



Tudor Grange Primary Academy Langley

Canopy Lead

Applicant Information Pack





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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 seven INSET days for 2025-26, 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.

Starting the role

We are aiming to launch Canopy in the Summer Term of 2026. However, as this role is pivotal in developing the provision offer, we would support paid training and development during Spring 2026 outside of your current commitments (eg. Twilights).

If you have questions before applying, please contact us for an informal conversation about the role or process.

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 Lead Job Description

Purpose of the Role

We are looking for someone to help build and lead Canopy. This is a role for someone who enjoys collaboration, learning and creative problem-solving. You will help design and deliver new approaches that centres humanity, sparks engagement and builds meaningful connection. You do not need to have done this before; you will be supported to develop the understanding and skills to lead this work with care and confidence.

If you are curious, reflective and motivated by helping effect change, this is an opportunity to help shape something genuinely new: a space that restores children and renews schools through belonging and design.

What You'll Do

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.

Supporting Schools

- 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.

Supporting Children

- 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 Canopy and home schools, ensuring learning and belonging flow both ways.

Shaping the Future

- Contribute to the ongoing development of 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.

Who You Are

We know that great people come from many different backgrounds and experiences. You do not need to tick every box to apply, if this sounds like you, we'd love to hear from you.

Core Skills and Qualities

- Experience of working in or with schools, with a strong recent understanding of classroom life.
- Confidence leading professional learning and collaboration across the Local Authority and Partner schools
- Interest in design approaches that help all learners feel they belong (for example, Universal Design for Learning).
- Clear communicator who listens deeply and builds authentic relationships.
- Reflective and adaptable, open to feedback and learning through experience.
- Creative and curious, enjoys testing ideas and trying new approaches.
- Comfortable with uncertainty, able to hold steady while developing something new.

Helpful Experience (but not essential)

- Leadership or coordination experience (e.g. subject, phase, SENCo or pastoral lead).
- Working across a range of settings (mainstream, special, AP or different phases).
- Experience in curriculum design or collaborative school improvement.
- Designing or facilitating professional learning for adults.

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 	<ul style="list-style-type: none"> • Experience of managing change • Previous experience of working with young

	<ul style="list-style-type: none"> • Experience of leading others • Experience of leading a team effectively • Experience of working with young people with a wide variety of needs 	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 • Ability to communicate effectively with colleagues, students, parents and external agencies • Commitment to and promotion of co-curricular opportunities • High level of emotional intelligence 	<ul style="list-style-type: none"> • Potential for more senior leadership roles • Ability to demonstrate a 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 	