



Windsor  
**Olympus  
Academy**

Part of



**Our Family, Our Mission**

# Headteacher

Candidate Information Pack





# Welcome

## Thank you for expressing your interest in the post of Headteacher at Windsor Olympus Academy.

As the CEO of the Windsor Academy Trust family, I am delighted to introduce you to this opportunity to join our team.

This is a particularly exciting moment to join us as we continue the journey at **Windsor Olympus Academy**. Now in its third year since opening, Windsor Olympus is a shining example of our **Turbo Boosters** in action. Located in the heart of Winson Green, it is a school where we are co-creating a brand new legacy, one rooted in high expectations, kindness, and a deep sense of belonging.

As Headteacher, you will lead a school that is already becoming a vital civic anchor for its community, supported by state-of-the-art facilities and a passionate team dedicated to our shared vision.

We are an award-winning family of 15 primary and secondary schools across the West Midlands. Our team of 1,200 passionate staff works together every day with a single, clear mission: to unlock the academic and personal potential of our 10,000 students. We want our young people to become all and more than they ever thought they could be. We are constantly inspired by the way our staff play a part in improving schools and shaping children's lives and futures.

I am exceptionally proud of Windsor Academy Trust's reputation. Our schools serve diverse communities and achieve results that are significantly above the national average. But we know schools are more than just places of learning; they are anchors in their communities. We take our role as civic leaders seriously and work with many partners to support our families and the local area.

Being a great employer matters to us. We are very proud to have won the Edurio 'Trust Value Award'. In our staff survey, our people told us they have a strong sense of belonging and deeply value being part of our family of schools. As an Associate College for the National Institute of Teaching, we are also committed to helping our staff grow, learn and develop their careers with us.

As we strive to be a world-class provider of education, we are looking for people who share our values. We are looking for individuals who pursue excellence, act with respect and responsibility, and believe in the power of collaboration. We want people who are optimistic, courageous and ready to make things happen.

If you believe you are this person, join us on our journey. I invite you to be part of our story and our legacy.

Together, let's shape the future.



**Dawn Haywood**  
Chief Executive Officer



# Who are we?

Established in 2011 with Windsor High School and Sixth Form, our family has grown to fifteen successful schools. We currently have seven primary and eight secondary schools all located within one hour of each other. Our family reach will be expanding with further plans for growth.



# What Makes WAT, WAT



Our strategic approach, encapsulated in our Why, How and What, draws significant inspiration from the foundational work of thought leaders Lencioni and Sinek. Their insights guide us in clearly articulating our purpose, our behaviours and approaches, and our pathway to success.

# Why We **Exist:**

## A Shared Moral Purpose

The mission of the Windsor Academy Trust family remains as steadfast today as it was on our first day. We exist for one shared moral purpose: to **unlock academic and personal potential**. We believe this is for all children, regardless of their background or starting point.

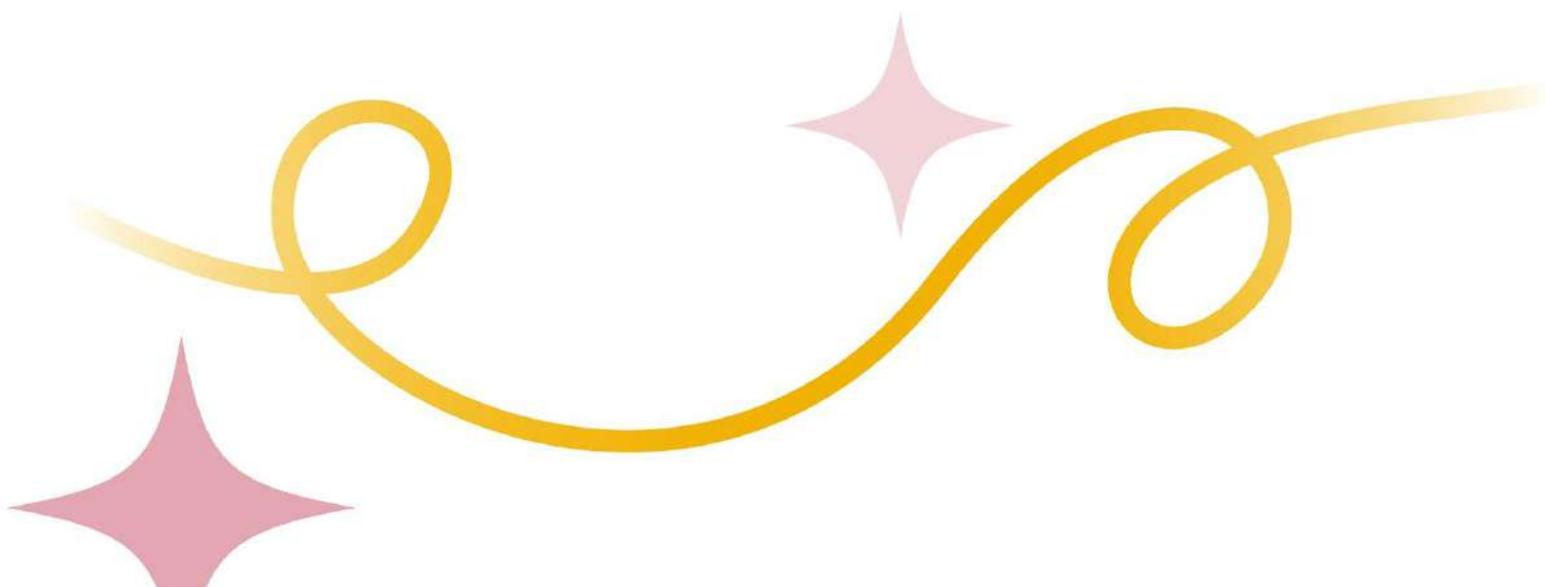


## Academic Potential

Unlocking academic potential is enabling every student to achieve their full intellectual and educational capabilities. It means more than just helping students pass exams; it involves fostering a deep understanding of subjects, developing critical thinking skills and cultivating a lifelong love of learning. This is achieved through a knowledge rich curriculum, expert teaching and personalised support that removes barriers to learning and allows each child to thrive in their studies.

## Personal Potential

We want all our students to aspire and become everything, and more, than they ever thought they could be. This means developing students who know who they are and the sort of person they want to be; students who have discovered their passions; students who pursue their talents; students who hold high hopes and dreams for their futures with a clear sense of purpose. We want students who are driven to make a difference in their communities and in the world, and who therefore deeply understand the importance and value of education as a powerful driver for public benefit.



# How We Behave and Succeed

## How We Behave: Our Values

In 2022, we collaboratively agreed on five core values: pride in excellence, respect, responsibility, collaboration and bold and innovative. As we move forward, we have honed these five fundamental values that underpin everything we do to reflect where we are now as an organisation:

- **Excellence:** We have high expectations, relentlessly striving to be exceptional in all that we do.
- **Collaboration:** We maximise the wisdom, resources and power of the collective - across our trust family, civically and systemically - for the benefit of all.
- **Inclusivity:** We foster belonging and equity by behaving with integrity, respect and kindness.
- **Empowerment:** We unleash potential, entrusting people to lead and achieve.
- **Innovation:** We courageously shape the future for wider public benefit.



## How We Succeed: The WAT Way

Our approach to achieving success is built upon a clear and dynamic framework, much like a winning sports team's strategy.

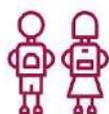
- **Game Plan:** Our overarching strategy, defining our long-term objectives and the broad direction we need to take to achieve our vision.
- **Set Plays:** Our "best bets for success" - the proven, high-impact practices and initiatives that we know deliver results and allow us to execute our Game Plan effectively.
- **Empowerment:** Entrusting our staff to perform at their best, fostering creativity and providing them with the trust and support needed to thrive and contribute fully to our shared goals.

# What We Do

We develop high-performing schools that raise aspirations, inspire learning, build character and cultural capital, power social justice and enable **all** students to thrive and make a difference in their communities and the world.

## Our Five Turbo Boosters

Through our 'Co-creating Brighter Futures for All' strategy, we will ignite five key Turbo Boosters. These will powerfully propel us forward, much like a rocket ship, towards our guiding star: unlocking academic and personal potential.



### Turbo Booster 1

**Students:** boosting education for students in our schools



### Turbo Booster 2

**Staff:** boosting careers in the best organisation to work and grow



### Turbo Booster 3

**Society:** boosting civic action to empower our communities to thrive



### Turbo Booster 4

**Sustainability:** boosting environmental action for the benefit of future generations



### Turbo Booster 5

**System:** boosting education for all children no matter where they go to school

## Our Igniters

Underpinning our five Turbo Boosters are five **Igniters** that power up our strategy.

- **Technology:** We will harness technology, including AI, to enhance teaching, learning, and inclusion. This means a reliable digital infrastructure and a seamless data ecosystem that empowers our entire community.
- **Research:** We will embed a culture of robust, evidence-informed research to drive continuous improvement. We will conduct research projects in partnership with academic institutions and empower our staff to be generators and consumers of research.
- **Communications:** We will build a powerful communications framework to ensure our vision is clearly understood, our reputation is strong and our culture is vibrant. We will become an employer of choice and ensure our schools are the number one choice for families.
- **Resources:** We will ensure the long-term financial sustainability and operational efficiency of our trust. This means maintaining stable reserves, investing in high-quality facilities and ensuring cost-efficient procurement.
- **Governance:** We will build a strong, ethical and effective governance framework that is not only compliant but also forward-looking and dynamic, with a continuous cycle of reviews and a focus on constructive challenge.

# WAT a Snapshot

**We have achieved a huge amount across our family already – and have highlighted some of our successes for each Turbo Booster below**

## **Turbo Booster One**

**Boosting education for students in our schools**

Strong academic outcomes across KS4 and KS5 - and in the top 9% in the country for primary attainment; the strongest KS2 results in our history

All schools in the Windsor Academy Trust family are rated 'Good' or better by Ofsted. Our founding school, Windsor High School and Sixth Form, is rated 'Outstanding' in all areas and Goldsmith Primary Academy has achieved three 'Exceptional' and four 'Strong' grades under the new framework. Seven of our schools were graded 'Inadequate' or 'Requires Improvement' when they joined us

Four of Windsor Academy Trust's primary schools featured in the top 10 in the national Edurio Pupil Happiness Award

A range of annual trust-wide collaborative events for our students to help unlock their personal potential across sport, the arts, science and more

Windsor Academy Trust featured as a global case study for Apple for our use of iPads in teaching and learning



## Turbo Booster Two

**Boosting careers in the best organisation to work and grow**

Awarded the 'Trust Value Award' by Edurio after staff said they have a strong sense of belonging and deeply value being part of our family of schools

Awarded 'Executive Team of the Year' at the MAT Excellence Awards 2024

An Associate College of the National Institute of Teaching

Bi-annual staff conference at the ICC, Birmingham.

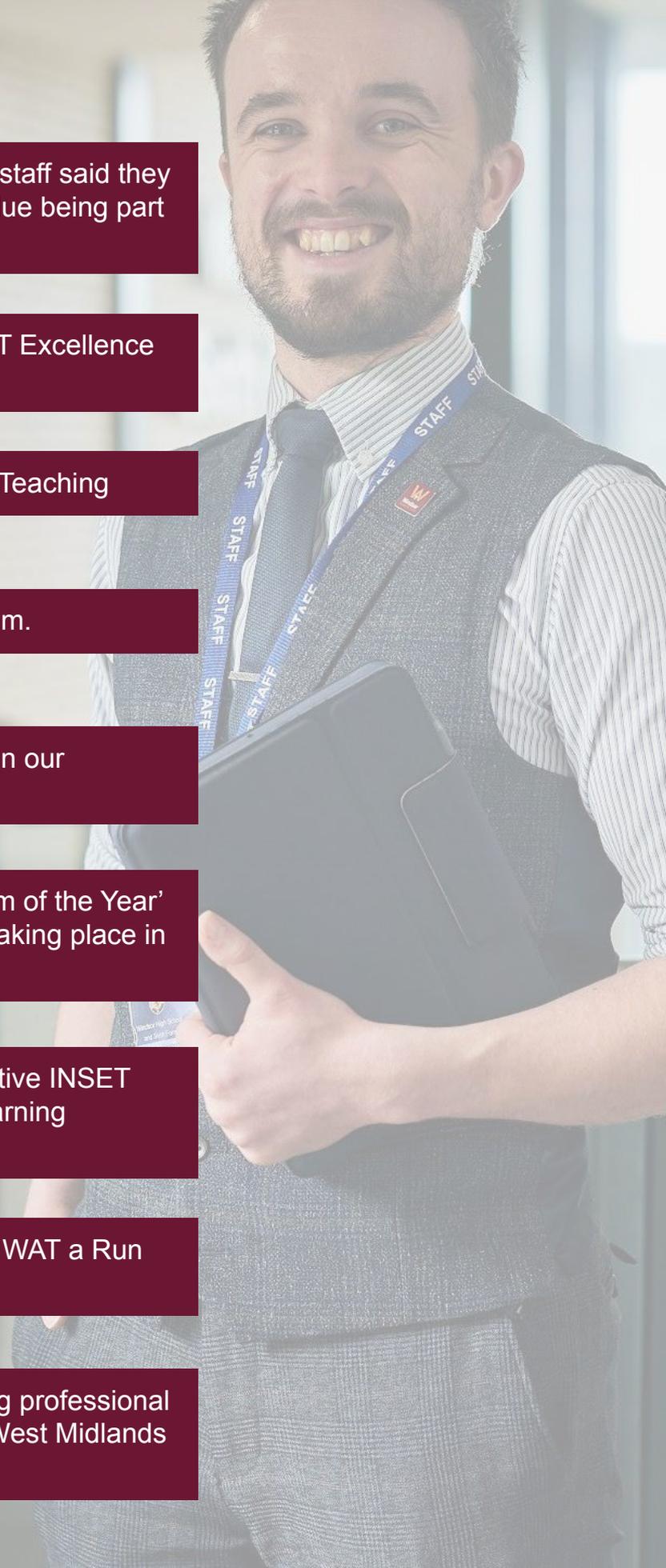
8% above national for staff career development in our trust-wide staff survey

Shortlisted for the Tes School Awards 'Trust Team of the Year' and MAT Excellence 'MAT of the Year' Awards, taking place in June 2025

Family-wide staff events including two Collaborative INSET days annually and over 20 staff Professional Learning Communities

Annual fun staff and family events, including our WAT a Run fundraiser for our 'Bed & Breakfast' campaign

Windsor Academy Trust Talent Institute delivering professional learning for thousands of educators across the West Midlands region annually





## Turbo Booster Three

### Boosting civic action to empower our communities to thrive

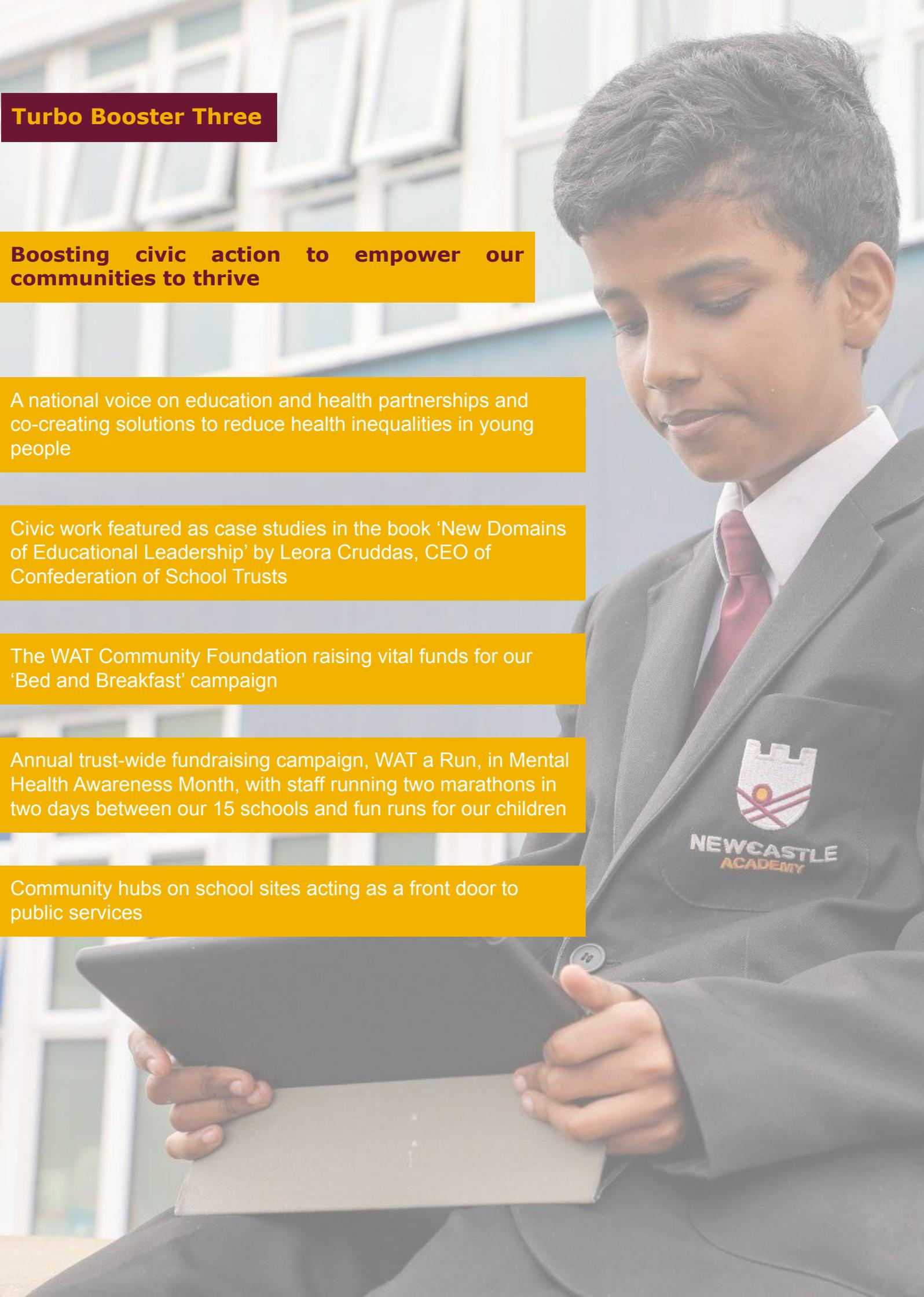
A national voice on education and health partnerships and co-creating solutions to reduce health inequalities in young people

Civic work featured as case studies in the book 'New Domains of Educational Leadership' by Leora Cruddas, CEO of Confederation of School Trusts

The WAT Community Foundation raising vital funds for our 'Bed and Breakfast' campaign

Annual trust-wide fundraising campaign, WAT a Run, in Mental Health Awareness Month, with staff running two marathons in two days between our 15 schools and fun runs for our children

Community hubs on school sites acting as a front door to public services







## **Turbo Booster Four**

**Boosting environmental action for the benefit of future generations**

Environmental Trust of the Year in the MAT Excellence Awards 2023

Ambition to become one of the most sustainable school trusts in the country

Sustainability strategy and 10 year decarbonisation plan that puts us on track to be net zero by 2030

Annual student WAT COP event, in partnership with Ministry of Eco Education, Schools of Tomorrow and Let's Go Zero

## **Turbo Booster Five**

**Boosting education for all children no matter where they go to school**

Shortlisted in the MAT Excellence Awards 2025 for 'MAT of the Year', 'Civic Partnership of the Year' and 'Digital Innovation Award'

DfE lead for the Walsall and Sandwell Priority Education Investment Areas 'Metacognition and Self Regulation' initiative to raise attainment across 40 schools

A member of the Confederation of School Trust's inquiry into the DNA of trust-led school improvement



# Job Description

<b>Role</b>	Headteacher
<b>Salary</b>	ISR L24 - L30
<b>Reporting to</b>	The Director of Education for Windsor Academy Trust
<b>Responsible for</b>	Senior Leadership Team
<b>Location</b>	Windsor Olympus Academy, Perrott Street, Birmingham, B18 4LX

## Job Purpose

The Headteacher will lead the school inspiring staff to achieve the highest possible standards in teaching and endeavour to unlock students' academic and personal potential. Be responsible and accountable for the successful development and sustainability of Windsor Olympus Academy, supporting it to grow as part of Windsor Academy Trust (WAT).

This appointment is in accordance with Articles of Government, Conditions of Employment of Headteachers and Teachers Pay and Conditions document, and the policies and procedures of Windsor Academy Trust.

The Headteacher will:

- Work with the WAT executive team to collaborate and build effective partnerships across the WAT family.
- Work with the executive and school leadership team to help develop a strategic view for Windsor Olympus Academy as part of the Sandwell and Dudley Learning Community.
- Analyse and plan for future needs and further development for Windsor Olympus Academy within the local and national context.
- Lead by example, provide inspiration, motivation and embody for the students, staff, the Local Community Committee and parents, the vision, purpose and leadership of Windsor Olympus Academy.

## Strategic Direction and Development of the School

Working with the Director of Education, Education Directorate and school leadership team to:

- Create an ethos and provide an educational vision and direction which secure effective teaching, successful learning and achievement by students and sustained improvement in their spiritual, moral, social, cultural, emotional and physical development, and prepare them for the opportunities, responsibility and experience of adult life.
- Promote and safeguard the safety and welfare of students.
- Create a clear strategic vision and plan for development of Windsor Olympus Academy
- Create robust Self Evaluation (SEF)
- Create and implement School Improvement Plans (SIP), underpinned by sound financial planning, which identifies priorities and targets for ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement against national norms and expectations.
- Ensure that all those involved in Windsor Olympus Academy are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short term objectives and targets which secure educational success.

- Ensure that the management, finance organisation and administration of the academy, support the vision and aims.
- Ensure policies and practice take account of national, local and school, data and inspection and research and review findings.
- Monitor, evaluate and review the effects of policies and targets of the academy in practice, and take action if necessary.
- Attend Local Community Committee meetings.

## Teaching and Learning

Working with the Director of Education, Education Directorate and Leadership team to:

- Secure and sustain effective teaching and learning; monitor and evaluate the quality of teaching and standards of students' achievements; use national benchmarks and set aspirational targets for improvement (individual and school level).
- Maintain effective assessment, recording and reporting systems for all students, ensure these are used to challenge under performance and drive improvement.
- Create and maintain an environment and a code of behaviour which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enables teachers to meet their professional standards.
- Determine, organise and implement the SMSC/PSHCE/SRE curriculum and its assessment; monitor and evaluate it in order to identify and act on areas for improvement.
- Develop the ASPIRE curriculum within school and the wider community, including WAT Pledge. Ensure a broad and balanced curriculum. Make use of WAT resources to develop and lead teaching and learning (including the Lead Practitioner team).
- Develop teaching and learning through a range of strategies including coaching and sharing best practice and CPD, to raise student achievement and increase engagement.
- Ensure that appropriate pastoral support is put in place and monitored to improve student progress.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all students, including those with special educational needs/ those in receipt of Pupil Premium, to inform future developments and lead to success for students.
- Lead in the implementation of policies and practice which promote equality of opportunity and tackle prejudice.
- Develop effective links with the community, including business and industry, to extend the curriculum, enhance teaching and learning and develop community cohesion.
- Create and maintain and build effective partnership with parents and the wider community to support and improve students' achievement and personal development.

## Leading and Managing Staff

Working with the Director of Education to lead, motivate, support, challenge and develop staff. Maintain their trust and commitment, to secure continued improvement.

- Maximise the contribution of staff to improving the quality of education provided and standards achieved, and ensure that constructive working relationships are formed between staff and students.
- Plan, delegate, support, motivate and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation and accountability.
- Implement and sustain effective systems for the appraisal of all staff.
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs.
- Lead professional development of staff through example, support and co-ordinate the provision of high quality professional development within the area of responsibility. Utilise WAT central team resources.

- Sustain your own motivation and that of other staff.
- Treat people fairly, equitably with dignity and respect and maintain a positive culture and ethos.
- Manage your own workload and that of others to allow for appropriate work / life balance.
- Regularly review own practise and performance, set personal targets and take responsibility for own development
- Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those for the leadership team.

## **Efficient and Effective Deployment of Staff and Resources**

Working with the Director of Education, to deploy people and resources efficiently and effectively to meet specific objectives, in line with the academy strategic plan and financial context.

- Recruit staff of the highest quality
- Deploy and develop all staff effectively in order to improve the quality of education provided.
- Set appropriate priorities for expenditure, allocate funds and ensure effective administration and control.
- Manage and organise accommodation efficiently and effectively to ensure that it meets with needs of the curriculum and health and safety regulations.
- Manage, monitor and review the range, quality, and use of all available resources in order to improve the quality of education, improve students' achievements, ensure efficient and secure value for money.
- Manage and organise accommodation effectively to ensure it meets the needs of the curriculum, extended use, health and safety requirements and promotes a positive learning environment for all, and particularly during the rebuild process.

## **Accountability**

Working with the Director of Education to evaluate the efficiency and effectiveness of Windsor Olympus Academy.

- Provide information, objective advice and support to the Director of Education, to enable them to meet their responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money.
- Create and develop an organisation in which all staff recognise that they are accountable for the success of the school.
- Present a coherent and accurate account of the performance of all aspects of students attainment and progress, in a form appropriate to a range of audiences, including the Local Community Committee, the local community, OFSTED, and others.
- Help ensure that parents, students and stakeholders are well informed about the curriculum, attainment and progress, and about the contribution that they can make to achieve the school's priorities for improvement.

In addition to the job description the Headteacher is expected to fulfil the expectations of the person specification and to comply with National Standards of Excellence for Headteachers.

The Headteacher is expected to perform other reasonable tasks as laid down in the School Teacher Pay and Conditions document and as required from time to time at the discretion of the Director of Education and CEO.

# Person Specification

Area	Essential	Desirable
<b>Qualifications</b>		
Qualified Teacher Status with degree level education or equivalent	✓	
Evidence of Continuing Professional Development relating to school leadership and management	✓	
NPQH or further professional qualification		✓
<b>Knowledge and experience</b>		
Successful and sustained leadership experience of working experience to at least Deputy or Head-of-School level	✓	
Evidence of impact on educational outcomes within a leadership role	✓	
Successful teaching experience within the primary age range	✓	
Have high organisational skills appropriate to both the daily running and strategic development of the school	✓	
Experience of working across more than one school in a leadership capacity		✓
<b>Strategic Leadership</b>		
Ability to provide clear educational vision and direction	✓	
Ability to develop, communicate and implement a coherent and robust vision for the school in consultation with stakeholders	✓	
Evidence of developing effective strategies for school improvement	✓	
High level of involvement with school improvement planning	✓	
High level involvement in monitoring and evaluation procedures leading to clear impact	✓	
Ability to work in partnership with senior leaders and governors	✓	
Ability to set challenging targets for children and staff	✓	
Secure knowledge of the Ofsted Framework	✓	
Understand the principles of effective teaching and learning	✓	
Strategic leadership experience across KS3 and KS4	✓	
Use of assessment data management systems to improve standards		✓

Area	Essential	Desirable
<b>Governance, Accountability and Compliance</b>		
Ability to work with the Governing Body and an understanding of its statutory duties	✓	
Commitment to being transparent and accountable to parents, the Local Community Committee, external bodies and the local community	✓	
Commitment and ability to work in partnership with parents/carers and the wider community	✓	
Experience of financial planning and budget management		✓
<b>Leading Teaching and Learning</b>		
Successful experience of monitoring, evaluating and improving the quality of teaching and learning	✓	
Understanding the role and impact of assessment in children's learning	✓	
Secure knowledge of statutory requirements relating to curriculum and assessment	✓	
Experience of leading curriculum innovation	✓	
Successful experience of developing effective learning behaviours	✓	
<b>Leading and Managing Staff</b>		
Ability to lead, manage and motivate	✓	
Experience of working across the school community with governors	✓	
Ability to establish positive working relationships	✓	
Ability to plan, allocate, delegate, support and evaluate work undertaken by individuals and teams	✓	
Successful experience of identifying the need for, and leading, in-service training	✓	
Significant experience of taking a lead role in performance management of staff including leading lesson observations	✓	
Experience and skill when managing staff and holding people to account for performance	✓	
Experience of working with governors		✓

Area	Essential	Desirable
<b>Managing Resources</b>		
Successful experience of managing	✓	
Experience of recruiting, budgets and deploying staff	✓	
Ability to manage, monitor and review available resources, ensuring value for money	✓	
Experience of recruiting and deploying staff		✓
<b>Personal Qualities and Attributes</b>		
Strong commitment to raising standards	✓	
High expectations of self and others	✓	
Ability to establish and maintain positive relationships, including with parents	✓	
Ability to remain positive and enthusiastic, including when under pressure	✓	
Good communication skills	✓	
Empathy with children	✓	
Ability to identify own training needs and willingness to participate in training and development opportunities	✓	
Comply with Trust's commitment to the protection and safeguarding of children	✓	



# Working for Windsor Academy Trust

**We believe it is important to be a great place to work. In addition to a competitive salary we offer:**

## **Pensions**

As a staff member you have access to the Local Government Pension Scheme and Teachers' Pension Scheme - both generous schemes with the employer contributing up to 20% plus. This also provides a death in service benefit of three times your salary.

## **Pay progression & career pathways**

As well as any nationally agreed pay award (a salary increase linked to inflation), our employees have access to pay progression according to their grade.

We offer a number of career pathways from teaching and other classroom based roles to administration and IT. If you're interested in progressing on your career journey or taking a new career pathway, you should discuss this further with your line manager at your annual appraisal.

## **Continual Professional Learning (CPL)**

Windsor Academy Trust has developed exceptional teachers, leaders and professional services staff in schools for over a decade. We have an excellent reputation for delivering outstanding and innovative professional development for teachers, leaders and professional services staff at all levels, across the Midlands and beyond. Our professional development offer ranges from Initial Teacher Education, to the Early Career Framework as well as leadership development programmes such as National Professional Qualifications (NPQs) as well as networking groups for a number of roles.

## **Employee Assistance Programme**

Windsor Academy Trust has signed up to an Employee Assistance Programme with the Education Support Partnership which provides a support line to access a range of practical and emotional help 24/7, including counselling sessions, financial, legal and practical support from qualified professionals on a range of personal issues as well as access to online health and wellbeing resources and a specialist information service.

## **Free flu vaccinations and eye tests**

For a number of years, Windsor Academy Trust has provided free flu vaccination vouchers so that you can protect yourself over the winter months. We also provide free eye tests for display screen equipment users, which applies to the majority of our employees.

## **Cycle to work scheme**

For those who do not live too far from work, cycling instead of driving or taking public transport could be a good option to save on travel costs. Our cycle to work scheme helps Windsor Academy Trust employees to purchase a brand new bike and spread the cost over 12-18 months. To find out more, visit The UK's Most Popular Cycle to Work Benefit - Cyclescheme.

## **Food and leisure discounts**

Windsor Academy Trust has signed up to access Vivup - the leading wellbeing and benefits provider to the public sector - meaning our employees can benefit from lifestyle savings on films, leisure activities, dining out, family essentials and many more popular categories.

## **Reduced childcare costs**

For working parents, childcare costs can be a significant financial burden. However, there are some solutions available to staff that may help ease short-term financial pressures around childcare. You may be eligible for the Government's tax-free childcare scheme. Find out more by visiting Tax-Free childcare at gov.uk. Should you need them, flexible working and paid time off for caring responsibilities policies are available upon request. Visit the Policies and Procedures section on the Windsor Academy Trust website for full details.

## **Flexible Working**

Windsor Academy Trust supports and is open to flexible working.



# How To Apply

**The closing date for completed applications is 9am on 2nd March 2026. Interviews will take place at Windsor Olympus Academy on the 9th March. If successfully invited through to the second day of interviews, they will be held on 10th March at our head offices in Halesowen.**

Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification.

For more information about this position, to arrange a tour of the school or to have a confidential discussion, **please contact Natalie Bryan, Executive PA to the Director of Education, on 0121 602 7594 or [nbryan@windsoracademytrust.org.uk](mailto:nbryan@windsoracademytrust.org.uk)**

We look forward to hearing from you!

Windsor Academy Trust is an equal opportunity employer. We encourage applications from candidates of all backgrounds and experiences.

# Safer Recruitment In Education: Information For Applicants

- WAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment
- We have a number of policies and procedures that contribute to our safeguarding commitment, including our child protection policy which can be viewed at [windsoracademytrust.org.uk/governance](http://windsoracademytrust.org.uk/governance)
- It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children
- Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare
- We will ensure that our concerns are discussed with parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare
- We actively support the Government's Prevent agenda to counter radicalism and extremism

## What we will provide:

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post; including safeguarding responsibilities
- a person specification which will include a specific reference to suitability to work with children

All applications for employment will be required to complete an application form online, containing questions about their academic and full employment history, and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in their employment history.

## References

References will be requested with your consent, at the selection stage directly from the referee.

## Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

## Pre-employment checks

- It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children
- An enhanced DBS check is required for all successful applicants
- Prohibition, overseas and section 128 checks will also be completed if necessary

## Child Protection and Safeguarding Policy

View our Child Protection and Safeguarding policy at [windsoracademytrust.org.uk/policies](http://windsoracademytrust.org.uk/policies)





 **Windsor Olympus Academy,  
Perrott Street, Birmingham, B18 4LX**

 **0121 2892750**

 **[olympus@windsoracademytrust.org.uk](mailto:olympus@windsoracademytrust.org.uk)**

 **[www.olympusacademy.org.uk](http://www.olympusacademy.org.uk)**

