

Head of School



A photograph of three students in a classroom, all focused on their work. The student in the foreground is a young man in a suit, writing in a notebook. Behind him, a young woman is also writing. To the left, another student is partially visible, looking at a tablet. The entire image has a red tint. The text 'Unlocking Academic and Personal Potential' is overlaid in the center.

**Unlocking
Academic
and Personal
Potential**

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Welcome

Dear applicant

Thank you for expressing your interest in the post of Head of School at Tenterfields Primary Academy.

Windsor Academy Trust (WAT) is an inspiring and exciting place to work. We are a leading multi-academy trust with 12, soon to be 15, excellent primary and secondary schools across the West Midlands. We are a team of 1,100 passionate, dedicated and innovative staff who every day make a difference for 7,500 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 Head of School.

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

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 7,500 students aged two to 18 driven by 1,100 committed, inspiring and talented staff.

Established in 2011 with Windsor High School and Sixth Form, our family has grown to twelve successful schools. We currently have seven primary and five secondary schools in the West Midlands, all located within one hour of each other. Our family reach will be expanding with three more schools due to join us soon and further plans for growth.



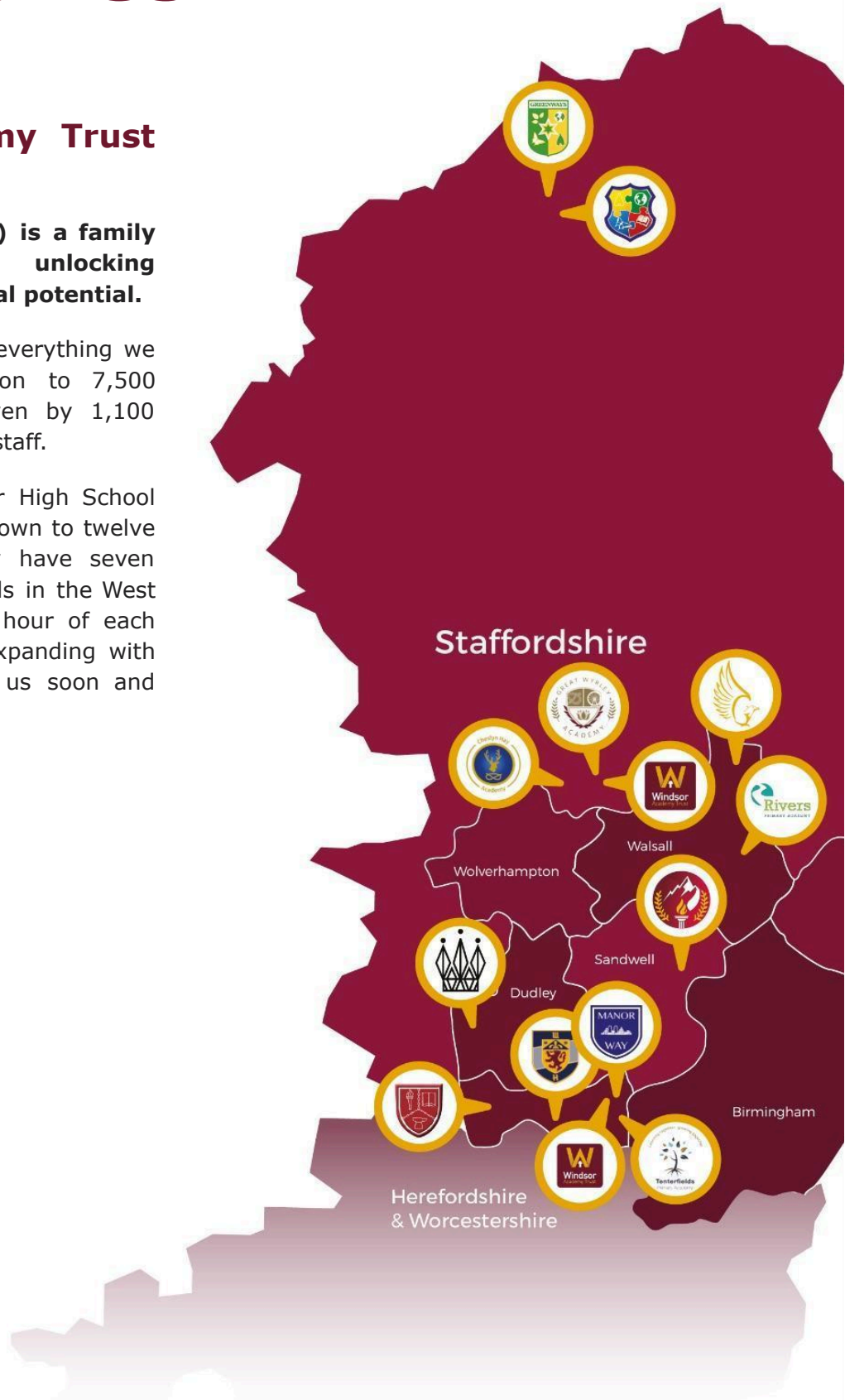
12
SCHOOLS



7,500
CHILDREN



1,100
STAFF



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.

Job Description

Salary	Leadership Scale 9- 13 £57,480 - £63,428
Reporting to	The Executive Headteacher
Location	Tenterfields Primary Academy

The Head of School will lead the school inspiring staff to achieve the highest possible standards in teaching and endeavor to unlock pupils' academic and personal potential in collaboration with the Headteacher.

The Head of School will:

- be responsible for the day to day running of the school
- support the Executive Headteacher to set and review the school's priorities and objectives, leading activity to ensure these are delivered;
- demonstrate exemplary leadership;
- develop, motivate and deploy teaching and support staff to secure the best possible use of available talent;
- determine and drive appropriate standards and targets to deliver improvement; and
- create an accountable, safe and positive learning environment in which co-operation, collaboration, respect and responsibility are celebrated.

Reporting to: The Head of School is directly responsible to the Executive Headteacher.

Responsible for: The Head of School shall ensure effective line management of members of staff in the school.

Duties and responsibilities

Carry out "the duties of a school teacher" as set out in the Conditions of Service for School Teachers in England and Wales.

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 Head Teacher.

Responsibilities

The Head of School will carry out the duties of the post in consultation, where appropriate, with the Executive Headteacher, Local Advisory Body, members of the Windsor Academy Trust (WAT) central team, school staff, and its parents and carers. The Head of School shall be responsible for the day to day leadership and management of the school, and leading colleagues in the development of policy and planning within a culture of continuous improvement. In particular, establishing rigorous academic and pastoral policies to ensure that learners receive the highest standard of education, and that demanding and measurable targets and objectives are set for staff.

Specific duties and responsibilities are set out below.

- the Head of School shall ensure that child protection and the safeguarding of students is given priority at all times
- the Head of School shall lead, manage and develop staff to ensure that the school's curriculum, resources and community provision enable everyone to achieve the highest possible standards;

- the Head of School shall ensure the highest possible standards of education through the promotion of effective teaching and learning, a balanced curriculum, the provision of excellent pastoral care, support for students and a rich extra-curricular programme;
- the Head of School shall lead and direct all members of staff and students, ensuring that effective responsibility is delegated through an appropriate management structure, and that the school complies with educational and relevant legislation, including health and safety;
- the Head of School shall be responsible for promoting the aims and values of the school and shall ensure effective communications with stakeholders, including staff, students, parents, the community served by the school, the local authority (LA), and relevant government agencies;
- the Head of School shall attend meetings of the Local Advisory Body (LAB), provide members with regular reports on school developments and activities and consult with the LAB and wherever appropriate, for example in the formulation of development plans;
- the Head of School shall keep abreast of changes in government policy and wider educational practices;
- the Head of School shall ensure that everyone is enabled to contribute effectively to the progress and development of the school;
- the Head of School shall support the busy and varied life of the school, attending its events and wider programme of activities.

Four domains of accountability:

Qualities and Knowledge

- hold and articulate clear values and moral purpose, focused on providing a world-class education for the students they serve
- demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff and towards parents, LAB members and members of the local community;
- lead by example – with integrity, creativity, resilience and clarity, drawing on their own scholarship, expertise and skills and that of those around them;
- sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and pursue continuous professional development;
- work with political and financial astuteness, within a clear set of principles centered on the school's vision, ably translating local and national policy into the school's context;
- communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.

Students and Staff

- demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students outcomes
- secure excellent teaching throughout an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students well-being;
- establish an educational culture of “open classrooms” as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis;
- create an ethos, aligned with that of WAT, within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other;
- identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning;
- hold all staff to account for their professional conduct and practice.

Systems and Process

- ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity
- provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society;
- establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice;
- welcome strong governance and actively support the LAB to understand its role and delivery of its functions effectively – in particular its functions to set school strategy and hold the Head of School to

account for student, staff and financial performance;

- distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision-making.

The Self-Improving School System

- create an outward-facing school which works with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all students
- develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students;
- challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools;
- shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff;
- model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability;
- inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

General

- Actively contribute to the overall ethos, culture, values and aims of WAT.
- 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 is subject to an enhanced DBS with barred list 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		
Qualified Teacher Status	✓	
Evidence of Continuing Professional Development relating to school leadership/curriculum development	✓	
NPQH or further professional qualification		✓
SLE or experience of working across several schools in a leadership capacity		✓
Knowledge and experience		
Successful and sustained leadership experience to at least Deputy Headteacher Level	✓	
Evidence of impact on educational outcomes within a leadership role	✓	
Successful teaching experience within the primary age range	✓	
Strategic Leadership		
Ability to provide clear educational vision and direction	✓	
Ability to inspire and motivate all stakeholders	✓	
Evidence of developing effective strategies for school improvement	✓	
High level of involvement with school improvement planning	✓	
High level involvement in monitoring and evaluation procedures leading to clear impact	✓	
Ability to work in partnership with senior leaders and governors	✓	
Ability to set challenging targets for children and staff	✓	
Ability to analyse and use pupil data on attainment and progress to raise standards	✓	
Secure knowledge of the Ofsted Framework	✓	
Understand the principles of effective teaching and learning	✓	
Strategic Leadership experience across EYFS, KS1 and KS2		✓
Leading Teaching and Learning		
Successful experience of monitoring, evaluating and improving the quality of teaching and learning	✓	
Understanding the role and impact of assessment in children's learning	✓	

Secure knowledge of statutory requirements relating to curriculum and assessment	✓	
Experience of leading curriculum innovation	✓	
Successful experience of developing effective learning behaviours	✓	
Leading and Managing Staff		
Ability to lead, manage and motivate across the school community	✓	
Ability to establish positive working relationships	✓	
Ability to plan, allocate, delegate, support and evaluate work undertaken by individuals and teams	✓	
Successful experience of identifying the need for, and leading, in-service training	✓	
Significant experience of taking a lead role in performance management of staff including leading lesson observations	✓	
Experience and skill when managing staff and holding people to account for performance	✓	
Experience of working with governors		✓
Managing Resources		
Successful experience of managing budgets	✓	
Ability to manage, monitor and review available resources, ensuring value for money	✓	
Experience of recruiting and deploying staff		✓
Personal Qualities and Attributes		
Strong commitment to raising standards	✓	
High expectations of self and others	✓	
Ability to establish and maintain positive relationships, including with parents	✓	
Ability to remain positive and enthusiastic, including when under pressure	✓	
Good communication skills	✓	
Empathy with children	✓	
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	✓	



How To Apply

The closing date for completed applications is 9am on Monday 19th February 2024. Shortlisting will take place on 19th February 2024 with Interviews taking place on Friday 23rd February 2024.

The following dates are available for applicants to visit the school.

Friday 19th January 2pm

Tuesday 23rd January 2pm

Friday 2nd February 1.45 pm

Tuesday 6th February 9.30 am

If you would like to arrange a visit please contact Dee Woodward PA to the executive Headteacher on 0121 289 5020 or email dwoodward@tenter.windsoracademytrust.org.uk

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 Mrs Dee Woodward PA to the Executive Headteacher on 0121 289 5020 or email dwoodward@tenter.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 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 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



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.



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



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.



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 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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