



Transforming Lives

EDUCATIONAL TRUST

**Ashlawn School**  
**Assistant Principal**

**Recruitment Pack April 2023**

# Contents

Section	Page
About Transforming Lives Educational Trust	3
Why work for TLET?	5
About the role	6
How to visit and apply	8
Job Description	9
Person specification	11

# 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

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

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

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

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

**T**hank 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 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 to join our successful school. The successful candidate, under the direction of the Principal, will take a role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives

The Assistant Principal will also have a timetabled teaching commitment, complying with the teachers' standards and modelling best practice for others.

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.

### 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](mailto: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](mailto: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*

<b>Recruitment Timeline*</b>	
W/C 10 <sup>th</sup> April 2023	<b>Position advertised</b>
Wednesday 17 <sup>th</sup> May 2023	<b>Closing date for applications (9am)</b>
Thursday 18 <sup>th</sup> May 2023	<b>Final Shortlisting and contact with candidates</b> <b>References will be requested at this stage</b>
Monday 22 <sup>nd</sup> May 2023	<b>Final Panel Process</b>





## Job Description

<b>Location:</b>	Ashlawn School
<b>Job Title:</b>	Assistant Principal
<b>Salary:</b>	Leadership Scale 11-16 dependent upon experience
<b>Contract:</b>	Permanent
<b>Start date:</b>	September 2023
<b>Responsible to:</b>	Principal

### MAIN ROLE AND RESPONSIBILITIES:

#### Leadership and Management

- Support the Principal and Vice Principals in the day-to-day management of the school
- Communicate the school's vision compellingly and support the Principal's strategic leadership
- Lead by example, focusing on providing excellent education for all pupils
- Lead on particular whole-school strategies and policy areas
- Build positive relationships with members of the school community
- Keep up to date with developments in education
- Seek training and continuing professional development to meet own needs
- Promote exacting standards of teaching and learning and develop the highest quality education for every student
- Proactively lead and manage the organisation and management of the academy to enable the very best of education for every student
- Demonstrate inspiring leadership building the confidence of all stakeholders
- Drive, lead and promote the achievement agenda to bring about year on year improvements
- Ensure that Ashlawn School is fully prepared for any Ofsted inspection or other audit
- Be accountable for ensuring safeguarding processes and procedures are compliant and effective to ensure the safety of all, assuming the role of Designated Safeguarding Lead (or its appropriate delegation)
- Embed a shared culture and commitment to the values, aims and objectives of TLET

#### Teaching and Learning

- Deliver excellence of provision across and throughout the curriculum and encourage the development of innovative ways of learning incorporating research based approaches and applied technology
- Ensure inclusive and outstanding teaching and learning are at the centre of the academy's strategic planning and management
- Foster a culture of transparency across the academy setting the highest possible standards and holding all to account

- Ensure there is a consistent, on-going vision and focus that leads to raising student achievement, making best use of data to monitor, intervene and promote progress at every level and in every student's learning
- Identify and eliminate gaps in achievement between key groups of students
- Recruit and retain outstanding teachers and support staff in order to support the success of the academy
- Deliver on-going development and training of all staff
- Deliver robust performance management to raise standards

### Leading and Managing Staff

- Support staff to identify areas for improvement and offer advice on appropriate Inset.
- 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.
- 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.
- To carry out whole school roles as designated by the Headteacher.

### Accountability

- Deliver the Trust's ethos and culture so that everyone is able to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Develop further [Insert name of Academy] as an organisation where all staff are empowered to contribute to the on-going improvement of the academy
- Present coherent, understandable data on student progress to the CEO and Trustees on a regular basis
- Facilitate local governors to provide support in raising achievement

### Resource Management

- Work within the financial parameters set by the Trust
- Ensure all financial procedures comply with EFSA guidelines
- Empower leaders to make their own financial decisions by delegating budgets
- Support the Trust in ensuring compliance in Health and Safety and financial probity
- Support the Trust in maintaining the accommodation to the highest possible standard so that it meets curriculum needs and facilitates learning in a clean, attractive and safe environment.

### 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
- 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 own leadership skills.
- 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

<b>Job Title:</b>	Assistant Principal
<b>Reports to:</b>	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
<b>Qualifications &amp; Specialist Knowledge</b>	<p>Qualified Teacher Status</p> <p>Honours Degree or equivalent</p> <p>Evidence of ongoing relevant CPD</p>	<p>Additional Ofsted training/experience</p>
<b>Experience</b>	<p>Current experience at middle leadership level</p> <p>Outstanding classroom practitioner with evidence of successful outcomes for students</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>	
<b>Knowledge/Skills (Ability to)</b>	<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><b>Personal Attributes</b></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>	
<b>Leadership and Management</b>	<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>	
<b>School Ethos</b>	<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>	
<b>Equality</b>	<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).**