



Tudor Grange Samworth Academy

Information for candidates



Tudor Grange Samworth Academy - Leicester

Tolerance • Unity • Democracy • Opportunity • Respect



Welcome

Thank you for your interest in this vacancy. Tudor Grange Samworth Academy is a vibrant, improving school with wonderful children and dedicated staff. This information is designed to give you a flavour of what the academy has to offer and what we stand for, I hope that you will find this recruitment pack both helpful and informative.

The academy is part of the Tudor Grange Academies Trust which includes: Tudor Grange Academy Solihull; Tudor Grange Academy Worcester; Tudor Grange Primary Academy St James; Tudor Grange Primary Academy Haselor; Tudor Grange Academy Redditch; Tudor Grange Samworth Academy, Tudor Grange Robert Smyth Academy; Tudor Grange Academy Kingshurst; Tudor Grange Primary Academy Meon Vale; Tudor Grange Primary Academy Yew Tree.

Opportunities within the Trust are readily available to outstanding practitioners who are keen to explore career progression. As part of our commitment to CPD, throughout the year we have three INSET days joint with the other academies within the Trust, to allow for meaningful collaboration.

At the heart of life at both this academy and across Tudor Grange Academies Trust, is the belief that fostering a culture of achievement for our learners involves three key principles: clarity of thought, an unwavering belief that every individual within our learning community can achieve to the best of their ability and a passion for ensuring each of those individuals are always engaged in high quality, valuable learning experiences. Our principle aim is for our pupils to be safe, happy and successful, developing into caring, responsible citizens equipped for life in, and actively contributing to, the 21st century.

We are committed to the pursuit of the highest possible academic, personal and moral standard, to ensure our pupils develop into conscientious, caring individuals with lively, enquiring minds and the highest aspirations. This commitment is underpinned by a strong belief in hard work and a culture of care, respect and support for others. We expect the highest standards in behaviour, appearance and in attitudes to learning, and we support each and every one of our pupils in their quest to achieve their very best. If you share our ethos, then join us at Tudor Grange Samworth Academy.

The Senior Leadership Team at the academy are committed to creating an environment where every student and member of staff has the opportunity to reach their potential and where the happiness and wellbeing of staff and pupils is a high priority.

I look forward to meeting the successful shortlisted candidate.

Mrs S Roach, Executive Principal Tudor Grange Samworth Academy



Vision

Tudor Grange Samworth Academy (TGSA): “A Place for all to Flourish”

We are committed to developing a learning community where everyone can flourish staff and pupils alike. Tudor Grange Academies Trust is synonymous with high standards and expectations; we believe that high expectations in all that we do demonstrates our care and commitment to the pupils. TGSA is a Church of England school.

The ethos of the academy is built around four key values:

Safe and Happy

Within an aspirational, positive, and caring Christian ethos, Tudor Grange Samworth Academy provides a safe, happy, and purposeful environment which allows every child to flourish and make a valuable contribution to the academy and wider community.

Learning for all

We aim to develop teachers for whom passion, clarity and belief are at the core of everything they do and teachers who are disciplined academics who teach based on current research. Teachers who are dedicated to further learning in all aspects of education. We want to develop pupils where the “norm” is a love of learning, especially reading, working hard and respecting others.

Inclusive

We strive to provide a world class education which develops the full potential of each and every pupil, giving them the opportunity to compete in any field, no matter what their starting point.

Christian and British Values

The TUDOR values of Tolerance, Unity, Democracy, Opportunity, and Respect run through all aspects of academy life. We pride ourselves on our college (Secondary) and class (Primary) system that allows pupils to feel part of a smaller community within the academy. Our system ensures that all pupils have access to the support they need and provides opportunities to celebrate the successes they achieve. It also provides every pupil with opportunities to support their school and wider community and to develop their cultural capital.

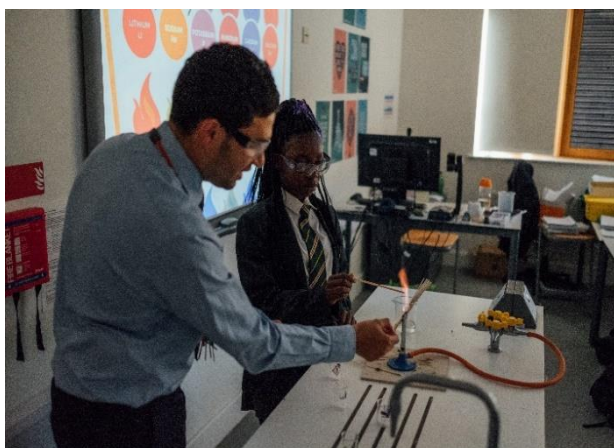


TGSA joined the Tudor Grange Academies Trust in January 2016 as a school in special measures. The recent monitoring visit for the school acknowledged the 'remarkable' leaders were taking effective action to improve the school.

We are on our journey to achieving excellence. All our schools focus on continuous improvement and the ability to plan meticulously for accelerated development is essential in TGSA at this time.

Quality of Education

Within Tudor Grange Academies Trust we believe that quality first teaching underpins everything we do. At secondary we operate a weekly timetable with 25, one-hour lessons each week. The philosophy of Tudor Grange, is that each pupil 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. The curriculum has been designed in collaboration with our Primary colleagues to ensure it is robust from Early Years through to Year 11 and meets the needs of all learners.



Our Academy

Secondary Leadership Team

Executive Principal:
Associate Principal & CL Warwick:
College Leader - Cambridge
College Leader - Oxford
College Leader – Durham
College Leader – Teaching and Learning
Head of School Primary

Mrs Samantha Roach
Mr Aiden Bannon
Ms Martina Tobolkiewicz
Mrs Amelia Morton
Mr Tom Wraith
Mr Stuart Morton
Mrs Anika Collins

The College System

Tudor Grange Samworth Academy, prides itself on building great relationships with pupils and with their parents or carers. As part of this wrap-around, the academy is structured into a series of mini- Samworth Academies, known as Colleges. Each college is led by a college leader and a number of tutors. The core purpose of this college structure is to ensure that we, as an academy, personally know each pupil and their individual needs.

Much of our college system is built around our values. We encourage pupils to maintain respect for themselves and all other members of the school community and to take responsibility for their actions.

All members of the academy are expected to uphold 'Tudor Values':

- Tolerance
- Unity
- Democracy
- Opportunity
- Respect

With these values at the heart of all we do, pupils at our academy become equipped with the knowledge, skills and personality they need to become successful learners. Equipping pupils to reach their full potential is our ultimate ambition.

Tutor time is delivered in vertical groups, meaning that every child will have the opportunity to form relationships with a number of pupils, not only in their academic year, but in older year groups too. This is a great opportunity for younger pupils to immediately feel part of the academy community and for older pupils to act as role models and peer mentors. In addition, colleges enter a range of competitions across the year. We encourage healthy competition and pupils really love the ownership and community they are part of. This focus on a united community allows us to recognise and reward outstanding attainment, effort and behaviour across colleges – celebrating and rewarding accomplishments.

Praise and Reward

We know that our core responsibility is to ensure that all pupils experience success. Rewards are extremely important in our school. The college system promotes the notion that reward as an individual is second to the importance of the contribution that you make to the whole.

Pupils can track their progress on a sticker rewards system. You can view the college progress on our website. Stickers, postcards, letters home and verbal praise are also key reward motivators.



We expect our College Leaders to know our pupils individually and the positive contribution that they make to the school community. Hence, small conversations at the school gates informally acknowledging the seemingly smallest of contributions is as important to us as any formal rewards system.

New Pupils and Transition

Many of the children in our primary provision stay on to continue their education after Year 6. We have worked hard to ensure that we exploit the 'all-through' nature of the school including an 'all-through' curriculum. We have seen applications for places in the academy increasing slowly.



Currently, our transition programme includes:

- A formal day of induction for all new pupils. This includes many of our older pupils in the activities so that our joiners can develop positive relationships with pupils up to year 11.
- Initial visits to feeder schools by staff to develop familiarity of key people.
- An induction evening for parents.
- Extra visits for vulnerable pupils or those with anxieties or needs, these are designed as bespoke experiences and unlimited in number.

We are in the process of becoming a Reading School and working on a programme of reading from Early Years right through to Year 11. All staff are engaged with this and understand the importance of reading in their subject and as a key driver for improvement.



Opportunities

One of our key values is 'opportunities'. We expect pupils to take the opportunities available to them. Unfortunately, due to the current global pandemic there have been limited opportunities available to the children. It is important that the recovery for this offer is vast and varied. We expect all staff to be ambitious for the offer for individual pupils and to understand the importance of developing cultural capital for everyone.

Destinations

We are proud that our school provides varied pathways for its pupils and that these are designed with quality destinations in mind. In 2020 100% of Year 11 pupils went on to further education and/or training opportunities that allow them to achieve happy and fulfilled lives.



A Place for all to Flourish

Feeling safe and happy is critical if we want pupils to be able to access the learning experiences that we offer. The College system offers the pupils safety and security that someone in school knows the challenges that they face.



We work in partnership to remove all barriers to learning. If the challenges faced by pupils are highly specialised, then we will access expertise and advice to enable us to support these needs.

Our staff



The Teacher Education Programme is designed to offer a comprehensive CPD programme for all staff, whether they are an NQT, RQT or an aspiring leader. Leaders are supportive, approachable and keen to ensure that staff are happy. The staff-room is at the heart of the academy and friendly colleagues from all departments support each other. The workload and wellbeing committee (Team B-Well) meet with regularity to ensure staff have a voice and can raise any concerns or share some good practice with regards to reducing workload. Staff incentives including free staff onsite car parking, opportunities to make use of the academy's wonderful sports facilities, participation in the Childcare Voucher scheme, free tea and coffee and a free daily meal when you are placed on the Duty Rota. Teachers also have a reduced allocation to support them with planning.



Engaging Parents

The school has worked hard to engage the community it serves. Though there are many systems now in place to communicate effectively with most parents, we know that the engagement of hard to reach families will need to be a sustained focus for all members of staff.



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 Samworth Academy'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.

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