

**Faculty Director of Maths
MPS/UPS with TLR 1C (£12,137)
Permanent, full time
Required for September 2022**



Unlocking Academic and Personal Potential

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Welcome

Dear Candidate

Thank you for expressing an interest in working at Great Wyrley Academy.

We are committed to delivering the very best education and fulfilling the academic personal potential of all our students.

Great Wyrley Academy is renowned for its performing arts specialism, with one of the best indoor theatres in the area. We also have excellent sports facilities including our own swimming pool, gymnasium, fitness suite, outdoor football pitches and newly built 3G multi use games area.

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

Our students have taken on the responsibility of developing a set of core characteristics, attributes and behaviours instrumental to their success as learners. It is known as 'ASPIRE' and students aim high and achieve well. Student leadership plays a central part in the growth of our school.

We strive for students to have a love of learning 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.

We are confident in the quality of education that we provide for our young people. Our commitments to fully develop each individual through our broad and balanced curriculum. We want every student to achieve their potential. As such, we offer many opportunities both within the curriculum and as part of our extra-curricular programme to support and foster achievement, success and encourage participation.

Our pastoral structure is in Year groups; however, all students are in one of four houses enabling us to create healthy competition between students. Weekly assemblies focus on raising aspirations, developing physical and mental well-being and spiritual, moral, social and cultural awareness.

We are committed to the professional development of our teaching and professional services staff and have access to the many outstanding innovative courses and development opportunities afforded us as a member of the Windsor Academy Trust.

We are proud of our students and their successes. They are the result of close collaborative relationships between staff, students and parents. Our journey since becoming an academy in September 2018 has been one of rapid improvement. The future looks even brighter.

I look forward to reading your application.



Ian Moreton
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 Charter.

Job Description

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

Great Wyrley 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 Responsibility

Work with the Headteacher, Leadership Team and WAT Central Team to secure and sustain effective teaching and learning throughout the school, monitor and evaluate the quality of teaching and standards of student’s achievements, use benchmarks and set targets for improvement.

Specific Duties: Undertaking the following responsibilities:

1. School Leadership

- Contributing to the well-being and development of the school, including the supervision of students, the guidance of teachers and consultation with the Deputy Headteacher (Curriculum) and other senior colleagues.
- Helping to develop, communicate, implement, monitor and evaluate whole school and Faculty policies and reporting back to the Leadership Team.
- To raise standards of student attainment by developing and monitoring whole school and Faculty improvement strategies as defined by the F.I.P and S.I.P
- To work with colleagues to formulate aims, objectives and strategic plans relevant to the needs of students and the strategic direction of the school.
- To lead on developing networks with schools and other agencies.
- To meet with Link Governor to review the F.I.P as appropriate.

2. Leadership of a Team of Teachers, in accordance with School Policy by:

- Advising, guiding, inducting and mentoring members of the Faculty as appropriate.
- Monitoring the work of members of the Faculty to ensure high quality teaching and learning and to develop and enhance their teaching practice.
- Attending meetings and presenting the views of members of the Faculty at, and reporting back from, all areas of consultation.

- Encouraging members of the Faculty to keep abreast of developments in their subject areas.
- Assisting in the professional development of members of the Faculty and taking a leading role in the Performance Management systems of the school.
- Chairing Faculty meetings, raising agendas and arranging distribution of minutes.
- Advising the Headteacher about advertising and recruiting Faculty staff and supplying skeleton references for members of the Faculty, as required.
- Ensuring clear lines of communication with all members of the Faculty.
- To promote teamwork, to motivate staff to ensure effective working relations and act as a positive role model.

3. Responsibility Structure

- Ensuring the responsibility structure within the Faculty supports maintenance and improvement of standards.
- Ensuring the successful completion and delivery of delegated tasks and responsibilities.
- To oversee the work of trainee teacher programmes within the Faculty.

4. Curriculum

- To be proactive working collaboratively within the trust, in leading curriculum development and initiatives at national, regional and local levels.
- Responsibility for leading the Faculty’s curriculum planning, syllabus selection, incorporating “whole-school” policies and contributing to relevant units or components of other subjects, syllabuses or cross curricular programmes of study as may be required.
- Responsibility for ensuring up-to-date schemes of work are maintained for use internally and externally as required and monitoring how schemes of work are implemented and regularly reviewed to maximise their effectiveness.
- Responsibility for advising on and developing teaching approaches used by the subject teams, the development and selection of suitable materials and advising on classroom management appropriate to the relevant subject matter.

5. Assessment, Examinations, Reporting and Evaluation

- To be proactive in leading assessment development and initiatives at national, regional and local levels.
- Establishing and overseeing Faculty’s examination policy and both internal/external assessment procedures, in accordance with School policy.
- Ensuring the effective administration, smooth running of external exams and ensuring exam board requirements are met by liaison with Examinations Secretary.
- Providing information to Headteacher, parents and colleagues about the work of the Faculty and students progress in accordance with school policy.
- Interpretation of exam analysis, subsequent action planning and establishing the process for target setting and monitoring progress towards targets set.
- Overseeing relevant students’ subject report formats and collecting a portfolio of good practice to share with other staff/inform new staff.
- Ensuring effective moderation procedures are in place and a portfolio for exemplification of standards is maintained.

6. Organising Learning

- Allocating students to teaching groups in liaison with members of the Faculty according to school policy.
- Maintaining up-to-date staff/teaching group lists informing the Deputy Headteacher (Curriculum) of any changes when made.
- Liaising with the Deputy Headteacher (Curriculum) on the construction of the timetable and appropriate Options information.
- Responsibility for the management and conduct and behaviour of students within the Faculty and supporting colleagues within the Faculty to ensure learning is maximised.
- Ensuring Cover Supervisors and supply staff are supported in providing appropriate learning opportunities when Faculty staff are absent.
- Monitor and evaluate provision of SEN support and liaising with SENCO.
- Monitor and evaluate the provision and progress for G & T students.
- Monitor and evaluate the arrangements, objectives and outcomes of educational visits.

7. Quality Assurance

- Improving the quality of teaching and learning within the department
- Monitoring and evaluating the success of the department in accordance with the school's Quality Assurance Policy
- Identifying and celebrating areas of success for individual teachers and the department
- Identifying and challenging areas of underperformance for individual teachers and the department
- Making use of analysis and evaluation of performance data provided.
- Identifying and taking appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken

8. Resources

- Controlling Faculty expenditure and budgetary planning.
- Overseeing the usage, storage and security of equipment, materials and other resources and ensuring the learning environment and facilities maximise learning.
- Preparing a Faculty bid for capitation or other funding opportunities.
- Devising systems for maintenance of Faculty inventories and stock records according to school policy.

9. Health and Safety Act

- To ensure that Health and Safety Policies and practices, including Risk Assessment, throughout the Faculty are in line with school policy and updated when necessary.
- Having delegated responsibility for the implementation of the Act and reporting any issues and recording concerns via Faculty meeting minutes.

Specific Faculty Responsibilities:

To whom responsible	Headteacher
Staff for whom responsible	All teaching and support staff within Faculty
Signature of Employee	
Print name	
Date	

This job description may be amended at any time by agreement.

Person Specification

ATTRIBUTES		
Qualifications	<ul style="list-style-type: none">▪ Degree or equivalent in Mathematics or a related subject▪ Qualified teacher status▪ Evidence of continuing professional development▪ Degree at 2:1 or above	E E E D
Work related experience / Specialist knowledge	<ul style="list-style-type: none">• Evidence of leading a team and of impact in current role• Holding a TLR• Expert in using data to improve outcomes• Consistently effective classroom practitioner• Able to accept autonomy, operate professionally and hold others to account• Experience of coaching, mentoring and leading training• Evidence of leading successful change for improvement• Good working knowledge of IT and its application to teaching	E D E E E E E D
Aptitudes, skills and abilities	<ul style="list-style-type: none">▪ Enthusiastic in leading students and staff▪ Commitment to success for all students▪ Good motivational and leadership qualities▪ Evidence of, and willing to, contribute to extra-curricular activities including leading international visits▪ Able to set targets, meet deadlines and to work under pressure▪ Maintains high professional standards▪ Ambition and potential for future senior leadership role	E E E E E E D
Other	<ul style="list-style-type: none">▪ Great Wyrley 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 children's barred check list. Evidence of having the right to work in the UK is required. Successful candidates are subject to rigorous pre-employment checks.	E

How To Apply

The closing date for completed applications is 8 June 2022 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 Mrs Marie Newman, PA to Headteacher on 01922 419311 or by emailing mnewman@greatwyrley.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 McNerney'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

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

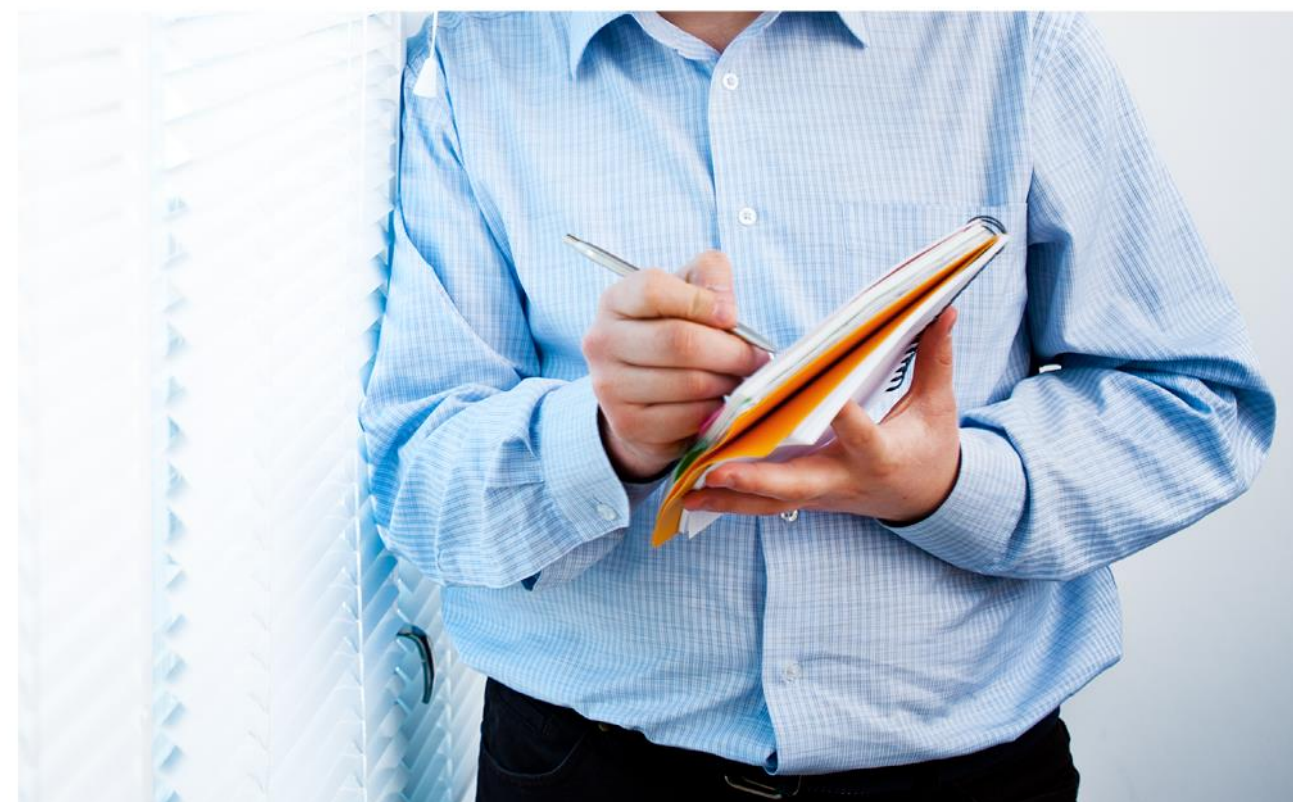
Manor Way Primary Academy is a welcoming primary school and nursery in Halesowen committed to excellence. Manor Way Primary Academy joined the Windsor Academy Trust family in October 2015.

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.





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