

Show
*R*espect

Accept
*R*esponsibility

Build
*R*esilience

Anything
is
Possible



Ashby
School

Empowered to Learn

Recruitment Pack



Ashby
Sixth
Form



Message from the Headteacher

Thank you for expressing an interest in this post at Ashby School. Ashby is a school with a proud history and a strong position in the local community; where students are delighted to learn, and staff are excited to work. Ashby School is a thriving, successful and over-subscribed 11-19 Academy with over 1,600 students on roll including 500 in Ashby Sixth form. Conveniently located close to the M42 and M1, within easy reach of several areas of outstanding natural beauty and with the National Forest on the doorstep, the school is set in its own attractive grounds in the expanding market town of Ashby-de-la-Zouch, Leicestershire.



Ashby School has recently completed age-range change and now provides a through education for student from Years 7 to 13 in conjunction with our excellent Ashby Sixth form which welcomes 250 students a year from a range of local schools. We are thrilled that age range change has allowed us to increase our engagement in our local community and believe all our students benefit from this change.

Part of the LiFE Multi-academy Trust, our School and Sixth Form pride themselves on putting students at their heart. We want all our students to be happy and successful and are committed to ensuring that all students fulfil their academic potential. However, at Ashby, we realise that academic success is only a part of our role as educators. We offer our students a range of opportunities to enable them to embrace our core values; to 'Show Respect'; 'Accept Responsibility' and 'Build Resilience' to prepare them for their successful futures. We were delighted to see our approach to this work and the results of our recent improvement and innovation reflected so positively in our Ofsted inspection in January 2024 where we were judged to be a good school with a good Sixth Form provision.

Ashby is also a school built on the power of its staff. We have a great team of professionals, with exceptional subject knowledge, who enthuse students about the subjects they love. Ashby School also takes huge pride in growing the professionals of the future; working closely with a range of local ITT providers, as well as utilising professional development opportunities both within and beyond the MAT to ensure that investing in our staff is a key feature in our improvement strategy. This is evidenced by so many of our staff staying at Ashby year after year with several growing from their NQT year into Senior Leadership positions and giving back to their school community through the work they do.

Such investment in staff is also indicative of our willingness to work with those we employ. We know that through a career, things change and new challenges arise. We are proud of the work that we do with staff

We look forward to your application and showing you that 'Anything is Possible' in such an innovative and exciting setting!

Dr Jude Mellor



Our Ethos

'Empowered to Learn'

We want every student to have the support they need to succeed, while recognising that success looks different for every student. We also appreciate that students need to learn to be empowered; it is this ethos that underpins our commitment to develop the whole child both within and beyond the classroom.

'Anything is Possible'

Society is evolving rapidly which makes the future possibilities endlessly exciting for our students. We want them to embrace these opportunities, develop the skills they need to navigate the challenges ahead and embody our ethos that 'Anything is Possible'.

Our staff go the extra mile every day. Alongside our academic successes, we believe in creating a school community that reflects the kind of society in which we want to live.

We seek to embed these in all we do as embodied by our innovative and unique Empowering to Learn curriculum at the heart of our Key Stage 3 provision.

Our Student Experience

Our Key Stage 3 curriculum provides a broad and balanced experience for our students meeting the National Curriculum requirements alongside our own Empowered to Learn curriculum which invests in our young people by growing skills for learning and life. The result is a varied curriculum delivered in fantastic facilities that supports progression to Key Stage 4 and beyond.



Our Key Stage 4 curriculum incorporates a broad and balanced offer that is flexible enough to meet the needs of our individual students and best supports both achievement and progression to further education be that within our own Sixth Form or beyond. A significant number of our KS4 students study a language at GCSE.

Ashby Sixth Form provides a wide range of qualifications for students who have studied in our own Key Stage 3 & 4 but also welcomes around half its students from schools from the wider locality. Providing the broadest curriculum offer in North West Leicestershire, students' progress from our Sixth Form into Apprenticeships, employability and university equipped with the qualifications, skills and experiences to make them successful, whatever path they choose.



Our Pastoral Support

Each of our year groups are led by a pastoral Year Team Leader and supported by Pastoral administrative team who focus on supporting our Looked After Children and those in receipt of Pupil Premium as well as wellbeing.



Our dedicated Inclusion support includes:

- The LINC Learning and Inclusion Centre where our dedicated team of Teaching and Learning Support Assistants work with students with Special Educational Needs in both classroom settings and intervention groups.
- Our students focused well-being provision.
- The Gateway, an on-site Alternative Provision supporting students who find mainstream learning more challenging through facilitating a range of hybrid learning models.

Our Curriculum & Learning Support

We support our students' learning through a range of staff positions including:

- Our Teaching Assistants who support individual and small groups of students with a range of learning needs
- Our cover supervision team who work with students in the event of staff absence to maintain learning.
- Our library team who support our students to open their minds through reading
- Our technicians who work in our practical subjects to both support and facilitate learning in a student facing way.
- Our administrative support who ensure the smooth running of our school
- Our data team who support tracking and intervention of student progress

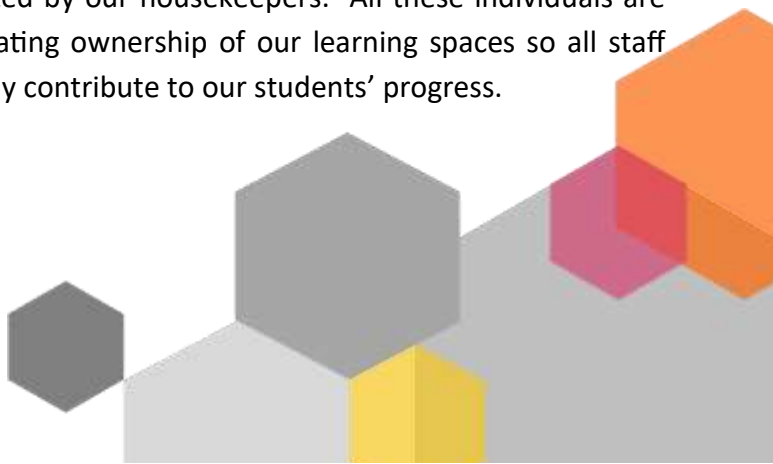


Our Premises, Catering and Cleaning Team

We strongly believe that where we create the right environment for learning, our students have the best possible chance of success. We do this through investment in our premises, catering and cleaning teams



all supported by our housekeepers. All these individuals are key to creating ownership of our learning spaces so all staff can tangibly contribute to our students' progress.





Staff Wellbeing

Staff wellbeing, and ensuring a healthy work/life balance for our staff is very important. We have lots of wellbeing initiatives in place to support staff in their roles, including:

- A wellbeing specific e-mail up for you to use when you need to talk to someone
- Weekly staff challenges to encourage team building and fun
- Weekly check-in email for staff to feedback on what is going well and what needs to improve
- Weekly nominations of other staff who have gone above and beyond which are then celebrated in the whole school weekly briefing
- Arranged Monthly wellbeing activities for example badminton, yoga etc.
- Wellbeing working group who organise activities and review initiatives
- Secret buddy initiative in place (over 20 staff taking part)
- Wellbeing posters so you can easily see who our Wellbeing group members are and other helpful websites and numbers
- Employee Assistance Program which gives you access to:
 - ◆ Confidential, independent and professional (including legal and financial) support and advice
 - ◆ Counselling Options
 - ◆ Life Coaching and Mindfulness
 - ◆ Manager Assist for those in Supervisory roles
- Half-termly whole school breakfasts/treats and a Christmas Lunch
- Staff Social Events including a Christmas and Summer Party and external trips
- Staff football, swimming and book clubs
- Staff able to use the new fitness suite on the Sixth Form site
- Free tea and coffee
- E-Mail restrictions for a good work/life balance (weekdays 7am-7pm)
- Trust Long service awards
- Menopause Policy
- Presumed Professionalism or time accrued in Lieu arrangements to support attendance at appointments
- A Trust Flexible Working Policy

Vision:

Our Trust has a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each of our schools needs to be seen as a leader of, and vital to, its local community; each school is regarded as fundamental to the identity of its surrounding community. In this capacity we will relentlessly promote the values of inclusion and the celebration of diversity, alongside personal responsibility and respect.



Values:

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to contributing to our communities and leading beyond the school gate
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating exceptional performance and contributions inside school and in the wider world
- Valuing and promoting the celebration and understanding of equity, diversity and the qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported paying first attention to the most vulnerable
- Committing whole-heartedly to collaboration within, between and beyond our academies
- Ensuring our curricula are agents for the promotion of our value

The LiFE Multi Academy Trust currently consists of 10 Schools; Ashby School, Bosworth Academy, Braunstone Frith Primary Academy, Countesthorpe Academy, Desford Community Primary School, Dovebank Primary School, Kingsway Primary School, Ibstock School, Ivanhoe School and Winstanley School.

At LiFE Multi Academy Trust and Ashby school we embed the principles of equality, diversity and inclusion into everything we do. As a Trust we actively encourage applications from those in minority groups and with diverse backgrounds.

LiFE Multi Academy Trust and Ashby school are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search.



Safer Recruitment Applicant Information

The information contained within this document is aimed at helping applicants understand what is required should they be asked to attend for interview.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

Ashby School has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce.

The post you are applying for involves working with children and/or young people and you will be subject to Ashby School's safer recruitment process.

PRE- EMPLOYMENT VETTING

As part of its safer recruitment and selection process, Ashby School operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below.

Declaration of Previous Convictions

The amendments to the Rehabilitation of Offenders Act 1974, Exceptions Order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions is available on the Ministry of Justice website.

Should you be shortlisted for the position, you will be required to complete a criminal records self-declaration form in order to provide any information about any unspent and unprotected criminal records that you may have.

Disclosure and Barring Service (DBS)

Successful applicants seeking to work with children and/or young people will be required to undergo an Enhanced DBS Disclosure; this will include a check against the Barred List.

A Barred List check is the minimum check required for staff working in organisations. Successful applicants will be checked against the List prior to an offer of appointment being made.

We will also retain, with the permission of the applicant, the DBS Disclosure documents of any 'hold' candidates. These documents will be destroyed once a decision (offer and acceptance) has been reached.

Where an applicant is not normally resident in the United Kingdom or has been resident outside the United Kingdom for more than six months, a certificate of good conduct will be required from the previous country of residence.



Qualifications

If the post applied for requires a specific qualification, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

Registration with a Professional Body

If the post applied for requires registration with a professional body, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

Ashby School will verify registration/membership with the relevant professional body.

References

Applicants are required to provide a minimum of two referees, one of which must be your most recent employer. One reference must be from a referee where the employment involved working with children and/or young people wherever possible.

If you have worked in a school, the referee must be the Headteacher/Business Manager of that school.

If you have undertaken voluntary work with children and/or young people, you should use the leadership of such voluntary provision as a referee.

In addition, Ashby School will seek references from educational establishments for those applicants with no previous employment history.

Under no circumstances will Open References (i.e. addressed “to whom it may concern”) be accepted.

In all cases, Ashby School will contact the referee prior to the interview, except if you have specifically indicated that you would prefer us to contact them only if you are made an offer of appointment.

Eligibility to Work in the UK

Ashby School has a legal obligation to check documentary evidence to confirm that all potential employees are eligible to work in the UK.

Medical Assessment

All offers of appointment will be subject to the satisfactory outcome of a medical assessment procedure.

IMPORTANT NOTICE TO ALL APPLICANTS

As stated previously, all offers of appointment are made subject to the satisfactory outcome of the pre-employment checks for the post.



Our Teaching Team

Teacher of ML

Full time, Permanent, ECT, MPS, UPS

Closing date 31st March 2025 at 9am

Do you want a job that is fulfilling? Do you love and value supporting young people? Do you believe in the opportunity for every child to have the best possible opportunity to learn? Are you patient, tenacious, optimistic and a great communicator? Then Ashby School could be the place for you!

We believe that Ashby is a great place for students to take their next educational steps, be it as they join our Year 7 or our excellent Sixth Form providing next steps for students across North West Leicestershire. We also believe it is an equally great place to start or take your next steps in employment.

Part of LiFE Multi Academy, Ashby school is an exciting fulfilling place to work.

We are committed to support our employees and so applications for flexible working within this post will be considered. We are also willing to consider combining this post with others we are currently advertising if you are interested in a more varied approach.

Safeguarding Statement

LiFE Multi Academy Trust and Ashby school are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search.

At LiFE Multi Academy Trust and Ashby school we embed the principles of equality, diversity and inclusion into everything we do. As a Trust we actively encourage applications from those in minority groups and with diverse backgrounds.

So, if you think this could be just what you have been looking for, we look forward to welcoming your application!

Further details available on the school website: www.ashbyschool.org.uk

Our Teaching Team

Teacher of ML

Ashby School is part of the Life MAT and we benefit from collaborative working across all of the MAT schools with an extensive programme of professional and subject specific CPD.

“Our curriculum aims to develop a love of language learning for students to succeed in a global market place. Our students will develop an appreciation of languages and cultures whilst developing into ambitious linguists who will be able to communicate confidently”.

Taught by our expert staff, Ashby School students will broaden their horizons, discover different cultures and societies as well as find out more about themselves, their culture, their life and their thinking through the opportunity to learn at least one modern language at KS3 and KS4.

The Languages faculty is a large faculty compared to many comparable schools in the region. Within the faculty there are 4 full time, 2 part-time members of teaching staff and an administrative assistant. The school also employs a French language assistant to support the teaching of French at both upper Key Stages. In Years 10 and 11, more than 75 per cent of students are currently studying one language at GCSE (Edexcel French and/or German) which is a real strength for the faculty.

Lessons within the faculty are delivered in a suite of well-resourced, purpose-built classrooms fully equipped with a laptop, projector and sound system across both our KS3/4 and KS5 sites. Languages staff also understand the cultural and linguistic importance of trips and visits and we consistently run at least one of these visits per year open to all ML students at some point in their Ashby journey.

Ashby School liaises closely with other schools in the LIFE MAT to collaboratively develop KS3 and KS4 principles and pedagogy with the aim of enhancing student experience and enjoyment of languages. We aim to give students a valuable head start in language learning and their associated transferable skills.

The successful candidate should be able to teach French to KS3 and 4 and the ability to teach KS5 is also highly desirable. However, we recognise that not every school or training placement will have Key Stage 5 teaching so those with the ability even if not the experience should still apply and professional learning will be put in place. An ability to teach a second language is also desirable but not essential.

The post offers an exceptional opportunity for an experienced teacher looking for their next challenge, or an individual seeking to begin their leadership journey in a student and staff centred Academy. We offer an excellent Continued Professional Development programme for all our staff and are committed to continuous improvement in both teaching and learning within a supportive environment. We also extend this to support the development of leadership skills for colleagues at all points on their journey embracing the full range of NPQs as appropriate within this progression.

We are proud of the work we do at Ashby School: if you are passionate about your subject, share our enthusiasm for teaching and learning and are seeking to develop your practice in a supportive and dynamic school, we would be delighted to hear from you.

Our Teaching Team

Teacher of ML

Job Description

Set high expectations which inspire, motivate and challenge students

- A 'can do' attitude to challenges and an openness to problem solving
- A desire to support students to their best possible outcomes regardless of starting points or barriers.
- Knowledge and understanding of different pedagogies and a willingness to reflect, expand and develop own practice
- Able to consistently demonstrate, evaluate and share successful and creative teaching
- An ability to consistently deliver lessons that are of a high standard.
- Have strong written and oral communication skills, and relate well and sensitively to students, staff and parents.
- Good attendance.
- Professional appearance in line with the code of conduct.

Promote good progress and outcomes by students

- Able to use data effectively to assess prior attainment, track progress and monitor student targets.
- An aspirational mindset regarding student outcomes
- An understanding of formative and summative assessment and their place within a cohesive assessment system
- An understanding and application of how feedback drives progress
- Monitor progress of students and report as required in line with school procedures.
- Demonstrate successful strategies for raising standards of achievement.
- Organisational skills that facilitate timely intervention, assessment and feedback

Demonstrate good subject and curriculum knowledge

- Degree level educated.
- Accredited teaching qualification/Qualified Teacher Status.
- Work in accordance with the school's curriculum policy statement and the aims and objectives of the Faculty.
- Responsible to the subject leader for teaching duties within the designated curriculum area (& beyond where directed).
- Be an inspirational teacher, confident to work at all key stages (in due course).
- Knowledge and awareness of current issues within the curriculum area.
- Working knowledge of the National Curriculum as relevant for the faculty within which your area of specialism resides
- Experience of KS4 syllabi
- Ideally have experience of KS5 syllabi
- Confidence to seize creative opportunities within the curriculum area to more effectively meet students' needs.

Plan and teach well structured lessons

- Plan, resource and deliver lessons and sequences of lessons to the highest standard that ensure genuine learning takes place and students make excellent progress through an innate desire to know more.
- Share plans and teaching resources with colleagues and engage in dialogue around this.
- Collaborate with other members of the department in the delivery of the subject, undertaking a fair and equitable share of the work by helping to develop and prepare teaching materials for use within the department and cross-curricular themes as required.
- Set and mark homework as indicated by the department and school homework timetable in accordance with the departmental homework policy.

Adapt teaching to respond to the strengths and needs of all students

- To adapt pedagogy according to the educational needs of all students assigned to you, responding to departmental policy, national curriculum guidelines and examination syllabi.
- To engage with SEND information for students with an SEND diagnosis as indicated on and shared via our MIS

Our Teaching Team

Teacher of ML

- To proactively engage and collaborate with Continuing Professional Learning focussed at supporting our most vulnerable students
- To proactively work with additional adults assigned to your classrooms
- To respond to requests for information promptly for SEND students so that we can effectively meet need
- To ensure stretch and challenge for all students but particularly those identified as High Prior Attainers
- To work effectively with students for whom English is an additional language

Make accurate and productive use of assessment

- Mark and assess students work in line with faculty expectations for frequency and style
- Utilise feedback opportunity to reflect on learning and inform next steps
- Maintain records, according to school and departmental policies, external examination and national requirements.
- Report on students' progress as required by the school policy and national requirements.

Manage behaviour effectively to ensure a good and safe learning environment

- Consistently model the highest standards of behaviour
- Actively manage behaviour in your classroom so all students are able to learn
- Support colleagues with behaviour management as appropriate for your level of experience.
- Utilise effective and systematic behaviour management that reflects our school approach, with clear boundaries, sanctions, praise and rewards.
- Contribute to promoting good behaviour across the school.
- Complete duties promptly and in line with the guidance for the specific role taking opportunity to interact positively with students.
- Be a tutor where directed adhering to the expectations of and schedule for tutor time, delivering PSHE/PD activities in a proactive and positive way, enforcing our expectations around uniform, attendance, punctuality etc and engaging with parents to promote our ethos, values and expectations.
- Actively support the work of the Pastoral Team through enforcing expectations around uniform, attendance, punctuality etc.

Fulfil wider professional responsibilities

- Participate in relevant staff training and development activities as required.
- Participate in the arrangements made for professional development, review and appraisal.
- Attend departmental meetings, general school meetings and parents' meetings as appropriate.
- Be responsible for and follow adopted safe working practice in accordance with the latest Health and Safety regulations.
- Contribute to the provision of a motivating learning environment in an identified area of the department.
- Ensure that, whenever possible, appropriate work is set to cover absence.
- Have ICT skills for curriculum and administration purposes.
- Work well in a team, under pressure and be able to manage conflicting priorities through well-developed interpersonal skills.
- Collaborate with colleagues productively and positively accepting the place of cohesion in a strong school system
- Communicate with parents regularly and professionally
- Be willing to contribute to the full life of the academy including extra-curricular activities and off-site events as appropriate.

Additional information

- Ensure that the school's Safeguarding and Child Protection Policy is followed at all times and any safeguarding issues are immediately reported to the appropriate senior member of staff.
- Model a commitment to safeguarding and the welfare of all students.
- Have enhanced clearance by the Disclosure & Barring Service.
- Positively contribute to the delivery of FBV, PSHE & Careers through subject curriculum

Our Teaching Team

Teacher of ML

In addition, our Upper Pay Spine Teachers are also expected to:

- Teach consistently great lessons that model best practice for others
- Generate consistently great outcomes for students regardless of starting points and challenges
- Have an open-door policy that encourages others to visit to share their expertise
- Actively embrace new pedagogies and lead others to explore them
- Support gap-filling strategies across the faculty including through revision programmes
- Work with colleagues to raise classroom experiences and progress student outcomes
- Mentor those at the start of their teaching career (ITT or ECT) assuming appropriate time allocations for this
- Ensure all policies are implemented and support others to achieve this standard
- To work actively with others to support their effective teaching, effective learning in their classrooms for all and consistently positive behaviour management
- To lead aspects of moderation and standardisation
- To lead development and review of Schemes of Learning
- To engage with external organisations to support classroom practice as appropriate
- To support post outcome reflection on specifications
- To become our school expert on aspects of specifications and the pedagogic adaptations that support their delivery most effectively