

 <p>Tudor Grange Academies Trust</p>	<p>Canopy Lead</p> <p>Job Description & Person Specification</p>
<p>Core Purpose</p>	
<p>To lead the development and implementation of <i>Canopy</i>—a regenerative hub within Solihull’s education system—designed to restore confidence and belonging in children while supporting schools to create flexible, human-centred environments where everyone can thrive. This role will shape innovative approaches that foster joy, connection, and renewal, working collaboratively to design and deliver solutions that transform experiences for both learners and educators.</p>	
<p>Specific Responsibilities</p>	
<p>The School Teachers’ Pay & Conditions Document specifies the general professional duties of all teachers. In addition, certain duties are reasonably required to be exercised and completed.</p> <p>Supporting Schools</p> <ul style="list-style-type: none"> • Work with schools to design environments and ways of working that foster belonging, flexibility and engagement. • Facilitate collaborative groups where staff, students and families explore challenges and co-create approaches that work for everyone. • Design and deliver professional learning that builds confidence in creating spaces where all children and staff feel they belong and can succeed. • Offer practical classroom-based support modelling, co-teaching and helping staff reflect on what’s working. • Build a connected network of schools that share ideas, experiment together and learn from one another. <p>Supporting Children</p> <ul style="list-style-type: none"> • Lead and support the Canopy team to design and deliver a curriculum that helps children rediscover belonging, confidence and agency. • Ensure the environment and routines promote safety, curiosity and joy in learning. • Support staff to weave academic, emotional, social and creative learning throughout the day. • Strengthen connections between the Canopy and home schools, ensuring learning and belonging flow both ways. <p>Shaping the Future</p> <ul style="list-style-type: none"> • Contribute to the ongoing development of The Canopy’s model: testing ideas, reflecting and learning from practice. • Build partnerships with schools and local authority teams. • Represent the Canopy’s approach to belonging-by-design in professional and community spaces. • Help the model grow sustainably, so more children and schools benefit over time. 	

Outcomes

- Become part of the Tudor Grange community
- Canopy delivers high quality intervention for pupils, based on Universal Design for Learning principles
- Supported schools are highly engaged with Universal Design for Learning principles
- Pupils successful in transition between Canopy and home school

PERSON SPECIFICATION – CANOPY LEAD

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none">• Good Honours Graduate with QTS or as required by the DfE• Willingness to work towards the National SENCO award	<ul style="list-style-type: none">• Excellent Honours Graduate• Leadership qualifications• National SENCO award• Safeguarding qualification
Experience	<ul style="list-style-type: none">• A successful teaching record• Experience of working with students of all abilities in the age group for which trained• Experience of leading others• Experience of leading a team effectively• Experience of working with young people with a wide variety of needs	<ul style="list-style-type: none">• Experience of managing change• Previous experience of working with young people with Emotionally Based School Avoidance
Professional Development	<ul style="list-style-type: none">• Commitment to continuing personal and professional learning development• Evidence of professional learning relevant to the role	<ul style="list-style-type: none">• Engagement in educational research
Leadership Skills & Values	<ul style="list-style-type: none">• Ability to inspire, motivate and challenge students and staff• Commitment to the pursuit of excellence in educational standards	<ul style="list-style-type: none">• Potential for more senior leadership roles• Ability to demonstrate a

	<ul style="list-style-type: none"> • Ability to communicate effectively with colleagues, students, parents and external agencies • Commitment to and promotion of cocurricular opportunities • High level of emotional intelligence 	range of leadership styles
Knowledge & Understanding	<ul style="list-style-type: none"> • Demonstrate good curriculum knowledge, including the national curriculum • Demonstrate a good knowledge of Emotionally Based School Avoidance • Know how to secure outstanding progress and outcomes for students adapting teaching as needed • Knowledge of relevant national policies • Good understanding of data 	<ul style="list-style-type: none"> • Knowledge of adaptive leadership styles • Ability to analyse and manipulate data
Personal Attributes	<ul style="list-style-type: none"> • Flexibility to cope with diverse needs of the post • Resilience to work under pressure • Positive, tenacious and optimistic • Ability to quickly establish positive relationships with students, staff and parents • Initiative and ability to create new processes and practices to raise standards • Demonstration of the Tudor Habits 	