



Applicant Information Pack



INFORMATION FOR CANDIDATES

Welcome to Tudor Grange Academy Worcester

I would like to take this opportunity to thank you for your interest in applying for a role at Tudor Grange Academy Worcester. I joined here as Principal in 2018 and I can wholeheartedly endorse the school's well-deserved reputation for being warm and welcoming and providing a positive and caring learning environment. Everyone feels part of the team and recruitment opportunities are consequently rare.

I am very grateful to all the staff for their hard work and patience. Their contribution is profound and humbling. We aim to develop teachers for whom clarity, passion and belief are at the core of everything they do. Both our teachers and support staff demonstrate the dedication that allows our pupils to develop their full potential no matter what their starting point. We are also part of a multi academy trust and there are many occasions in which to collaborate and share best practice with colleagues across the twelve Tudor Grange schools.

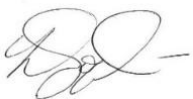
The TUDOR values of Tolerance, Unity, Democracy, Opportunity and Respect run through all aspects of academy life and are a formative tool for the development of character. The Academy offers a curriculum to develop the whole child: an exciting SAS curriculum, DofE, Young Enterprise, CCF, STEM clubs and other period 6 opportunities, with the Arts and Sport broadening interests and horizons, opening doors to whole new worlds. We have a genuine ambition to provide what matters most – students come first and all students receive equitable provision and support.

We are proud to have gained national awards including Artsmark Gold, International School and more recently the IQM Inclusive School award.

We are an oversubscribed school within Worcester, in fact the most in-demand school in all of Worcestershire in relation to applications and allocated places. We are proud of our connections within, and our commitment to, the local community. With our Board of Governors supporting us to ensure we are a special place to be. We are committed to the welfare and well-being of all staff. After all, it is their relentless hard work which ensures that this is a happy school.

I look forward to receiving your application and meeting you to discuss the potential of you joining our inspirational family.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'David Butler', with a stylized flourish at the end.

David Butler
Principal

Mission Statement

'To provide a world class education which develops the infinite potential of all students, no matter what their starting point'

At Tudor Grange Academy Worcester, our core belief is that 'all can achieve'. 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 instil in our students: we encourage and develop responsibility, leadership, team work, integrity, respect and resilience. We expect the highest standards in behaviour and in attitudes to learning, and we challenge and support each and every one of our students in their quests to achieve their very best.

Local Area

Tudor Grange Academy, Worcester is situated in the Blackpole-Perdiswell area, approximately 1.5 miles to the north of Worcester City Centre. We are significantly over-subscribed with the vast majority of children living less than a mile from the Academy.

We are a larger than average secondary school with a small sixth form. We have an entirely comprehensive mix of students whose academic profile is in line with national averages. 27% of our cohort receive pupil premium funding. Some of the postcodes we serve within our community rank in the bottom 5% for deprivation nationally, in contrast part of our catchment also serves the most affluent areas of Worcester.

Children applying to the Academy for year 7 entry sit a fair banding test which ensures that our intake is fair and comprehensive, meeting the needs of our local community.

Staff Wellbeing

All staff are provided with an on-going personalised CPD programme whether they are ECTs, RQTs or aspiring leaders. Leaders are supportive, approachable and keen to ensure that staff are happy. We offer an Employee Assist Well-being Programme giving access to various self-help initiatives; practical advice and counselling. This is accessible 24/7 all year round for staff and their families.

Informal visits and conversations about the post are always 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 the welfare of children and young people and expect all staff and volunteers to share this commitment.

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 a highly motivated and effective subject team
- Become an excellent classroom practitioner
- Become part of the Tudor Grange community

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 - 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 - 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 - Commitment to the pursuit of excellence in educational standards - Ability to communicate effectively with colleagues, students, parents and external agencies - Commitment to and promotion of co-curricular opportunities	- Evidence of high level co-curricular activities - Potential for further leadership role
Knowledge & Understanding	- Demonstrate good subject and curriculum knowledge including the national curriculum - Know how to secure outstanding progress and outcomes by students	
Student Involvement	- Commitment to student involvement - Personal commitment to listen to student voice - Focus on individual student's needs and development of independent learning - High expectations of students	Evidence of student involvement
Personal Attributes	- 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

ENHANCED QUALITY FIRST TEACHING

	Quality First Teaching Practice	Pupil outcome
Teachers plan effectively and present clearly because they have deep subject knowledge and expertise	1. Intent Teachers plan and share the learning journey with clarity; they actively present overviews and make the main ideas clear	Pupils are aware of what they are learning and why. They can explain how new knowledge builds on previous learning
	2. Interleaving Thoughtful planning ensures that learning is revisited frequently and appropriately to support long term memory and enduring connections	Pupils remember content in the medium and long term
Teachers plan expertly because they have strong pedagogical knowledge and judiciously apply this to content	3. Deliberate practice Teachers expertly plan sequences of learning that move students from novice to mastery	Pupils are guided to work increasingly independently, achieving high success rates
	4. Scaffolding Resources are well selected and made accessible to all	Pupils can access all resources used. Resources allow all pupils to complete work.
	5. Clear explanation Teachers are expert in planning effective approaches for possible misconceptions and areas of complexity	Pupils can explain how complex material is broken down. They are never told more than they can hold in working memory
Teachers can model expertly	6. Modelling Teachers expertly identify and can create aspirational models. Good practice is spotlighted effectively.	Pupils can explain why particular pieces of work are successful
	7. Academic communication Teachers model expertly so that all students acquire mastery of language and reading in the subject	Pupils can understand, and create, sophisticated written and oral communication. They read confidently, skilfully and frequently.
	8. Metacognition Teachers expertly deconstruct cognitive processes so that all students can think in a disciplined way	Pupils can explain the thinking processes required to produce strong work
Responsive teaching	9. Checking Teachers thoughtfully and sustainably use testing as a means of checking understanding of the main ideas; low stakes assessments often achieve difficult but successful retrieval	Pupils do not labour under misconceptions: they understand the material used in lessons
	10. Feedback Teachers allocate time in lessons for all students to reflect upon and improve their work	Pupils receive and act upon feedback. They can describe how they have improved their work or deepened their learning
Questioning	11. Questioning Teachers select appropriate and effective questioning techniques	Pupils think carefully about the answers to teachers' questions, even when questions are not addressed to them
	12. Classroom environment Teachers create an environment where students are confident to ask and answer questions	Pupils are relaxed about asking and being asked questions and can explain why this is important

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 complete the application form, following the Link to MyNewTerm.

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.

Senior Leadership Team

Mr David Butler	Principal
Mr Matthew Barnes	Associate College Leader, Keller
Mr Grant Davis	College Leader, Turing
Mr Ashley Roach	College Leader, Attenborough
Mr Noah Turner	College Leader, Ashe
Ms Emma Wylie	College Leader, Angelou
Mrs Jenna Butler	College Leader for Safeguarding (DSL)
Mrs Virginia Iles	Personal Assistant to the Principal

Chair of Governors

Miss Rebecca Widdowson

Vice Chair of Governors

Mrs Cherie Clements



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 them 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 will study the full KS3 National Curriculum throughout years 7-9. This curriculum has been creatively designed to provide a breadth and depth of learning experiences, ensuring that students are fully equipped with the fundamental skills and cultural capital required to begin their GCSE courses in year 10.

The Core curriculum timetable comprises (Year 7 and Year 8):

- Seven hours each fortnight of both English and mathematics, reflecting the centrality of literacy and numeracy to children's success in all subjects.
- Six hours each fortnight of science, divided into biology, chemistry and physics.
- Four hours each fortnight of PE, a modern foreign language, and Skills, Action, Service (SAS).
- Three hours each fortnight of history and geography.
- Two hours each fortnight of art, computing, DT, drama, music and STEPS

Curriculum Specialisms

In year 9, students have the opportunity to specialise in 3 subjects, in which they have a particular interest. They will specialise in one subject per term during a Wednesday afternoon, whilst the remainder of key stage 3 are involved in SAS. This enables students to develop a deeper understanding of KS3 content in areas that they are passionate about. Students may choose to continue this subject to GCSE level in year 10.

The Core curriculum timetable comprises (Year 9):

- Eight hours each fortnight of both English and mathematics, reflecting the centrality of literacy and numeracy to children's success in all subjects.
- Six hours each fortnight of science, divided into biology, chemistry and physics.
- Four hours each fortnight of PE, a modern foreign language, and a specialism
- Three hours each fortnight of history and geography.
- Two hours each fortnight of art, computing, DT, drama, music and STEPS

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 to them at post-16. All students in Years 10 and 11 study English language, mathematics, science and physical education. Religious studies and PSHE are taught across the curriculum in this key stage. There is a considerable amount of curriculum choice available within all of the pathways we offer. Students can choose to study from a range of GCSE and vocational qualifications. College Leaders will always support students in their college to make appropriate choices, maintaining an overview of the student and possible destinations post-16 and beyond.

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.



College System at the Academy

Tudor Grange Academy, Worcester, prides itself on building great relationships with students and their parents. 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. The core purpose of this college structure is to ensure that we, as an academy, personally know each student and their individual needs.

Within each of the colleges, there are ten 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 every child will have the opportunity to form relationships with a number of students, not only in their academic year, but across year groups. 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.

The colleges are titled after inspirational figures, many of which suffered personal challenges but flourished despite them. This demonstrates our belief that resilience and hard work lead to success and links directly with our own TUDOR Values. Much of our college system is built around the TUDOR Values of **T**olerance, **U**nity, **D**emocracy, **O**pportunity and **R**espect. 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. Equipping students to reach their full potential is our ultimate ambition.

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 Trampoline for both boys and girls
- Various Orchestras, music groups and Choirs
- Food Club
- Art and Photography
- Drama (musicals and plays on throughout each year)
- Dance

What do stakeholders say?

“

The teachers are fun and understanding. They give up all of their time and work really hard to support you. It is a great place to learn and be the best that you can be.”

Tim Adams Year 9

“

It is lovely to hear our students talk about their hard work, resilience and leadership qualities as well as their external activities. Listening to students talk about their passions and how they teach themselves new skills along with their own coping mechanisms for COVID has been so great and reminds us what lovely students we have.”

Debbie Band – Achievement Team Manager

“

Both of my sons attend Tudor Grange Academy. I have seen first-hand how the Trust supports its Academies to constantly improve. My sons have enjoyed such a wide variety of experiences and a very personalised approach to their education and because of this they are achieving more than I could ever have imagined.”

Michelle Adey - Parent

“

The recent Newsletter is a triumph: truly inspirational. Any sensible Ofsted inspector would appreciate that it represents evidence of an Outstanding school. The groups of smart, confident, poised and happy children are a credit to themselves and to the staff behind their achievements. Well done to all, on behalf of the Trust I feel proud to be associated with such excellence.”

Dr Rock, Chairman of the Tudor Grange Academies Trust

