcomes ▪ Proven ability to add value in terms of student achievement ▪ Experience of planning and target setting ▪ Evidence of contribution to wider life of school 	<ul style="list-style-type: none"> ▪ Evidence of teaching KS4 and 5 with evidence of high-quality outcomes at all levels. ▪ Experience of teaching OCR and AQA exam boards
Knowledge/Skills (Ability to)	<ul style="list-style-type: none"> ▪ A good understanding of contemporary teaching and learning strategies ▪ Skilled usage of data to inform leadership ▪ A commitment and ability to deliver consistently high-quality teaching. The ability to innovate ▪ Ability to lead and inspire a team ▪ Excellent communication skills ▪ ICT literate ▪ Excellent behaviour management skills 	
Attitudes & Values	<ul style="list-style-type: none"> ▪ Enthusiasm for learning ▪ Committed to equality of opportunity ▪ A belief in the importance of challenge, support and professional development of colleagues ▪ A restless commitment to improvement ▪ Student-centred vision ▪ Committed to comprehensive education ▪ Whole person non-educational interests ▪ Self starter ▪ High expectations of self colleagues and students 	A commitment to Learning centred Leadership
Personal Qualities	<ul style="list-style-type: none"> ▪ Dynamic, energetic, innovative and yet open to ideas ▪ Ability to establish positive professional relationships with students and inspire them to reach their potential ▪ Ability to work to deadlines and under pressure ▪ Innovative and creative ▪ Flexible and open minded ▪ Sensitive to the learning needs of <i>all</i> students ▪ Commitment to inclusion ▪ Capacity for hard work 	

All posts within TLET are subject to pre-employment and vetting checks, including reference checking and enhanced disclosures checks with the Disclosure and Barring Service (DBS).

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