Assistant Headteacher - SENDCo / Inclusion

Windsor Academy Trust

Kingswinford Academy

disability confident COMMITTED

Unlocking Academic and Personal Potential

Contents

4 Welcome

5 What makes WAT WAT?

7 WATs Five Big Moves

9 Benefits of Working for WAT

10 Job Description and Person Specification

14 How to Apply

16 Application and Candidate Selection Process

18 Safer Recruitment in Education: Information for Applicants

20 Leading Academy Trusts: Case Study

24 The Windsor Academy Trust Family

Welcome

Dear Candidate

Welcome to Kingswinford Academy: an excellent school striving for all of our community to 'Be Extraordinary'. We pride ourselves in being one of the very best schools in our area, whilst remaining very much at the heart of our community.

Since joining the Windsor Academy Trust in November 2016, the school has gone from strength to strength with exam results climbing rapidly each year: the range and extent of wider experiences growing exponentially; and site and facilities being revamped, developed and expanded.

We are rightly proud of the incredible work of our students, staff and whole community in making this a truly exceptional place for young people to learn, grow and develop.

At Kingswinford we believe that all students in our community deserve the very best start in life and our excellent team of staff strive daily to make sure that they have the very best opportunity to do just that. For many years we have had a strong reputation for achieving high academic standards and for ensuring our students can be happy and safe.

Staff at Kingswinford Academy, and across Windsor Academy Trust, benefit from exceptional career development opportunities and collaboration with staff from across our family of nine primary and secondary schools. We care deeply about the wellbeing of our staff, as well as our students, and ensure that staff are able to feel valued, respected, and supported; that staff enjoy their time at Kingswinford; and that staff are able to balance the commitment to education alongside their home life.

Our last Ofsted inspection was extremely successful and Kingswinford Academy was judged as a 'Good School'. However, we are not content with just being 'Good' and will continually strive to improve and make the lives of the young people of Kingswinford better and brighter year on year.

Windsor Academy Trust is one of the country's most innovative and progressive Trusts, deliberately putting teaching and student experience at the very centre of all of our development work.

The success of this approach is clear and ensures that we have the capacity to grow and improve long into the future. Our collaboration with the Trust makes us an employer of choice in the region and ensures we give our students the best experience possible.

Yours Sincerely

Ian Moreton
Headteacher

What makes WAT WAT?

The Windsor Academy Trust family

Windsor Academy Trust (WAT) is a family of schools committed to unlocking students' academic and personal potential.

We put children at the centre of everything we do, delivering excellent education to 7,000 students aged 2 to 18 driven by 1,000 committed, inspiring and talented staff.

Established in 2011 with Windsor High School and Sixth Form, our family has grown to nine successful schools. We currently have five primary and four secondary schools in the West Midlands, all located within 45 minutes of each other. Our family reach will be expanding with two new secondary free schools due to open and further plans for growth.

We believe that children achieve their best in a climate of high expectations where staff are motivated and empowered. We combine a shared experience of primary and secondary schools and promote collaboration across all our schools in our search for excellence.

Teaching and learning is at the core of our work. This is underpinned by a culture of continuous improvement and an extensive programme of professional learning for our staff.

We are a leading provider of professional development and teacher training. We work in partnership with the Teacher Development Trust to deliver NPQs and Capita and University of Birmingham as a delivery partner for the ECF. We have developed exceptional teachers, leaders and professional services staff for our schools and school trusts across the country for over a decade.

We are incredibly proud of what we have achieved in our first 10 years. Through collaborative leadership and future thinking, our vision is to continue to grow and provide the highest quality education to enable every student to realise their potential. A powerful component of this success is the synergy of primary and secondary collaboration and our innovative approach.

Building on our first 10 years and striving to reach new frontiers, we have developed a compelling new strategy that will power WAT into the second decade.

9 Schools

1,000 Staff

7,000 Students

Why we exist: A shared moral purpose

We exist for one shared moral purpose to **unlock academic and personal potential**.

We want our students to aspire and to become all and more than they ever thought they could be. Students who know who they are and the sort of person they want to be; students who have discovered their passions; students who have high hopes and dreams for their futures and a clear sense of purpose; students who want to make a difference in their communities and in the world and therefore students who understand the importance and value of education as a powerful driver for the greater good.

The WAT Aspire Mountain, developed for our students, depicts a student at the summit of the Aspire Mountain where their academic and personal potential has been unlocked.

WAT equips students with the compass, empowering them to navigate their way to their summit. The four points of the compass are: knowledge, skills, values and attitudes. WAT puts the compass in the student's one hand and the world in the other.

What we do

We develop high-performing schools that raise aspirations, inspire learning, build character and cultural capital, power social mobility and enable all students to thrive and make a difference in their communities and the world.

How we do things: WAT Values

Everything we do is underpinned by five values:

- **Pride in Excellence:** We have high expectations and work hard.
- **Respect:** We behave with integrity and honesty and foster equality.
- **Responsibility:** We all take personal and collective responsibility.
- **Collaboration:** We purposefully collaborate for the benefit of all.
- **Bold/innovative:** We are future thinking and shape the future.

How we succeed: WAT Approach

Alongside our values we have five components of the WAT Approach to accomplishing success that are embedded in our Powering into the Second Decade Strategy.

- **Alignment through collaboration** - The 'WAT Way' sets out our codified approaches. These codified approaches are developed collaboratively and are grounded in research and informed by impactful practice
- **Inspire and develop people** - We inspire and develop people and continuously strive for excellence
- **Grounded in research** - We are consumers and generators of research and our approaches are informed by research
- **Keep things simple and communicate clearly** - We ensure our message is understood and over communicated
- **Civic and system leadership** - We collaborate, support others and make a real difference in our communities and to the education system expectations and work hard

WATs Five Big Moves: 2022-25

We have identified five big moves we will make through our Powering into the Second Decade Strategy.

01 /
Big Move One

Develop **high performing schools** where every student unlocks their academic and personal potential

02 /
Big Move Two

Build staff talent by developing inspiring, research informed staff

03 /
Big Move Three

Drive education for the greater public good to create social value and deliver **civic** impact

04 /
Big Move Four

Instil an ethos and ability to care for the natural environment now and in the future, to become carbon neutral and one of the most **sustainable** school trusts in the country

05 /
Big Move Five

Expand the **WAT family reach** through support for other schools and trusts and through sustainable growth

The graphic below illustrates 'What Makes WAT WAT'. It outlines our aims, values and the five big moves that enable us to unlock academic and personal potential.

Our values are at the heart of everything we do, and a way of working that inspires us to achieve our aims. Our five big moves are the turbo boosters that focus our efforts and drive us to succeed. Collectively, this provides a clear vision and shared understanding that is displayed across the WAT family every day.

Benefits of Working for WAT

Professional Learning Programme

Outstanding opportunities for professional learning

Pension Scheme

Local Government Pension Scheme for Professional Services staff and Teachers Pension Scheme for Teachers

Free Annual Flu Jab

Salary Sacrifice Cycle Scheme

Holiday Entitlement

Starting at 26 Days Holiday (for Professional Services staff) during school holidays and Flexible Family Friendly Policies

Fitness Suite

Access to state-of-the-art fitness suite at Windsor High School and Sixth Form

Free Eye Tests

Wellbeing

We care deeply about the wellbeing of our staff and are signed up to the Education Staff Wellbeing Chartter.

Job Description

Job title	Assistant Headteacher – SENDCo / Inclusion
Responsible for	
Responsible to	Headteacher

General Duties

Carry out "the duties of a school teacher" as set out in the Conditions of Service for School Teachers in England and Wales. Fulfil the role of subject teacher and Form Tutor as appropriate.

To do other reasonable tasks as laid down in the School Teacher Pay & Conditions document and as required from time to time at the discretion of the Headteacher

Kingswinford Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to an enhanced criminal records check.

Overall Responsibilities:
To contribute to the overall leadership of the school and to be the school Inclusion / SEND Coordinator (SENDCo).

Specific Duties:

- To be the school Inclusion / SEND Coordinator.
- To lead on the development of strategy and ensure effective implementation to improve the outcomes of SEND.
- To train as a Deputy Designated Safeguarding Lead.
- To lead on supporting the medical needs of students across school.
- To develop a system to monitor progress rigorously and regularly of safeguarding SEND.
- To plan and implement a wide range of interventions and measure the impact of these for SEND.
- To keep up to date with national strategic developments in SEND and share with stakeholders.
- Identify best practice locally, regionally and nationally and reflect this in new strategy.
- To lead on the development of staff training to improve practice in the classroom to accelerate the progress of SEND.
- To report back to Governors and Leadership Team on impact of strategy and ensure the school's statutory responsibilities in terms of SEND are met.
- To be responsible for Quality Assurance of SEND.
- To ensure the effective deployment of Teaching Assistants and Learning Mentors.
- To conduct an annual review of SEND in line with the School Faculty Review process.

- To lead on equal opportunities across the school.

To undertake all duties and attendance at school events in line with the expectation of being a member of the School Leadership Team.

General

- Contribute to the overall ethos/aims of the academy
- Participate in training, other learning activities and performance development as required.
- Attend and participate in relevant meetings as required.
- The post holder is required to be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- The post holder has a responsibility to safeguard and promote the welfare of children and vulnerable adults during the course of their work.
- This post requires the post holder to undertake an Enhanced DBS check with the barred list check.
- Evidence of being eligible to work in the UK is a requirement.

Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken. It is not a comprehensive list of all tasks that the post holder will carry out. The post holder may be required to undertake other duties that may be required from time to time within the general scope of the post.

This job description may be amended at any time in consultation with the post holder.

Person Specification – Assistant Headteacher- SENDCo / Inclusion

ATTRIBUTES		
Qualifications	• Degree or equivalent. • SENCO qualification (or currently undertaking) • Qualified teacher status • Evidence of continuing professional development • Degree at 2:1 or above	E E E E D
Work related experience / Specialist knowledge	• Thorough knowledge of SEND • Good understanding of pedagogy • Commitment to being involved in the wider life of school through participation in extra-curricular activities • Demonstrates commitment to the protection and safeguarding of children • Willing to undertake DSL training • Experience of effective liaison with a range of outside agencies • Knowledge and understanding of current developments and best practice in SEN legislation and all aspects of inclusion and pastoral care. • Knowledge of a range and types of interventions available	E E E E E E E E
Aptitudes, skills and abilities	• Enjoys working with young people • Commitment and enthusiasm for teaching/SENDCo • Able to engage, enthuse and motivate students of all abilities • Maintains high professional standards • Ability to identify own training needs and willingness to participate in training and development opportunities. • Able to support and improve outcomes for a range of diverse special educational needs • Able to train and support teachers to deliver appropriate interventions to improve outcomes for all • Able to manage effectively SEND provision throughout the school, including medical needs • Able to lead and manage people to work effectively, both individually and in teams • Able to promote a welcoming, inclusive and fully supportive learning environment • Comply with Trust's commitment to the protection and safeguarding of children.	E E E E E E E E E E E E
Other	• Kingswinford Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check with barred list check. Evidence of the right to work in the UK.	E

E – Essential D - Desirable

How to Apply

How To Apply

The closing date for completed applications is 17th April 2023 at 12pm

- Applications forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- For more information about this position, or to have a confidential discussion about the role, please contact Helen Knowles, hknowles@kingswinford.windsoracademytrust.org.uk

We look forward to hearing from you!

Application and Candidate Selection Process

We will:

- Provide you with clear, accurate and timely information
- Give you the opportunity to ask questions
- Respond to enquiries promptly
- Adopt a fair and consistent assessment process
- Make sure you have all the documentation and details you need for your interview
- Provide you with a full insight about what it's like to work for WAT and be a part of our family
- Ensure all offers are fair and equitable

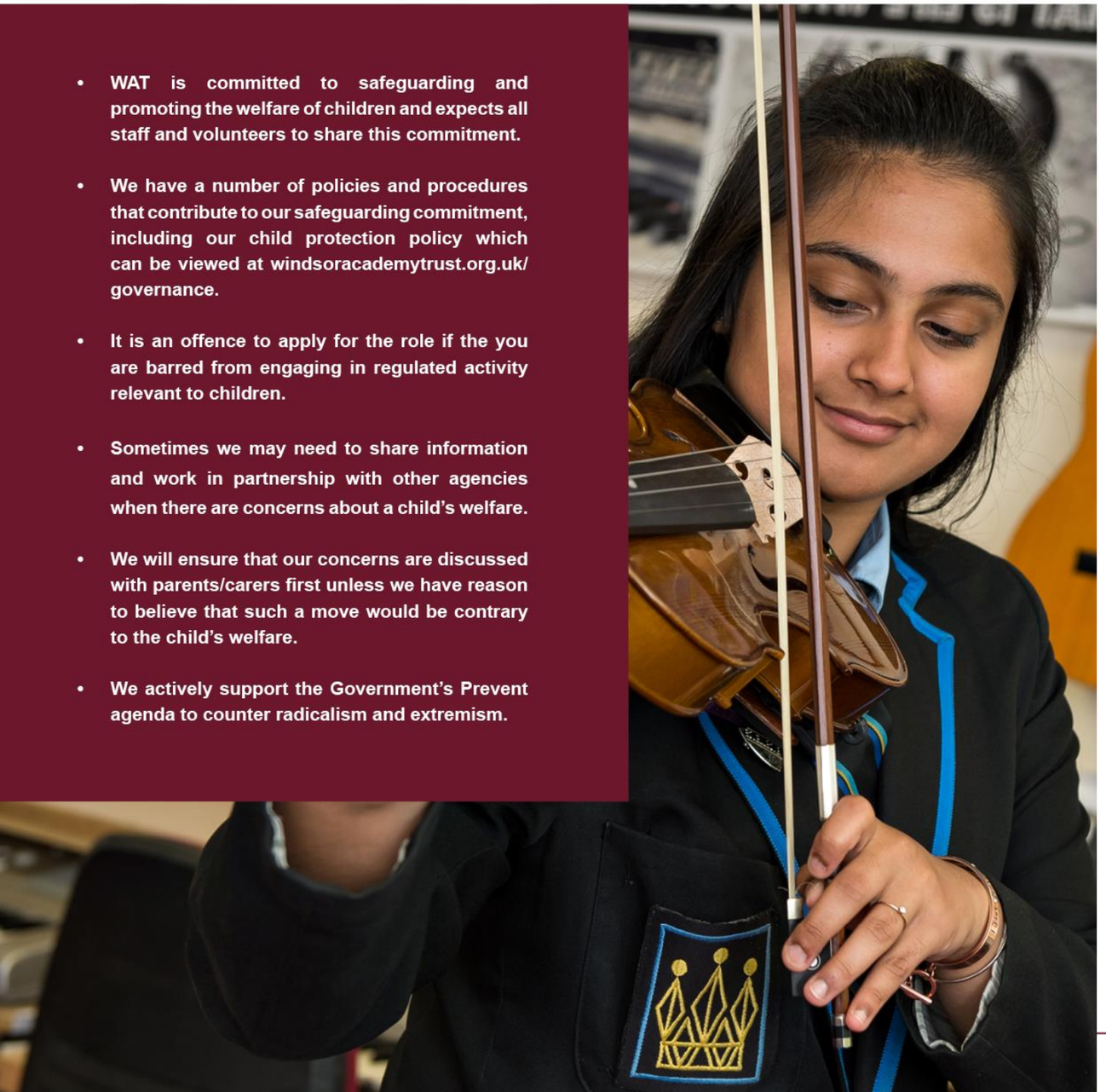
In return we will ask that you:

- Be honest and upfront about your experience, goals and aspirations
- Provide open and accurate information when submitting your application
- Prepare yourself for the interview and research who we are and how we work

Safer Recruitment

Safer Recruitment In Education: Information For Applicants

- **WAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.**
- **We have a number of policies and procedures that contribute to our safeguarding commitment, including our child protection policy which can be viewed at windsoracademytrust.org.uk/governance.**
- **It is an offence to apply for the role if the you are barred from engaging in regulated activity relevant to children.**
- **Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.**
- **We will ensure that our concerns are discussed with parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.**
- **We actively support the Government's Prevent agenda to counter radicalism and extremism.**



What we will provide:

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post; including safeguarding responsibilities.
- a person specification which will include a specific reference to suitability to work with children.

All applications for employment will be required to complete an application form online, containing questions about their academic and full employment history, and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in their employment history.

References

References will be requested with your consent, at the selection stage directly from the referee.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-employment checks

- It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.
- An enhanced DBS check is required for all successful applicants.
- Prohibition, overseas and section 128 checks will also be completed if necessary.

Child Protection and Safeguarding Policy

View our Child Protection and Safeguarding policy at windsoracademytrust.org.uk/policies

Leading Academy Trusts: Case Study

People are our most precious resource. We are proud of how we support, develop and retain the best staff to enable our children to unlock their academic and personal potential.

We strive to be an employer of choice and feature as a case study in Sir David Carter and Laura McInerney's book, Leading Academy Trusts: Why some fail, but most don't. You can read the case study below.

Windsor Academy Trust Case Study

Why developing people within a culture of praise, collaboration and celebration is so critical to the success of Trusts - Keith Sorrell (CEO, 2015-2021) and Dawn Haywood (CEO) of Windsor Academy Trust.

People are the most precious resource that a multi-academy trust has, and so core to the philosophy of Windsor Academy Trust (WAT) is to be an employer of choice - recruiting, supporting, developing and retaining the best staff so that we can provide the best experience for our children, enhancing their academic and personal potential. WAT is a family of nine schools - four secondaries and five primaries in the West Midlands - all within 45 minutes' drive of each other, enabling us to create meaningful collaborations at every level.

One of our core strategic aims focuses on people and leadership to ensure that there is a steady pipeline of excellent and talented staff who have both the capacity and capability across our trust to drive school improvement and create our own self-improving system. But what does this look like in reality?

Our pipeline of excellence starts with our sixth formers. Some of our students know they want to become teachers from a very young age. Many of them have parents and family friends who teach and are role models for them. We help them to prepare for this journey with our "Aspiring Educators" programme. This involves two terms of learning and development that focus on the skills of teaching, the routes into the profession and a series of visits and practical experiences to help them understand how they can make a smooth transition into teacher training.

We have strong strategic partnerships with a focused number of excellent initial teacher training (ITT) providers in the West Midlands. They each have innovative ways to attract teachers - a school experience placement as part of a biochemistry degree or partnership with a French university for prospective MFL teachers, for example. These initiatives, combined with WAT's 'incubator departments' (excellent departments across the trust where there is the best capacity to train and support early career teachers), mean that our conversion rate of great trainees to fabulous NQTs is growing year on year.

Induction, whether for NQTs or established teachers, is paramount, and we run a series of introductory sessions to explore the WAT ethos and vision and our approach to pedagogy and curriculum. Our aim is to accelerate every new employee towards a successful settling-in and a good awareness of what it means to work in a multi-academy trust. Development of the craft of teaching is central and continuous, in every school, every day. We have a culture of focusing on strengths, not weaknesses, and we want everyone to begin with this in mind. The profile of the wider WAT opportunities is raised early on too, with rapid opportunities to engage in cross-trust collaborative activities to build a collegiate mindset.

Our 'pedagogy champions' are one such opportunity: 30-40 excellent teachers and support staff who engage with educational research, not just as consumers, but as generators of new evidence. We ensure they all have access to the fabulous research resources that are available from our partnership with the Chartered College of Teaching, and they select 'wicked problems' across education to explore and identify workable and effective solutions for.

The impact of these practitioner-researchers is published annually in a research journal and iteratively becomes more scalable and transferable across schools, year groups and subject areas. Some of these researchers will go on to join the next cohort of master's students, following in the footsteps of these groundbreaking staff who are part of the University of Birmingham's master's level apprenticeship programme tackling trust-wide challenges and earning an MED in Educational Leadership over two years.

Leadership development is a key focus that enables staff from our family of schools to grow their capacity and also develop alongside delegates from partner schools in the locality. We have a progressive pathway of leadership development. This starts with 'First Steps', looking at one's own readiness for leadership, through preparation for aspiring middle leaders, to the National Professional Qualifications for Middle and Senior Leadership for which we are an accredited provider, and onwards supporting heads and executive leaders on programmes such as Ambition Institute's 'Executive Leader' programmes.

All of our staff know that they have a varied pathway of development opportunities and they feed this back to us in staff surveys. This in turn forms a key part of our succession planning and talent-mapping activities. We also have cross-trust roles which are available to talented staff so that they have the opportunity to spread their magic.

"We also have cross-trust roles which are available to talented staff so that they have the opportunity to spread their magic."

Directors of subject and lead practitioners develop common curriculum approaches across the trust and spread their subject-specific expertise.

The WAT Associate role enables talented staff to take a sabbatical (one day per week for a year) from their teaching to bring their talents to key developments such as enhancing the trust's Google strategy or embedding character education. This generates fresh and innovative approaches and encourages staff to have an outward-looking perspective, building system leaders of the future.

Staff across Windsor Academy Trust explore together and share together in a multitude of ways. A culture of collaboration and celebration allows everyone to experience high expectations and this helps excellence to travel.

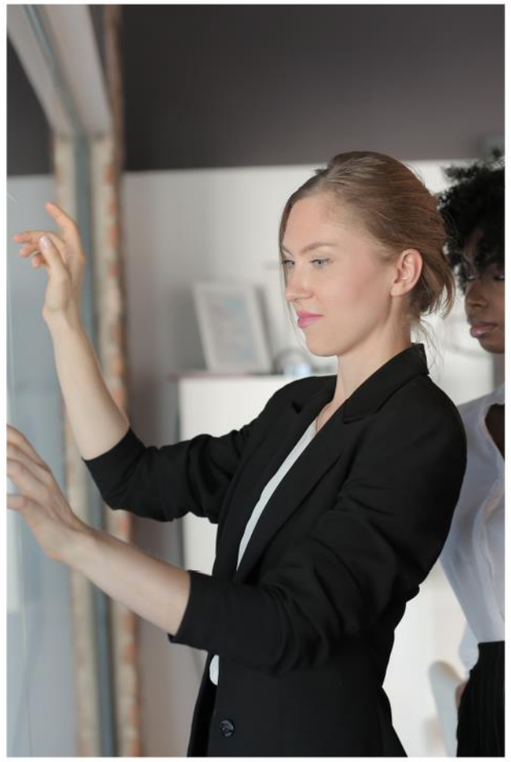
One significant moment that demonstrates this is the WAT Conference. On this day, the whole family comes together - every member of staff, in every role, sharing our common moral purpose and vision. We have the opportunity to experience world-class speakers and some of the best of the collaborative work going on across our schools. For our staff, this is a significant opportunity to listen and to contribute to the broader staff experience in a high-class conference venue.

Staff feel valued when they are invited to share a successful or innovative strategy they have been responsible for. We also use this time together to recognise those staff who have gone above and beyond in all they do. We do this through our WAT awards, which publicly share the success not only of the winners but also of the many nominees put forward by their schools.

When asked if there was anything he would have

"A culture of collaboration and celebration allows everyone to experience high expectations and this helps excellence to travel."

done differently in his glittering career, the Duke of Wellington replied, 'Yes, I should have given more praise.' We celebrate success because professional recognition is so important for all who work in education and we want all our staff to model praise with our children and young people.



The Windsor Academy Trust Family

Windsor High School and Sixth Form

Academy Overview

Windsor High School and Sixth Form is the founding school in the Windsor Academy Trust family.

Windsor High school was established in Halesowen in 1983 and expanded to open its successful sixth form in 2010. The school became the first converter academy in Dudley and it is the largest school in the Trust, with just under 1,700 students aged 11 to 18. The school is known for its high achievement and is currently the highest performing secondary school and sixth form in Dudley for progress made by students.

Ethos and values

Windsor High School and Sixth form is committed to delivering the very best education for students. This is demonstrated in the school's motto of 'Excellence for All', its track record of academic success and extensive extra-curricular activities.

The school strives for students to develop a love of learning, to be successful learners and gain the knowledge, skills and attributes to be successful in the world of work. Equally, they endeavour for the students to be good human beings, with a sense of purpose and character enabling them to flourish in life. This is nurtured through a culture of respect and responsibility for oneself and for others.

Kingswinford Academy

Kingswinford Academy

Academy Overview

Kingswinford Academy is a leading secondary school located in Kingswinford, Dudley.

Catering for students aged 11-16, the Academy is known for its high academic standards and is rated Good (with Outstanding features) by Ofsted. Kingswinford Academy joined the Windsor Academy Trust family in November 2016.

The Academy offers a rich and varied curriculum, including an excellent range of extracurricular activities. This supports students in reaching their potential and preparing them for further education and their future careers.

Ethos and values

Kingswinford Academy believes that all students deserve the very best start in life and strive to make sure that they have the very best opportunity to do just that.

The Academy has a strong reputation for achieving high academic standards and for ensuring students are happy and safe. Their combination of academic and extensive extra-curricular activities prepare students perfectly for the next step in their education and their future careers.

Great Wyrley Academy

Academy Overview

Great Wyrley Academy is a secondary school and sixth form for students aged 11-18 in Great Wyrley, Staffordshire. The Academy is committed to delivering the very best education and fulfilling the academic personal potential of all students. Great Wyrley Academy joined the Windsor Academy Trust family in September 2018.

Great Wyrley Academy is renowned for its performing arts specialism, with one of the best indoor theatres in the area. It also has excellent sports facilities including its own swimming pool, gymnasium, fitness suite, outdoor football pitches and newly built multi use games area.

Ethos and values

Great Wyrley Academy is committed to delivering the very best education for all students. This is demonstrated through the school's motto of "Relentlessly Pursuing Excellence".

The Academy's beliefs and values are practised through the 'Wyrley Way'. This is a set of values and behaviours that are built upon respect and responsibility that are lived throughout the school.

Great Wyrley strives for students to have a love of learning, be successful learners and gain the knowledge, skills and attributes to be successful in the world of work. Equally, the Academy endeavours for our students to be good human beings, with a sense of purpose and character enabling them to flourish in life. Great Wyrley Academy joined the Windsor Academy Trust family in September 2018

Cheslyn Hay Academy

Academy Overview

Cheslyn Hay Academy is a secondary school and sixth form located in Cheslyn Hay, Staffordshire. Cheslyn Hay Academy joined the Windsor Academy Trust family in December 2018.

Open to students aged 11-18, the Academy has an excellent reputation for helping students achieve their potential with its commitment to high expectations and achievement. The Academy provides a positive and engaging learning environment that challenges students to go further, develop independence and prepare for their next step.

Ethos and values

Cheslyn Hay Academy has a culture of high expectations and achievement that is built upon a positive and respectful learning environment.

Cheslyn Hay's ethos is to ensure that every lesson counts, for every child, every day. Teachers deliver engaging lessons that help students progress and students come to school ready to challenge themselves to be the best they can be.

The Academy offers a wide variety of extra-curricular and leadership activities that help children develop their skills and talents. Cheslyn Hay's positive environment ensures that both academic and personal potential is developed. This enables students to grow into independent, responsible young adults who are able to progress to their future career. Cheslyn Hay Academy joined the Windsor Academy Trust family in December 2018

Colley Lane Primary Academy

Academy Overview

Colley Lane Primary Academy is a primary school and nursery that provides an outstanding learning environment for children in the Cradley community in Halesowen. Colley Lane Primary Academy joined the Windsor Academy Trust family in April 2017.

Rated Good by Ofsted (February 2020), the Academy offers a creative and exciting curriculum with lots of extracurricular activities. The Academy works in partnership with parents and the community to provide the best all-round education following its motto of 'never settle for less than your best'.

Ethos and values

Colley Lane's school motto 'Never settle for less than your best' is embraced by its children, who take great pride in their school and their achievements. By working closely with parents, the Academy aims to do its very best for all children, helping them grow into independent and responsible young people.

Goldsmith Primary Academy

Academy Overview

Goldsmith Primary Academy is a welcoming and growing primary school and nursery located in the Blakenall area of Walsall. Goldsmith Primary Academy joined the Windsor Academy Trust family in September 2012.

Open to children aged 2 to 11 years old, the Academy inspires pupils and generates a love of learning through its 'You can do it' ethos and aspiring curriculum. The Academy has excellent facilities including an on-site 15m learner swimming pool, library and forest school.

Ethos and values

Goldsmith has a very strong 'You Can Do It' ethos, which is taught through the 'I and we Aspire' curriculum. By working together, the Academy strives to ensure all children develop academically, morally, socially, emotionally and spiritually every day.

Manor Way Primary Academy

Academy Overview

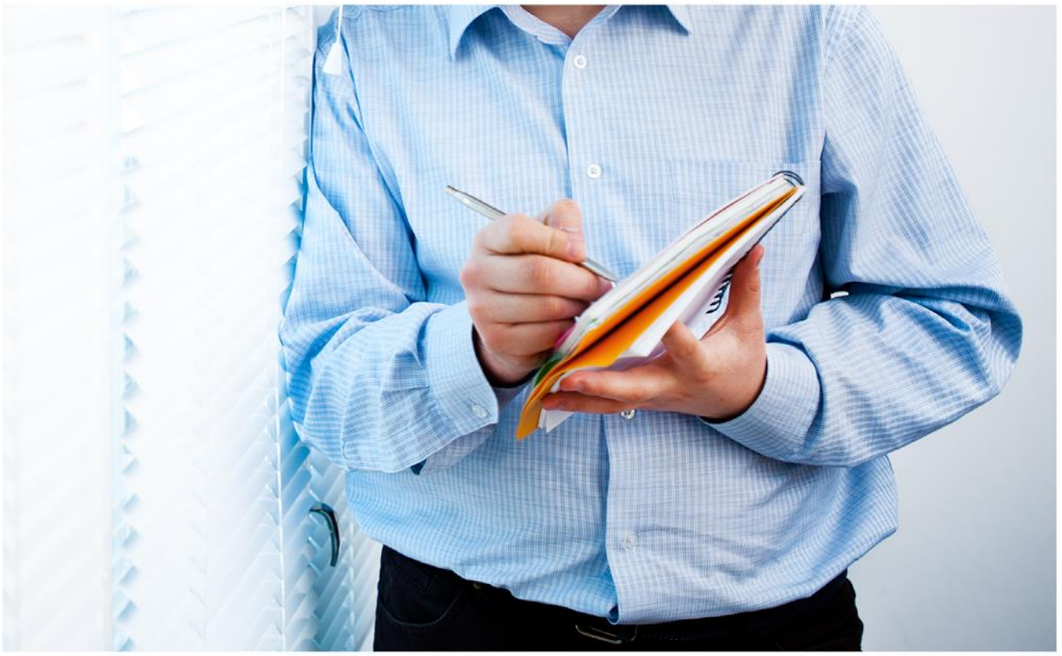
Manor Way Primary Academy is a welcoming primary school and nursery in Halesowen committed to excellence. Manor Way Primary Academy joined the Windsor Academy Trust family in October 2015.

The Academy caters for pupils aged 2-11 and is focused on supporting children to become happy and successful learners. Manor Way offers an exciting and broad curriculum that helps children become confident, prepared and ready to succeed in their next step.

Ethos and values

Manor Way's vision is that they want their children to be the best they can be. This reflects a passionate commitment to learning and is driven by the Academy's desire to offer the best possible education for pupils in partnership with parents, the Trust and the local community.

The Academy aims for all children to be happy and successful learners so that they can achieve their full potential and develop lifelong learning behaviours.



Rivers Primary Academy

Academy Overview

Rivers Primary Academy is a rapidly growing primary school and nursery which has grown to a two-form entry school. Rivers Primary Academy joined the Windsor Academy Trust family in November 2013.

Located in the Blakenall area of Walsall, the Academy has outstanding modern facilities in its brand new school which opened in September 2020.

Ethos and values

At Rivers Primary Academy every child is valued as an individual. The Academy places a strong emphasis on the importance for all children to reach their full potential in a happy, supportive and exciting environment.

The Academy works in partnership with parents and the wider community to achieve the very best for their children. This develops independent learners who are equipped with the necessary skills, and knowledge to enable them to cope with an ever-changing world. All children are encouraged to seek excellence and enjoyment in all that they do.

Tenterfields Primary Academy

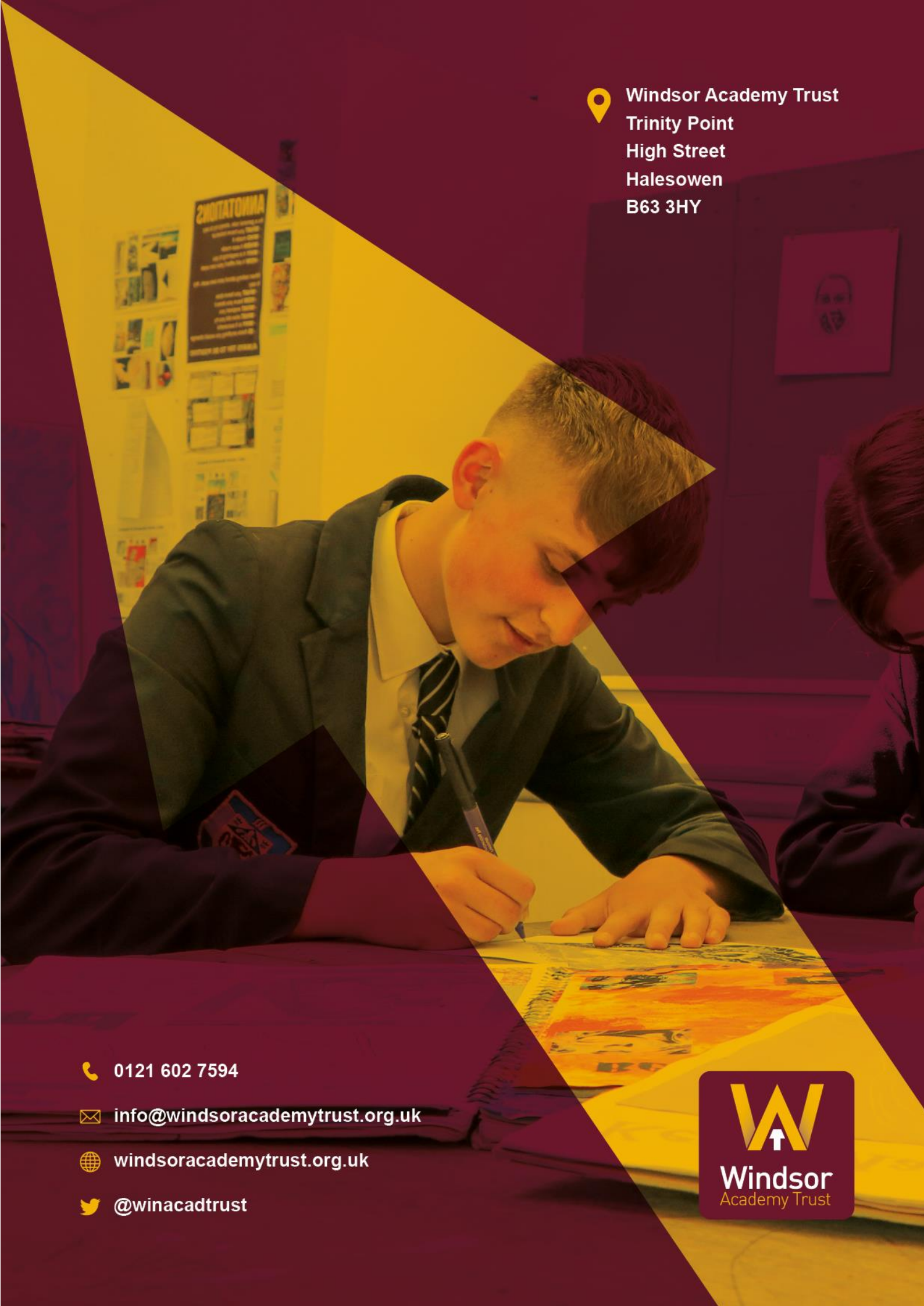
Academy Overview

Tenterfields Primary Academy is a family orientated primary school located in Tenterfields, Halesowen. Tenterfields Primary Academy joined the Windsor Academy Trust family in September 2016.

Rated Good by Ofsted (November 2019), the Academy is open to children aged 3 to 11 and prides itself on its caring, family atmosphere. The Academy works in partnership with parents, families and the community to provide the finest all-round education for pupils following its ethos of ‘learning together, growing together’.

Ethos and values

The Academy aims to provide the finest, all-round education possible for its children through its vision of ‘learning together, growing together’. This is supported through a strong partnership with parents, families and the community.



Windsor Academy Trust
Trinity Point
High Street
Halesowen
B63 3HY

0121 602 7594

info@windsoracademytrust.org.uk

windsoracademytrust.org.uk

@winacadtrust

Windsor
Academy Trust