



**INFORMATION FOR CANDIDATES**



Tudor Grange Kingshurst Academy  
Candidate Application Pack

# Welcome

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Welcome to Tudor Grange Academy, Kingshurst. 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 Worcester, Tudor Grange Academy Redditch, Tudor Grange Academy Samworth, Robert Smyth Academy, Tudor Grange Academy Kingshurst, 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 eight INSET days for 2019-20, three of these being 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 principal aim is for our students 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 standards, to ensure our students 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. As an academy community, we are committed to the values we wish to instill in our students: we encourage and develop responsibility, leadership, team-work, integrity, respect and resilience. We expect the highest standards in behaviour, appearance and in attitudes to learning, and we support each and every one of our students in their quests to achieve their very best. If you share our ethos, then join us at Tudor Grange Academy, Kingshurst. If you would like to view the academy in action, please contact us – we will be delighted to offer you a warm welcome and look forward to meeting and working with you over the coming years.

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.

*cDamon Hewson*

Mr D. Hewson, Principal



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## About the Academy

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### **Cutting Edge Facilities**

Students at the academy have access to the latest hardware and software, including Apple iMac suites in art, music and media and iPad trolleys for use in several subjects. Online communication between staff, students and parents is excellent and the academy makes use of a range of online systems and applications; ensuring that parents are kept up-to-date with their child's progress.

### **Outdoor Education and Adventure Centre (OEAC)**

An innovative feature of Tudor Grange Academy, Kingshurst, is our Outdoor Education and Adventure Centre (OEAC) that facilitates learning beyond the classroom across the curriculum. A central feature is the centre's 'Challenge Zone', which consists of a bouldering wall, caving system and low-ropes course. Perhaps its most distinctive feature, however, is the Arthur Vickers VC trench, an authentic World War One replica trench. A pond, art and sculpture zone, horticultural zone and outdoor classrooms complete the centre and provide a comprehensive, stimulating learning environment that brings learning to life. The academy has developed and continues to develop a number of unique outdoor experiences that are being incorporated across the curriculum as well as during after school and community sessions. It is widely recognised that learning outside the classroom is a vital component in helping children learn and develop key skills. The OEAC is also being used to run the John Muir Award. This is alternative curriculum accreditation that helps students develop an awareness of their environment and how they can improve it.

### **Enriching our students' education and staff wellbeing through extended services**

We are committed to providing state-of-the-art facilities and extended services opportunities for our students. Extra-curricular enrichments provide our students with the opportunity to make friends, discover new skills and have fun while ultimately developing the interpersonal skills that will help them develop into well-rounded individuals, equipped with the skills to succeed in life. All of our extra-curricular provision is Children's University-accredited and, as such, opens students' eyes to the power and magic of learning, often in places where they might least expect. Commitment to extra-curricular learning is rewarded with diplomas and our students can graduate in cap and gown at The University of Birmingham's Great Hall, experience university life and be inspired to aim high. Powerful partnerships with other organisations provide a range of opportunities for our students to develop spiritually, morally, socially and culturally. Extensive support is provided by the FA, LTA and Sport England, amongst others, help to provide outstanding opportunities in the academy day and beyond. We are the first "school of tennis" in Solihull and the only state school in the UK to have a full-time tennis coach provided by the LTA.

### **Embracing Culture through International Dimension**

The world picture continues to change and we enjoy an unrivalled reputation for ensuring our students are prepared for the future, wherever that may lie. Through the curriculum, our students learn about worldwide issues so they may truly become well-informed, global citizens. Students are provided with an unprecedented range of opportunities for international educational visits. Our students have undertaken projects throughout the world; they regularly participate in the prestigious Model United Nations event in Geneva and have supported and engaged in ongoing cultural exchanges with Mungu Primary School in Zambia for over a decade.



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## Leadership Team at TGAk

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<b>Principal:</b>	Mr Damon Hewson
<b>Executive Associate Principal:</b>	Mr Matthew Boyle
<b>Associate Principal (HR):</b>	Mrs Tracy Watkins
<b>Associate Principal (Post-16):</b>	Mr Richard Jones
<b>Associate Principal (Curriculum):</b>	Miss Nicola Crehan
<b>College Leader (Assessment and Data):</b>	Miss Emma Ivery
<b>College Leader (Teaching and Learning):</b>	Miss Rebecca Smith
<b>College Leader (SEND and Safeguarding):</b>	Miss Sharon Harper
<b>College Leader (Raising Standards Y11):</b>	Miss Nichola Davies
<b>College Leader (Behaviour):</b>	Mr Lee Parfitt

## The Academic Profile

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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 across all Trust schools. These have been designed in collaboration across all academies and are quality assured frequently. 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, PSHE, 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, a MFL subject 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.





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### 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.

### College System at the Academy

Tudor Grange Academy, Kingshurst, prides itself on building great relationships with students and their parents or carers. As part of this wrap-around, the academy is structured into a series of mini-schools, known as colleges. Each college is supported by a number of key members of staff, including a member of the senior leadership team and a mentor. The core purpose of this college structure is to ensure that we, as an academy, personally know each student and their individual needs.

At this academy, we have six colleges. These colleges are titled after inspirational historic figures, many of which suffered personal challenges. This demonstrates our belief that resilience and hard work leads to success and links directly with our own TUDOR Values. Much of our college system is built around the TUDOR Values of tolerance, unity, democracy, opportunity and respect. With these values at the heart of all we do, students at our academy become equipped with the knowledge, skills and personality they need to become successful learners. Equipping students to reach their full potential is our ultimate ambition.

Within each of the colleges, there are eight smaller tutor groups, headed by teaching staff, who deliver a range of different, targeted, activities across the week. Tutor time is delivered in vertical groups, meaning that your child will have the opportunity to form relationships with a number of students, not only in their academic year, but in older year groups, too. This is a great opportunity for younger students to immediately feel part of the academy community and for older students to act as role models and peer mentors. In addition, colleges enter a range of competitions across the year. We encourage healthy competition and students 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 the colleges– celebrating and rewarding accomplishments.

### 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:



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- Sports Teams including Football, Rugby, Netball, Hockey, Cricket, Basketball, Handball and Trampolining for both boys and girls
- Various Choirs
- Various Orchestras
- Food Club



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## Our Staff

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All staff are all provided with an on-going comprehensive CPD programme whether they are an NQT, RQT or an aspiring leader. Leaders are supportive, approachable and keen to ensure that staffs are happy. The staff-room is at the heart of the Academy and friendly colleagues from all departments support each other. Staff incentives include free staff sports clubs and classes, opportunities to make use of the Academy's wonderful facilities, participation in the Childcare Voucher scheme and the Cycle to Work scheme. There is also a Nursery on site, which offers spaces for staff members with children, at a discounted rate.

The thing that makes working at Tudor Grange Kingshurst, so unique, is the fantastic staff culture. There is a great sense of teamwork and collaboration binding us together.

**Dan Mountain (KS4/KS5 Coordinator, English)**

Moving from student to staff, made me realise how much hard work goes into making the academy so warm and friendly.

**Clark Caldicott (Learning Mentor, Bronte)**

After beginning my career here as an NQT, fourteen years later I am still here as a senior leader. This fills me with pride. The staff and the students have made this journey worthwhile, enjoyable and fulfilling.

**Emma Ivery (College Leader, Hawkin)**

**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.*



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## MAIN SCALE TEACHER JOB DESCRIPTION

### Core Purpose

- To carry out the responsibilities as a subject teacher and form tutor, supporting the ethos and vision of the Academy
- To maximise the achievement of students they teach
- To be committed to safeguarding and promoting the welfare of young people

### Core Qualities

- Clear and consistent vision and values
- Ability to motivate and empower others
- Positive attitude to continuous improvement
- Leading by example
- Clear and consistent communication skills

### Core Responsibilities

- To meet all Teacher Standards and ensure that any statutory curriculum requirements are met.
- To teach challenging, engaging, well-organised lessons and sequences of lessons across the age and ability range.
- To ensure that the needs of all learners are taken into account and relevant guidance and legislation is implemented.
- To have the highest reasonable expectation of individual student performance.
- To set, mark and assess student work as per Academy and department policies.
- To share in the development of schemes of work and engaging resources for students.
- Ensure that published Academy targets for students' achievement are understood and that progress is monitored and evaluated.
- In liaison with the Curriculum Leader / Lead Teacher and Student Achievement Support Managers, identify students who are underachieving and where necessary create and implement effective plans of action to support those students.
- To establish a purposeful and safe learning environment where students are inspired by the subject and can demonstrate consistently thoughtful, ethical behaviour with positive learning habits and consideration for others.
- To be proactive in developing their own professional learning, including participation in the quality assurance and performance management process.
- To be a form tutor and carry out all related duties
- To carry out a share of supervisory duties in accordance with published schedules and to promote high standards around the Academy.
- To hold positive values and attitudes and uphold the reputation of the Academy both locally and nationally.

### Outcomes

- High standards of achievement for all students
- Become part of an highly motivated and effective subject team
- Become an excellent classroom practitioner
- Become part of the Tudor Grange community





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## PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Good Honours Graduate with QTS or as required by the DfE</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>A successful teaching record either as a trainee or experienced teacher</li> <li>Experience of working with students of all abilities in the age group for which trained</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>Skills set as outlined in the Teachers' Standards</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding subject and curriculum knowledge</li> <li>Evidence of significant progress and outcomes for children</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Commitment to continuing personal and professional learning development</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Professional Learning relevant to the role</li> </ul>
<b>Leadership Skills and Values</b>	<ul style="list-style-type: none"> <li>Ability to inspire, motivate and challenge students</li> <li>Commitment to the pursuit of excellence in educational standards</li> <li>Ability to communicate effectively with colleagues, students, parents and external agencies</li> <li>Commitment to and promotion of co-curricular opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of high level co-curricular activities</li> <li>Potential for further leadership role</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Demonstrate good subject and curriculum knowledge including the national curriculum</li> <li>Know how to secure outstanding progress and outcomes by students adapting teaching as needed</li> </ul>	
<b>Student Involvement</b>	<ul style="list-style-type: none"> <li>Commitment to student involvement</li> <li>Personal commitment to listen to student voice</li> <li>Focus on individual student's needs and development of independent learning</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of student involvement</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>Flexibility to cope with diverse needs of the post</li> <li>Resilience to work under pressure</li> <li>Positive, tenacious and optimistic</li> <li>Ability to quickly establish positive relationships with students, staff and parents</li> </ul>	<ul style="list-style-type: none"> <li>Initiative and ability to create new processes and practices to raise standards</li> </ul>



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## 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.