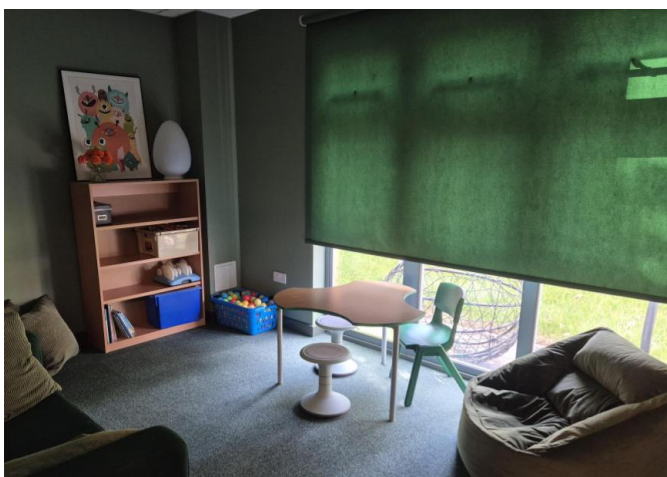




Tudor Grange Primary Academy Langley

Teaching Assistant

Applicant Information Pack





Tudor Grange Primary Academy Langley

Applicant Information Pack

Dear applicant

Thank you for the interest you have shown in the Canopy, a brand-new provision based at Tudor Grange Primary Academy Langley. We are very proud of our Academy and are excited about developing Canopy for pupils to access throughout Solihull. We are looking for a strong and positive leader to work with a range of stakeholders to develop the Canopy offer and lead on its implementation.

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

The Canopy is a new, regenerative hub within Solihull's education system, based at Tudor Grange Primary Academy Langley. Canopy exists to support both children and schools, helping children rebuild confidence and belonging, while supporting schools to design flexible environments where everyone can flourish. It benefits from a brand-new building, including an engaging outdoor learning environment.

We welcome individuals on site to tour the school prior to making an application. Please contact the school office (office@langley.tgacademy.org.uk) if you would like to arrange a visit.

We look forward to meeting with you.

Mr Simon Russell

Principal

Why work for us?

Competitive salaries

We offer competitive salaries for both teaching and non-teaching staff based on the type and level of role you do. We ensure we are treating people fairly across the Trust as well as remaining competitive. Your starting salary will be determined by the pay range for your role, your experience as well as external market conditions.

CPD

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 eight INSET days for 2026-27, three of which will be held jointly with other academies within the Trust. These joint sessions are designed to foster meaningful collaboration, share best practice, and strengthen professional networks across our schools.

Pension Scheme

All contracted members of staff will be automatically enrolled into a pension scheme with either the Teachers Pension Scheme or the Local Government Pension Scheme (whichever is appropriate). You do not pay tax or National Insurance on your contributions and TGAT adds a generous employer contribution, which varies depending on your salary. All staff are entitled to opt-out of the pension scheme should they wish to do so.

Flexible and Family Friendly Policies

We understand that our employment policies need to be flexible and responsive to promote diversity and equality, and to attract and retain the highest quality workforce. We offer flexible working opportunities and policies that are often more than statutory minimums.

Schools Advisory Service (SAS)

Staff have access to wellbeing support through our SAS service.



Continuous Professional Development

TGPAL and Tudor Grange Academies Trust is committed to CPD for all staff. Staff have access to a range of internal CPD, as well as opportunities to engage in CPD led by external providers.

Recognition

We are proud to have a range of schemes, which recognise the achievements of our staff and show our appreciation of their contributions.

About our school

At Tudor Grange Primary Academy Langley, we nurture a community where kindness leads, character grows, and every child flourishes. We are committed to inspiring confident, lifelong learners who achieve their best, live fulfilling lives, and contribute wisely and compassionately to the world around them. Rooted in strong values and a love for learning, our pupils develop the confidence to be themselves, the wisdom and to make good choices, and the heart to care for others and the environment. Together, we build a school where everyone belongs, thrives, and makes a difference.

Tudor Grange Primary Academy Langley is a thriving two form entry school, for children between the ages of 2 and 11. We joined the Tudor Grange Academies Trust in September 2023, and we appreciate the opportunities for wider collaboration that we now have.

We are situated on the border of Solihull and Birmingham and serve a diverse community. We are fortunate to have extensive grounds, including playing fields, Forest School areas and our own swimming pool, which the children enjoy using. We are easily accessed from all parts of the Solihull borough.

The Recruitment Process

The recruitment process is robust in seeking to establish the commitment of candidates to support Tudor Grange Primary Academy Langley's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them. The successful applicant will be required to undertake an Enhanced DBS check. All applications will be considered on their merit, and the post will be offered subject to the usual health and criminal record clearance. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Our Commitment to Belonging and Recruitment

We want everyone involved in our recruitment process to feel safe, seen and supported.

- All materials will be provided in clear, accessible formats.
- Let us know anything that we can do to help or any remaining barriers that we can remove. For example, if we can provide alternative application formats.
- We will always send interview questions in advance and offer flexible interview arrangements.
- We also offer written, video, or phone options for initial conversations.
- We will communicate timelines clearly, so you know what to expect.

What is Universal Design for Learning


There is no "average" brain. All children are different and have their own unique strengths and experiences. In more traditional settings, teachers plan the learning for their class and then make adaptations to meet the individual needs of those children who need something a little different. With increasing numbers of children needing 'something different' teachers are under more pressure than ever before.

UDL provides an evidenced based framework which focuses on creating flexible learning environments from the start; responding to the inherent variability in all classrooms by proactively designing curriculum, materials and lessons to be accessible to a wide range of learners from the beginning. This allows children to receive information on various ways, have multiple means of action and expression to demonstrate their knowledge and be motivated by offering choice and relevance.

Removing barriers before they appear and creating a sense of belonging within the school community, significantly improves outcomes for children and empowers teachers.

More information is available online [Universal Design for Learning | CAST](#) or on these videos [When You Design for Everyone, EVERYONE Benefits from the Design](#) and [What is Universal Design for Learning \(UDL\)?](#)

Canopy Learning Support Assistant Job Description

 <p>Tudor Grange Academies Trust</p>		L3 Teaching Assistant (Canopy)
Core Purpose		
<p>To provide support for the educational and personal needs of students, which ensures that they have equality to access opportunities to learn and develop.</p> <p>To act as an integral part of the Academy staff team and to support colleagues maintaining and developing the ethos, values and expectations of the academy and support agreed Academy policy in all areas.</p>		
Specific tasks		
<p>To be committed to the philosophy of continuous improvement in relation to whole academy policy as well as in all team roles and areas of personal responsibility.</p> <p>To work within a framework set by classroom teacher.</p> <p>To demonstrate a commitment to one’s own training and development.</p>		
Responsibilities and tasks		
Supporting Pupils	<ul style="list-style-type: none"> • Build consistent, trusting relationships with pupils, acting as a key adult where appropriate • Support children’s emotional regulation, helping them recognise feelings and develop coping strategies • Provide 1:1 or small-group support tailored to individual needs • Support the teacher to promote a calm, safe and predictable environment where children feel secure • Support reintegration of pupils to their home school 	
Access to Learning	<ul style="list-style-type: none"> • Under the direction of the teacher, prepare and deliver structured and unstructured activities for individuals and small groups. • Deliver targeted interventions where needed 	

	<ul style="list-style-type: none"> • Break tasks down and offer scaffolding in line with Universal Design for Learning (UDL) principles • Adapt learning materials to meet diverse needs and learning styles. • Support the evaluation of progress in regulation, confidence and engagement alongside academic learning
Communication & Teamwork	<ul style="list-style-type: none"> • Work collaboratively with all members of the Canopy team and wider school community including the children's home school • Contribute to daily reflections, learning journals or progress discussions • Share observations with staff to help inform planning and support strategies • Communicate positively and respectfully with families when appropriate • Support training and mentoring of other support staff where appropriate
Safeguarding & Professional Standards	<ul style="list-style-type: none"> • Maintain the highest standards of safeguarding and child protection. • Always uphold professional boundaries and confidentiality. • Model calm, respectful and nurturing behaviour. • Engage in training related to SEND and UDL practice
Skills & Attributes	<ul style="list-style-type: none"> • Patient and empathetic • Clear, calm and consistent communication with all pupils • Able to remain calm and regulated when supporting hard to reach learners • Ability to plan, deliver and adapt lessons/interventions • Confidence in leading small groups or whole sessions • Flexible, adaptable and responsive to individual needs, taking the initiative in responding to pupils needs • Strong communication and teamwork skills • Willing to reflect on what works and what doesn't • Committed to inclusion and UDL principles