

# INFORMATION FOR CANDIDATES

**Tudor Grange Academy**
Solihull

# Assessment and Intervention Lead

## 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 regard it as a privilege to serve our community as Principal.

We are incredibly proud of our excellent national reputation for academic achievement, with an excellent record of both GCSE and A Level results. Last summer (2018), 91% of students achieved a 4+ in Maths and English, and 35% of GCSE grades awarded across all subjects were a 7 / A or above. Students who come here do exceptionally well and are excellent role models.

I consider myself to be lucky to work at a school where I enjoy coming to work each day. This is largely due to the wonderful team of staff here – both teaching and support staff. Teachers are exceptionally professional, committed and experts in their field. As a teaching school, teachers here enjoy working with colleagues to help them to develop – whether that is in the classroom, as a leader or with their own learning. The CPD offer here is wide and varied. Whatever stage of career you are at, there is something to help you to improve. The culture of the school is that we are all striving for continual development.

We have a strong commitment to traditional values and we have exceptionally high expectations of our students with regard to their appearance and conduct. Learning takes place without interruption and this allows students at Tudor Grange to make outstanding academic progress but they leave the Academy with so much more than that. We are committed to the development of the Tudor Habits which we believe are intrinsic to our success. One aspect involves developing the key learning habits needed to be hard-working, engaged, proactive students equipped with the tools and mindset needed to achieve. Alongside this, we encourage the development of key character habits that help students make the right choices beyond the classroom, enabling them to lead fulfilled lives as positive, kind and responsible people.

The academy is part of the Tudor Grange Academies Trust which includes: Tudor Grange Academy Worcester, Tudor Grange Academy Redditch, Tudor Grange Academy Samworth, Robert Smyth Academy, CTC Kingshurst Academy, Tudor Grange Primary Academy Haselor and Tudor Grange Primary Academy St James in Shirley. Opportunities within the Trust are readily available to outstanding practitioners who are keen to explore career progression. As part of our commitment to CPD, we have planned 8 INSET days for 2018-19, three of these being joint with the other Academies within the Trust, to allow for meaningful collaboration.

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 well-being of staff and students is a high priority.

I wish you every success in your application and my colleagues and I look forward to meeting the successful shortlisted candidates.





Mrs C Smith
Principal

# ADVERTISEMENT

**Closing Date:** **3pm on Monday 19th November**

| | | | |
|---|---|---|---|
| **Start date:** | 7th January 2019 | **Contract type:** | Full Time |
| **Salary:** | £23,866 to £25,463 FTE | **Contract term:** | Permanent |
| **Suitable for NQTs:** | No | | |

Our staff are our most valued asset. As a National Teaching School ALL our staff have access to a wealth of support provided by outstanding practitioners.

## The Role

We are looking for an enthusiastic and highly committed individual to lead on exam access arrangements and other diagnostic assessments in schools across the Trust and use detailed knowledge and specialist skills to support students' learning. This will involve establishing and managing bespoke interventions to support the academic, social and emotional progress of identified students.

The successful applicant would provide a complementary service that enhances existing provision in order to support learning, participation and encourage social inclusion. They will be based at Tudor Grange Academy Solihull, and provide assessment support for other schools in the Trust for 2 days a week.

The successful applicant will need to hold the relevant qualification for exam access arrangements as well as have SEND experience. They would also need to have full working knowledge of relevant SEND legislation/codes of practice.

## 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.

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 sixth 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 we are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.*

# SPECIAL NEEDS AT TUDOR GRANGE ACADEMY SOLIHULL

The department is dynamic and innovative comprising 14 well qualified teachers who are passionate about language, literature and teaching and learning. Students are taught in either broad bands or sets in each year except year 7 which is mixed ability. At GCSE all students follow AQA GCSE English Language and Literature. The department has worked on a collaborative approach to the implementation of the new GCSE specifications, amending its KS3 delivery accordingly, and is excited by the breadth and challenge it offers. There is a real team ethic within English; we are proud of the work our students produce and the outcomes they achieve.

At Key Stage 5 the English department delivers A Level English Literature (AQA) which is proving to be a popular choice.

The department is situated in Willow Building and has easy access to the school's Learning Resource Centre. All classrooms have projectors and whiteboards, with most classrooms having an interactive whiteboard.

## Media Studies

All courses within Media Studies are delivered by members of the English department. Students are taught in mixed ability groups and the subject is always a popular option choice. At GCSE, students follow the new Eduqas specification for Media Studies. Results at this level using the old specification have been successful with cohorts consistently achieving over 90% A* - C. A level Media Studies (Eduqas) is also a popular choice at Post-16 level.

Currently, the media suite is located in one dedicated classroom which has recently been redeveloped into a specialist facility with 25 Apple Mac computers featuring the latest software. The department is also within easy reach of the school's Learning Resource Centre and has a range of AV equipment for practical work.

## General Information

The successful candidate will be expected to play a full and active part in developments in the English subject area and a readiness to become involved in the extra-curricular life of the school would also be greatly valued.





# MAIN SCALE TEACHER JOB DESCRIPTION

## Core Purpose

- Lead on exam access arrangements and other diagnostic assessments in schools across the Trust (0.4)
- Lead interventions for groups and individuals at Tudor Grange Academy Solihull (0.6)
- To develop and maintain effective and supportive relationships with children, young people and those engaged with them
- To provide a complementary service that enhances existing provision in order to support learning, participation and encourage social inclusion
- Work within an extended range of networks and partnerships across the Trust to provide advice and guidance, broker support and learning opportunities and improve the quality of services to children and young people
- Maintain and develop the ethos, values and expectations of the Academy and support agreed Academy policy in all areas

## Core Qualities

**Support for the students**

- Complete assessments for students across the Trust who may require exam access arrangements
- Complete diagnostic assessments for students with a range of other needs
- Lead on the assessment of students' needs across the Trust and use detailed knowledge and skills to support students' learning
- Establish and manage bespoke interventions to support the academic and/or social and emotional progress of students
- Develop and implement individual education plans where appropriate
- Establish productive working relationships with students, acting as a role model and setting high expectations
- Support students consistently whilst recognising and responding to their individual needs
- Encourage students to interact and work co-operatively with others and engage all students in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to students in relation to progress and achievement

**Support for the staff**

- Provide advice and guidance on specific strategies for individuals to teaching and support staff across the Trust
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Support the role of parents/carers in students' learning and contribute to/lead meetings to provide constructive feedback on progress and achievement

**Support for the curriculum**

- Liaise with external agencies that provide support to students and contribute to/participate in any intervention plans outlined by these agencies
- Select and prepare resources necessary to lead learning activities, taking account of students' needs, interests, language and cultural backgrounds

## Generic Responsibilities

- To undertake any reasonable duties as requested by the individual's line manager
- To work in accordance with the aims and policies of the Academy and to promote the general appearance of the Academy

## Qualification, knowledge and skills

- Relevant qualification for exam access arrangements
- Relevant qualifications in SEND that demonstrate a thorough understanding of the needs of these students and how to support their progress
- Experience of working with students, their parents/carers and other professionals
- Full working knowledge of relevant SEND legislation/codes of practice
- Excellent literacy skills and ability to communicate effectively, both verbally and in writing
- Effective use of ICT and other specialist equipment/resources
  Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these

## PERSON SPECIFICATION

| CRITERIA | ESSENTIAL | DESIRABLE |
|---|---|---|
| **Qualifications** | • Good Honours Graduate with QTS or as required by the DfE | |
| **Experience** | • A successful teaching record either as a trainee or experienced teacher<br>• Experience of working with students of all abilities in the age group for which trained | |
| **Skills** | • Skills set as outlined in the Teachers' Standards | • Outstanding subject and curriculum knowledge<br>• Evidence of significant progress and outcomes for children |
| **Professional Development** | • Commitment to continuing personal and professional learning development | • Evidence of Professional Learning relevant to the role |
| **Leadership Skills and Values** | • Ability to inspire, motivate and challenge students<br>• Commitment to the pursuit of excellence in educational standards<br>• Ability to communicate effectively with colleagues, students, parents and external agencies<br>• Commitment to and promotion of co-curricular opportunities | • Evidence of high level co-curricular activities<br>• Potential for further leadership role |
| **Knowledge & Understanding** | • Demonstrate good subject and curriculum knowledge including the national curriculum<br>• Know how to secure outstanding progress and outcomes by students adapting teaching as needed | |
| **Student Involvement** | • Commitment to student involvement<br>• Personal commitment to listen to student voice<br>• Focus on individual student's needs and development of independent learning | • Evidence of student involvement |
| **Personal Attributes** | • Flexibility to cope with diverse needs of the post<br>• Resilience to work under pressure<br>• Positive, tenacious and optimistic<br>• Ability to quickly establish positive relationships with students, staff and parents | • Initiative and ability to create new processes and practices to raise standards |

## 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. This successful sponsorship and effective school to school collaboration 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.



## PROVISIONAL KEY STAGE 4 OUTCOMES 2018

| | |
|---|---|
| Progress 8 and confidence intervals | 0.55 |
| Attainment 8 | 60.21 |
| % pupils achieving a grade 5 or above in English and mathematics | 72% |
| % pupils achieving a grade 4 or above in English and mathematics | 91% |
| English Baccalaureate Average Grade | 5.34 |
| % pupils achieving the English Baccalaureate (Standard Pass) | 58% |

## PROVISIONAL KEY STAGE 5 OUTCOMES 2018

**A Level Subjects**

| | |
|---|---|
| Number of Students with an A level entry | 153 |
| Progress score | 0.2 |
| Average Grade | B- |

**Academic Subjects**

| | |
|---|---|
| Number of Students with an A level entry | 153 |
| Progress score | 0.17 |
| Average Grade | B- |

# LEADERSHIP TEAM AND GOVERNORS

## Principal

Mrs C Smith

## Senior Leadership Team

Mrs M Bradshaw

Mrs J Fitzroy

Mr C Lee

Mr T Pole

Mr C Walker

Mr A Wright

## Chair of Governors

Mr S Chivers



Mrs C Smith
Principal



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 Da Vinci



Mr C Lee
College Leader for Brunel



Mrs J Fitzroy
College Leader for Edison

## 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
- 6th Form Centre with 4 classrooms, study areas and lecture style seating for 50
- 6th Form only Café with study area
- 6th 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
- Ongoing major investments in the site in order to accommodate an increase in our PAN, including complete refurbishment of the science laboratories, a new purpose built English block and extensions to our dining facilities.

# 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, PHSE, religious studies, 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, and physical education. PSHE 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 6th Form is designed to prepare students for both university and the world of work. Each 6th 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, including the popular Christmas panto!

Previous productions have included Annie, Grease and Oliver.











# WHAT DO TEACHERS SAY

**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*

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.

## Sixth 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.

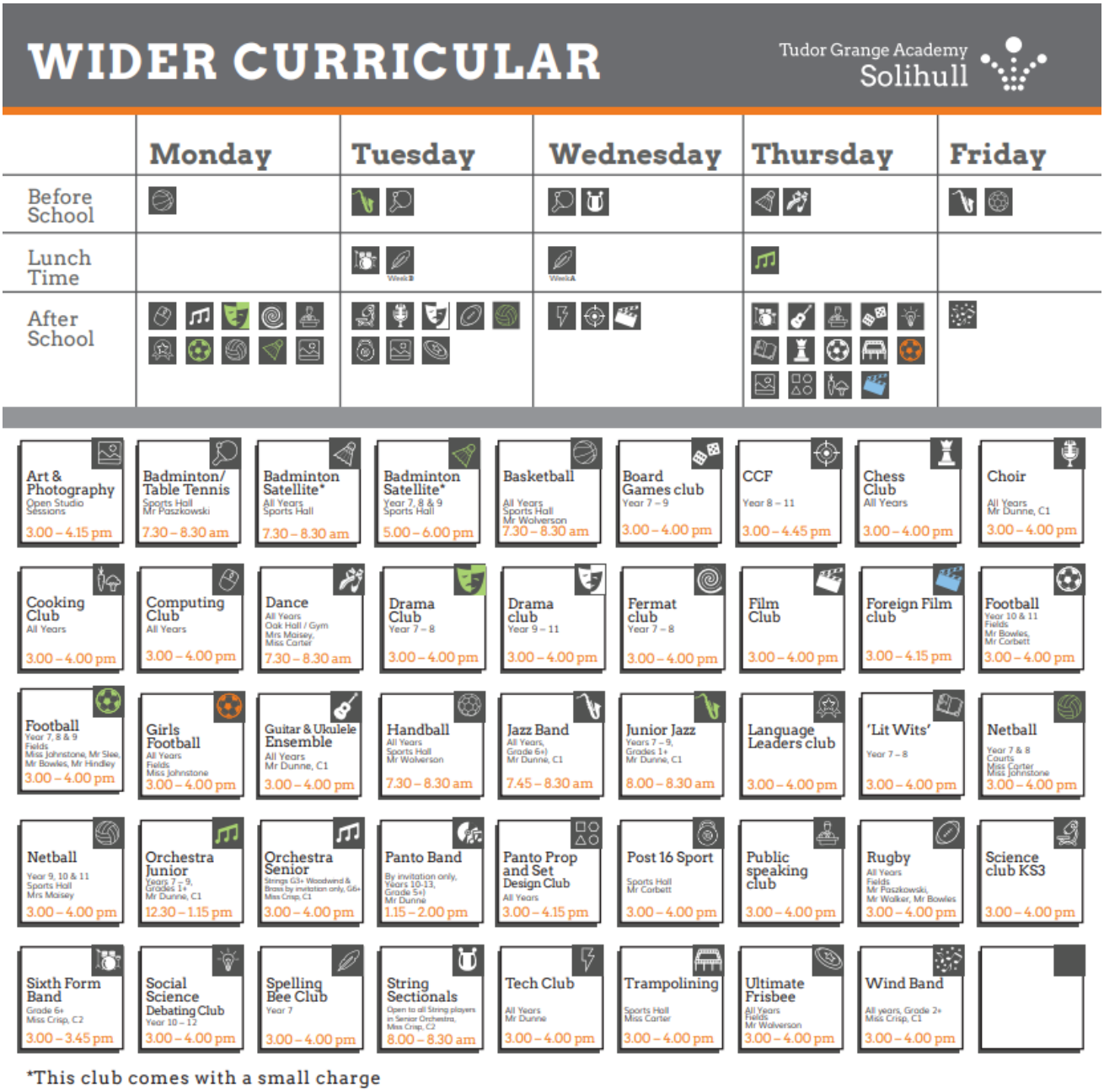
## GCSE Visual Arts Trip to Europe

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




*This club comes with a small charge

Tudor Grange Academy Solihull

# CPD 4ME

## 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, coach 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. During all coaching experiences the "pre mortem" process will be completed in advance and the coaching experience pro forma used diligently.

### Line Manager Coaching (Autumn 1)

A 1 hour experience where your line manager will stimulate reflection based upon your pre mortem. This will help set your personal agenda following your end of year appraisal/review and inform your subsequent menu choices.

### Intra Department Peer to Peer (Spring 1 and Summer 1)

2 x 30 minute "drive thru" or "incremental coaching experiences". You will be matched up with someone within your department/faculty/college who will drive thru for 30 minutes of a lesson in Spring 1 and then agree with you some deliberate foci for practice in the time gap before the second drive thru (Summer 1). You will work together to prep for the second visit and they will then support you to reflect on developments made.

*Please note that NQT's are ineligible for Cocktails

# Light Bites



## 15 minute forums

Stop by WG1 on Wednesday mornings 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 half termly and weekly prompts will be given by email and in briefing. 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 you will have to declare your intentions by the Monday break time so that refreshments can be ordered for you. These light bites are hugely popular so book early to avoid disappointment

Tudor Grange Academy
Dingle Lane, Solihull, B91 3PD, UK
www.solihull.tgacademy.org.uk
0121 705 5100

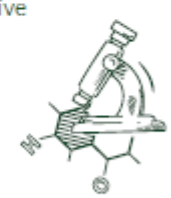
# Main Courses



## The NQT Programme

To support your induction our chefs will provide you with one hour workshops on a Monday night. 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 Coordinator. During the year you will also attend a TGAT NQT Conference and complete an action research project in a triad.

Key Ingredients: Creating the Right Climate, Safeguarding, Low Stakes Assessment, Working Smarter Not Harder, Promoting Personal Well Being, Supporting All Learners, Literacy/Numeracy, Effective Questioning and more..



Head Chef: Christina Pierce

*See our Specials Board for dates and times of service

## The HIT Programme

The High Impact Teaching (HIT) programme is aimed at making your teaching sizzle. During these 7 x 60 minute workshops, participants will focus on the 7 evidence based areas of excellent pedagogy, with a view to reviewing methodologies and their impact. This is a great opportunity to pick up new ideas and strategies that will enhance the effect you have in the classroom. What makes this programme so impactful is the wrap around support that comes with it. In addition to the profound facilitation from two of our most credible chefs you will also benefit from some objective peer to peer coaching and gap tasks that will allow you to apply and evaluate material covered in the workshops. This programme is for people with a big appetite for teaching and learning whatever phase of their career.

Key Ingredients: Challenge, Feedback, Practice, Scaffolding, Modelling, Questioning and Explanation

Head Chef: Jay Bargh and Emily Stallard



*See our Specials Board for dates and times of service

## The LDP Programme

Whether you are a; leader within the curriculum, PM reviewer, Year Champion, SASM or aspiring Senior Leader the Leadership Development Programme (LDP) sets about upskilling you to ensure you are positively influencing others. The 7 x 60 minute workshops will focus on concrete aspects of TGAS life but also some of the softer skills required to get the most out of colleagues and students. The programme will be led by a spectrum of people who will aim to tie the sessions in with your personal objectives but also provide "takeaways" (gap tasks and challenges) to supplement the work done in the session.

Key Ingredients: Utilising Data to Plan Intervention, Being an Empowering Coach, Making Everything about T&L, High Quality Presentation Skills, Managing Difficult Conversations, Leading through Values and Creating Accountability

Head Chef: Craig Walker

*See our Specials Board for dates and times of service

# Sharing Platters



## TGAS Annual

This year we will be releasing our bi-annual publication with all articles again 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 what you gained from your magpie day visit, a review of coaching experiences, challenges of working across a MAT or working smarter not harder. 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) Magpie Day Reviews: Where did you go? Why did you go there? What did you see/hear about? How have you embedded into your work? What has the impact been?

2) Teachers Toolkit: A short guide to a strategy, task or activity that you have experimented with 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



# All You Can Eat Buffet

If you have room for more than a light bite then feel free to choose from our homemade selection below. Reserve a table for one, some, all or none of these dishes, which have been strategically timed during the school year to fill any training gaps and ensure she we are well nourished. These sessions will be advertised via the Specials Board but also referenced in briefing / by email.

*See our Specials Board for dates and times of service

# Takeaway

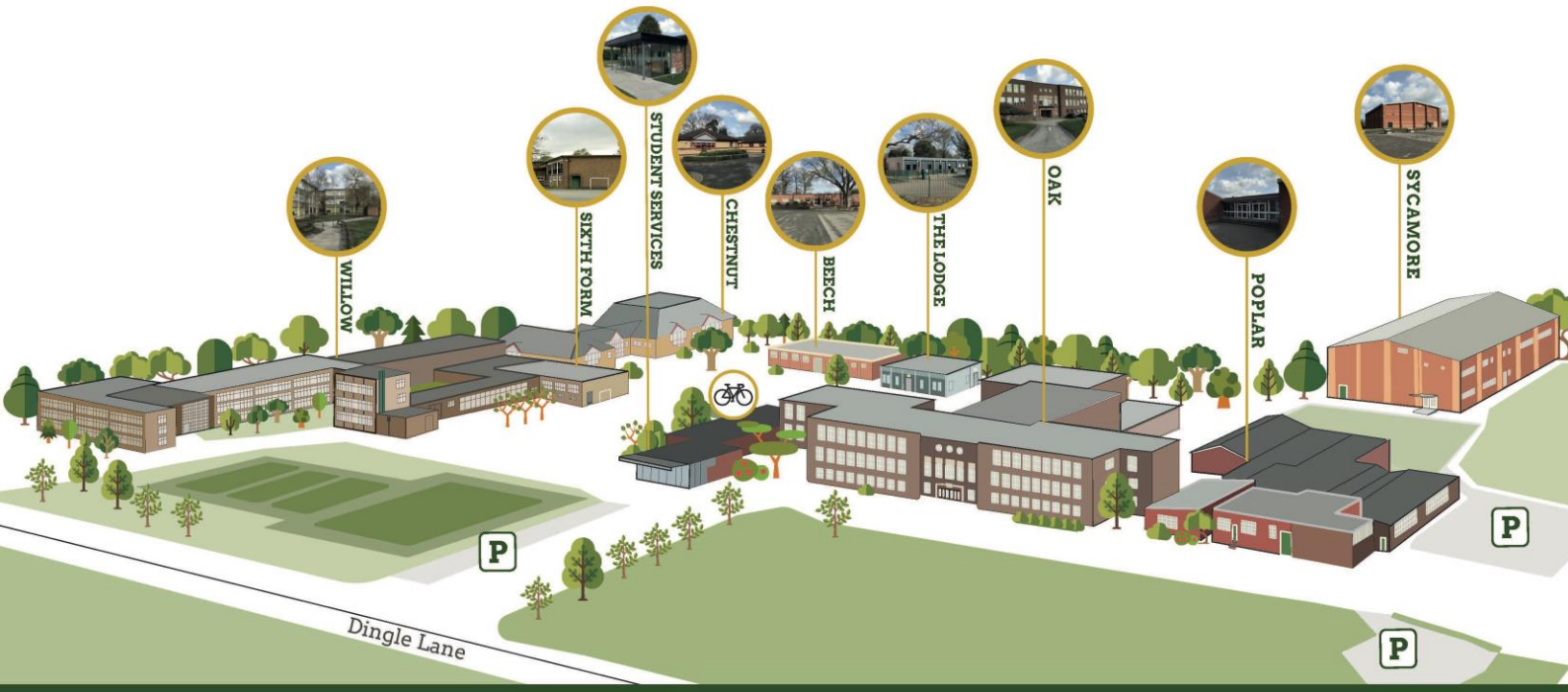


## External Training

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: Q>services>Staff learning>forms and admin to Craig Walker along with a LOA request.
In advance of submission you should get informal approval from your line manager. Once the request and LOA is submitted it will then be reviewed at an SLT briefing and you will be informed within 2 working days. If approved your application will be forwarded to the Finance Department who will complete your registration and forward any necessary information.
This process must be conformed to for external training of any nature, even if there is no cost incurred or cover implications.

## DISHES

Parents Evening Ready
Facilitating a Fantastic Tutor Time
Reporting on Learning Habits
What Does Effective Revision Look Like?
Coaching Students
Writing Meaningful Reports
Managing Parent Phone Calls
Promoting Good Sleep Patterns
Spotting Stress and Good Self-Regulation
Being Ofsted Ready
A Day in the Life of a College Leader
Visit Leading at TGAS



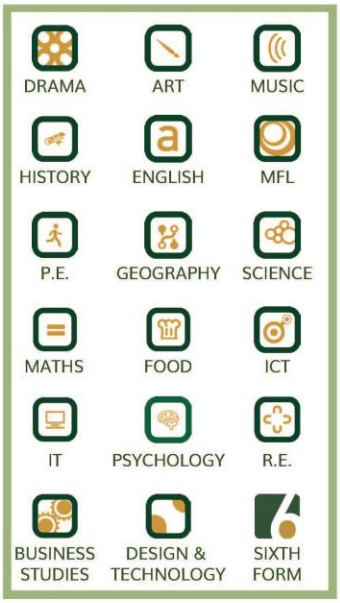

**OAK:** Admin, Maths, MFL, IT, History, Food
**CHESTNUT:** Music, LRC
**BEECH:** Geography
**THE LODGE:** Teaching School
**POPLAR:** Business, Drama, Art, Design & Technology, ICT
**WILLOW:** Sixth Form, English, Science, RE, Psychology, Sociology, Media
**SYCAMORE:** Sports Hall



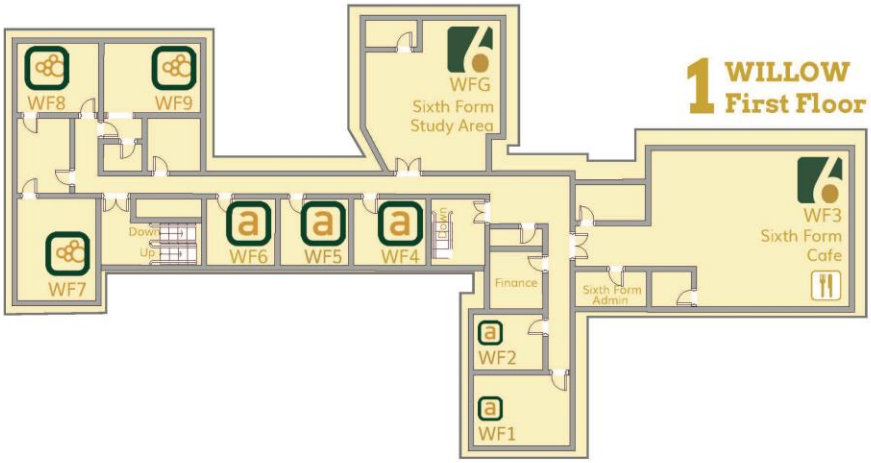
# WILLOW

## 0 WILLOW Ground Floor

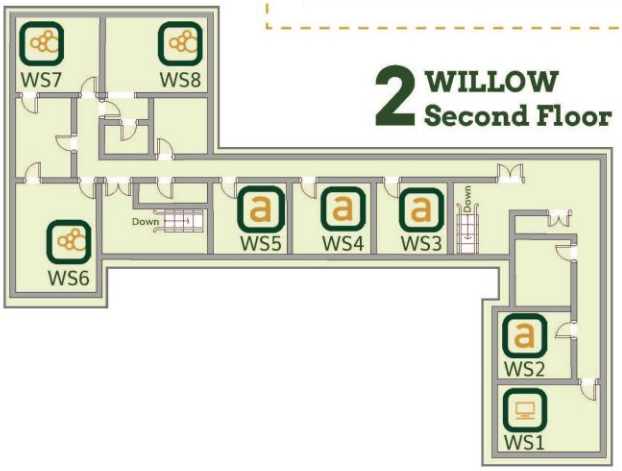



## 1 WILLOW First Floor




## 2 WILLOW Second Floor



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



# OAK

## 0 OAK Ground Floor

Gym
Boys' Changing Room
Hall
To Sycamore
To Poplar
To Willow, Beech, Chestnut
Teaching School Office
OG0
OG1
OG2
OG3
OG4
OG5
Reception
Down
Terrace Cafe
Girls
Admin
Staff
Exams Officer
Trust Office
IT Office
Staff
Boys
The Bag Store
Student Services

## 1 OAK First Floor

OF1
OF2
OF3
OF4
OF5
OF9
OF8
OF7
OF6

## 2 OAK Second Floor

OS1
OS2
OS3
OS4
OS5
OS6
OS11
OS10
OS9
OS8
OS7



## POPLAR

P4
P5
P6
P3
P8
P7
P10
P9
P2
P1
To Oak
To Oak



## CHESTNUT

Learning Resource Centre
Practice Rooms
Staff
Staff
C3
Reprographics
C2
C1
To Willow



## THE LODGE

To Willow
To Oak
Lodge Left
Lodge Right



## SYCAMORE

Sports Hall
Office
Boys' Changing Room
Girls' Changing Room



## BEECH

To Oak
To Willow
B3
B4
B2
B1

# 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
T.: 0121 705 5100 F.: 0121 703 8226
office@solihull.tgacademy.org.uk
www.solihull.tgacademy.org.uk