



Transforming Lives

EDUCATIONAL TRUST

**Houlton School
Subject Team Leader:
Performing Arts -
Dance**

Recruitment Pack March 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 2400 children and young people and, along with the Trust's Central team, 350 employees and £13m 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, SEND, 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 Subject Team Leader: Performing Arts - Dance at Houlton School

This pack has been designed to help you should you choose to submit an application to us, which we sincerely hope you do. The pack aims to answer all 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.

About Houlton School

Houlton School is a brand new secondary free school that opened in September 2021; set within a combination of fully refurbished Grade II listed buildings as well as brand new, specialist teaching facilities, Dance is housed within our state-of-the-art Transmission Hall building.

You will join us as we welcome our third cohort of pupils, so will teach across Years 7-9 in the first instance. Ultimately, we will have all seven year groups, including Sixth Form.

Innovation, Aspiration and Excellence are our three core pillars, which are at the heart of all we do at our recently designated 'World Class School' – visit the website to get a strong feel for how we support you and our pupils to be the best you can be every day. We are the Houlton family.

So, who are we looking for?

Houlton School has an exciting opportunity for a Subject Team Leader Performing Arts - Dance to join our successful school. You will join a passionate team of teachers who are committed to delivering our curriculum in engaging and inspiring ways. You will be an excellent teacher who has the ability to inspire, motivate, challenge and support their pupils to ensure that they make progress.

We welcome applications from teachers who can offer Dance to KS3/4 and ideally also to KS5.

It is very important to us at Houlton School that all of our teachers feel valued, listened to and mentored well so that they have opportunities to develop.

The successful candidate will:

- Be a motivated individual with excellent subject knowledge in Dance with knowledge of current trends in teaching within this area.
- Be committed to supporting pupils to succeed
- Be able to contribute to a successful team
- To ensure that the co-curriculum provision for Dance is World Class

Overview of responsibilities

- To teach pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere.
- To develop, monitor and update schemes of learning and the curriculum overview for Dance.
- To assess, record and report on the attendance, progress, development and attainment of pupils 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 pupils and groups of pupils.
- To ensure that Literacy and Numeracy is reflected in the teaching/learning experience of pupils.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for pupils 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 pupil 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 pupils 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.

Overview of required skills and experience

We are looking to recruit a dynamic individual with a real passion and interest in engaging pupils in Dance at all levels. You will need to have good communication skills, organisation and time management skills with an outstanding knowledge of Dance both in the core and at KS4 and ideally 5 level.

Who should apply?

We would welcome applications from all suitable qualified teachers of this post including both experienced and Early Career Teachers.

What next?

We want to hear from you if you are as excited as we are about this fresh opportunity within our successful and growing Trust. In return, we can offer the right candidate the chance to work within our innovative and forward-thinking Trust as well as offering excellent professional development and progression.

We encourage you to consider the information in this pack carefully and use it to picture yourself within

the role at Houlton School. 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.

Recruitment Timeline*	
17/3/23	Position advertised
27/3/23	Closing date for applications (9am)
28/3/30	Final Shortlisting and contact with candidates References will be requested at this stage
30/3/23	Final Panel Process

**Timeline may be subject to change*

Job Description

Location:	Houlton School
Job Title:	Subject Team Leader: Performing Art - Dance
Salary:	MPS/UPS +TLR2b
Contract:	Teacher terms and conditions
Start date:	1 September 2023
Responsible to:	Head of Faculty
Responsible for:	Dance
Key relationships:	All staff, pupils and families who are part of the Houlton Family

MAIN ROLE AND RESPONSIBILITIES:

Vision and Purpose

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate.
- To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential.
- To contribute to raising standards of pupil attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Teaching and Learning

- To teach pupils according to their educational needs using responsive and adaptive teaching, including the setting and marking of work to be carried out by the pupil in school and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required by school and curriculum team policy.
- To provide, or contribute to, oral, practical and written assessments, reports and references relating to individual pupils and groups of pupils.
- To ensure that Literacy, Numeracy and ICT are reflected in the teaching/learning experience of pupils
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for pupils 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 pupil 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 pupils 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 and Strategic Planning

- To assist in the development and implementation of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies.
- To plan and prepare lessons.
- To line manage members of the department as appropriate.

Curriculum Provision and Development

- To ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
- To lead in the process of curriculum development and change in Dance so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school's Strategic Objectives.

Management Information

- 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 pupils.
- To track pupil progress and use information to inform teaching and learning.
- To lead on the departmental monitoring and tracking for Dance.

Marketing and Liaison

- 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 Houlton School through dealings with outside bodies.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To identify resource needs and ensure 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 pupils.

Pupil Achievement

- To make use of assessment data at team level to set appropriate subject targets and to track and monitor the progress of pupils within the Subject team.
- To implement the School Rewards, Feedback and Reporting policies, to monitor their implementation and to give feedback to pupils.
- To take responsibility for the behaviour of pupils within the team and to deal with any problems in keeping with the School Positive Behaviour Policy.
- To meet statutory requirements for assessment.
- To prepare pupils for national assessment at the end of Key Stage 3 and 4.
- To promote co-curriculum activities beyond the taught day which give pupils the opportunity to take responsibility and to extend their learning.

Staff, Performance Management and Professional Development

- We are committed to ongoing CPD and offer a variety of formal and informal support to all staff no matter what their role.

Premises and Administration

- To ensure that the team's learning environment is safe, well maintained and attractive and in keeping with the School Health and Safety policy, reporting any concerns directly to the Site Manager.

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 pupils to follow this example.
- 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.

Safeguarding

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

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:	Subject Team Leader: Performing Arts - Dance
Reports to:	Head of Faculty

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/ Training	<p>Qualified Teacher Status in Dance or other linked subject.</p> <p>First degree in appropriate subject</p>	Evidence of further development of Dance knowledge and experience.
Experience	Teaching Dance to KS3/4	Ability to teach Dance to KS5 level.
Knowledge/Skills (Ability to)	<p>Ability to develop knowledge and understanding of the key concepts and genres of Dance.</p> <p>Evidence of understanding young people's emotional and educational needs</p> <p>Knowledge of behaviour management strategies</p> <p>Excellent numeracy and literacy skills</p> <p>Effective verbal and written communication skills</p> <p>A good working knowledge of computer software packages including Microsoft Word, Excel and Outlook</p> <p>Good time management skills</p> <p>Ability to handle sensitive and confidential information and issues appropriately.</p> <p>Ability to work independently and as part of a team</p> <p>Ability to take responsibility and work with autonomy within set boundaries</p>	<p>Knowledge of responsive and adaptive teaching.</p> <p>Evidence of understanding of current research and pedagogy within Dance.</p>

	<p>To establish good working relationships at all levels – pupils, teachers, senior management, board of trustees etc Ability to self-evaluate learning needs and actively seek CPD</p> <p>Able to monitor and evaluate teaching, learning and school policy.</p> <p>Able to identify the necessary resources which ensure high quality teaching and learning.</p> <p>Able to assess the needs of individuals to inform the targeting of individual needs.</p> <p>Able to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly.</p>	
<p>Personal Qualities</p>	<p>Calm</p> <p>Confident</p> <p>Flexible</p> <p>Reliable</p> <p>Professional and confident</p> <p>Commitment to providing co-curriculum opportunities for pupils.</p>	

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).

