



**INFORMATION FOR CANDIDATES**



**Tudor Grange Academy**  
Solihull

**Assistant Director of 6<sup>th</sup> Form**

**Applicant Information Pack**



Dear Applicant

Thank you for the interest you have shown in Tudor Grange Academy, Solihull. We are very proud of our Academy and I personally regard it as a privilege to serve our community as its Principal.

Tudor Grange Academy Solihull has once again achieved great success with another set of hugely impressive exam results. We are delighted that the efforts of students and staff have been rewarded with such high grades across the range of subjects. Schools are now judged on a wider range of GCSE outcomes and Tudor Grange continues to achieve excellence across the board.

The students have worked tirelessly, supported by their families and a dedicated and highly skilled team of staff. We have seen outstanding grades, especially in English and Maths, EBacc and the new measures of Progress 8 and Attainment 8. The government have redefined success for schools and our students have really delivered.

As an Academy we have a strong commitment to traditional values and a focus on continuous improvement and development. Our ambition is to deliver a world class education and allow our students to become highly successful and qualified people, with a strong sense of moral purpose. We make no apology for placing a high priority on excellent behaviour, attendance, uniform and the highest possible standards as an expected norm. In addition to our students' successes, we were selected as one of the first hundred teaching schools which goes from strength to strength and enables us to be on the cutting edge of developments in teaching and learning. Our status as a National Support School further allows us to develop education nationally.

We really do believe that we offer a high quality education experience to every child who chooses to attend the Academy. We care about our students' development and achievements and we endeavour to provide first class support and every opportunity for our students to thrive. We have a plethora of enrichment and extra-curricular activities which grow every year in popularity thanks to the level of dedication from staff and the sheer enthusiasm of our young people. Tudor Grange Academy, Solihull is definitely an Academy where students enjoy themselves, work hard and receive great encouragement and success.



It is a fantastic time to join the staff at Tudor Grange for we are at the forefront of educational reform and pro-actively play a huge role in an improving school-led educational system. I wish you every success in your application and my colleagues and I look forward to meeting the successful shortlisted candidates

Yours sincerely

A handwritten signature in black ink, consisting of a series of loops and strokes, appearing to be 'D Turner'.

Mr D Turner MA Ed  
Principal

## ADVERTISEMENT

### Assistant Director of 6<sup>th</sup> Form

**Closing Date:** Wednesday 21<sup>st</sup> March 2018

**Start date:** 01/09/2018

**Contract type:** Full Time

**Salary:** MPS/ UPS

**Contract term:** Permanent

**Suitable for NQTs:** No

We are seeking an excellent practitioner with outstanding people skills to work under direct line management of the Director of 6<sup>th</sup> Form. The post represents an exciting opportunity to play a key role in the development of the 6<sup>th</sup> Form at Tudor Grange Academy. The successful applicant will contribute to the development of all aspects of the 6<sup>th</sup> Form. The post will be assistant director with responsibility for either year 12 or year 13. Applicants can be teachers in any subject but we would particularly welcome applications from science specialists.

The successful applicant will:

- Be an excellent classroom practitioner
- Be able to lead, motivate and inspire
- Be committed to continuous improvement
- Have a passion for the development of 6<sup>th</sup> Form education
- Strive to achieve success for all students

#### The Role

An outstanding teacher is required for September 2018 to join a committed and hard-working 6<sup>th</sup> Form team. The successful applicant would be expected to teach across all key stages. The 6<sup>th</sup> Form leadership team includes the Director of 6<sup>th</sup> Form, together with two Assistant Directors of 6<sup>th</sup> Form (with responsibility for a year group each). The team are supported by a full time administrator, a mentor and a counsellor.

Tudor Grange Academy Solihull have a thriving academic 6<sup>th</sup> Form, with a cohort of 300 students. The vast majority of students study three A Level courses and supplement their curriculum with an enrichment elective.

The successful applicant will have responsibility for one year group in the 6<sup>th</sup> Form and will be responsible for all of their pastoral needs, including regular liaison with parents. The tutorial, PSHE and assembly programme are pivotal to the success of the 6<sup>th</sup> Form and the successful applicant will be involved in the planning, implementation and monitoring of this programme.

Facilities for the 6<sup>th</sup> Form include a large café with social area and a further two quiet study rooms.



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## The Academy

Tudor Grange Academy is a designated National Teaching School which means all our staff have access to excellent opportunities to flourish, develop and facilitate courses for other professionals. Tudor Grange Academy is an outstanding 11-18 comprehensive school situated in South Solihull in the West Midlands. Our results place the Academy in the top 5 of non-selective schools in the country and reinforces our reason for expanding and therefore offering some fantastic opportunities. In 2017 our Progress 8 score was +0.5 and our Attainment 8 was 58.9.

If you join us, you will benefit from:

- Teaching pupils who are well motivated, the school enjoys strong parental support
- An excellent induction programme
- Working in a Trust with structured professional development opportunities
- A real chance to develop in a forward thinking, highly successful academy
- Developing yourself in our 'can do' culture and positive 'want to' climate

## Mission Statement

The mission of Tudor Grange Academy is to prepare young people to play an active part in a technologically mature society by providing them with exceptionally high level skills, qualifications and attitudes that will benefit themselves and the wider community in an internationally competitive world.

## OFSTED Report

"Academic standards are exceptionally high in all subjects. Students develop excellent attitudes to learning. A broad range of educational experiences develops students' personal and social skills exceptionally well and equips them most effectively for their next stage of education and the world beyond school. The new 6<sup>th</sup> Form is outstanding. Students in all subjects make exceptional progress because they are challenged and their personal skills are strongly developed."

## Local Area

Solihull is the home of designer-brand shopping, idyllic rural villages, fine dining, fabulous hotels and home to the National Exhibition Centre and Genting Arena, which hosts an array of spectacular live events.

Still quaint, the town is dotted with historic architecture including timber-framed Tudor houses and shops and nearly three-quarters of the borough is defined as Green Belt. Add to that Solihull is surrounded by picturesque countryside.

Birmingham Airport is just 10 minutes away and Birmingham International station and Solihull station both provide excellent transport links across the country.

## Staff Wellbeing

We actively place staff wellbeing at the centre of everything we do. In our experience, happy teachers make a happy school. Our staff are our single biggest asset, and the success of our students depends on them. So we take care of, and invest in them, properly! A few of the things we offer are:

- A comprehensive CPD programme for all staff whether they are NQT, RQT or aspiring leaders.
- Free school meals for just two 25 minute lunch duties per fortnight
- A supportive, open and approachable management team
- Friendly colleagues who are always happy to help each other
- We really value our staff and will do whatever we can to meaningfully demonstrate that

## Staff Incentives

- Free staff activities including: fitness classes and sports clubs
- Free tea, coffee and biscuits
- On-site parking for staff
- The Academy participates in the childcare voucher scheme
- The Academy participates in the cycle to work scheme

**Informal visits and conversations about the post are most welcome.**

*The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them. The successful applicant will be required to undertake an Enhanced DBS check. All applications will be considered on their merit and the post will be offered subject to the usual health and criminal record clearance. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.*



## 6<sup>th</sup> FORM AT TUDOR GRANGE ACADEMY SOLIHULL

High quality teaching, delivered by forward-thinking, creative classroom practitioners is at the heart of successful learning in the 6<sup>th</sup> Form at Tudor Grange. Within the 6<sup>th</sup> Form we aim to create a positive working environment where students are given every opportunity to achieve their potential. It is extremely important to us that members of staff feel valued and that they are supported fully in both their teaching and professional development.

Our Sixth Form is built around a set of core values:

- Meeting the needs of every student.
- Raising students' expectations of what they can achieve.
- Blending tradition with innovation to provide the best we can for all students.
- Being inclusive and collaborative and providing a supportive environment where all students can flourish and reach their potential.
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Our aim in the Sixth Form is to build on the outstanding achievements of Tudor Grange Academy by providing continuity of study for students and ensuring high student retention rates, excellent academic results and an excellent record of entry to universities.

We offer a range of courses and programmes of study in a school environment, enabling students the opportunity to progress to further or higher education, training or employment. Students' progress and well being are our top priority. We keep a careful check on how students are achieving and we provide comprehensive support and help through our tutor and college system. Partnership between the academy, students and parents is central to the way we work.

Students are supported in their journey to higher education or training and apprenticeship with a systematic programme of taught sessions, talks and visits. We also have links with local universities including Birmingham, Warwick and Worcester.

Students are encouraged to engage in a wide range of enrichment activities including working with younger pupils in the Academy, in one of our partner academies, the community, work experience placements and academic enrichment.

Across the academies we offer a mix of academic and vocational pathways that is inclusive and centred on the needs of students. We spend a great deal of time trying to ensure that students are on the most appropriate courses for them as individuals and we respond with flexibility and understanding to meet students' needs.

### General Information

The successful candidate will be expected to play a full and active part in developments in the 6<sup>th</sup> Form area and a readiness to become involved in the extra-curricular life of the school would also be greatly valued.



## ASSISTANT DIRECTOR OF 6<sup>th</sup> FORM JOB DESCRIPTION

### Core Purpose

The Assistant Director of 6<sup>th</sup> Form will be responsible for supporting the Director of 6<sup>th</sup> Form in:

- raising standards of achievement
- ensuring high levels of recruitment into 6<sup>th</sup> Form and retention of 6<sup>th</sup> Form students
- ensuring that all students achieve desirable destinations on leaving the 6<sup>th</sup> Form, including university, apprenticeship and work with training
- facilitating the delivery of excellent teaching and learning within the 6<sup>th</sup> Form
- maintaining and further developing a distinctive 6<sup>th</sup> Form ethos that encourages students' personal development.

### Core Leadership Qualities

- Clear and consistent vision and values
- Outstanding practitioner
- Ability to motivate and empower others, raising standards in teaching and learning across the Academy
- Have a positive attitude to continuous improvement
- Leading by example
- Flexible leadership styles
- Support staff to work confidently and effectively with 6<sup>th</sup> Form students
- Clear and consistent communication skills
- A willingness to embrace change and recognise new educational developments

### Specific Responsibilities

**This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance.**

- To meet all Teacher Standards.
- To contribute to creating a cohesive and coherent vision for the 6<sup>th</sup> Form.
- To advise the Director of 6<sup>th</sup> Form and Academy Leadership team about appropriate curriculum programmes to meet the needs of the cohort and to ensure that any statutory curriculum requirements are met.
- To ensure that the needs of all learners in a specific year group are taken account of and relevant guidance and legislation is implemented
- To provide guidance on the choice of appropriate teaching and learning to meet the needs of different students.
- To support the Director of 6<sup>th</sup> Form with Quality Assurance within the 6<sup>th</sup> Form and to contribute to Academy Quality Assurance processes.
- Contribute to whole-Academy development through contributions to working groups.
- To establish and implement clear policies and practices to monitor and track students within a specific year group, with processes in place for intervention and support.
- To use data effectively to identify students within a specific year group who are underachieving and where necessary, create and implement effective plans of action to support those students.
- To communicate effectively, orally and in writing, with parents, governors, agencies and the wider community.

- To lead professional development through example and support the coordination of high quality professional development using effective coaching and effective use of departmental, CPD and INSET time.
- To effectively communicate with all members of the 6<sup>th</sup> Form tutor team (for a specific year group)
- To be responsible for the welfare and safeguarding of students in a specific year group including vulnerable students and those with special educational needs.
- To provide support and guidance to 6<sup>th</sup> Form students to ensure progression to the next stage of their educational development.
- To support the Director of 6<sup>th</sup> Form to manage applications to higher education ensuring that UCAS forms are completed to the highest standard
- To create a positive culture recognising achievement and success.
- To lead and foster the provision of a wide range of enrichment opportunities to broaden students' experiences and prepare them for destinations after 6<sup>th</sup> Form.
- To be responsible for maintaining high standards of conduct by 6<sup>th</sup> Form students and to operate academy policies to that end in a fair and conscientious manner.

### Outcomes

- High standards of achievement for all students
- A highly motivated and effective team
- Excellent practitioners
- Effective teamwork
- A reputation as a 6<sup>th</sup> Form centre of excellence
- High levels of recruitment and retention



## PERSON SPECIFICATION

The successful candidate will possess all or most of the following attributes

E = Essential

D = Desirable

QUALIFICATIONS	
• A good honours degree	E
• Qualified teacher status	E
EXPERIENCE	
• Experience of teaching 11-18	E
• A proven track record as an excellent practitioner	E
• A track record demonstrating a commitment to high standards, continuous improvement and quality assurance	E
• A track record of effectively leading/motivating students and staff and developing team approaches	E
PROFESSIONAL DEVELOPMENT	
• Evidence of a commitment to own professional development	E
• Evidence of keeping up to date with educational thinking and knowledge	E
• A strong commitment to the quality professional development of staff	E
• The drive to develop others' capabilities and help them realise their full potential	E
SPECIAL KNOWLEDGE	
• Knowledge and understanding of recent legislation, development and initiatives in secondary education	E
• Knowledge of the curriculum at KS3, KS4	E
• Knowledge of KS5	E
• Knowledge of the UCAS process	D
• Knowledge of Performance Management and review	D
• A good understanding of the use of comparative data and target setting	D
• An understanding of the use and potential of ICT to develop learning	E
PRACTICAL AND INTELLECTUAL SKILLS	
• Ability to establish a positive ethos with an accent on high achievement for all	E
• Ability to empathise with needs of students and to be firm but fair and consistent	E
• Ability to prioritise and manage time effectively	E
• An effective communicator and motivator of students and staff	E
• Ability to enable and empower others	E
• A team player with the ability to establish good working relationships with staff, students and parents	E
• The ability to communicate clearly and concisely both verbally and in writing at all levels	E
• The ability to set clear expectations and parameters and to hold others to account for their performance	E
• The ability to challenge underperformance	E
PERSONAL QUALITIES	
• A positive attitude to continuous improvement	E
• The ability to lead, inspire and motivate	E
• A commitment to do everything possible for each student and to enable all students to be successful	E
• Relentless energy for setting and meeting challenging targets	E
• A healthy competitive attitude that shows a real desire for excellence	E
• An unequivocal positive role model to staff and students	E
• Enthusiasm for, and readiness to accept, change	E
• A commitment to justice, quality of opportunity and to comprehensive education	E
• A capacity for hard work	E
• A sense of humour, warmth, energy, stamina and resilience	E
• The professional respect of colleagues	E

## HOW TO APPLY

If you would like to join our outstanding team and apply for this post, please **complete the application form in full**. Please note that incomplete applications may result in possible rejection from the shortlisting process.

### **Section 1: Letter of Application**

Please attach a letter of application and use this opportunity to show your suitability for this post as outlined in the job description and person specification and tell us why you want to join us at Tudor Grange

### **Sections 2, 3 and 4: Current/Most Recent Employment and Full Chronological History**

Please ensure that this section is completed fully. If you have gaps in your employment please indicate the reasons for this. This may be explored further in an interview.

### **Section 5, 6 and 7: Education, Training and Qualifications**

Please complete this fully and ensure that you have proof available of your qualifications. If you are not in possession of this proof, please be aware that we will require your permission to contact the relevant awarding bodies prior to a firm offer of appointment, should you be successful.

### **Section 8: Other Relevant Experience, Interests and Skills**

Please add anything that is not already covered in your letter of application.

### **Section 9: References**

Please provide two referees and their details. A telephone number or e mail address often makes this process easier and would be much appreciated. The references **MUST** include your current or most recent employer and will ask about your suitability to work with children. Open references or testimonials will not be considered. Please be aware that we may approach previous employers to verify particular experience or qualifications.

### **Section 10: Personal Information**

Please ensure that all details are completed including your date of birth. This is to ensure that appropriate identity checks can be made. Ensure your NI number, email address and contact numbers are also included. For Teaching staff please make sure you include your Teacher Reference Number (TRN) number.

### **Section 15: Declaration**

Please be aware that by signing the declaration you are declaring that you are not on List 99, disqualified from work with children or subject to sanctions imposed by a regulatory body e.g. the General Teaching Council (GTC) and that you either have no convictions, cautions or bind-overs, or that you have attached details of these in a sealed envelope. You are also aware that you will be subject to a DBS Disclosure appropriate to the level of the post should you be successful.

Please be aware that providing false information is an offence and could result in the application being rejected, or summary dismissal if you are appointed on the strength of this, with possible referral to the police.

## ABOUT TUDOR GRANGE ACADEMY

Tudor Grange Academy is an outstanding 11 – 18 comprehensive school situated in South Solihull with a roll of 1541. The school was inspected by Ofsted in June 2014 who judged it to be outstanding overall and for each of the four main areas the school was categorised as outstanding. Tudor Grange is committed to delivering a high quality educational experience for all its students; it is also committed to sharing its experience and expertise with other educational institutions to raise attainment for all students. To this end we are a National Support School. We have also been awarded World Class School status.

From September 2011 Tudor Grange has been designated as a National Teaching School. This is a tremendously exciting development and has placed the academy at the heart of the school improvement agenda and we are a key player in the educational change agenda that Teaching School presents. This offers our staff the chance to flourish, develop and facilitate over courses for other professionals.

Tudor Grange Academy in Solihull has always been a beacon of excellence. Its focus on continuous improvement and belief that high quality teaching and learning is at the core of great schools has ensured that it has maintained its outstanding provision year on year.

Having secured outstanding provision for the students in their care, the Governors of Tudor Grange School, as it was, developed an ambition: every child deserves an outstanding education, not just the children within their school. They supported staff within Tudor Grange to engage fully in a wide range of national and international partnerships focussed on improving provision in schools. The Academies programme then provided an opportunity for them to sponsor a school in challenging circumstances, taking full responsibility for the quality of this provision and therefore potentially enabling them to realise their ambition.

In September 2009 Tudor Grange School, Solihull sponsored Tudor Grange Academy Worcester. The school is now oversubscribed and the school of choice within its local community. The success of the sponsorship of the Tudor Grange Academy, Worcester and the recognition of what school to school collaboration in a long lasting and hard relationship could achieve, gave rise to the vision for Tudor Grange Academies Trust: a group working together in a model of meaningful, focused collaboration to achieve excellence in their schools.

The Trust, as at September 2017, is a Trust of seven schools: four secondary, one all through academy and two primary academies. Restlessness characterises all our academies: we are not afraid to challenge complacency and weaknesses identified are seen as opportunities to improve, the energy and drive for the ceaseless journey comes from our key ambition: 'Every child deserves an outstanding education.'

This movement as a Trust offers a huge opportunity for up to date training, cross curricular working, bespoke professional development pathways and allows all staff to be at the cutting edge of national and international educational movement. All staff are encouraged to better themselves and we collectively celebrate success in a vibrant and healthy working community.





## 2017 EXAM RESULTS

### A Level Results 2017

% A\*-B = 58.8%

A\* – E = 98.8%

% 3 or more A\* – E = 94.1%

### GCSE Results 2017

Progress 8 = +0.5

Attainment 8 = 58.9

English and Maths Grade 4 or above = 90%

English and Maths Grade 5 or above = 76%

EBacc (grade 4+ EngMa) = 58%

EBacc (grade 5+ EngMa) = 55%



## LEADERSHIP TEAM AND GOVERNORS

### Principal

Mr D Turner

### Associate Principals

Mr D Butler

Mrs C Smith

### Senior Leadership Team

Mrs M Bradshaw

Mr C Lee








Mr T Pole

Mr C Walker

Mr A Wright

### Chair of Governors

Mr R Edwards

		
Mr D Turner Executive Principal	Mr D Butler Associate Principal & Da Vinci	Mrs C Smith Associate Principal & Sixth Form
		
Mrs K Smith PA to the Executive Principal	Mrs M Bradshaw College Leader for Darwin & DSL	Mr D Wright College Leader for Morse
		
Mr T Pole College Leader for Newton	Mr C Walker College Leader for Edison	Mr C Lee College Leader for Brunel

## MISSION STATEMENT

The mission of Tudor Grange Academy is to prepare young people to play an active part in a technologically mature society by providing them with exceptionally high level skills, qualifications and attitudes that will benefit themselves and the wider community in an internationally competitive world.

## OUR FACILITIES

Tudor Grange Academy Solihull was opened in 1956 as a grammar school for boys. It occupies a site on the west side of Solihull in an extensive area of parkland. Over the years our facilities have been extended and improved to offer our students the very best environment in which to grow and thrive.

The Academy is made up of 2 main buildings with additional specialist buildings for Sport, Music, Geography, Teacher Training and Technology.

- Ten Science Laboratories
- Specialist building for Music with rehearsal rooms
- Six ICT suites with state-of-the-art multimedia PCs on a Windows platform
- Whole school network of over 300 PCs
- Media Studies suite with Mac PCs
- Student Services block with first aid and meeting rooms
- Large Sports Centre with Sports Hall and Changing Rooms
- Extensive sports fields surrounding the site
- Two cafeteria style dining areas with additional Food Bar in playground
- Two large playgrounds with table tennis tables
- 6<sup>th</sup> Form Centre with 4 classrooms, study areas and lecture style seating for 50
- 6<sup>th</sup> Form only Café with study area
- 6<sup>th</sup> Form Quiet Study Area
- Specialist building for Design & Technology, Art and Business
- Specialist equipment in Design and Technology including 3D Printer, Laser Cutter Microrouter, Sublimation Machine



## ACADEMIC ORGANISATION

At Tudor Grange we operate a two week timetable with 25 one hour lessons in each week.

The philosophy of Tudor Grange is that each student is entitled to a curriculum that prepares him or her for life's opportunities, responsibilities and experiences. Statutory requirements of the national curriculum are supplemented by the Academy's broader curricular provision.

At key stage three, students follow a common curriculum. In years 9, 10 and 11 students are offered greater choice, enabling a more personalised curriculum that meets the needs of each individual learner.

### Key Stage Three

All students in their first two years at the Academy study the core curriculum which includes English, mathematics, science, physical education, ICT, PSD and religious studies. Their curriculum is enriched by studies in humanities, visual arts, music, design and technology, modern foreign languages and food. All students participate in an enrichment programme.

During year 8, full consultation takes place between staff, students and parents to support curriculum choices at key stage four.

### Key Stage Four

The key stage four curriculum is designed to give students every opportunity to achieve their full potential and to maximise the choices available at post-16.

All students in years 9, 10 and 11 study English language, English literature, mathematics, science, religious studies and physical education. PSD is taught across the curriculum.

There is a considerable amount of curriculum choice available and students can choose to study from a range of GCSEs.

### Key Stage Five

The curriculum at 6<sup>th</sup> Form is designed to prepare students for both university and the world of work. Each 6<sup>th</sup> Form student has their own specific goal and ambition and we ensure that each student has a personalised curriculum that meets their individual requirements. Students choose from a diverse range of qualifications so that they are able to participate in challenging and enjoyable courses.

We provide a variety of opportunities within the Academy, and are proud that our students have been able to succeed as peer mentors, sports coaches, volunteer care workers and much, much more.

## PASTORAL ORGANISATION

Students are looked after in one of six Colleges; Brunel, Darwin, Edison, Morse, Newton and da Vinci. Each college has a College Leader, a Student Achievement Support Manager (SASM) and a College Administrator.



Da Vinci



Brunel



Darwin



Edison



Morse



Newton

In addition, we have a staff Year Champion for each year group.

When a student starts at Tudor Grange they are placed in one of 66 'vertical' tutor groups. Each tutor group has students from years 7 – 11 and is looked after by a tutor. Their tutor will monitor all aspects of the student's school life and is the first port of call for parents contacting the Academy.

Our newly refurbished Student Services offers a range of facilities for our young people including a first aid room with a dedicated first aider available all day every day.

## EXTRA CURRICULAR ACTIVITIES

As an Academy we feel strongly that the development of motor and interpersonal skills is enhanced by the opportunities and experiences students have outside of the classroom. Hence, we provide a diverse breadth of activities that are part of a weekly timetable for students to opt into. These activities run before, during or after school and are delivered by willing and specialist staff who want to relay their knowledge and passion.

The list below shows just a small selection of the programme on offer:

- Sports Teams including Football, Rugby, Netball, Hockey, Cricket, Basketball, Handball and Trampolining for both boys and girls

Various Choirs

- Various Orchestras
- Cheerleading
- Art and Photography
- Drama
- Dance
- STEM Club
- Combined Cadet Force (CCF)
- Chess Club
- Cooking Club





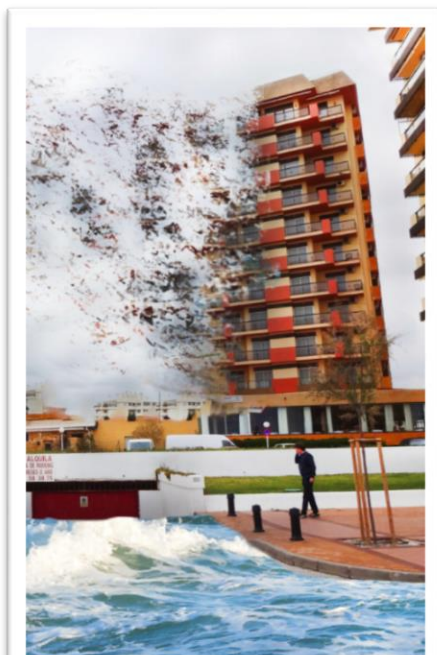
## CREATIVE ARTS

All students study Music, Drama and Art at KS3. At KS4 students can choose from a wide range of options including Art, Photography, Technology, Drama and Music.

There are also opportunities to attend Drama, Dance, Art and Music clubs outside of the classroom.

We organise several musical concerts and art exhibitions throughout the year. At Christmas 2016 our drama teacher wrote and directed our first ever pantomime pulling together all the creative arts departments and providing many opportunities for our students to take part. This was successfully repeated in December 2017.

Previous productions have included Annie, Grease and Oliver.





# WHAT DO TEACHERS SAY

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**Tudor Grange** is a school wher staff are professional and hardworking, setting themselves high standards which in turn rub off on our students

*Ed, Teacher of Mathematics*

**Tudor Grange is a progressive, dynamic and exciting place to work.**

The leadership team, staff and the students are always seeking excellence and consistently striving to improve approaches in teaching and learning. There are always opportunities to develop, learn and grow as a practitioner.

*Emily, Teacher of English*

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I like the '**yes culture**' that exists within the school, which means that those with the passion and drive to introduce new ideas, from departmental level to whole school, are given the confidence to move forward.

*Tom, Teacher of History*

## EDUCATIONAL VISITS

Tudor Grange Academy are able to offer a range of educational visits to our students to enhance their learning and give them opportunities to develop new skills and interests.

Our teaching and support staff are integral in offering these experiences to the students, and we are proud of the professionalism and commitment they display.

Below is a sample of some of the trips available to our students.

### **Year 7 Adventure Weekend to Condover Hall**

Held in October with team building and sports activities, dormitory accommodation. Giving students an opportunity to build new relationships with students and staff.

### **Duke of Edinburgh Programme**

Bronze, Silver and Gold Duke of Edinburgh awards are offered to our students in Year 9 and above. Students undertake activities in Volunteering, Physical and Skills and take part in two walking/camping expeditions. This programme builds confidence and independence and is widely recognised by employers and further educational establishments.

### **6<sup>th</sup> Form Visit to CERN**

A level science students spend a weekend in January visiting the world famous CERN site in Switzerland, with recreational and cultural activities included, staying in hotel accommodation.

### **European Ski Trip for Years 9 to 11**

This is a five day trip held in February half term, where students have an opportunity to take part in ski or snowboarding lessons, along with other recreational activities, such as bowling or ice-skating, staying in hotel accommodation.

### **European Football, Rugby, Netball Tour**

GCSE PE students take part in European sporting fixtures during May half term, visiting theme parks and sporting stadiums in their leisure time, with accommodation in hotels.

### **Year 8 European PGL Trip**

A nine day camping trip taking place in July, with a variety of water sports activities.

### **GCSE Visual Arts Trip to Europe**

To help develop their drawing and photography skills, GCSE Visual Arts students can take part in this 4 day trip, staying in hotel accommodation, visiting museums and historical locations.

### **GCSE MFL Trip to Europe**

This five day trip to Europe gives GCSE MFL students an opportunity to visit a country where the foreign language they are studying is spoken and to experience the cultural and recreational activities of the region.

## EXTRA-CURRICULAR ACTIVITIES

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School		<b>Basketball</b> All Years Sports Hall/Gym	<b>Trampolining</b> KS3/KS4 Alternation Sports Hall	<b>Badminton Satellite</b> All Years Sports Hall	<b>Handball</b> KS3/KS4 Alternation Sports Hall
		<b>GCSE PE Study Support</b> Invitation Only	<b>Table Tennis/Badminton</b> KS3/KS4 Alternation Sports Hall	<b>Dance</b> All Years Oak Hall/Gym	<b>GCSE PE Study Support</b> Year 11 OG5
		<b>6<sup>th</sup> Form Band</b> 7.45 am Week A only, Grade 7+	<b>Flute Choir</b> 8.00 am All Years, Any Grade		
Lunchtime	<b>Junior Wind Band</b> 12.30-1pm Beginner to Grade 4 C2		<b>6<sup>th</sup> Form Band</b> Period 2 Week B only, Grade7+		
After School	<b>Boys Football</b> Years 8 & 9 Back Field	<b>Rugby</b> Years 7, 8, 9 & 10 Back Field	<b>Combined Cadets Force (CCF)</b> Years 8-11, Outside Poplar	<b>Boys Football</b> Year 10 Back Field	<b>Hockey</b> All Years Courts
	<b>Netball</b> Years 9, 10 & 11 Sports Hall	<b>Netball</b> Year 7 & 8 Sports Hall	<b>Dodgeball Satellite</b> Years 7, 8 & 9 Sports Hall	<b>Indoor Cricket</b> All Years Sports Hall	<b>GCSE PE Study Support</b> All Years OG5
	<b>Girls Football</b> Front Field	<b>Boys Football</b> Year 7 Back Field		<b>GCSE PE Study Support</b> Year 11 OG5	<b>GCSE PE Practical Moderation</b> Year 11 Invitation Only Sports Hall
	<b>Boys Football GCSE Study Support</b> OG5	<b>U18 Boys Football Team Training</b> Back Field/Sports Hall		<b>Chess Club</b> OG5	<b>Wind Band</b> All Years Grade 3+
	<b>Language Leader</b> Year 10 OS4	<b>GCSE Study Support</b> Year 11 OG5		<b>Art &amp; Photography 'Open Studio'</b> Years 9,10,11	
	<b>Art Club</b> Years 7 & 8 P3	<b>Art &amp; Photography 'Open Studio'</b> Years 9,10,11		<b>Cooking Club</b> OF2	
	<b>Art &amp; Photography 'Open Studio'</b> Years 9,10 & 11	<b>Philclub</b> WG5			
	<b>Fermat Club (Maths)</b> Years 7 & 8 OG4				



Tudor Grange Academy  
Solihull

CPD4ME

**MENU**





# CPD 4 ME



Tudor Grange Academy Solihull

## MENU

### Cocktails



#### Coaching Experiences

All teaching staff will receive 3 **complimentary coaching experiences** in an academic year. These coaching experiences are a unique way to enhance your effectiveness as a practitioner and leader. More information on these coaching experiences can be found on the quality assurance calendar and your subject leader will take the lead on these in subject development meetings.

##### Line Manager Coaching (Autumn 2)

A 1 hour experience where your line manager will offer insight and support based upon your pre mortem. This will help set your personal agenda following your end of year appraisal/review (Autumn 1) and inform your subsequent menu choices.

##### Intra Department Peer to Peer (Spring 2)

2x 15 minute **"drive thru"** or **"incremental coaching experiences"**. You will be matched up with someone within your department/faculty/college who will drive thru for 15 minutes of a lesson and then agree with you some deliberate foci for the second drive thru. You will work together to prep for the second visits and they will then debrief you on developments made.

##### Inter Department Peer to Peer (Summer 2)

A 1 hour experience that will see you matched up with a tactically chosen colleague from another department. This will be a great chance to get a very objective perspective on your pre mortem and also stimulate innovation. A real opportunity to build future working relationships/collaboration.

### Light Bites



#### 15 minute forums

Stop by **WG1** on **Wednesday mornings (8.00 am)** to get a **flavour** of work that colleagues have been deliberately doing. As they say on the tin, these 15 minute clinics are snappy episodes that will stimulate reflection and give you nuggets to go away and experiment with in your own classroom/department.

The programme is released on a **specials board** termly and weekly prompts given by **Jess Bargh and Charlotte Macfie**. The forums will primarily focus on the whole school T&L foci and Academy Development Plan but with a few spicy additions.

If you wish to attend a forum please notify Jess/Charlotte by the Monday break time so that refreshments can be ordered for you. These light bites are hugely popular so order early to avoid disappointment.

**Let our chefs know if there is something you would like to see or offer for this menu**



# Main Courses



## The NQT Programme

To support your induction our chefs will provide you with one hour workshops on a Monday at 3.15 pm in WG4. These workshops have been **made to order** (in line with your Career Entry Profiles) and will be delivered by a range of **Michelin star** chefs. The workshops will run all the way through the Autumn Term and are **served** alongside the support provided by your mentor and the NQT team. In November you will also attend a TGAT NQT Conference.

**Key Ingredients** – An Excellent Lesson at TGAS, Utilising iRIS Connect, Safeguarding, Low Stakes Assessment, Working Smarter Not Harder, The Portfolio, The Struggle Zone, Supporting All Learners, Literacy/Numeracy, Questioning and The NQT Conference

**Head Chef** – Kate Tipping **Sous Chef** - James Wolverson and Catherine Roche

**\*See our Specials Board for dates and times of service**

## Make Every Lesson Count

A pedagogical programme aimed at making your teaching **sizzle**. During these 7x 60 minute workshops, participants will focus on the 7 core pillars identified in Allison and Tharby's popular book. This is a great opportunity to pick up new ideas and strategies that will enhance the impact you have in the classroom. With gap tasks, collaborative work and facilitation by some of our most proven chefs, you won't be left **hungry**.

**Key Ingredients** – Challenge, Feedback, Practice, Scaffolding, Modelling, Questioning and Explanation

**Head Chefs** – Jay Bargh and Emily Stallard

**\*See our Specials Board for dates and times of service**

## Leading from the Middle at TGAS

If you are an aspiring middle leader then this programme will definitely feed your **appetite**. The 6 x 60 minute workshops will focus on the key challenges of being an effective subject leader at TGAS, readying you to take on additional responsibility in the department and then be equipped to lead a department if/when the opportunity arises. The programme will be led by experienced middle leaders who will also provide **"takeaways"** (gap tasks and challenges) to supplement the work done in the session.

**Key Ingredients** – Utilising the Data Tool and 4matrix, The TGAS T&L Wheel, Quality Assurance, Managing Capitation, Designing a Curriculum and The Softer Skills

**Head Chef** – Jenny Fitzroy

**\*See our Specials Board for dates and times of service**

## Aspiring to the SLT

An exciting opportunity to work closely with current members of the SLT on 1 of the 5 whole school leadership strands. On this programme you will be provided with a whole school project tied into the Academy Development Plan. You will be allocated a mentor from the SLT who will not only support you with this project but also provide you with operational experiences to give insight into what the life of a College Leader looks like. As well as attending at least 3 SLT meetings on a Thursday you will also have the opportunity to attend both a national and internal conference day.

**Key Ingredients** – A Whole School Project, Living the Life of a College Leader, SLT meetings, SSAT National Conference, Investing in People, Being Ofsted Ready, Making an Imprint and Driving Change

**Head Chef** – Craig Walker

**\*See our Specials Board for dates and times of service**

# Sharing Platters



## TGAS Annual

We will be again releasing our own annual publication with all articles coming from TGAS staff. All staff will receive a hard copy version of this publication and contributors have creative licence to write about any school/education related topic they see fit. This might vary from a review of coaching experiences, to challenges of returning from maternity leave. Our rationale for the publication is to celebrate peoples "deliberate" work and provide nuggets of inspiration. Articles can come from one of 3 possible briefs:

- 1) Academic Research: fully referenced - perhaps an MEd piece that you might already have, or maybe even essays/assignments from your training (NQT's)
- 2) Teachers Toolkit: similar to the book, a short guide to a strategy, task or activity that you have pioneered during the year. This should include a pre-mortem (how you expected the activity to work) and post mortem (how it actually worked).
- 3) Advice section: Personal and professional challenges you have faced and your approach to overcoming them.

Article drafts should be submitted to Head Chef Tom Peake.

**\*See our Specials Board for dates and times of service**



## iRIS Connect

Every member of teaching staff has an iRIS Connect licence. Teachers can use this licence to support coaching, to overcome traditional observation barriers or purely as a personal reflection tool in deliberate practice. iRIS will be allocated to departments over the course of the year so they can gather bundles of best practice and support their response to QA (\*See our Specials Board for dates and times of service). This departmental work will be coordinated by the iRIS Champion within your team. The other kit is available for booking via IT services. Head Chef Matt Reeves will coordinate our iRIS work, provide training to NQT's/new staff as well as drop in sessions to any existing staff (\*See our Specials Board).

# Takeaway



## External Provision

As previously, if there is an externally run conference, course or workshop that you would benefit from attending please submit the "application for external training" doc located at: **X drive>services>Staff learning>forms and admin** to Craig Walker along with a LOA request. This will then be reviewed at SLT before you book your place.

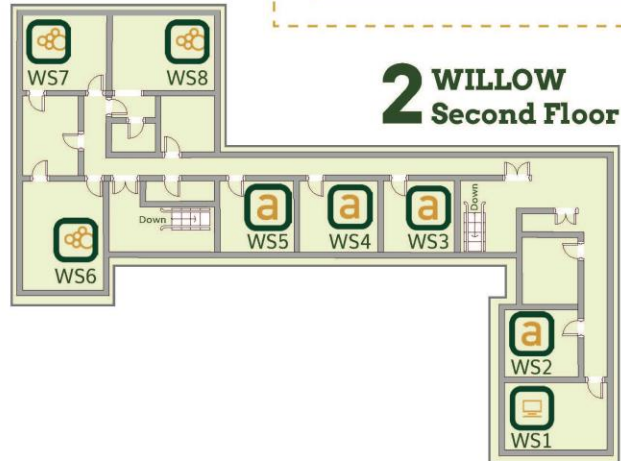
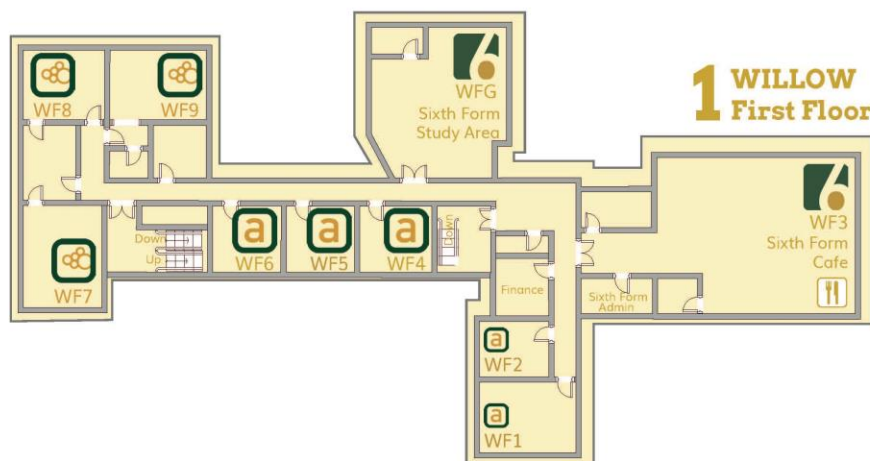
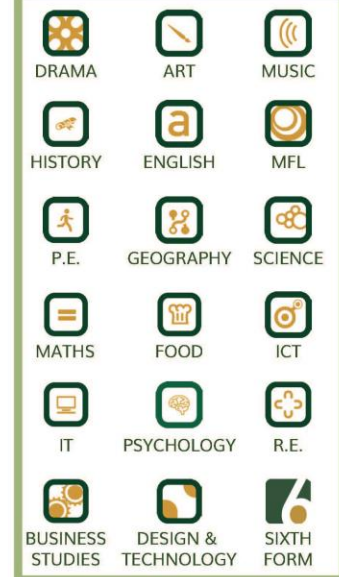
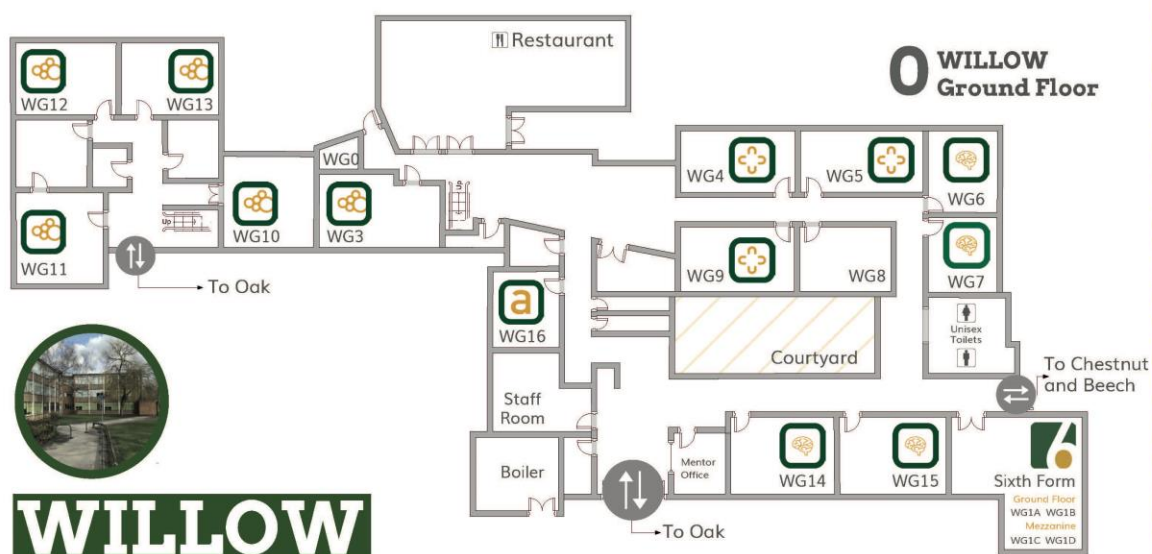
## Tudor Grange Academy

Dingle Lane, Solihull, B91 3PD, UK  
[www.solihull.tgacademy.org.uk](http://www.solihull.tgacademy.org.uk)  
0121 705 5100

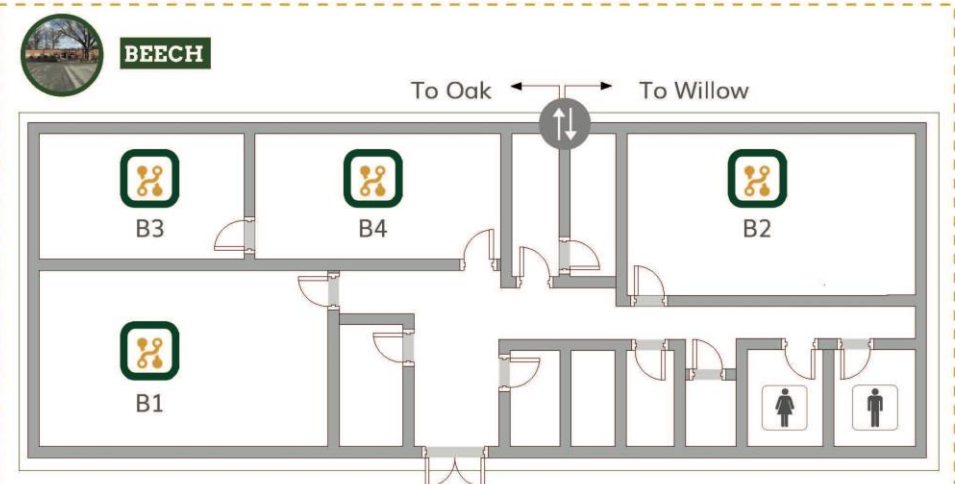
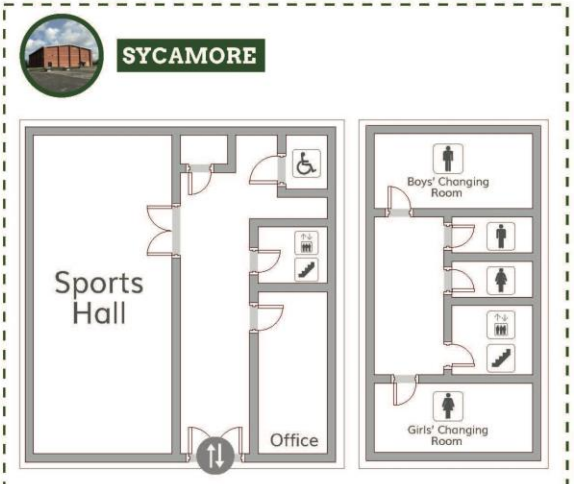
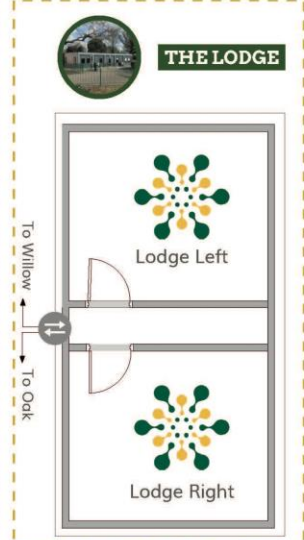
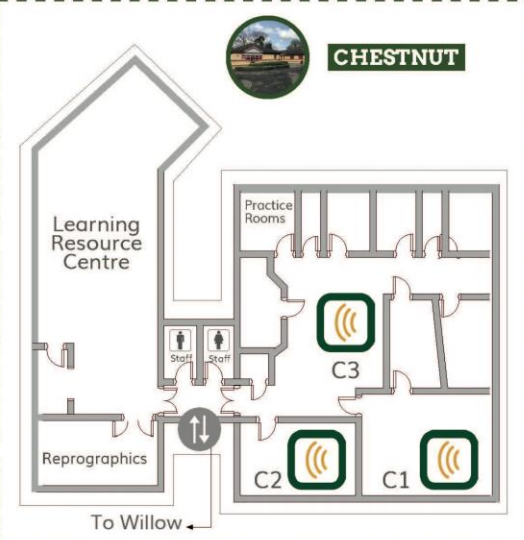
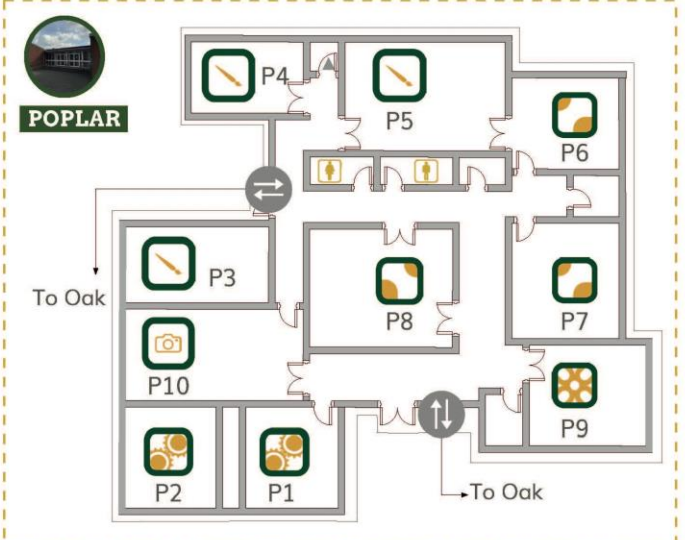
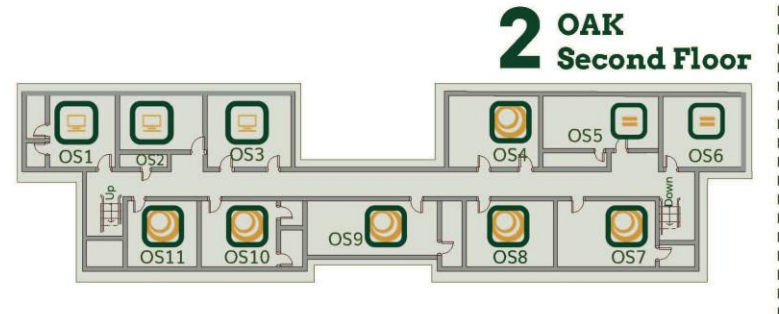
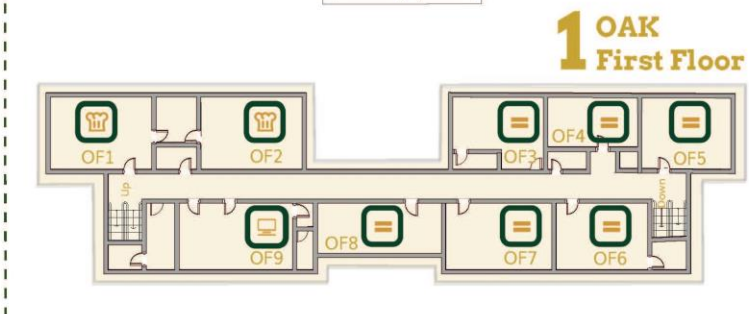
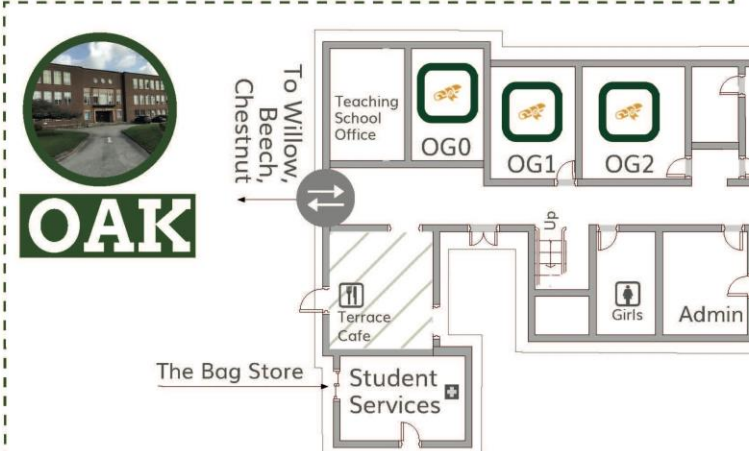
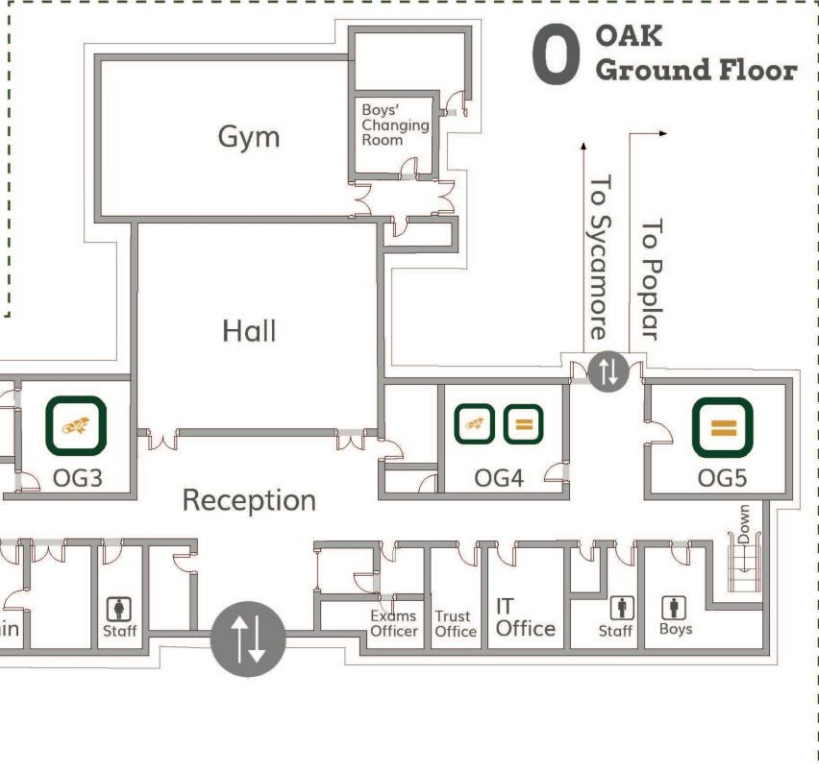




**OAK:** Admin, Maths, MFL, IT, History, Food  
**CHESTNUT:** Music, LRC  
**BEECH:** Geography  
**THE LODGE:** Teaching School  
**POPLAR:** Business, Drama, Art, Design & Technology, ICT  
**WILLOW:** Sixth Form, English, Science, RE, Psychology, Sociology, Media  
**SYCAMORE:** Sports Hall

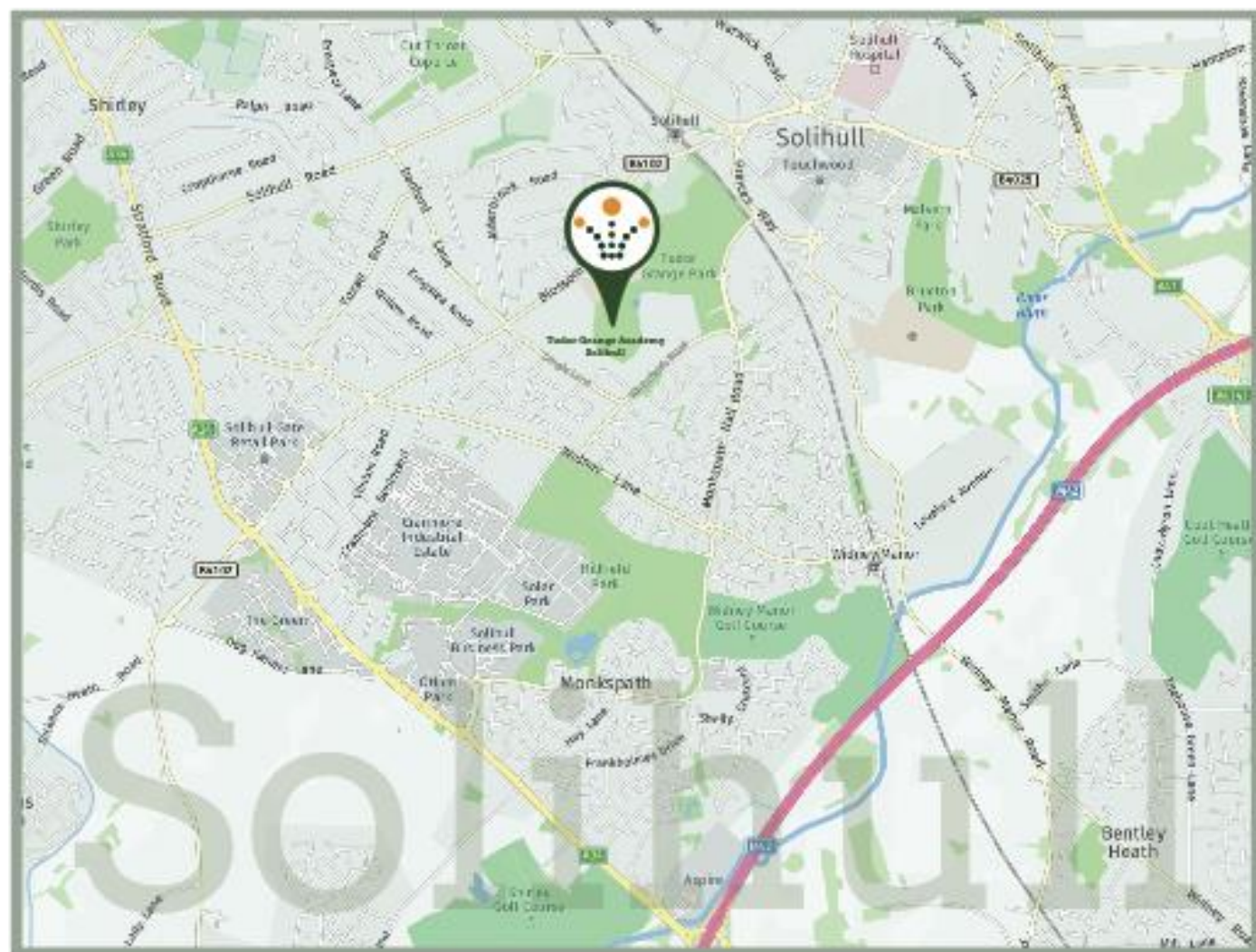


DRAMA	ART	MUSIC	MATHS	R.E.	BUSINESS STUDIES
HISTORY	ENGLISH	MFL	PSYCHOLOGY	ICT	DESIGN & TECHNOLOGY
P.E.	GEOGRAPHY	SCIENCE	FOOD	IT	TEACHING SCHOOL





# We Are Here...



## Directions from M42 Junction 4

1. Leave motorway at Junction 4 and follow exit for A34 (Stratford Road) Shirley
2. Stay on A34 until the fourth roundabout (Porcelanosa on your left as you come to island) and turn right onto B4102 (Marshall Lake Road)
3. Stay on B4102 past retail parks up to traffic lights
4. Continue at traffic lights (Marshall Lake Road changes to Blossomfield Road)
5. At the next island turn right into Dingle Lane
6. Tudor Grange Academy is along Dingle Lane, second drive to your left
7. Please press the intercom at the barrier to speak to Reception to gain entry to park onsite
8. Reception is located at the bottom of the drive, on the right through the large oak doors



### **Tudor Grange Academy Solihull**

Dingle Lane, Solihull, B91 3PD

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