

Cover Supervisor



A photograph of three students in a classroom, all wearing school uniforms and focused on their work. The student in the foreground is writing in a notebook. The background is slightly blurred, showing two other students. The entire image has a red tint.

Unlocking Academic and Personal Potential

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Welcome

Dear applicant

Thank you for expressing your interest in the post of Cover Supervisor at Clayton Hall Academy.

Windsor Academy Trust (WAT) is an inspiring and exciting place to work. We are a leading multi-academy trust with 15 excellent primary and secondary schools. We are a team of 1,300 passionate, dedicated and innovative staff who every day make a difference for 9,000 children through our unwavering focus on unlocking our children's academic and personal potential.

We want our young people to become all and more than they ever thought they could be and we are inspired by the transformative role our talented staff team plays in shaping our children's lives and futures.

We have an exciting strategy that builds on our hugely successful first decade and powers us into the next. Our 'five big moves' drive academy transformation boosted by digitally enriched learning, building staff talent, transforming communities, ensuring we are sustainable and an environmental force for good and reach beyond our own schools to shape and influence the school trust system. Windsor Academy Trust is a strong trust highly regarded regionally and nationally. We are proud to be the 'environmental trust of the year'.

We are exceptionally proud of Windsor Academy Trust's reputation as a great employer and being a case study in a book on multi-academy trusts

written by Sir David Carter, the previous national schools commissioner, in a chapter titled: 'why should anyone work for you'. We are also very proud of the track record we have for staff professional development across the region and have recently been announced as an Associate College for the National Institute of Teaching.

There is an excellent culture of collaboration and unity of purpose across the family. This is something we cherish and nurture and is a strong feature of our day to day work and a constant focus for us all. We support all of our staff to help them grow and develop their knowledge and skills, alongside offering a wide range of benefits and an outstanding working environment. There is a substantial professional learning offer for both teaching and professional services staff.

As we advance to the next stage of our family's growth and development we are seeking to appoint a Cover Supervisor.

If you believe you have the passion, expertise, and vision to join us on this journey, I invite you to be part of our story, our legacy, and our future. Together, let's shape the future.



Yours sincerely

Dawn Haywood
Chief Executive Officer

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

WAT Strategy: Our 'Five Big Moves'

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



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



02 /

Big Move Two

Build staff talent by developing inspiring, research informed staff



05 /

Big Move Five

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



03 /

Big Move Three

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

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

Cycle to work scheme

For those who do not live too far from work, cycling instead of driving or taking public transport could be a good option to save on travel costs. Our cycle to work scheme helps WAT employees to purchase a brand new bike and spread the cost over 12-18 months. To find out more, visit [The UK's Most Popular Cycle to Work Benefit - Cyclescheme](#).

Pensions

As a staff member you have access to the Local Government Pension Scheme and Teachers' Pension Scheme - both generous schemes with the employer contributing up to 20% plus. This also provides a death in service benefit of 3 times your salary.

Reduced childcare costs

For working parents, childcare costs can be a significant financial burden. However, there are some solutions available to staff that may help ease short-term financial pressures around childcare. You may be eligible for the Government's tax-free childcare scheme. Find out more by visiting [Tax-Free childcare at gov.uk](#). Should you need them, flexible working and paid time off for caring responsibilities policies are available upon request. Visit the Policies and Procedures section on the WAT website for full details.

Local Credit Union

WAT is now a partner employer with Castle & Crystal Credit Union based in Dudley. They are a not-for-profit financial co-operative who provide affordable loans and secure savings for all who live or work in the West Midlands. Loans repayments can be made directly from your salary.

Free flu vaccinations and eye tests

For a number of years, WAT has provided free flu vaccination vouchers so that you can protect yourself over the winter months. We also provide free eye tests for display screen equipment users, which applies to the majority of our employees.

Pay progression & career pathways

As well as any nationally agreed pay award (a salary increase linked to inflation), our employees have access to pay progression according to their grade.

We offer a number of career pathways from teaching and other classroom based roles to administration and IT. If you're interested in progressing on your career journey or taking a new career pathway, you should discuss this further with your line manager at your annual appraisal.

Employee Assistance Programme

WAT has signed up to an Employee Assistance Programme with the Education Support Partnership which provides a support line to access a range of practical and emotional help 24/7, including counselling sessions, financial, legal and practical support from qualified professionals on a range of personal issues as well as access to online health and wellbeing resources and a specialist information service. Please call 08000 856 148.

Food and leisure discounts

WAT has signed up to access Vivup - the leading wellbeing and benefits provider to the public sector - meaning our employees can benefit from lifestyle savings on films, leisure activities, dining out, family essentials and many more popular categories. This will be launched early in the new year.

Continual Professional Learning (CPL)

WAT has developed exceptional teachers, leaders and professional services staff in schools for over a decade. We have an excellent reputation for delivering outstanding and innovative professional development for teachers, leaders and professional services staff at all levels, across the Midlands and beyond. Our professional development offer ranges from Initial Teacher Education, to the Early Career Framework as well as leadership development programmes such as National Professional Qualifications (NPQs) as well as networking groups for a number of roles.

Cover Supervisor – required mid November

Temporary contract to cover Maternity leave - 37 hours per week – Term Time only – Grade 3

We are looking to appoint an inspiring, enthusiastic and committed individual to join our team at Clayton Hall Academy. You will provide support during the absence of a teacher ensuring that the curriculum is maintained for our students in Years 7 to 11.

This is an exciting opportunity if you are looking to gain experience of working with young people and would suit applicants who may be considering a future career in teaching.

You will work alongside teaching staff, establishing supervisory skills and develop in the management of school classes.

We have a clear, whole school approach to behaviour for learning, which is adopted by all staff and supported by leaders at all levels. We are looking for someone who is dedicated and hardworking, and someone who enjoys, even relishes, a school environment.

Clayton Hall Academy is an academy where we all strive for excellence. We have a real sense of community, and being part of the community is incredibly important to us. Our team approach is evident in everything that we do, and this has been a key factor in securing school improvement in recent years. Furthermore, Clayton Hall Academy is part of the Windsor Academy Trust where the support, guidance and cross-school work is of a high quality.

We firmly believe in the importance of all of our students achieving an excellent education, which in turn enables our students to believe that they can achieve their dreams with hard work, determination and self-motivation.

The value of being part of our team should not be underestimated, joining Clayton Hall Academy will mean that you will be part of a supportive and dedicated group of staff who will invest in your professional development. This is a fantastic opportunity to develop your abilities and knowledge whilst working in a supportive environment in conjunction with other very dedicated and professional staff.

If you wish to visit the Academy or speak to the Deputy Headteacher please contact Gareth Pass on 01782 367650 or gpass@claytonhall.windsoracademytrust.org.uk

Closing date: 9am Friday 18th October

Interviews will be held the following week

Clayton Hall Academy is committed to safeguarding and promoting the welfare of all of our students and expect all staff and volunteers to share this commitment. An enhanced DBS with barred list check applies to all roles.

Job Description

| | |
|------------------------|--|
| Salary | Grade 3 SCP 8 - 11 £21,341 - £22,444 |
| Reporting to | Headteacher and Senior Leaders |
| Responsible for | The Cover Supervisor will supervise whole classes in the absence of the class teacher ensuring pre-prepared activities are completed and behaviour is appropriate, ensuring the health and safety of students at Clayton Hall Academy in line with the vision and values of Windsor Academy Trust. |
| Location | Clayton Hall Academy |

Job Purpose:

The Cover Supervisor will supervise whole classes in the absence of the class teacher ensuring pre-prepared activities are completed and behaviour is appropriate, ensuring the health and safety of students at Clayton Hall Academy in line with the vision and values of Windsor Academy Trust.

To do other reasonable tasks within the function, commensurate with the grading level and responsibility of the role.

Clayton Hall 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.

Reporting to: Headteacher and Senior Leaders

Main duties and responsibilities:

- Supervise pre-planned activities and self-directed learning in the absence of the class teacher.
- Manage the behaviour of pupils/students whilst they are undertaking this work to ensure a constructive learning environment.
- Respond to questions from students about process and procedures.
- Assist students to undertake set activities as appropriate.
- Deal with any immediate problems or emergencies according to the academy's policies and procedures.
- Collect completed work after the lesson and return it to the appropriate class teacher.
- Report back as appropriate using the academy's referral procedures on the behaviour of students during the class and any issues arising.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom.
- Encourage students to interact and work cooperatively with others and engage all students in activities.

- Provide feedback to students in relation to progress and achievement.
- Prepare classroom/outside areas for lessons, ensuring that resources are available and cleared away at the end of the lessons as appropriate.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of the students.
- Undertake planned supervision of students/ out of hours learning activities as required
- Supervise students on visits, trips and out of school activities as required.
- Undertake exam invigilation as required.

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.

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

| Area | Essential | Desirable |
|---|-----------|-----------|
| Qualifications | | |
| ▪ NVQ Level 3 or equivalent in relevant area | ✓ | |
| ▪ Very good numeracy and literacy skills | ✓ | |
| Knowledge and experience | | |
| ▪ Experience of working with relevant age groups within a learning environment | ✓ | |
| ▪ Understanding of classroom roles and responsibilities | ✓ | |
| ▪ Working knowledge and compliance of school policies and procedures | ✓ | |
| ▪ Knowledge of behaviour management techniques | ✓ | |
| ▪ Curriculum knowledge and experience to support self-directed learning | ✓ | |
| Skills and competencies | | |
| ▪ Ability to communicate clearly and explain sometimes complex information with due regard to confidentiality | ✓ | |
| ▪ Ability to promote and support the inclusion of all students in the learning activities in which they are involved | ✓ | |
| ▪ Can use ICT effectively to support learning | ✓ | |
| ▪ Ability to understand policy, procedures and legislation relevant to areas of work | ✓ | |
| ▪ Ability to understand the aims, content, teaching strategies and intended outcomes for the lessons | ✓ | |
| Personal Qualities & Attributes | | |
| ▪ Remain calm in difficult situations | ✓ | |
| ▪ Displays sensitivity and empathy to others | ✓ | |
| ▪ Ability to identify own training needs and willingness to participate in training and development opportunities | ✓ | |
| ▪ Comply with Trust's commitment to the protection and safeguarding of children | ✓ | |
| ▪ Clayton Hall 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 with barred lists check. | ✓ | |



How To Apply

The closing date for completed applications is 9am on Friday 18th October 2024. Interviews will take place the following week.

Application 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 Gareth Pass on 01782 367 650 or email gpass@claytonhall.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 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 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 fifteen schools - eight secondaries and seven primaries in the West Midlands - all within an hours' 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 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.

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



The Windsor Academy Trust Family



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.



Clayton Hall Academy

Academy Overview

At Clayton Hall Academy, a vibrant and dynamic secondary school and sixth form located in the heart of our community, we are dedicated to fostering a love of learning in students aged 11-16. Known for our commitment to excellence and high achievement, we pride ourselves on helping every student reach their fullest potential. Our Academy is more than just a place of academic learning; it is a space where young minds are encouraged to grow, explore, and become independent thinkers. We offer a positive, stimulating environment that challenges and motivates our students to push their boundaries and prepare for the diverse paths that lie ahead.

Ethos and values

At Clayton Hall Academy, we are committed to being the school of choice in our community, driven by our unwavering dedication to providing a gold standard education for all students. Our ethos is centred around:

Excellence in Education: We strive to deliver an aspirational curriculum that fosters academic success, ensuring that every student has access to the best educational opportunities.

Tailored Support: Recognising the uniqueness of each student, we take a tailored approach to support individual needs, helping students to become resilient, independent, and confident.

Building Strong Citizens: Our goal is to nurture students who are not just academically proficient but also well-rounded citizens, ready to take on the challenges of the world with confidence and independence.



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.



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



☆ Aim high & be a Star ☆

Greenways Primary Academy

Academy Overview

Greenways Primary Academy is a welcoming single form entry primary school, open to children aged 3 to 11. Maintaining 'Good' by Ofsted (October 2019), the academy prides itself on its caring, family atmosphere where children experience a knowledge rich curriculum with lots of extra-curricular activities. In partnership with parents, Greenways Primary provides the best all-round education encouraging children to 'Aim high & be a Star!'.

Ethos and values

Our pupils are at the centre of all decision making and our goal is to ensure that they are happy, resilient and responsible learners; keen to develop the key knowledge and skills required to have the very best start to their education and a life-long love of learning.



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.



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.



Milton Primary Academy

Academy Overview

Milton Primary Academy is a welcoming two-form entry primary school and nursery committed to excellence. The Academy caters for pupils aged 3-11 and is focused on supporting children to become happy and successful learners. Milton Primary Academy offers an exciting and ambitious curriculum that helps children become confident, prepared and ready to succeed in their next step.

Ethos and values

At Milton, we pride ourselves in the environment that we create. It is important to us that every child is recognised for the unique individual that they are. We create a happy, caring atmosphere where every child is at the centre of all that we do. Our expectations are consistently high as we strive to ensure that every child achieves their full potential. Staff, supported by trustees, work hard to deliver a rich, ambitious and challenging curriculum; this prepares children for future education and helps them acquire the skills and enthusiasm needed to embrace the opportunities, responsibilities and experiences of later life.



NEWCASTLE
ACADEMY

Newcastle Academy

Academy Overview

Newcastle Academy, a secondary educational institution, is dedicated to preparing students for the demands of the 21st century. The Academy emphasises a well-rounded education, integrating into the community it serves, and providing outstanding teaching and pastoral support. It aims to develop fulfilled adults equipped with both academic and personal skills.

Ethos and values

Newcastle Academy's ethos is centred on providing a balanced education that fosters academic excellence, personal growth, and community engagement. The Academy offers diverse opportunities including sports, arts, and academics, alongside comprehensive pastoral care. It prioritises students' holistic development, focusing equally on academic success, mental wellbeing, and life skills like resilience, self-confidence, and determination. Newcastle Academy is committed to continual improvement, empowering students to reach their full potential in both academic and personal spheres.



Rivers Primary Academy

Academy Overview

Rivers Primary Academy is an Ofsted rated 'good' two-form entry school serving the community of Blakenall in Walsall catering for children aged 3-11. Rivers Primary Academy joined the Windsor Academy Trust family in November 2013. In September 2020 we moved into a brand new school building equipped with its own studio and laboratory.

Our purposeful curriculum ensures that all children are inspired to aspire, providing them with opportunities to excel both academically and personally. Our curriculum and enrichment opportunities broaden our children's horizons through enabling them access a myriad of experiences enabling each child to find their passion.

Ethos and values

Rivers is a school at the heart of its community. At Rivers, we know that every child is unique; from the first day a child begins their learning journey with us we will spend time finding out how to make sure they sparkle.

We work closely with our entire community to provide an environment that promotes our children to thrive and be ready to continue on the next part of their educational journey.



Sir Thomas Boughey Academy

Academy Overview

Welcome to Sir Thomas Boughey Academy, a vibrant and inclusive school where learning is a passion and educational excellence is achieved. Our headteacher, Mrs. Jane Hingley, leads with a vision of creating an environment where students are not just academically successful but also develop the resilience, ambition, and integrity necessary for lifelong success. The school's recognition by Ofsted as 'Good' in all categories reflects our commitment to high standards, student enthusiasm, and a nurturing, caring atmosphere.

Ethos and values

Our Moral Purpose and Vision

At Sir Thomas Boughey Academy, our core purpose is to significantly enrich and enhance our students' lives and contribute positively to the community. We aspire to deliver an educational experience where creativity, resilience, and excellence shine through in every aspect of school life, fostering a safe and joyous environment for all.

Core Values

Our values, defined as Excellence, Kindness, and Respect, are the pillars of our community. These values were chosen to perfectly represent our moral purpose and vision, guiding our approach to education and interactions within our community. They embody our commitment to not only academic prowess but also the development of well-rounded, compassionate individuals.



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 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.



Windsor Olympus Academy

Academy Overview

At Windsor Olympus Academy, our goal is to provide a nurturing and inclusive environment where students can thrive both academically and personally. Our approach to education is centred around creating an environment that nurtures

young people's growth, ignites their passion for learning, and awakens their aspirations for personal growth. We want to develop our students' understanding of well-being and health so that they thrive, and we want to be at the heart of the community, thriving together.

Ethos and values

At Windsor Olympus Academy, our goal is to provide a thriving environment for students and community. Our approach includes:

- creating an environment that nurtures young people's growth
- igniting their passion and love for learning to enable academic success
- awakening their aspirations for personal growth
- developing their understanding of well-being and health so that they thrive
- being at the heart of the community
- thriving, together



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