



The Telford Langley School

ENSURING EXCELLENCE

Appointment of Deputy Headteacher – Relationships

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INTRODUCTION

Dear Applicant

Thank you for taking the time to read about this exciting opportunity to be Head of RSHE, RE and Citizenship at The Telford Langley School, a secondary school in the Community Academies Trust. I hope you find the information in this pack helpful.

Our Trust originated as The Polesworth School Academy Trust and then became the Community Academies Trust after going into partnership with Birchwood Primary School in November 2012. The Trust has grown since 2012 and now comprises three secondary schools and thirteen primary schools in Warwickshire, Staffordshire and Telford.

We are proud of our community school based origins and organise ourselves so that schools operate locally, sharing resources and excellent practice with other Community Academies Trust schools that they are near.

Our Trust is a values driven organisation. We believe in the talent of young people and we are driven to ensure local communities have exceptional schools. Schools in our Trust are:

- Focused on achieving excellent academic, personal and social outcomes for our children.
- Committed to the moral imperative of community school improvement and shared system leadership.
- Mutually supportive, and fiercely loyal to each other.
- Equal partners with all other schools irrespective of their phase, size or successes.
- Multi Academy Trust minded - our schools celebrate the success of others as well as themselves and share accountabilities.
- Financially disciplined and committed to fulfilling their delegated responsibilities to the best of their abilities under a robust governance arrangement.

This culture and ethos ensures the young people in our care benefit from expertise and support shared across all our schools so that we can maintain our attention to our children's individual talents and potential. I use this story to illustrate my own personal commitment to the children in our schools:

“As the old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the sea. As he caught up with the youth, he asked him why he was doing this. The answer was that the stranded starfish would die if left until the morning sun. The old man said that there were millions of starfish, and how could he possibly make a difference. The young man looked at the starfish in his hand and threw it into the waves to safety “it makes a difference to this one” he said.

The main message from this story is clear - children will thrive if we all make sure we focus on them as individuals, get to know them well, meet their needs and be ambitious for them.

Our schools are orientated around ensuring excellent provision and are constantly reflecting on what is best for our working environment and for the young people in our care. All of us at our Trust want the children to achieve socially, personally and academically and leave school with a crucial sense of possibility - vital for success in life.

We are looking for leaders to join a professional family that values partnership and collaboration. When you work with us, we are also keen that you will grow as a professional and benefit from our culture of professional development.

Good luck with your application.

Yours sincerely

Philip Hamilton OBE
Chief Executive Officer



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ABOUT COMMUNITY ACADEMIES TRUST

Community Academies Trust (CAT) is a leading multi-academy trust currently comprising 17 schools - 14 primary and 3 secondary - dedicated to delivering exceptional community-based education.

The name Community Academies Trust (CAT) is derived from our main focus and ambition for our organisation - excellent community education. We are committed to preserving local school identity and ethos, and adopt strategies for school improvement that build on and enhance local reputation, raise standards and respond to the needs and aspirations of those we serve.

We work with primary and secondary academies where world-class achievement is the expectation - our community academies are driven by a desire to lead rather than follow, to be beacons of outstanding local provision which local families believe in and can rely on for excellence for their children's education. As a community academies sponsor we are equipped to work with schools and students from reception through to KS5 and sponsor both secondary and primary providers.

TRUST INFORMATION

School improvement and the development of excellent community school provision is best achieved by local talented leaders and staff in our schools.

Our structure is designed to achieve this. We are arranged in hubs to ensure, with the support of the main Trust board and leaders, that local stakeholders govern the academies in the hub. Their aim is to ensure actions are in place to secure outstanding community academy provision.

Each hub benefits from the central support services the CAT provides as well as a presence at local level to support the achievement of our goals. This work includes support functions (for example finance and HR) led by CAT staff and focuses on achieving economies of scale and quality. It also includes school improvement services and structural support that ensures excellent professional leadership and rapid school improvement.



“ Young people are valued as individuals. ”

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CAT VISION AND VALUES

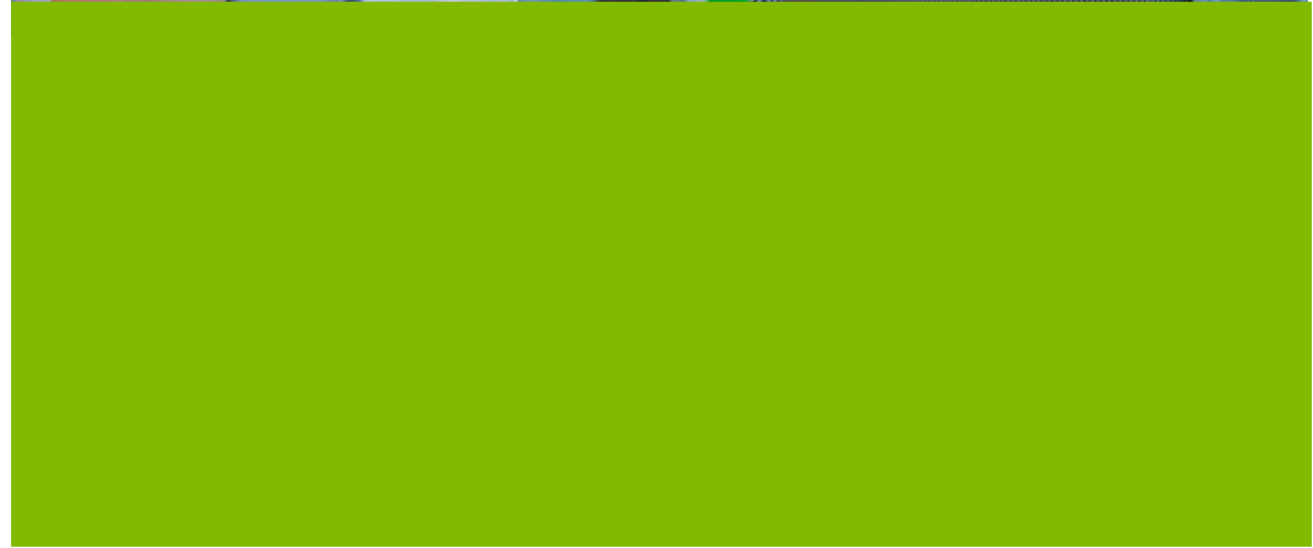
Our approach is based on a fundamental belief that all young people have talent and the potential to achieve more than they ever thought possible.

Achievement in three main areas:

Academic: Excellent standards and outstanding progress are a prerequisite for success in life equipping young people with the skills and knowledge they will need to be successful, happy and productive citizens.

Social: Excellent relationships for learning are a prerequisite for all other achievements. Relationships that engender mutual respect between young people, and all other members of our academies' communities will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Personal: All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instill in them a sense of pride in who they are and what they achieve.



4 OUR ACADEMIES

Birchwood Primary School
Budbrooke Primary School
Chadsmead Primary Academy
Dordon Primary School
Grange Park Primary School
Heathcote Primary School
Kingsway Primary School
Millfield Primary School
Stoneydelph Primary School
Stratford upon Avon Primary School

The Polesworth School
The Telford Langley School
The Wilnecote School
The Woodlands Community Primary School
Windmill Primary School
Wood End Primary School
Woodloes Primary School



COMMUNITY ACADEMIES TRUST
Institute of Education

The CAT Institute of Education is the center for professional development, school improvement and teacher training for the Community Academies Trust.

The Institute of Education serves almost 1300 colleagues across eighteen secondary and primary schools, and we are deeply committed to school improvement and the very best people development and enrichment.

Our goal is for every colleague in every school to be the best possible version of themselves they can be. The IoE facilitates and integrates evidence informed practice, knowledge and expertise across networks, subject communities, and groups of schools.

This is born from a spirit of like-mindedness, of collaboration and of mandating excellence.

We empower colleagues and place the needs of our people and the communities we serve at the front and center of all we do. We believe we are better together and value collaboration within and beyond our Trust.

We use our influence and resources to build and sustain growth that provides the very best in initial teacher training, early career induction, professional learning, mentoring, coaching, leadership development and access to expert and professional network groups.

It's been long acknowledged that teachers and professionals working in and with schools have the power to transform lives. The most important thing we can do is to provide the opportunity for all colleagues in our Trust, and beyond, to flourish.



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THE TELFORD LANGLEY SCHOOL

Located in the Dawley area of Telford in Shropshire, The Telford Langley School is a co-educational secondary school with around 1,100 students aged 11 to 16, which joined the Community Academies Trust in 2015.

The Telford Langley School seeks to provide high quality teaching in a safe and secure learning environment that challenges pupils to reach their full academic potential and develop into well-rounded individuals. With the School's commitment to, 'Ensuring Excellence,' students are encouraged to be aspirational in their approach, as well as developing their talents through an extensive programme of leadership and extracurricular opportunities. In this way, students are equipped with the knowledge, skills and qualities to both achieve success and enjoy their learning experience.

A high proportion of students continue in education or training and employment after completing their studies and The Telford Langley School is committed to providing an engaging and broad careers programme. Following Year 11, some students progress to Sixth Form, usually offering academic routes such as A-Level or applied BTEC courses; or College with a choice of academic routes including A-Level, the new T-Level which bridges the gap between academic and technical education or a wide range of vocational courses.

Developed in accordance with the, 'Eight Gatsby Benchmarks for Good Career Guidance,' the School offers a comprehensive careers programme. With first-rate, timely and age-appropriate careers education, information, advice and guidance, the school believes that all students should have opportunities to explore their strengths and interests so that they can make better informed choices.

Many students successfully gain work experience placements, some in areas of particular interest and others with the aim of acquiring specific skills such as customer service, numeracy and communications skills. The school is also active in developing links with local businesses which are willing to engage with students and give industry insights and opportunities.



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TELFORD AND WREKIN SCHOOL SPORTS PARTNERSHIP

The Telford Langley School is host to a highly regarded School Sport Partnership which is instrumental in developing high quality sport and physical education opportunities for young people and their families across the Telford and Wrekin area. At the core of the school's delivery, is the provision of a comprehensive annual programme for partnering primary and secondary schools covering sports coaching, competitions, sports festivals, young leader qualifications, leadership and volunteering academies and teacher training.

Working with external partners such as the Youth Sports Trust, Energize Active Partnership and community sports providers, The Telford Langley School is responsible for the delivery of the Government's School Games and Change 4 Life strategies across the district. The school has created a sustainable and inclusive annual calendar of Inter and Intra School Games competitions. Moreover, working closely with Telford's primary and secondary school PE associations, seek to ensure talented young participants and leaders are identified and signposted towards opportunities to further develop their talent. The Telford Langley School has delivered training and guidance to support partner schools in establishing Change 4 Life Sport Clubs that are aimed at engaging less active young people in lifelong physical activity.

The Telford Langley School is also proud to be a Barclays FA Girls' Football School Partnership hub site whose aim is to build a sustainable infrastructure of schools committed to developing the girls' game. In addition, the school has recently been tasked by the England Rugby Football Union to run one of only two national pilot projects aimed at increasing Rugby Union participation in schools.



7 THE ROLE

We are seeking to appoint an ambitious, innovative and highly effective Head of Department to lead PSHE, RS and Citizenship at The Telford Langley School. This is a key middle-leadership role, with responsibility for shaping the vision, curriculum and culture of the department so that students develop the knowledge, skills and personal qualities they need to thrive in school and beyond. The successful candidate will be an excellent classroom practitioner, committed to inclusive practice and high expectations for all learners, with the ability to lead and develop consistently high-quality teaching and learning that raises standards and improves outcomes across all key stages.

The role offers an excellent opportunity for an experienced teacher to develop their leadership skills within a supportive and collaborative environment. You will work closely with senior leaders to drive improvement, support colleagues with planning and assessment, and ensure that PSHE, RS and Citizenship are delivered in a coherent, engaging and age-appropriate way. As part of the Community Academies Trust, you will benefit from working alongside colleagues across the Trust, sharing best practice, accessing high-quality professional development and contributing to a wider network committed to delivering excellent education for every child.



OUR SCHOOL

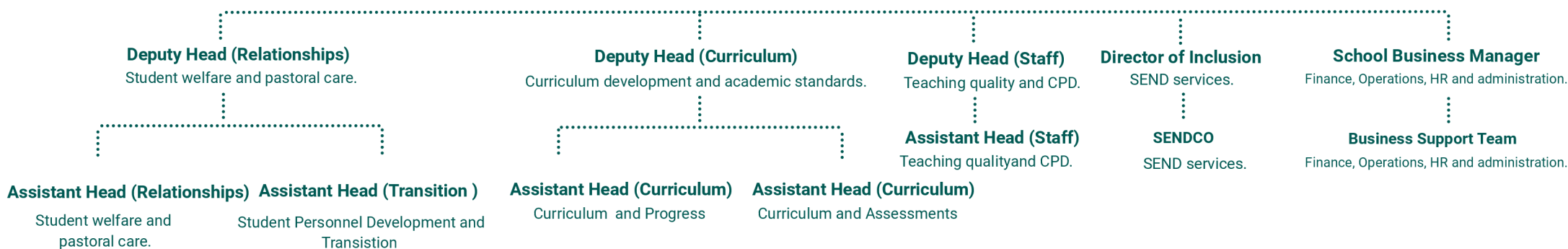
Organisational structure showing our school's leadership hierarchy and reporting lines.



Senior Leadership

Headteacher

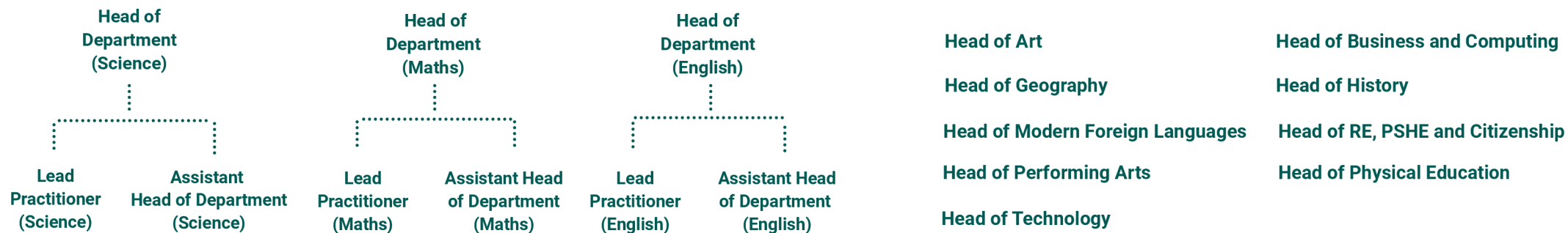
Overall school leadership and strategic direction.



Heads of Department

Core Subject Leaders

Subject Leaders



8 JOB DESCRIPTION

Head of RSHE

POST:	Head of Department - Non- Core
RESPONSIBLE TO:	Deputy Head Staff/Curriculum and Progress
SALARY:	MPS/UPS TLR2c
LOCATION:	The Telford Langley School
WORKING PATTERN:	Full Time
DISCLOSURE LEVEL:	Enhanced
KEY RELATIONSHIPS:	SLT, Deputy/Assistant Headteacher, AHT, Heads of House, Parents and external partners.
RESPONSIBLE FOR:	Subject area teaching staff and other relevant personnel within the curriculum area

Key Priorities

Operational/ Strategic:

- Model excellence in day-to-day leadership
- Collaboratively establish and implement a vision for teaching and learning in the subject area
- Collaboratively contribute to the subject area transformation plan under the leadership of the Head of Department.
- Lead the development of high quality, learning centred policies, practices and schemes of work which:
 - o Ensure continuity and progression for the learning of all students, actively planning for all student groups including SEND students.
 - o Meet the requirements of the National Curriculum
 - o Ensure methods of assessment (incorporating the principles of AFL), recording and reporting improve student learning, behaviour and achievement
- Day-to-Day:
 - o Contribute to regular subject team meetings
 - o Contribute to the direction of the wider school curriculum under the guidance and leadership of the Head of Department
 - o Engage in and encourage innovation
 - o Implement and operate the school's policies in the subject area
- Work with subject staff to ensure the subject reflects the school's ethos and aims
- Liaise with Head of Department to ensure ICT enhances student learning

Teaching, Learning and Curriculum:

- To liaise with Deputy/Assistant Headteacher to ensure the delivery of an appropriate, inclusive, high quality, innovative curriculum programme that is in line with the school's wider plans and enhances them
- To liaise with Heads of House to ensure a coordinated approach to learning support for each student
- With the Deputy/Assistant Headteacher, be accountable for the delivery of the subject
- To constantly explore improvement, innovation and personalisation
- To keep up to date with national developments in the subject area including teaching methodologies
- Develop and manage high quality, effective KS2 to 3 and KS3 to 4 transition
- Ensure effective targeted intervention systems across KS3 &4
- Contribute to our international dimension
- Develop eLearning and work related learning

Staff:

- Set expectations for staff and students, in the context of school policies, and help them to achieve those standards in relation to:
 - o Working practices and relationships with students, including the management of behaviour for learning
 - o Working practices and relationships with staff, including team working and mutual support
 - o The delivery of Ensuring Excellence and in particular our values
- Help to identify and respond to the professional learning needs of staff
- Provide support for new staff and trainee teachers
- Develop effective working relationships with SLT, other leaders and staff in the school
- Contribute to an effective support for staff in student disciplinary matters that is in line with whole school disciplinary procedures
- Undertake performance management review(s), acting as a reviewer for staff in the subject area.
- Participate in recruitment and selection
- Act as a positive role model for staff on a day-to-day basis

School Self Evaluation:

- Support the Deputy/Assistant Headteacher in meeting the expectations described in school wide policies, including reporting procedures and deadlines

Communications:

To ensure effective collaboration with staff, parents and students

- To liaise and work with partner schools and other relevant external agencies
- Excite and engage visitors at Open Evenings, and other events
- Set priorities for expenditure and with the Deputy/Assistant Headteacher, manage budgets in line with improvement plans

Resources:

- Ensure the effective management of accommodation and learning resources including ICT
- Help deploy staff

Other Specific Responsibilities:

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- This job description may be changed by the Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title.

Safeguarding Children

Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post-holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty - This role is covered under Part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

9 PERSON SPECIFICATION

Qualifications and Experience

- Degree in relevant subject
- QTS recognised teaching qualification

Knowledge

- Working knowledge of KS3 and KS4 syllabus
- Specialist knowledge of subject
- A good understanding of the National Curriculum in terms of both content and assessment
- a sensitive understanding of how children learn
- knowledge and awareness of current issues with regard to teaching

Able to use data effectively to access prior attainment, track progress and set student targets

Skills and Abilities

- To motivate students.
- To work with other staff in a team.
- Awareness of behavioural strategies
- Well-developed inter-personal skills.
- The ability to work under pressure and meet deadlines.
- ICT literate.
- Able to consistently demonstrate successful and creative teaching including an ability to deliver good lessons
- keen to try out new ideas
- able to review, evaluate and learn from own classroom practice
- able to establish effective working relationships with a variety of Individuals and as part of a team

Management Responsibility

- able to manage significant responsibility that is not required of all classroom teachers
- significant knowledge to focus on teaching and learning;
- knowledge of teacher's professional skills and judgement;
- able to lead, manage and develop a subject area and pupil behaviour/development
- able to evidence impact on the educational progress of pupils
- expertise in leading, developing and enhancing the teaching practice of other staff.
- line management responsibility for a number of people.

Methodology

A commitment to:

- actively involving pupils in their own learning
- ensure the best experience for the pupils

Personal style and behaviours

- patience
- initiative and determination
- integrity
- reliability and consistency
- adaptability and resilience
- optimism, vision and creativity
- sensitivity
- sense of humour
- able to develop good relationships with others by treating people with respect and leading by example

This job description and person specification is reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

10 TERMS OF APPOINTMENT

The salary range for this role is MPS/UPS Plus aTLR2c £6070.00, depending on the skills and experience of the candidate.

Community Academies Trust supports Equal Opportunities Employment.

“Education is for improving lives and for leaving your community and world better than you found it.”

HOW TO APPLY

For further information and an application form please visit our website [The Telford Langley School - Vacancies](#) . Applicants should apply via MyNewTerm.

We ask that candidates complete the online anonymous equal opportunities monitoring form. The equal opportunities monitoring online form will not be shared with anyone involved in assessing your application.

The closing date for applications is **9am on 15 May 2026**

Safeguarding

Community Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks and a willingness to demonstrate commitment to the standards which flows from Community Academies Trust vision and values.

The Trust may carry out online searches on shortlisted applicants and applicants may be required to provide details of their online profile, including social media accounts, as part of their application.





The Telford Langley School

Welcome to
The Telford Langley School
ENSURING EXCELLENCE



Improving the talent and potential
of all our young people



The Telford Langley School

ENSURING EXCELLENCE

Duce Drive, Dawley, Telford, TF4 3JS

Telephone: 01952 386700

Email: info@telfordlangleyschool.co.uk

Website: www.telfordlangleyschool.co.uk



**COMMUNITY
ACADEMIES TRUST**