



RIDGEWOOD
HIGH SCHOOL

Recruitment Pack

Position	Geography Teacher
Contract details	1 position, permanent, full-time
Pay scale	MPS1 – UPS3 (including ECTs) £31, 650 - £49,084 pro-rata
Start date	September 2025
Close date	Friday 28 th February 2025, 9am
Interview date	To be confirmed
How to apply	<ul style="list-style-type: none">Application form available on the school website vacancies page: https://www.ridgewood.dudley.sch.uk/vacanciesCover letter which should be no longer than two sides of A4 (font size 12). Please explain why you are applying for this post and how your experience, training and personal qualities match the requirements of the role as set out in the job description and person specification.Email your complete application to: replies@ridgewood.dudley.sch.uk <p>Please include your surname and the title of the post you are applying for, as the file name for these documents.</p>

Ridgewood High School

Headteacher – Mrs R. Cope.

Park Road West, Wollaston, Stourbridge, West Midlands. DY8 3NQ

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Dear Candidate,

Thank you for showing an interest in our post for Teacher of Geography. Students at Ridgewood really enjoy learning because we have such good teaching and great support. The successful candidate will have a real opportunity to build a community of budding learners from a very willing student population.

This is an exciting time to join the Ridgewood Team. It is difficult to capture the atmosphere and ethos of a school on a page, but I believe that we are creating something very special. Having joined the school in January 2018, I have really enjoyed my time so far. Ridgewood is quite simply a great place to work. Our staff team is very friendly and supportive - we all work hard because we know that our jobs are important, but we also have fun, we like each other and really appreciate the contributions that each individual makes. Because staff welfare is integral to the success of the school, we look after staff wellbeing and monitor their workload. Our staff do the best they can for the students in their care. There is a kind and happy family atmosphere in our school. High quality CPD is at the heart of our offer for staff and this is very much appreciated. Staff work together to research best practice; they share ideas and they monitor the impact of new developments on student progress and behaviour.

We are all very proud of the transformations that we have made in our school. Our last Ofsted inspection in July 2023 secured 'Good' grades across the board. We were praised for being a 'caring, inclusive school', with 'high expectations', 'warm and respectful relationships... between students and staff', an 'ambitious' curriculum and 'staff reported they are proud of their school' and 'are given opportunities to develop as professionals'. They also report that 'leaders manage staff workload well.'

Our students are lovely which explains why so many staff have worked in the school for such a long time! Because we have clear and effective behaviour systems, which centre around building healthy personal relationships, students know what is expected of them. They want to do well; they participate in a wide variety of extra-curricular activities and they get on well with their teachers. Supply teachers frequently say Ridgewood is one of the nicest schools they visit.



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At every level, school leaders are visible, dynamic and supportive. We are proud that our leaders have been working effectively across Stour Vale Academy Trust, training new teachers and collaborating on improvement projects. A number of Ridgewood staff have secured promotions this year and last year, showing that our leadership development is strong.

If you want to join an ambitious, caring school in a lovely location, then we could be the school for you. We welcome candidates visiting before you apply, if possible, at a time during the school day so that you can see and feel our ethos in action. We wish you lots of luck and look forward to meeting you.

Yours faithfully,

Mrs Rae Cope
Headteacher
Ridgewood High School



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At Ridgewood we...

Our school motto is:

We want our students to:

- Achieve excellent exam results across a range of high-quality qualifications.
- Be happy, healthy, safe and confident about the future.
- Work hard, play hard and be nice people.
- Enjoy healthy working partnerships with adults and know how to resolve conflict when times get tough.
- Be resilient, able to cope with struggle and be determined learners. Know what to do when they don't know what to do.
- Shake hands with new people, get eye contact and present themselves as thoughtful, articulate young adults.
- Be selfless learners contributing to many teams and communities.
- Be curious about the world around them and have a spirit of adventure.

Our staff working values are:

Commitment to achieving excellence	Hope and positivity	Teamwork	Kindness	Honesty
We expect high quality in every aspect of our school provision. We want and expect the best for our students and ourselves. There are no excuses, no blame and no fear in the way we work. We take responsibility for mistakes and use them to achieve a first-class process and outcomes.	We believe that everyone in our school can be their best selves. We know that our roles are important in giving children choices for the future. Our talk and actions are positively framed; we build success step-by-step and use failure as necessary stepping stones in the learning process.	We know that the team is stronger than the individual and work together to get the school we want. We support each other and care, helping everyone be their best selves. We enjoy working together and use 'with not to' to guide our work. We all play our individual part in Team Ridgewood.	We treat others as we would wish to be treated ourselves. We are kind and respectful to everyone and work hard to protect the dignity of all. We appreciate the contributions of our peers and our students and give praise where it's due. Being kind helps us feel better and creates a happier community.	We are open to improving our own practice and the practice of others in our team. We value the feedback that we are given. Respectful honesty in all our interactions helps to build trust, build better collaboration and healthy relationships.



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At Ridgewood our provision is guided by the following principles:

High Expectations	Showing belief that our students can achieve at a high level in every arena be it academic, sporting, social.
Dynamic Leadership	Highly visible and dynamic leadership whose actions have an excellent impact on provision for our students.
Ambitious Curriculum	An ambitious curriculum and an entitlement to a rich body of academic, social and cultural knowledge and skills.
Supportive Behaviour Culture	A supportive and optimistic culture which develops the behaviour and attitudes of determined learners using 'Ready, Respectful and Safe' and our 'Determined Learners grid.
Rigorous Personal Development	Well planned and rigorous personal development that supports and challenges <u>every</u> child and helps them acquire a wide range of skills and aptitudes so that they leave us confident in their abilities.
Excellent Teaching	High quality responsive teaching that engages, enthuses and challenges every student in every lesson every day.
Caring Ethos	A caring ethos which keeps students safe, happy and healthy.



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At Ridgewood we secure excellent behaviour

We expect our students to be Ready, Respectful and Safe

Ready

We show we are Ready by:

- Attending school every day;
- Being on time for school, on time for lessons;
- Looking smart and business-like in the correct uniform;
- Being calm and purposeful at the beginning of a lesson;
- Being well equipped with pens, pencils, ruler, rubber, sharpener, a scientific calculator;
- Being well informed and optimistic about the future;
- Taking part in extra-curricular opportunities, representing the tutor group, house and the school.

Respectful

We show respect to our school community by:

- Having positive body language, good eye contact and by speaking clearly, calmly and positively;
- Listening carefully to the teacher and the views of others;
- Being kind in our words and actions- we don't use swear words, abusive or prejudicial language;
- Following the instructions of adults quickly as they will be keeping students safe and focussing on their achievement;
- Looking after the learning environment, putting litter in the bin and keeping work areas clean and tidy;
- Being considerate to the local community when we travel to and from school.

Safe

We show we know how to be Safe by:

- Being where we should be;
- Speaking to an adult if we are worried about something;
- Acting safely, keeping ourselves and others from harm;



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- Reporting any concerns we have to a member of staff. If we see something that's not right, we must say something;
- Walking on the left-hand side of corridors, stairs and doorways;
- Leaving phones at the bottom of our bags and not using them in school;
- Using technology safely by adjusting our privacy settings, by only writing positive messages to other students and by reporting anybody who makes us feel uncomfortable online;
- Not bringing weapons or drugs into school. These both may lead to permanent exclusion.



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Ridgewood High School's Vision for Learning and Teaching

Every child, learning in every lesson, every day

Learning lies at the heart of everything we do at Ridgewood. We know that teachers are the difference: our children deserve to have high quality, determined teachers who inspire, motivate and enthuse.

Our teacher learners:

- commit to excellence;
- lead and are led with knowledge and integrity;
- seek opportunity for continuous improvement;
- enthuse and inspire;
- are subject specialists;
- use research to inform our practice;
- learn from each other and lead our own learning;
- support and develop each other;
- talk about teaching; plan and evaluate our work together;
- watch each other teach without fear of judgement;
- are honest, kind and specific in our feedback;
- know that making mistakes is fundamental to learning;
- accept responsibility; we don't make excuses;
- share common values of hope and positivity, teamwork, kindness and honesty.

Underpinning our vision is the belief and commitment that everyone can achieve. We work together to ensure we all become the best teachers and learners we can be.

Our student learners:

Teachers at Ridgewood inspire and nurture our children to enable them to become determined learners. We know that to be great learners our children need to be conscious of themselves as learners and the attitude they have when facing learning challenges. We believe that deep learning involves struggle and requires students to take risks.

The attitude that our children have towards learning really matters to us and so we devote time to teaching our children how to become effective learners. We expect all of our children, regardless of age and ability, to strive to be 'determined' learners.

Determined learners:

- are committed to excellence;
- are resilient;
- are curious about the world;
- have stamina and find pleasure in hard work;
- are selfless and know the value of team work;
- embrace struggle and know what to do when they don't know what to do;
- seek challenge and are constantly looking for ways to be even better.



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January 2022

Job Description – Teacher of Geography

Reports To: Head of Global Studies Faculty

Main purpose of the job:

The post holder will teach Geography across the school up to and including GCSE.

You will be responsible in the first instance to the Faculty Leader and Assistant Curriculum Leader of Global Studies and be expected to demonstrate the values and behaviours that are expected of all teachers as set out in the individual standards for teachers (December 2021).

Support and take ownership of running extra curriculum clubs and activities under the direction of the Head of Faculty.

Job Description:

All staff will share the school's commitment to safeguarding and promoting the welfare of children and young people.

The Post holder will:

- Have a good and up-to-date knowledge of your subject
- Plan and deliver challenging, well organised and effective lessons
- Contribute to the planning of schemes of work
- Identify and provide opportunities for learners to develop cross curricular skills
- Understand and utilise a range of effective teaching, learning and behaviour management strategies
- Have/develop a knowledge of assessment requirements
- Have/develop a range of approaches to assessment
- Use assessment outcomes to inform planning and feedback to learners and parents
- Evaluate performance, act upon advice and be open to coaching, mentoring and committed to professional development
- Develop and manage teaching resources



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- Help to develop a positive, safe and purposeful learning environment
- Work as a team member, sharing and developing effective practice
- Work as a tutor within our Pastoral and House structure
- Contribute to students' interest in Global Studies subjects beyond the classroom
- Contribute to the personal development of students by participating in the extra-curricular life of the school
- Participate in safeguarding training and be safe in your practice both inside and outside school

Support for School / Services:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, e.g. Clubs, extra-curricular activities.
- All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working.

All staff are expected to comply with the appraisal management process.

The exact focus of the role will be decided at school level and will consider the needs of the school and the development needs of the member of staff.



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Person Specification – Main Scale Teacher

Post holders will share the school's commitment to safeguarding and promoting the welfare of children and young people.

Attributes	Essential
Qualifications and professional development	<ul style="list-style-type: none"> ▪ Degree and QTS with evidence of and commitment to CPD and relevant training.
Personal qualities, skills and attributes	<ul style="list-style-type: none"> ▪ Demonstrate consistently high standards of personal and professional conduct. ▪ Highly effective interpersonal and communication skills. ▪ Ability to establish and develop positive relationships with all stakeholders. ▪ Ability to motivate, enthuse and inspire students. ▪ A caring child-centred approach. ▪ High level of commitment, organisation, resilience and a sense of humour. ▪ High expectations of all students and a commitment to excellence in all aspects of school life.
Teamwork	<ul style="list-style-type: none"> ▪ A good team member. ▪ Willingness to take and offer advice and guidance as appropriate.
Teaching and Learning	<ul style="list-style-type: none"> ▪ Secure up-to-date knowledge of the relevant subject(s) and curriculum area. ▪ Ability and potential to plan and deliver good and outstanding teaching and support all students, including SEN and G and T to acquire knowledge, skills and make good progress. ▪ Ability and/or experience in the use of data and assessment evidence to inform a range of teaching and learning strategies to support attainment and progress. ▪ Commitment to cross-curricular learning, promoting high standards of literacy, numeracy and other key learning skills. ▪ Flexibility and willingness to offer the teaching of an additional subject(s) if required.
Resources	<ul style="list-style-type: none"> ▪ Knowledge of safe working practices. ▪ Experience of effective resource management and development.



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Safeguarding:

Stour Vale Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We will carry out pre-appointment checks including DBS and will disqualify any applicant where we consider the outcomes to be unsatisfactory. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.

We are equally committed to ensuring that no applicant will be disadvantaged or discriminated against because of their protected characteristics under the Equality Act 2010.



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Ridgewood High School – Faculty of Global Studies

Our Faculty encompasses History, Geography, Religious Studies and French with a strong and successful faculty team of currently nine passionate specialist teachers. We each have our own classrooms, many of which are in the newly built H block. At Key Stage 3, all pupils will study History, Geography, Religious Studies and French. At Key Stage 4, the faculty delivers GCSE History, GCSE Geography, GCSE Religious Studies and GCSE French. The faculty offers a varied and vibrant enrichment programme. This includes trips to Worcester Cathedral, Warwick Castle, Birmingham to visits from a Wild Earth Group, Animal Aid, French Exchange Students and the Animal Man. We regularly acknowledge Theme Day, for instance Holocaust Memorial Day and festivals such as Diwali. We take part in RE Debates lead by SACRE and with our local Feeder Schools. Furthermore, run overseas residentials to France and Germany. We also support Performance Studies hosting the Christmas Carol Concert at St James' Church in Wollaston.

Vision for Global Studies

Our vision is for students to leave Ridgewood with a deeper understanding of the importance of our responsibility as global citizens. Our students should leave Ridgewood with the skills required to contribute effectively as part of society. Due to this vision, we ensure we create opportunities within our subjects for pupils to develop their knowledge of the world around them and become global learners. These subjects are vital in every child's development in their journey to adulthood because;

- Rigorous academic subjects help to expand vocabulary and deepen thinking.
- It broadens their horizons beyond their locality.
- Helps them to gain an understanding of current and relevant topical issues so they become informed responsible citizens.
- Develops an understanding of the beliefs of those in the past and why those beliefs were held in order to better understand and make comparisons to today's society.
- Combat prejudice and combat misconceptions and inequality.
- Develop their knowledge of different religions, languages and cultures.
- Underpins and develops future skills needed for life.
- Increases independence and enables them to take responsibility for themselves and their actions.
- Contributes to welfare and safety.
- Knowledge of the world around them empowers pupils to think 'big'.

Within our classrooms you will see a calm but active learning environment, where pupils are determined to achieve; bespoke resources developed which consider the differing needs of learners and deliver the curriculum in the most effective way in which to make every second count; opportunities for students to be independent learners through project work, and the promotion of the use of oracy as well as the sharing of experiences which we believe leads to more engaged learners. Within lessons we talk explicitly about how to think, talk and write using the IFT model I, We, You, and pupils are taught specialist terminology and encouraged to use this within discussions and written work. The purpose is to build a wide and varied vocabulary within each of the subject areas.



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Within Global Studies we have a committed, experienced and dedicated team of staff who work collaboratively to share best practice. Collectively we have spent time researching teaching methods and styles to ensure our pupils reach their potential. Staff within the team are positive, resilient and willing to experiment with new ideas as evidenced by the regular reshaping of lessons and the curriculum to meet the needs of the pupils. Teaching and learning strategies are revisited, introduced and embedded into lessons.

All teachers contribute to our enrichment programme. The successful candidate will be expected to do the same. Our drive to improve and move forward means the child's best interest is at the heart of everything that we do in whatever role we do in school. We offer many enrichment programmes to help students grow into confident and well-rounded individuals. Our fundamental principles are that students enjoy our lessons, feel safe and experience consistently high standards.

Geography

Within the Geography department, we have two staff who teach across key stage 3 & 4 including examination subjects. We believe that through Geography, our children can be curious, passionate and inquisitive about the world in which they live and about the people and cultures that inhabit it. Through their time with us, students develop a comprehensive global understanding and knowledge of the Earth's key physical and human processes, learning about the diverse and complex environments of our planet. Our students develop respect, tolerance and compassion for the physical world and appreciate diversity among people and environments. In doing so, we provide our students with the tools to take on an active role in engaging with and protecting the world that they live in, to prepare them for the opportunities, responsibilities and experiences of adult life.

Our Geography curriculum has been carefully designed and sequenced to equip our children with a secure, coherent geographical knowledge of their locality, Britain and the wider world. Our curriculum is broken down into teachable units and sequenced in a way that allows pupils to develop an interconnected web of geographical concepts in their long-term memory.

Our drive to improve and move forward means the child's best interest is at the heart of everything that we do in whatever role we do in school. We offer many extra-curricular opportunities to help students grow into confident and well-rounded individuals. Our fundamental principles are that students enjoy our lessons, feel safe and experience consistently high standards.

Ridgewood students

Our students are friendly, interested and polite. They enjoy happy, respectful and safe relationships with the adults who guide their learning. Staff and students like working together. Our learning atmosphere is calm and students are keen to succeed. Ridgewood students are frequently praised when we take them on trips or when we have visiting speakers in school. They ask interesting questions and are keen to understand new perspectives. We want our students to be good people with kind hearts as this will benefit the local community as well as their own self-esteem. Charity work is abundant in school and we support many charity initiatives. This year, we are working on developing our students' oracy and academic writing as we want them to be able to speak and write with academic rigour which prepares them for life beyond Ridgewood.



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The Curriculum

All students at Ridgewood follow a two-week, fifty-hour timetable. Our curriculum is broad, balanced and aims to give all students both a strong academic core and the opportunity to explore their creativity. In 2020 we moved back to a three-year Key Stage Three so that students can choose their options when they are mature and well informed about future career choices. Our curriculum is reviewed annually to ensure it best meets the need of each cohort.

Professional Development

Regular time and expertise are provided for all staff to develop their good practice in order to improve the quality and consistency of learning and teaching. This has been a key driver in the school's improvement agenda. High quality CPD is an expectation at Ridgewood. This year we are focussing on: building an ambitious vocabulary, modelling excellent writing and developing student oracy.

Ethos and Expectations

We have high expectations of all our students and our staff. We encourage active participation in an outstanding range of extra-curricular and enrichment activities through which students can experience success, develop their confidence and believe that they can achieve. We believe that schools should ensure **all** students have access to high quality experiences which build cultural capital, teach them about British values and our Ridgewood values of honesty, kindness and teamwork.

Pastoral Care, Support and Guidance

There are established Year and House systems. A wide range of non-teaching Support and Guidance staff provide valuable support for students' personal development, health and well-being and students regularly and willingly take on a range of additional responsibilities to support their peers.



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ABOUT STOUR VALE ACADEMY TRUST

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently twelve member schools, six primary, one junior, one infant with day nursery and four secondary.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.





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OUR VISION AND VALUES

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system. Our values are encapsulated in four words:

OUR VALUES



INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

SVAT.ORG.UK

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils.



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This in turn realises our ambition that **Stour Vale** member schools will **create the difference together**.

