



Tudor Grange Primary Academy Langley

Canopy Teacher

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](mailto: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?

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### 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

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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

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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

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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 Teacher Job Description**

### **Core Purpose**

To assist in the development of Canopy, carrying out the duties of a teacher. You will use Universal Design for Learning principles within your teaching and will support the understanding and use of them within home schools. You will help pupils gain a better understanding of themselves as a learner and share information with home schools.

### **Specific Responsibilities**

This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance.

- 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 support successful pupil transition into and out of the Canopy.
- 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 pupil performance.
- To set, mark and assess pupil work as per Academy policies.
- To share in the development of schemes of work and engaging resources for pupils.
- Ensure that targets for pupils' achievement are understood and that progress is monitored and evaluated.
- To use highly inclusive practice and Universal Design for Learning principles to teach pupils and model best practice to other teachers.
- To establish a purposeful and safe learning environment where pupils 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 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.
- To support work in partner schools (which could involve supporting pupils, teachers and delivering training).

### **Outcomes**

- Pupils develop better understanding of themselves as a learner
- Universal Design for Learning strategies are embedded in practice
- Pupils successfully transition to and from Canopy

PERSON SPECIFICATION – CANOPY LEAD		
CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good Honours Graduate with QTS or as required by the DfE</li> <li>• Willingness to work towards the National SENCO award</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent Honours Graduate</li> <li>• Leadership qualifications</li> <li>• National SENCO award</li> <li>• Safeguarding qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• A successful teaching record</li> <li>• Experience of working with students of all abilities in the age group for which trained</li> <li>• Experience of leading others</li> <li>• Experience of leading a team effectively</li> <li>• Experience of working with young people with a wide variety of needs</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of managing change</li> <li>• Previous experience of working with young people with Emotionally Based School Avoidance</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Commitment to continuing personal and professional learning development</li> <li>• Evidence of professional learning relevant to the role</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement in educational research</li> </ul>
<b>Leadership Skills &amp; Values</b>	<ul style="list-style-type: none"> <li>• Ability to inspire, motivate and challenge students and staff</li> <li>• Commitment to the pursuit of excellence in educational standards</li> <li>• Ability to communicate effectively with colleagues, students, parents and external agencies</li> <li>• Commitment to and promotion of cocurricular opportunities</li> <li>• High level of emotional intelligence</li> </ul>	<ul style="list-style-type: none"> <li>• Potential for more senior leadership roles</li> <li>• Ability to demonstrate a range of leadership styles</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Demonstrate good curriculum knowledge, including the national curriculum</li> <li>• Demonstrate a good knowledge of Emotionally Based School Avoidance</li> <li>• Know how to secure outstanding progress and outcomes for students adapting teaching as needed</li> <li>• Knowledge of relevant national policies</li> <li>• Good understanding of data</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of adaptive leadership styles</li> <li>• Ability to analyse and manipulate data</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Flexibility to cope with diverse needs of the post</li> <li>• Resilience to work under pressure</li> <li>• Positive, tenacious and optimistic</li> <li>• Ability to quickly establish positive relationships with students, staff and parents</li> <li>• Initiative and ability to create new processes and practices to raise standards</li> <li>• Demonstration of the Tudor Habits</li> </ul>	

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