



Ashlawn School  
Teacher of Humanities



ASHLAWN  
SCHOOL

Job Description and Person Specification

# Welcome from the Principal

**As the recently appointed Principal of Ashlawn School, anticipating a new challenge and opportunity is always exciting. It is important to recognise that recruitment is a two-way process.**

Our focus, as a Trust, is to provide the right environment for our academies to thrive in. At Ashlawn, our ambitions of nurturing potential, inspiring community, and delivering excellence are deeply rooted in the very core of the school. We are seeking an individual who resonates with our vision, someone dedicated to ensuring that every staff member and student has the opportunities needed to maximise their potential in all aspects.

You are looking for the right school in which to develop and progress, to contribute to the success of others and to receive the support that you need to feel fulfilled in your role. We hope that you agree that Ashlawn is exactly that kind of school. It's an exciting time for us as we strive to build on our successes, and we are on the lookout for an individual who shares the commitment and resilience to support 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 vibrant culture and 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 be part of a dynamic 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 that you too can appreciate our wonderful school and its vibrant community.

Paul Brockwell  
**Principal**

# About the Role

Thank you for your interest in the position of Teacher of Humanities 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 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 enough to proceed with your application, as we aim to make the very best appointment possible.

So, who are we looking for?

Ashlawn School is recruiting a Teacher of Humanities to join our successful school. You will join a driven and passionate team of teachers who are committed to delivering the Humanities curriculum in engaging and innovative ways that brings out the best in all of our learners. You will be an excellent teacher who has the ability to inspire, motivate, challenge and support their students to ensure that they make excellent progress. You will also have an opportunity to teach A level to motivated students who have a thirst for knowledge.

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. As a Teaching School, we offer exceptional teacher training and high-quality professional development opportunities catered to individual needs. As a result of this, we have many success stories of teachers that have joined us and been quickly promoted to positions of leadership at all levels.

Our aim is to enable all students to achieve their potential academically and personally, regardless of ability or disability. We aim to increase whole school and community awareness of the importance of quality and equity of opportunity for all students and are committed to providing an integrated and inclusive curriculum to meet individual needs, promoting positive achievement and independence for all.

## **Why work for Ashlawn?**

- A large 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

## **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, details on how to apply can be found below.

# Job Description

<b>Academy/College:</b>	Ashlawn School
<b>Job Title:</b>	Teacher of Humanities
<b>Salary:</b>	Main / Upper Pay Scale
<b>Contract:</b>	Full Time - Permanent
<b>Responsible to:</b>	Head of Faculty: Humanities
<b>Key relationships/Liaison with:</b>	SLT All Staff Students Parents
<b>Job purpose:</b>	<ul style="list-style-type: none"> <li>• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.</li> <li>• To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>• To contribute to raising standards of student attainment.</li> <li>• To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</li> </ul>
<b>MAIN ROLE AND RESPONSIBILITIES:</b>	
<p>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.</p> <p><b><u>PART ONE: TEACHING</u></b></p> <p>A teacher must:</p> <p><b>1. Set high expectations which inspire, motivate and challenge pupils/students</b></p> <ul style="list-style-type: none"> <li>• Establish a safe and stimulating environment for pupils/students, rooted in mutual respect.</li> </ul>	

- 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 a MPR Teacher:**

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.



# Person Specification

**Job Title:** Teacher of Humanities  
**Responsible to:** Head of Faculty: 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
<b>Qualifications/ Training</b>	<ul style="list-style-type: none"> <li>Degree in Humanities or closely allied subject</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of further development of Humanities knowledge &amp; experience e.g. relevant INSET courses</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Teaching of History and Geography at KS3 but will consider a specialism in KS4</li> </ul>	<ul style="list-style-type: none"> <li>Experience of teaching Humanities at A level</li> </ul>
<b>Knowledge/Skills (Ability to)</b>	<ul style="list-style-type: none"> <li>Ability to develop knowledge and understanding of the key knowledge and concepts in Humanities</li> <li>Be up to date with Humanities curriculum changes</li> <li>Ability to communicate clearly and effectively and to write schemes of work</li> </ul>	<ul style="list-style-type: none"> <li>Use of differentiated approach to teaching</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>Enthusiastic about students of all abilities and ages</li> <li>Enthusiastic about Humanities with a strong desire to pass that passion on to students</li> <li>Keenness to improve teaching and learning</li> <li>Desire to thrive for constant improvement</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to be part of the various working parties of the school</li> <li>Ability to contribute to the extra-curricular activities of the school</li> </ul>

	<ul style="list-style-type: none"><li>• Have an awareness of, and interest in, current scientific developments</li></ul>	
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# How to Visit and 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 ([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 within 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

- **Position advertised: 11 October 2024**
- **Closing date: 14 October 2024**
- **Final shortlisting: TBC**
- **Final panel process: TBC**