



**Yardleys  
School**

**WORKING TOGETHER FOR A BETTER FUTURE**

HEADTEACHER: Mr. G.S. Basra  
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# Level 3 Teaching Assistant INFORMATION PACK




 Resilience



 Positivity



 Empathy



 Reflection



 Integrity



 Curiosity



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8<sup>th</sup> June 2026

Dear prospective candidate

**Re: Level 3 Teaching Assistant**

I am really pleased that you are considering applying for a post at Yardleys School. We are incredibly passionate about our school. We care about one another and ensure that our teaching and support staff well-being and workload is kept high on our agenda. We work as a team to support one another and care deeply about providing the very best opportunities for our students to succeed, both academically and pastorally.

We believe that our staff are our most valuable resource and work extremely hard to ensure they are valued and developed. We are extremely proud of our students and the diverse, multi-cultural community they represent. They are also proud to be part of the Yardleys community and our Ofsted report cited exemplary student behaviour and caring relationships between staff and students, rooted in mutual respect.

Thank you for taking the time to consider our school. We have the highest expectations from our staff as our young people deserve no less.

Best Wishes

Gurpreet Basra  
Headteacher

Yardleys School  
Reddings Lane  
Tyseley  
Birmingham  
B11 3EY



## Level 3 Teaching Assistant

Required for September 2026

36.5 hours per week  
Term time only

NJC Grade 3 £27,254 - £33,699 p.a. pro rata  
(Actual salary £23,934 - £29,594 p.a.)

**“Yardleys School is a unique and special place.” \***

Yardleys is a thriving, vibrant and heavily oversubscribed 11-16 multi-ethnic stand-alone academy in Birmingham, with 928 students on roll. The diversity of the school population reflects the rich, cultural mix of the local area.

The school is highly focused on raising standards of pupil achievement through a broad and balanced curriculum and students make excellent progress.

The school motto “Working together for a better future” is far more than just words. The collaborative ethos which permeates the school is at the heart of our success. Excellent student behaviour and an extremely well organised school provide the foundation for teachers to focus on delivering outstanding lessons and continuously improving their practice. We pride ourselves on offering all students the opportunity to develop the knowledge and skills needed to be successful global citizens.

We are seeking to appoint an enthusiastic and committed Level 3 Teaching Assistant to join our team. Duties will include implementing and supporting Speech and Language Therapy (SALT) programmes and interventions, under the guidance of the SENCO and external professionals, for pupils with speech, language and communication needs. As well as, supporting the activities of individuals or groups of children to enable them to participate fully in their learning and access to the curriculum. This will include working across different curriculum areas, liaising effectively with teaching staff and supporting the SENCO in assessing and monitoring the provision in place for these students.

Knowledge of, or experience in, delivering Speech and Language Therapy (SALT) programmes is essential, as is experience of supporting students’ learning in a school. You will need to be educated to at least GCSE level and have a good working knowledge of ICT, and hold a recognised Level 3 teaching assistant qualification according to the Birmingham City Council list.

When joining Yardleys, you will benefit from:

- A keen eye on **staff workload** with a generous Planning, Preparation & Assessment (**PPA**) **allocation**.
- **Well-behaved students** who are keen to learn.
- A **Competitive Pension Scheme** (Teachers’ Pension Scheme & Local Government Pension Scheme).
- **Discretionary healthcare membership** to Benenden Health with access to a 24/7 GP helpline, mental health helpline, medical diagnostics & treatment and mobile app with wellbeing classes.
- A designated **wellbeing day** for all staff.

- Generous PPA time during internal assessment weeks, which take place two times per year, including designated marking days.
- **Well-established and effective pastoral systems** to support with student behaviour and welfare.
- High rate of staff retention.
- A progressive, dynamic and research informed **CPD programme**, providing teachers with a genuine opportunity to develop their subject pedagogy and practice.
- A commitment to **professional development opportunities** with 100+ hours of professional development time that can be accessed throughout the year - including coaching support, sharing good practice with each other through a variety of teacher takeaway approaches, a half termly teaching and learning newsletter, regular hotspots, opportunities to work across partner schools in a joint practice development programme and a regular professional reading group.
- The opportunity to undertake and be supported with a **National Professional Qualification (NPQ)**.
- **Effective business management** with well-organised and effective systems which enable teaching staff to focus on their core business of educating children.
- A **collaborative approach** with supportive managers and regular weekly meetings where subject specific training is provided through subject mastery sessions.
- An **excellent induction programme** tailored to your job role.
- **State of the art facilities** in a modern PFI building including a staff work room and staff room, that are well-resourced with computers, a vending and drinks machine.

“Leaders care deeply about staff. They are mindful of well-being and workload, and staff feel valued and appreciated.” \*

\*Ofsted March 2023

**To arrange a visit to the school, request more information and to apply please contact Haseena Waseem on:**

**T: 0121 675 1761**

**E: [Recruitment@yardleys.bham.sch.uk](mailto:Recruitment@yardleys.bham.sch.uk)**

**Or please also visit our website: [www.yardleys-vle.com](http://www.yardleys-vle.com)**

**Closing date: 9:00 am on Friday 19<sup>th</sup> June 2026.**

**Please note** – We reserve the right to interview and offer the post prior to the closing date. It is strongly recommended that candidates submit their application as soon as possible.

*Yardleys School is committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment.*

*All applicants will be required to provide two suitable references and all shortlisted will be subject to an online search. The successful candidate will be subject to all necessary pre-employment checks, including: an enhanced DBS; Prohibition check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. The successful candidate will be required to provide a copy of their birth certificate.*

*This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are ‘protected’, so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further information about filtering offences can be found in the DBS filtering guide.*

## LEVEL 3 TEACHING ASSISTANT

### JOB DESCRIPTION

Teamwork is central to our philosophy and post holders are expected to be prepared to act flexibly in response to the day-to-day needs of our school.

<b>Job Title:</b>	Level 3 Teaching Assistant
<b>Salary Scale:</b>	Grade 3
<b>Hours of work:</b>	36.5 hours per week, term time only
<b>Responsible to:</b>	SENCO
<b>Holiday entitlement:</b>	Paid holiday entitlement of 12 statutory days plus 26 days annual leave (deemed to be taken during school holiday periods)

### Job Purpose:

To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate, with particular responsibility for supporting pupils with speech, language and communication needs (SLCN) and implementing Speech and Language Therapy (SALT) programmes where required.

### Duties and Responsibilities:

#### Support for pupils (either individually or in groups)

- **Support the activities of individuals or groups**
- **Implement and support Speech and Language Therapy (SALT) programmes and interventions, under the guidance of the SENCO and external professionals, for pupils with speech, language and communication needs**
- Establish and maintain relationships with individual pupils and groups
- Contribute to pupil profiles and EHCP's as appropriate
- Support pupils during learning activities
- Promote pupils' social and emotional development
- Contribute to the health and well-being of pupils
- Support children with specific needs (where appropriate to the focus of the role), for example communication and interaction difficulties, including those requiring SALT input, sensory and/or physical impairment, cognitive or learning difficulties, behavioural, emotional and social development needs
- Support pupils with literacy and numeracy skills
- Support pupils to access the curriculum and external examinations
- Dealing with the personal care needs of children where appropriate in line with school guidance

#### Support for the teacher(s)

- Observe and report on pupil performance
- Contribute to the planning and evaluation of learning activities

- Work collaboratively with teaching staff and Speech and Language Therapists to deliver and monitor targeted communication interventions
- Assist in preparing and maintaining the learning environment
- Contribute to the management of pupils' behaviour
- Contribute to maintaining pupils' records
- Support the maintenance of pupils' safety and security
- Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or alternative arrangements are made) or for a very short period of planned absence for less than a whole lesson
- Provide general administrative support, for example, administer coursework, produce worksheets etc.

### Support for the school

- Support the development and effectiveness of team work within the school environment
- Develop and maintain working relationships with other professionals, adhering to the Yardleys Charter
- Liaise with parents as appropriate
- Review and develop own professional practice
- Work as required across the curriculum and in all key stages within the school, as required

### Support for the curriculum

- **Support the use of information and communication technology in the classroom**

### Intervention

- **Support intervention/ booster/ revision sessions before and after school or at lunchtime**
- **Undertake activities with either individuals or groups of pupils**
- **Deliver learning activities planned by teaching staff, including targeted SALT interventions and communication programmes**
- **Liaise with teaching staff regarding student progress in intervention sessions and contribute to the assessment process**
- **Supervise homework club and support in the library as required**

### First Aid:

- In the absence of the School Lead First Aider, to provide emergency First Aid including liaison with parents and pastoral staff as necessary.
- To attend regular First Aid training as required.

### General:

- This job description allocates duties and responsibilities, but does not direct the particular amount of time to be spent on carrying them out.
- To supervise and monitor learners' behaviour and conduct both within and outside lessons as part of the school duty of care, pastoral and welfare support.
- A job description can never be fully descriptive. It is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.
- To uphold the School's Safeguarding and Child Protection policies at all times.
- To support and uphold the school aims, values and policies
- To perform other such duties commensurate with the grade and nature of the post as the Headteacher may from time to time determine.
- This allocation of duties is subject to regular review.



## LEVEL 3 TEACHING ASSISTANT PERSON SPECIFICATION

SPECIFICATION	ESSENTIAL	DESIRABLE	HOW ASSESSED
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• Qualified to GCSE level</li> <li>• NVQ Level 3 for Teaching Assistants or equivalent (BCC approved list)</li> <li>• Good numeracy and literacy skills</li> <li>• Willingness to gain First Aid qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Educated to A level standard or higher</li> <li>• First Aid qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Checked by original documentation</li> </ul>
<b>Experience and Knowledge</b>	<ul style="list-style-type: none"> <li>• Experience of supporting children in a classroom environment, including those with special educational needs</li> <li>• Experience of using Information Technology to support pupils in the classroom</li> <li>• Knowledge of policies and codes of practice/legislation</li> <li>• Experience of supporting pupils with speech, language and communication needs (SLCN)</li> <li>• Knowledge of, or experience in, delivering Speech and Language Therapy (SALT) programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of LUCID testing and access arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview process</li> <li>• References</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Good ICT skills</li> <li>• Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment</li> <li>• Knowledge of SEN Code of Practice</li> <li>• Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance appropriate to the age and development stage of the pupils</li> <li>• Ability to provide classroom cover -within agreed parameters - in the absence of the class teacher</li> <li>• Ability to consistently and effectively implement agreed behaviour management strategies</li> <li>• Ability to use language and other communication skills that pupils can understand and relate to</li> <li>• Ability to establish positive relationships with pupils and empathise with their needs</li> <li>• Ability to demonstrate active listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of SIMS</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview process</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task</li> <li>• Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes</li> <li>• Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills</li> <li>• Ability to assist in the recording of lessons and assessment as required by the teacher</li> <li>• Ability to offer constructive feedback to pupils to reinforce self-esteem</li> <li>• Ability to work effectively and supportively as a member of the school team</li> <li>• Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities</li> </ul>		
<b>Attributes and Attitudes</b>	<ul style="list-style-type: none"> <li>• An ability to relate well to young people and form appropriate relationships</li> <li>• An interest in establishing and leading extra-curricular activities for students</li> <li>• Self-motivated</li> <li>• Common sense and sense of humour</li> <li>• Commitment to own professional development</li> <li>• Good attendance and punctuality</li> <li>• Energy and enthusiasm</li> <li>• Enhanced DBS clearance</li> <li>• A commitment to safeguarding the welfare of children</li> <li>• A commitment to equal opportunities</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview process</li> <li>• References</li> </ul>
<b>Contra Indicators</b>	<ul style="list-style-type: none"> <li>• Criminal convictions involving offences against children</li> </ul>		

**This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for this role.**

# “Yardleys School is a unique and special place” \*

## Context and basic information

Yardleys School is a highly successful mixed 11-16 comprehensive and stand-alone academy serving an area of high socio-economic deprivation. Yardleys is a multi-cultural school which reflects the diversity of the local community. 97% of the students are from minority ethnic backgrounds. The percentage of students with English not as a first language currently stands at 79%. The school also has more boys than girls (56% to 44%) on its roll. The school has a much higher than the national average number of students who are eligible for Pupil Premium (57%).

## Overall standards and reputation

The school has an excellent reputation both locally and across the city. This is reflected in the school being significantly over-subscribed with a further increase in demand in recent years.

The school is highly focused on raising standards of student achievement and is successful at doing so. Yardleys is consistently in the top 20% of schools nationally and from the most recent examination results (2025) 46% of students achieved Grade 5+ in English and Maths and 68% achieved Grade 4+ in English and Maths.

There are well-established and effective leadership roles and pastoral systems. This has resulted in a very well-ordered school and where indicators such as attendance and exclusions are all better than national averages.

Other indicators of high standards include:

- Positive feedback from staff, students and parents
- High staff retention
- A well organised school
- Excellent standards of financial management and regulatory compliance

## Vision and values

The school has two mottos; firstly the traditional words of ‘*Keep Troth*’ (*keep faith*) – which can be seen on the school badge – signifies the school’s longstanding determination to foster belief and resilience in our young people. The second - ‘*Working together for a better future*’ - again identifies the ethos of collaboration but also the very clear ambition to continually improve the school, the life chances of our students and the wider community.

As well as the overall mission the school has three key aims which informs its work:

- i. To achieve academic excellence
- ii. To educate the whole child
- iii. To work collaboratively and ethically to deliver the highest standards of education

Our ethos of students, staff, parents, carers and the local community are summarised by the Yardleys Way. Our expectations of both students and staff are encapsulated by the Yardleys Charter, this includes our three school rules of being ‘Ready, Respectful and Responsible’ and our values of Positivity, Integrity, Empathy, Curiosity, Resilience and Reflection, which are at the heart of everything we do.

## School leadership and governance

The Senior Leadership Team (SLT) currently comprises seven members: Headteacher, Senior Deputy Headteacher, two Deputy Headteachers, three Assistant Headteachers and an Academy Business Manager. SLT members are highly visible around the school and proactively support children and adults alike. The senior team recognise the vital importance of both being organised and communicating regularly with staff. To this end they hold a daily briefing with all staff

# What is the Yardleys Way?

Treating everyone equally.

At Yardleys School we always value people the same irrespective of;

Age  
Disability  
Gender reassignment  
Marriage or Civil Partnership  
Pregnancy or maternity  
Race  
Religion or belief  
Sex  
Sexual Orientation

It is against the law to discriminate against someone because of these protected characteristics.



## Yardleys School Charter



Staff & Students believe everyone at Yardleys School should:



Be Ready

- show **positivity** and enthusiasm;
- be motivated & have high expectations of ourselves & others;
- be **curious** and ready to learn new things;
- be fully prepared for all activities with everything you need;
- communicate with others regularly and effectively;
- have excellent attendance and punctuality;
- be well presented and smartly dressed;
- show **resilience** when faced with challenges



Be Respectful

- recognise that we are all equal individuals;
- have regard for each other's personal space and privacy;
- take care of the building, equipment and the environment;
- be polite, considerate and kind to everyone;
- communicate in a calm and polite manner;
- actively listen to others;
- appreciate others' beliefs, opinions & cultures;
- show **empathy** and maturity when dealing with sensitive issues



Be Responsible

- be safe and look after each other;
- complete work on time and to a high standard;
- behave well with **integrity**: even when no-one is watching;
- be a positive role model and representative of the school;
- recognise that we are responsible for our own actions;
- be fair in your treatment of others;
- give our full effort to everything you do;
- **reflect** on all that we do and learn from our mistakes

Leading to Academic Excellence and Personal Development

**WORKING TOGETHER FOR A BETTER FUTURE**



Positivity



Integrity



Curiosity



Resilience



Empathy



Reflection

where notices, reminders and public 'thank yous' are shared every morning. School leadership and management is viewed very positively by staff.

"Leaders care deeply about staff. They are mindful of well-being and workload, and staff feel valued and appreciated." \*

There is also a wealth of experienced and effective middle leaders including Heads of

Department/Subject, Heads of Faculty and Heads of Year. The school has moved towards more distributed leadership with some of these middle leaders having whole school responsibilities.

The school is a stand-alone academy, having chosen to convert in 2013. The trustees recognise the important distinction between governance and management and work tirelessly to ensure the success of the school. Trustees also regularly visit the school to see first-hand different aspects of the school in action.

“Trustees and senior leaders possess a wealth of insight and expertise, coupled with creativity and flair.” \*

School leaders and trustees have identified several key priorities for the future development of the school including:

**To achieve academic excellence:**

- Ensure that the curriculum is consistently implemented in engaging students to know more, remember more, do more.
- Embed disciplinary literacy across the school to ensure that students are able to read, write and speak accurately, critically and with confidence within the context of different subjects.

**To educate the “whole child” so they are ready for life:**

- Enhance strategies to improve students’ behaviour and attendance.
- Ensure we continue to educate the whole child through an inclusive provision, further enhancing students’ understanding of protected characteristics.
- Develop a culture of praise and recognition.

**To work collaboratively and ethically to provide education of the highest standard:**

- Enhance processes for robust quality assurance across all areas to ensure a shared understanding of strengths and areas for development.
- Continue to exercise financial prudence through efficient use of existing and new resources and source external funding opportunities.
- Trustees and SLT to explore opportunities both internally and externally for future proofing within the current educational climate.

## **Staffing**

One of the main factors in the sustained educational excellence at Yardleys can be attributed to the expertise, commitment and hard work of all staff. There are currently 105 members of staff including 63 teachers.

“All staff share a strong moral purpose and live by the ‘Yardleys Charter.’” \*

There is a distinct and highly valued ethos of collaboration and mutual support which makes Yardleys a special place to work. Another key feature at Yardleys is how all staff are respected and treated by both children and colleagues regardless of their role or position. Teachers understand the important role that support staff play in organising and managing issues away from the classroom, which allows them to focus on their classroom teaching and how this significantly reduces their workload.

The School places high importance on the training and professional development of all staff, particularly those new to the School. This includes an induction, mentoring, weekly training sessions and subject collaborative planning. Performance management is far more focused on improvements in teaching practice rather than just exam results.

## The academic curriculum

The curriculum shares the same aims as the school, which means a focus on working collaboratively to provide an excellent academic education for all that educates the whole child.

Academically there is a broad and balanced curriculum in place. Subjects such as History, Media Studies and RE are popular and successful choices for many students. All students study the three separate sciences rather than a combined course at GCSE.

At the core of the curriculum are the individual subjects and departments that sit within faculties. These are highly effective and well-led with subject teams who are well qualified and experts in their fields. Consequently, there are very good standards of teaching and learning across the curriculum. Across all subjects we place high emphasis on knowing more, remembering more and doing more. Acquiring substantive and disciplinary knowledge is a central tenet of learning and intelligence including the acquisition or development of skills. It also provides cultural capital to our students which again helps them in later life.

There is a school-wide focus on reading and literacy. All students receive at least two 30-minute guided reading sessions per week led by form tutors in which they will read three full texts across the year. We offer additional literacy interventions for students to improve their reading and writing where necessary and have been part of many national programmes such as the current 'Fresh Start' and 'Switch on Reading' programmes. Many subjects across the school continue to have reading as a core element in their lessons.

Other features of the curriculum include: a strong enrichment programme with additional trips and visits to help deepen students' understanding of the work studied; 'Do Nows' are a strong feature across the school; individual and whole class feedback is used effectively to support students and online systems are used to support homework tasks and quizzes. Students are explicitly taught how to study and revise and are provided with a range of online resources to support them. Learning is checked regularly with Deliberate Independent Practice tasks being used to support the ongoing formative assessment taking place and all students sit internal exams during two whole school assessment weeks in December and July.

At the heart of the school's CPD programme are subject mastery sessions where departments come together each week to further and deepen their subject knowledge, improve planning and develop their pedagogical skills and assessment practice. There are also many other opportunities for teachers and support staff to develop themselves professionally with 100+ hours of professional development sessions provided throughout the year. Some of the forms of professional development include access to the school CPD library, regular action research taking place throughout the school, coaching support provided, sharing good practice with each other through a variety of teacher takeaway approaches, a half-termly teaching and learning newsletter, regular hotspots, opportunities to work across partner schools in a joint practice development programme and a regular professional reading group.

In recent years school leaders have understood that whilst there needs to be monitoring and accountability of teaching and academic standards, this needs to be balanced with professional trust, autonomy and workload. This 'intelligent accountability' (or what the educational commentator Mary Myatt calls 'high challenge and low threat') has seen the school adopt approaches such as collaborative peer partnerships and subject reviews and a performance management system that values and rewards commitment to professional improvement and engagement with research rather than a judgment based purely on attainment data.

## Educating the ‘whole child’

At Yardleys, we prize the education of the ‘whole child’ as much as academic success. There is an emphasis on traditional values, high standards and expectations in all aspects of school life. Yardleys has outstanding pastoral care including safety, behaviour and personal development. The school operates a year group system. The Heads of Year receive substantial non-timetabled, protected time to carry out their duties to a very high standard and are supported by assistant heads of year. As a result, teachers frequently comment that they are able to focus on teaching in this well-ordered school environment. Yardleys enjoys an excellent local and city-wide reputation in this area and regularly attracts other practitioners who seek to learn from our outstanding pastoral team.

“Leaders and staff insist that pupils behave and attend exceptionally well. Pupils rise to this challenge.” \*

Students are very hard working and enjoy coming to the school (reflected in the school’s excellent attendance statistics). Behaviour is very good with students responding to the regular routines and consistent expectations. Students respond positively and demonstrate good leadership qualities when asked to become involved in school life such as organising charity events, participating in school council discussions or becoming prefects. The many displays of students’ work reflect the vibrant and creative nature of the school. The school offers a range of enrichment activities including the Duke of Edinburgh award scheme, educational visits, extra-curricular and sporting opportunities. The school also has a dedicated enrichment period, during which students can experience such activities as chess, knitting, origami, dance and jewellery-making alongside a range of sporting and other outdoor pursuits.

All teaching staff can expect to be form tutors. There are form periods every day, which are focussed on reading, pastoral issues, homework completion, study skills and personal development.

In terms of personal development, the school has introduced a taught course, which covers both statutory aspects (sex and relationships) as well as other important issues such as physical and mental health, careers education and personal finance. Students develop strong values of mutual respect and tolerance of those with different faiths, beliefs and characteristics.

## Academy business management

Highly effective business management has, for years, provided the bedrock to the school’s high standards and successes. Consequently, the school is extremely well-organised, with well-established and highly effective systems which enable teaching staff to focus on their core business of educating children. This also impacts positively on staff workload and is a major factor in the school’s extremely high rate of staff retention and successful recruitment. As a result, all staff are valued equally because students and colleagues can clearly see the important role that everyone plays in the school. There is excellent financial management and compliance which means the school has been able to set balanced budgets, and has an impressive track record of audit reports.

## Partnerships

A significant strength of the school in recent years has been its work to engage with a range of external partners locally, nationally and regionally. Yardleys School is part of collegiates of local schools which offer a range of further support and opportunities for staff. The school has strong working ties with local schools, post-16 providers and the wider local community. The school also works with four ITT providers – the University of Birmingham, Birmingham City University, the King Edward Consortium and Teach First.

## **Premises and facilities**

The school is fortunate to enjoy excellent facilities on a modern, single site which was built under a PFI arrangement. The building is organised into faculty areas with extensive modern facilities for, in particular, ICT, Science, Mathematics, Sports and Performing Arts. The majority of teachers teach in the same location throughout the week. Other features include interactive whiteboards and visualisers. We work hard to continually maintain and update our facilities. The school has extensive playing fields and a sensory roof garden.

Thank you for your interest in our school. More information on many of the points in this document are available on the VLE – [www.yardleys-vle.com](http://www.yardleys-vle.com)

We look forward very much to receiving your application.