



Transforming Lives

EDUCATIONAL TRUST

**Ashlawn School
Assistant Principal –
SEND and Inclusion**

Recruitment Pack April 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 Assistant Principal – SEND and Inclusion 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 an Assistant Principal – SEND and Inclusion to join our successful school. The successful candidate will be the leader of the inclusion agenda as well as be able to promote teacher support for students. They will need to provide our students with an outstanding education and provide strong and effective leadership to all staff. The role will have many SEND, Inclusion and whole school responsibilities attached.

You will become a significant member of the senior leadership team (SLT) at Ashlawn School. This team plays a crucial role in swiftly moving the school from its current Ofsted judgement to one that truly reflects the fantastic work that the school does in forming the rounded individuals of our community.

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

Key Responsibilities:

- Leadership of Inclusion across the school
- Leading and Managing Staff
- Wider Professional Effectiveness
- SEND & Inclusion Responsibilities

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*	
W/C 10 th April 2023	Position advertised
Monday 1 st May 2023	Closing date for applications (9am)
W/C 1 st 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:	Assistant Principal – SEND and Inclusion
Salary:	Leadership Scale 11-16 dependent upon experience
Contract:	Permanent
Start date:	September 2023
Responsible to:	Principal

MAIN ROLE AND RESPONSIBILITIES:

Leadership

- Supporting the identification of children with special educational needs and disabilities.
- Co-ordinating provision for children with SEND.
- Liaising with parents of children with SEND.
- Liaising with other providers, outside agencies, educational psychologists and external agencies.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Manage the effectiveness of provisions for pupils with SEN development needs.
- Be central to the development of the new Inclusion Faculty, its vision and goals.
- Work closely with leaders and staff within the Inclusion Faculty, in creating a team that supports teachers in removing students' barriers to learning.
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability.
- Have knowledge and understanding of the school's vision, aims, priorities, targets and action plans.
- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Write an annual departmental development plan and self-evaluation plan that are informed by data analysis and the School Improvement Plan.
- Being responsible for the development and coordination of whole school strategies to lead SEND & Inclusion.
- Support the overall ethos of the school as a child-centred, well ordered community.

Teaching and Learning

- Aim to be an outstanding classroom teacher, seeking to improve the quality of teaching and learning for students with SEND in all classrooms.
- To have knowledge and understanding of the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students.

- Ensure curriculum coverage, continuity and progression for all students, including those of high ability and those with special educational or linguistic needs.
- Establish, monitor and adapt schemes of work in line with curriculum changes and DfE requirements.
- Ensure the planning, delivery and assessment of students is consistent, monitored and evaluated through clear policies and practices and use of this information to recognise achievement and to assist students in setting targets for further improvement.
- Monitoring the setting and marking of homework and conducting work scrutinies.
- Establish clear targets for students' achievement, and evaluate progress and achievement by all students, including those with special educational needs.
- Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students.
- To set targets for each publicly examined group on the basis of available data.
- Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent when out of school.
- Evaluate the impact of the SEND agenda and initiatives in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.
- Support the school's Behaviour for Learning Policy.
- Ensure effective communication systems within the faculty, making use of ICT where possible.

Leading and Managing Staff

- Support staff to identify areas for improvement and offer advice on appropriate Inset.
- Ensure that the sharing of good practice regarding teaching and learning and SEND provision is high on the department's agenda.
- Ensure all staff are given constructive feedback, including strengths and areas for development, following lesson observations.
- Appraise staff as required by the school policy on Performance Management/Appraisal and use the process to develop the personal and professional effectiveness of the team members.
- To develop effective skills of communication so all staff within the department feel they have a significant role to play.
- Ensure the effective management and leadership of Classroom Assistants assigned to the department.
- Work with the inclusion team to ensure that provisions to remove the obstacles to learning faced by some students are timely, effective and support progress in a timely manner.
- Ensure that appropriate targets are set and work is well matched to students' needs.
- Ensuring the staff at key points of transition (new staff, NQT, Threshold, GTP) are supported and coached in relation to the standards.
- Ensure accurate examination entries are made for students with SEND.
- To lead, plan and record departmental meetings, informing Senior Leaders of key plans and successes.
- To carry out whole school roles as designated by the Headteacher.
- Ensure that staff commit to supporting the inclusion team by establishing and maintaining effective working relationships.

Wider Professional Effectiveness

- To contribute to the Trust leadership strategy.
- Contribute to a school culture which is positive, purposeful and professional.
- Make an active contribution to the policies and aspirations of the school, including those in relation to behaviour, discipline, bullying and racial harassment.
- To aim for 'best practice' regarding resources within the department by establishing staff and resource needs and allocating available resources with maximum efficiency to meet the objectives of the school and subject plans.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.

- To take reasonable care of the Health and Safety of themselves and of others who may be affected by what they do or forget to do.
- To work with Heads of faculty and SLT to review and develop the school curriculum.
- Strive to develop and improve leadership skills, both of yourself and of your team.
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
- Develop and implement policies and practices, as appropriate, to ensure Governors are well informed about subject policies, plans and the success in meeting objectives and targets.
- To undertake any other duties that are commensurate with the grade and scope of the post as determined by the Headteacher.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust's activities
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Performance Management process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues

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:	Assistant Principal – SEND and Inclusion
Reports to:	Principal

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion.

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualifications & Specialist Knowledge	<p>Qualified Teacher Status</p> <p>Honours Degree or equivalent</p> <p>Evidence of ongoing CPD linked to curriculum development</p> <p>SENDCO qualification or relevant experience</p>	<p>Additional Ofsted training/experience</p>
Experience	<p>Current experience at middle leadership level</p> <p>Outstanding classroom practitioner with evidence of successful outcomes for students, particularly for those with SEND</p> <p>Substantial teaching experience at secondary level</p> <p>Experience of line-managing colleagues and holding them to account</p> <p>Successful experience of using data analysis to raise standards</p> <p>Successful experience of leading an aspect of school improvement</p> <p>Previous experience of SENDCo responsibilities</p>	<p>Experience of developing the SEND curriculum</p>
Knowledge/Skills (Ability to)	<p>A clear vision of what constitutes an excellent department</p> <p>Ability to think strategically and lead change where necessary</p> <p>Ability to communicate clearly, inspire, motivate and challenge students and staff</p> <p>Ability to lead and work as part of an effective, high-performing team</p> <p>Able to communicate with a variety of stakeholders (e.g. governors, colleagues, parents, the community, external agencies).</p>	<p>Ability to lead on a whole school project or initiative</p>

	<p>Able to lead, coach and mentor others, persuading and influencing those resistant to the management of change.</p> <p>Able to use IT to support both the curriculum and work organisation.</p> <p>Able to work as part of, and contribute to, a whole school, multi-disciplinary team.</p> <p>Knowledge of best practice in school improvement including new approaches to teaching and learning (including new technologies)</p> <p>Knowledge of how to use comparative data, together with information about students' prior attainment, to establish benchmarks and set targets for improvement</p> <p>Knowledge of how to promote high levels of progress for all students</p> <p>Knowledge of the school's role in the community, including an understanding of cultural and religious diversity</p> <p>Knowledge of the characteristics of an effective School and the contribution that evidence from inspection, self-evaluation and research can make to professional and school development</p> <p>Knowledge of how to promote and implement the principles of inclusion and equal opportunities for staff and students, so that all members of the school community are valued.</p> <p>Knowledge of best practice in Safeguarding and latest issues that present barriers to learning.</p>	
<p>Personal Attributes</p>	<p>Ability to think creatively and strategically</p> <p>Analytical capacity to lead and manage complex information and situations</p> <p>Reliability, commitment and integrity</p> <p>Diligence, tenacity, energy, enthusiasm, drive and self-motivation</p> <p>Ability to respond positively to pressure, whilst maintaining accessibility and consistency</p> <p>Adaptability</p> <p>Ability to maintain a healthy work/life balance</p> <p>Ability to relate positively with colleagues</p> <p>Able to communicate clearly and take into account, where appropriate, the views of others</p>	

	<p>Able to communicate effectively, both orally and in writing, with students, parents/carers, governors and the wider community</p> <p>Able to negotiate and consult effectively</p> <p>Able to deal sensitively with people and resolve conflicts</p>	
Leadership and Management	<p>An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile</p> <p>Versatility and flexibility in terms of one's own leadership style. To be aware of different management styles</p> <p>Resilience and motivation to lead the school through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities</p> <p>Genuine passion and belief in the potential of every student</p> <p>An educational vision aligned with the school's high aspirations and high expectations of themselves and others</p>	
School Ethos	<p>Able to work with all staff and governors to promote the school as a caring and successful centre of learning for the community</p> <p>Able to ensure that the school atmosphere is welcoming when parents/carers visit and that parents/carers are encouraged to take an active part in the life of the College and their child's education</p> <p>Able to maintain a climate of mutual respect and achievement, that recognises and values the contributions of all individuals and groups</p>	
Equality	<p>Demonstrable commitment to inclusive teaching and learning.</p> <p>Awareness of the effects of discrimination on pupils, parents, colleagues and policy</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).