



**INFORMATION FOR CANDIDATES**



**Tudor Grange Academy**  
Solihull

**Teacher of Geography**

**Applicant Information Pack**



Dear Applicant

Thank you for the interest you have shown in Tudor Grange Academy Solihull. We are very proud of our Academy and I regard it as a privilege to serve our community as Principal.

We are incredibly proud of our excellent national reputation for academic achievement, with an excellent record of both GCSE and A Level results. In 2019, 91% of students achieved a 4+ in Maths and English, and 35% of GCSE grades awarded across all subjects were a 7 / A or above. Students who come here do exceptionally well and are excellent role models.

I consider myself to be lucky to work at a school where I enjoy coming to work each day. This is largely due to the wonderful team of staff here – both teaching and support staff. Teachers are exceptionally professional, committed and experts in their field. As a teaching school, teachers here enjoy working with colleagues to help them to develop – whether that is in the classroom, as a leader or with their own learning. The CPD offer here is wide and varied. Whatever stage of career you are at, there is something to help you to improve. The culture of the school is that we are all striving for continual development.

We have a strong commitment to traditional values and we have exceptionally high expectations of our students with regard to their appearance and conduct. Learning takes place without interruption and this allows students at Tudor Grange to make outstanding academic progress but they leave the Academy with so much more than that. We are committed to the development of the Tudor Habits which we believe are intrinsic to our success. One aspect involves developing the key learning habits needed to be hard-working, engaged, proactive students equipped with the tools and mindset needed to achieve. Alongside this, we encourage the development of key character habits that help students make the right choices beyond the classroom, enabling them to lead fulfilled lives as positive, kind and responsible people.

The academy is part of the Tudor Grange Academies Trust which includes: Tudor Grange Academy Worcester, Tudor Grange Academy Redditch, Tudor Grange Academy Samworth, Robert Smyth Academy, Tudor Grange Kingshurst Academy, Tudor Grange Primary Academy Haselor, Tudor Grange Primary Academy Meon Vale, Tudor Grange Primary Academy Yew Tree, Tudor Grange Primary Academy St James and Tudor Grange Primary Academy Perdiswell. Opportunities within the Trust are readily available to outstanding practitioners who are keen to explore career progression. As part of our commitment to CPD, we plan joint INSET days with other Academies within the Trust, to allow for meaningful collaboration.

The Senior Leadership Team at the Academy are committed to creating an environment where every student and member of staff has the opportunity to reach their potential and where the happiness and well-being of staff and students is a high priority.

I wish you every success in your application and my colleagues and I look forward to meeting the successful shortlisted candidates.



Mrs C Smith  
Principal



## ADVERTISEMENT

### Teacher of Geography

**Closing Date:** Monday 26th April

**Date of interview:** Friday 30th April

**Start date:** 01/09/2021

**Contract type:** Full time

**Salary:** MPS/ UPS

**Contract term:** Permanent

**Suitable for NQTs:** Yes

#### The Role

Required for September 2021, we are seeking a Teacher of Geography to join a supportive, successful and well-established department within an outstanding academy. Applications from both experienced teachers and NQTs are welcome.

The Geography department at Tudor Grange Solihull consists of five specialist Geography teachers who work closely as a team. The department is well organised with teaching resources and information regarding the new specifications. A wide range of teaching and learning strategies are used in the delivery of Geography, which aim to intrigue, inspire and create a love for learning in Geography. Fieldwork opportunities are offered across the key stages.

If you join us, you will benefit from:

- Working in a department where staff are supportive and share resources and best teaching practises.
- Teaching students who are well motivated; the school enjoys strong parental support.
- Teaching in a forward-looking department who love their subject.
- Developing yourself in our 'can do' culture and positive 'want to' climate.
- Working in a multi academy trust. This potentially can create opportunities of collaboration and leadership across secondary schools, as well as large scale Trust Insets with opportunities to share best practise and share resources across the Tudor Grange family.

Due to the COVID-19 situation, we are unable to accommodate visits but would welcome requests to discuss this position informally prior to receiving an application.

## The Academy

Tudor Grange Academy is an outstanding 11-18 comprehensive school situated in South Solihull with a roll of 1643. The school was inspected by Ofsted in June 2014 who judged it to be outstanding overall and for each of the four main areas the school was categorised as outstanding. Tudor Grange is committed to delivering a high quality educational experience for all its students; it is also committed to sharing its experience and expertise with other educational institutions to raise attainment for all students. To this end we are a National Support School. We have also been awarded World Class School status.

If you join us, you will benefit from:

- Teaching pupils who are well motivated
- Strong parental support
- An excellent induction programme
- Working in a Trust with structured professional development opportunities
- A real chance to develop in a forward thinking, highly successful academy

## Local Area

Solihull is the home of designer-brand shopping, idyllic rural villages, fine dining, fabulous hotels and home to the National Exhibition Centre and Genting Arena, which hosts an array of spectacular live events.

Still quaint, the town is dotted with historic architecture including timber-framed Tudor houses and shops and nearly three-quarters of the borough is defined as Green Belt. Solihull is surrounded by picturesque countryside.

Birmingham Airport is just 10 minutes away and Birmingham International station and Solihull station both provide excellent transport links across the country.

## Staff Wellbeing

We actively place staff wellbeing at the centre of everything we do. In our experience, happy teachers make a happy school. Our staff are our single biggest asset, and the success of our students depends on them. So we take care of, and invest in them, properly! A few of the things we offer are:

- A comprehensive CPD programme for all staff whether they are NQT, RQT or aspiring leaders
- Free school meals for just two 25 minute lunch duties per fortnight
- A supportive, open and approachable leadership team
- Friendly colleagues who are always happy to help each other

We really value our staff and will do whatever we can to meaningfully demonstrate that.

## Staff Incentives

- Staff activities including: fitness classes, sports clubs and book groups
- Free tea, coffee and biscuits
- On-site parking for staff
- The Academy participates in the childcare voucher scheme and cycle to work scheme
- Access to our Employee Assistance Programme

*The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them. The successful applicant will be required to undertake an Enhanced DBS check. All applications will be considered on their merit and the post will be offered subject to the usual health and criminal record clearance. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.*

## GEOGRAPHY AT TUDOR GRANGE ACADEMY SOLIHULL

It is the aim of the Geography department to deliver a curriculum that encourages critical thinking and creates well rounded and informed students, who are prepared for the future. All students are encouraged and enabled to reach their potential within the subject. All are expected to acquire a range of skills, geographical and otherwise, and a breadth of knowledge and understanding of the subject. Students are further encouraged to take a proactive approach to their learning and are coached to develop grit and resilience when faced with challenging activities.

There are growing numbers at GCSE with approximately 115 students in Years 11 and 151 students in 10 opting to take GCSE Geography. A Level numbers have also risen with 35 students in Year 13 split across two classes and 32 students currently in year 12.

The department consists of five specialist Geography teachers who work closely as a team. The department is well organised with teaching resources. A wide range of teaching and learning strategies are used in the delivery of Geography. Fieldwork opportunities are offered in all key stages.

In Key Stage 3 National Curriculum Geography is taught for 3 periods a fortnight (Years 7 & 8). At Key Stage 4 Geography is taught for 4 periods a fortnight and is taught in mixed ability option groups. The department teaches the AQA specification at GCSE and A level in Geography.

### Geography Results

GCSE	2018	2019
% 7+	31.68	33.9
% 4+	77.54	81.02
P8/APS	0.08/5.3	0.09/5.6

A Level	2018	2019
A*- A	25	27.3
A*- B	56	68.2
Value Added/APS	0.04/38.6	-0.15/39.55

### General Information

The successful candidate will be expected to play a full and active part in developments in the Geography subject area and a readiness to become involved in the extra-curricular life of the school would also be greatly valued.





## MAIN SCALE TEACHER JOB DESCRIPTION

### Core Purpose

- To carry out the responsibilities as a subject teacher, PSHE teacher and form tutor, supporting the ethos and vision of the Academy
- To maximise the achievement of students they teach
- To be committed to safeguarding and promoting the welfare of young people

### Core Qualities

- Clear and consistent vision and values
- Ability to motivate and empower others
- Positive attitude to continuous improvement
- Leading by example
- Clear and consistent communication skills

### Core Responsibilities

- To meet all Teacher Standards and ensure that any statutory curriculum requirements are met.
- To teach challenging, engaging, well-organised lessons and sequences of lessons across the age and ability range.
- To ensure that the needs of all learners are taken into account and relevant guidance and legislation is implemented.
- To have the highest reasonable expectation of individual student performance.
- To set, mark and assess student work as per Academy and department policies.
- To share in the development of schemes of work and engaging resources for students.
- Ensure that published Academy targets for students' achievement are understood and that progress is monitored and evaluated.
- In liaison with the Curriculum Leader / Lead Teacher and Student Achievement Support Managers, identify students who are underachieving and where necessary create and implement effective plans of action to support those students.
- To establish a purposeful and safe learning environment where students are inspired by the subject and can demonstrate consistently thoughtful, ethical behaviour with positive learning habits and consideration for others.
- To be proactive in developing their own professional learning, including participation in the quality assurance and performance management process.
- To be a form tutor and carry out all related duties
- To carry out a share of supervisory duties in accordance with published schedules and to promote high standards around the Academy.
- To hold positive values and attitudes and uphold the reputation of the Academy both locally and nationally.

### Outcomes

- High standards of achievement for all students
- Become part of a highly motivated and effective subject team
- Become an excellent classroom practitioner
- Become part of the Tudor Grange community

## PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good Honours Graduate with QTS or as required by the DfE</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of further study</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• A successful teaching record either as a trainee or experienced teacher</li> <li>• Experience of working with students of all abilities at KS3 and KS4</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching subject at A Level</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Skills set as outlined in the Teachers' Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Outstanding subject and curriculum knowledge</li> <li>• Evidence of significant progress and outcomes for children</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Commitment to continuing personal and professional learning development</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of Professional Learning relevant to the role</li> </ul>
<b>Leadership Skills and Values</b>	<ul style="list-style-type: none"> <li>• Ability to inspire, motivate and challenge students</li> <li>• Commitment to the pursuit of excellence in educational standards</li> <li>• Ability to communicate effectively with colleagues, students, parents and external agencies</li> <li>• Commitment to and promotion of co-curricular opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Potential for further leadership role</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Demonstrate good subject and curriculum knowledge including the national curriculum</li> <li>• Know how to secure outstanding progress and outcomes by students adapting teaching as needed</li> </ul>	
<b>Student Involvement</b>	<ul style="list-style-type: none"> <li>• Commitment to student involvement</li> <li>• Personal commitment to listen to student voice</li> <li>• Focus on individual student's needs and development of independent learning</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of student involvement</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Flexibility to cope with diverse needs of the post</li> <li>• Resilience to work under pressure</li> <li>• Positive, tenacious and optimistic</li> <li>• Ability to quickly establish positive relationships with students, staff and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Initiative and ability to create new processes and practices to raise standards</li> </ul>

## HOW TO APPLY

If you would like to join our outstanding team and apply for this post, please **complete the application form in full**. Please note that incomplete applications may result in possible rejection from the shortlisting process.

### **Section 1: Letter of Application**

Please attach a letter of application addressed to Mrs Claire Smith (Principal) and use this opportunity to show your suitability for this post as outlined in the job description and person specification and tell us why you want to join us at Tudor Grange.

### **Sections 2, 3 and 4: Current/Most Recent Employment and Full Chronological History**

Please ensure that this section is completed fully. If you have gaps in your employment please indicate the reasons for this (e.g. travel, seeking employment, time to care for dependants). This may be explored further in an interview.

### **Section 5, 6 and 7: Education, Training and Qualifications**

Please complete this fully (including results such as A Level grades and degree classification) and ensure that you have proof available of your qualifications. If you are not in possession of this proof, please be aware that we will require your permission to contact the relevant awarding bodies prior to a firm offer of appointment, should you be successful.

### **Section 8: Other Relevant Experience, Interests and Skills**

Please add anything that is not already covered in your letter of application.

### **Section 9: References**

Please provide two referees and their details. A telephone number or e mail address often makes this process easier and would be much appreciated. The references **MUST** include your current or most recent employer and will ask about your suitability to work with children. Open references or testimonials will not be considered. Please be aware that we may approach previous employers to verify particular experience or qualifications.

### **Section 10: Personal Information**

Please ensure that all details are completed including your date of birth. This is to ensure that appropriate identity checks can be made. Ensure your NI number, email address and contact numbers are also included. For Teaching staff please make sure you include your Teacher Reference Number (TRN) number.

### **Section 15: Declaration**

Please be aware that by signing the declaration you are declaring that you are not on List 99, disqualified from work with children or subject to sanctions imposed by a regulatory body e.g. the General Teaching Council (GTC) and that you either have no convictions, cautions or bind-overs, or that you have attached details of these in a sealed envelope. You are also aware that you will be subject to a DBS Disclosure appropriate to the level of the post should you be successful.

Please be aware that providing false information is an offence and could result in the application being rejected, or summary dismissal if you are appointed on the strength of this, with possible referral to the police.

## ABOUT TUDOR GRANGE ACADEMY

Tudor Grange Academy is an outstanding 11 – 18 comprehensive school situated in South Solihull with 1643 students (including 300 in the sixth form). The school was inspected by Ofsted in June 2014 who judged it to be outstanding.

Tudor Grange is committed to delivering a high quality educational experience for all its students; it is also committed to sharing its experience and expertise with other educational institutions to raise attainment for all students. We have recently been designated as a Teaching School Hub (one of 87 nationally). The Teaching School Hub will ensure that teachers and leaders at all stages of their career (from early career to executive leadership) have access to high quality, research-led professional development. We have also been awarded World Class School status.

Tudor Grange Academy in Solihull has always been a beacon of excellence. Its focus on continuous improvement and belief that high quality teaching and learning is at the core of great schools has ensured that it has maintained its outstanding provision year on year.

Having secured outstanding provision for the students in their care, the Governors of Tudor Grange School, as it was, developed an ambition: every child deserves an outstanding education, not just the children within their school. They supported staff within Tudor Grange to engage fully in a wide range of national and international partnerships focussed on improving provision in schools. The Academies programme then provided an opportunity for them to sponsor a school in challenging circumstances, taking full responsibility for the quality of this provision and therefore potentially enabling them to realise their ambition.

In September 2009 Tudor Grange School, Solihull sponsored Tudor Grange Academy Worcester. The school is now oversubscribed and the school of choice within its local community. This successful sponsorship and effective school to school collaboration gave rise to the vision for Tudor Grange Academies Trust: a group working together in a model of meaningful, focused collaboration to achieve excellence in their schools.

The Trust, as at April 2021, is a Trust of eleven schools: five secondary schools, one all through academy and five primary academies. Restlessness characterises all our academies: we are not afraid to challenge complacency and weaknesses identified are seen as opportunities to improve, the energy and drive for the ceaseless journey comes from our key ambition: 'Every child deserves an outstanding education.'

Working within a Trust offers opportunities for up to date training, cross curricular working, bespoke professional development pathways. All staff are encouraged to better themselves and we collectively celebrate success in a vibrant and healthy working community.



## KEY STAGE 4 OUTCOMES 2019

Progress 8	0.57
Attainment 8	60.9
% pupils achieving a grade 5 or above in English and mathematics	76%
% pupils achieving a grade 4 or above in English and mathematics	91%
English Baccalaureate Average Grade	5.42

## KEY STAGE 5 OUTCOMES 2019

### A Level Subjects

A* - B	61.86%
A* - E	98.14%
3 or more A* - E	95.74%

## LEADERSHIP TEAM AND GOVERNORS

### Principal

Mrs C Smith

### Senior Leadership Team

Mr M Boyle (Associate Principal)

Mr T Pole (Associate Principal)

Mrs M Bradshaw

Mrs J Fitzroy

Mr C Lee

Mr C Walker

Mr A Wright

Mrs L Sweetman (Director of Sixth Form)

### Chair of Governors

Mr C Flood



Mrs C Smith  
Principal



Mr M Boyle  
Associate Principal and  
College Leader for Newton



Mr T Pole  
Associate Principal



Mrs M Bradshaw  
College Leader for Darwin



Mrs J Fitzroy  
College Leader for Edison



Mr C Lee  
College Leader for Brunel &  
DSL



Mr C Walker  
College Leader for Da Vinci



Mr D Wright  
College Leader for Morse



Mrs L Sweetman  
Director of 6th Form

## OUR FACILITIES

Tudor Grange Academy Solihull was opened in 1956 as a grammar school for boys. It occupies a site on the west side of Solihull in an extensive area of parkland. Over the years our facilities have been extended and improved to offer our students the very best environment in which to grow and thrive.

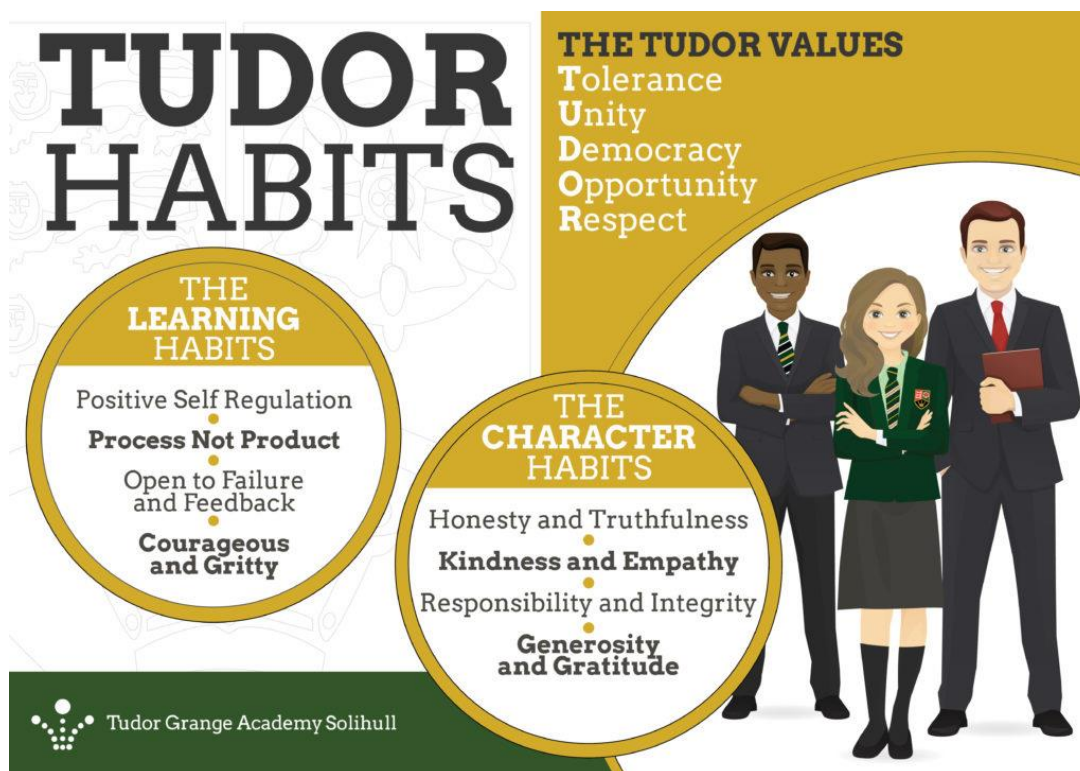
The Academy is made up of 2 main buildings with additional specialist buildings for Sport, Music, Teacher Training and Technology. There is also a building on site to accommodate central Trust staff.

- 14 Science Laboratories
- Specialist building for Music with rehearsal rooms
- Six ICT suites with state-of-the-art multimedia PCs on a Windows platform
- Whole school network of over 300 PCs
- Media Studies suite with Mac PCs
- Student Services block with first aid and meeting rooms
- Large Sports Centre with Sports Hall and Changing Rooms
- Extensive sports fields surrounding the site
- Two cafeteria style dining areas with additional Food Bar in playground
- Two large playgrounds with table tennis tables
- 6th Form Centre with 4 classrooms, study areas and lecture style seating for 50
- 6th Form only Café with study area
- 6th Form Quiet Study Area
- Specialist building for Design & Technology, Art and Business
- Specialist equipment in Design and Technology including 3D Printer, Laser Cutter Microrouter, Sublimation Machine
- A new English / Media block with 14 classrooms
- Plans for a 3G Astro Turf pitch



## ACADEMIC ORGANISATION

At Tudor Grange Academy, the Tudor Habits are at the heart of everything we do. We believe that developing the whole student is essential and that to flourish in life you need much more than great grades. We set high expectations of every student to ensure that they excel across all aspects of Academy life.



Click [here](#) to find about more about Tudor Habits

The philosophy of Tudor Grange Academy Solihull is that each student is entitled to a broad, ambitious and equitable curriculum.

Broad because it allows children to supplement a strong academic core of subjects with a range of artistic and creative subjects

Ambitious because we believe that every child should access a curriculum that provides them with the cultural capital and essential knowledge they need to be educated citizens.

Equitable because every child will access this curriculum, regardless of their background or past experience, and because this universal entitlement means that every child will have the potential to take advantage of a range of opportunities in later life.

Curriculum planning is undertaken by subject experts from across Tudor Grange Academies Trust and is adapted to ensure that it meets the needs of the students at Tudor Grange Academy Solihull. Subject experts have considered what is most valuable about their subject and the curriculum is built around these fundamentals.



## Key Stage Three

In Years 7 and 8, students follow a broad, ambitious and equitable curriculum, in line with the national curriculum, including:

- English
- Mathematics
- Science
- Art and design
- Computing
- Design and Technology
- Geography
- History
- Languages (one of French, German or Spanish)
- Music
- Physical Education

In addition, students at Tudor Grange Academy Solihull also study:

- Religious Education
- PSHE
- Enrichment (including citizenship, careers and Tudor Habits including teamwork, leadership and resilience)
- Healthy Living (including food, nutrition and health)
- Drama

Within this wide range of subjects, students learn the ‘fundamentals’ – the essential knowledge that students must master and commit to long term memory. These are the essential pieces of information we believe provide students with cultural capital.

Many students have a clear idea of the subjects they like the most and least by the middle of Year 8 and offering some choice at this stage engages the students as partners in their learning and leads to improved outcomes. During year 8, full consultation takes place between staff, students and parents to support curriculum choices.

At the end of Year 8, students are given the opportunity to make curriculum choices and continue their core studies with specialisms. Options are structured in such a way to allow students a free choice. This ensures equity of delivery, with all students having equal access to subjects.

In Year 9, all students\* continue to study a broad range of subjects which includes the below subjects in addition to their options.

- English
- Mathematics
- Science
- Geography or History
- Languages (at least one of French, German or Spanish)
- Physical Education
- PSHE
- Ethical studies (including RE, citizenship)

\*For a small minority of students an alternative pathway is offered where students study one less GCSE qualification in order to consolidate their learning in the core subjects.

During Year 9, courses are not externally examined, they aim to develop a mastery of the skills required to complete a subject at Key Stage 4. This enables students to be thoroughly prepared for the demands of the GCSE courses and therefore, increases the chance of success in external examinations.

## Key Stage Four

In Years 10 and 11, students\* study a wide range of GCSE qualifications, including:

- English
- Mathematics
- Science
- Geography or History
- Languages (at least one of French, German or Spanish)
- Physical Education
- PSHE
- Ethical studies (including RE, citizenship)

\*For a small minority of students an alternative pathway is offered where students study one less GCSE qualification in order to consolidate their learning in the core subjects.

Information about KS4 GCSE courses can be found for each subject under the curriculum area of the website.

## Key Stage Five

The curriculum at Post 16 is designed to prepare students for both university and the world of work. Each post-16 student has their own specific goal and ambition and we ensure that each student has a personalised curriculum that meets their individual requirements. Students choose from a diverse range of qualifications so that they are able to participate in challenging and enjoyable courses.

Further information can be found [here](#) on our dedicated sixth form pages.

## PASTORAL ORGANISATION

Students are looked after in one of six Colleges; Brunel, Darwin, Edison, Morse, Newton and da Vinci. Each college has a College Leader, a Student Achievement Support Manager (SASM) and a College Administrator.



Da Vinci



Brunel



Darwin



Edison



Morse



Newton

When a student starts at Tudor Grange they are placed in one of 66 vertical tutor groups. Each tutor group has students from years 7 – 11 and is looked after by a tutor. Their tutor will monitor all aspects of the student's school life and is the first port of call for parents contacting the Academy.

Our Student Services offers a range of facilities for our young people including a first aid room with a dedicated first aider available all day every day.

## EXTRA CURRICULAR ACTIVITIES

As an Academy we feel strongly that the development of motor and interpersonal skills is enhanced by the opportunities and experiences students have outside of the classroom. Hence, we provide a diverse breadth of activities that are part of a weekly timetable for students to opt into. These activities run before, during or after school and are delivered by willing and specialist staff who want to relay their knowledge and passion.

The list below shows just a small selection of the programme on offer (example programme is included at the back of the pack):

- Sports Teams including football, rugby, netball, hockey, cricket, basketball, handball and trampolining for both boys and girls
- Various choirs
- Various orchestras
- Cheerleading
- Art and photography
- Drama
- Dance
- STEM Club
- Combined Cadet Force (CCF)
- Chess club
- Cooking club



# WHAT DO TEACHERS SAY

**Tudor Grange** is a school wher staff are professional and hardworking, setting themselves high standards which in turn rub off on our students

*Ed, Teacher of Mathematics*

**Tudor Grange is a progressive, dynamic and exciting place to work.**

The leadership team, staff and the students are always seeking excellence and consistently striving to improve approaches in teaching and learning. There are always opportunities to develop, learn and grow as a practitioner.

*Emily, Teacher of English*

I like the **'yes culture'** that exists within the school, which means that those with the passion and drive to introduce new ideas, from departmental level to whole school, are given the confidence to move forward.

*Tom, Teacher of History*

## EDUCATIONAL VISITS

Tudor Grange Academy are able to offer a range of educational visits to our students to enhance their learning and give them opportunities to develop new skills and interests.

Our teaching and support staff are integral in offering these experiences to the students, and we are proud of the professionalism and commitment they display.

Below is a sample of some of the trips that have been available to our students in recent years.

### **Year 7 Adventure Day**

Held in October with team building and sports activities. Giving students an opportunity to build new relationships with students and staff.

### **Duke of Edinburgh Programme**

Bronze, Silver and Gold Duke of Edinburgh awards are offered to our students in Year 9 and above. Students undertake activities in Volunteering, Physical and Skills and take part in two walking/camping expeditions. This programme builds confidence and independence and is widely recognised by employers and further educational establishments.

### **Sixth Form Visit to CERN**

A level science students spend a weekend in January visiting the world famous CERN site in Switzerland, with recreational and cultural activities included, staying in hotel accommodation.

### **European Ski Trip for Years 9 to 11**

This is a five day trip held in February half term, where students have an opportunity to take part in ski or snowboarding lessons, along with other recreational activities, such as bowling or ice-skating, staying in hotel accommodation.

### **European Football, Rugby, Netball Tour**

GCSE PE students take part in European sporting fixtures during May half term, visiting theme parks and sporting stadiums in their leisure time, with accommodation in hotels.

### **Year 8 European PGL Trip**

A nine day camping trip taking place in July, with a variety of water sports activities.

### **GCSE Visual Arts Trip to Europe**

To help develop their drawing and photography skills, GCSE Visual Arts students can take part in this 4 day trip, staying in hotel accommodation, visiting museums and historical locations.

### **GCSE MFL Trip to Europe**

This five day trip to Europe gives GCSE MFL students an opportunity to visit a country where the foreign language they are studying is spoken and to experience the cultural and recreational activities of the region.

## EXTRA-CURRICULAR ACTIVITIES

Day	Club/Activity	Year Group	Led By	Meeting Point	Times	Weeks Running
Monday	Football	10	Mr Hindley	Sports Hall	3:15-4:15	All Weeks
	Table Tennis	10	Mr Wolverson	Sports Hall	3:15-4:15	All Weeks
	Netball	10	Miss Carter	Sports Hall	3:15-4:15	All Weeks
	Basketball	10	Mr Corbett	Sports Hall	3:15-4:15	All Weeks
	Chess	7	Mr Amison	OF3	3:10-4:15	All Weeks
	Photography	11	Miss Finneran	P10	3:10-4:15	All Weeks
	Art Support	10	Miss Harvey	P5	3:10-4:15	All Weeks
Tuesday	Rugby	7	Mr Wolverson	Sports Hall	3:10-4:15	All Weeks
	Football	7	Mr Corbett/Slee/Lockett	Sports Hall	3:10-4:15	All Weeks
	Netball	7	Miss Allen/Thompson	Sports Hall	3:10-4:15	All Weeks
	Basketball	7	Mr Paszkowski	Sports Hall	3:10-4:15	All Weeks
	Science Club	7	Science Dept	WG11	3:00-4:00	Week A and C
	Science Club	8	Science Dept	WG11	3:00-4:00	Week B and D
	Geography Club	7	Miss Brittle/Robinson	WF1	2:50-3:50	Week A only
	Art Support	11	Miss Deakin	P3	3:10-4:15	All Weeks
	Art Club	8	Miss Short	P4	3:10-4:15	All Weeks
	TG Chronicle	10	Miss Milli	OS8	3:10-4:15	All Weeks
Wednesday	Basketball	9	Mr Bowles	Sports Hall	3:10-4:15	All Weeks
	Football	9	Mr Hindley	Sports Hall	3:10-4:15	All Weeks
	Table Tennis	9	Miss Allen and Mr Love	Sports Hall	3:10-4:15	All Weeks
	Netball	9	Miss Carter	Sports Hall	3:10-4:15	All Weeks
	Chess	8	Mr Rogers	OF4	3:00-4:00	All Weeks
	Geography	8	Miss Brittle/Robinson	WS2	2.55-3.55	Week B only
	Year 1 Cadets	8	Mr Hulme, Mr Lockett, Miss	WG1	3:10-4:30	Week A and C
	Year 3 Cadets	10	Morris and Mr Newton	WG1	3:10-4:30	Week B and D
	Year 4-6 Cadets	11/12/13		WG1	3:10-4:30	All Weeks
	Language Leaders	10	Mr Stingemore	MF7	3:10-4:00	All Weeks
	Afterthoughts Reading Club	7	Mr Myles	OS9	3:10-4:15	All Weeks
Chess	10	Mr Amison	OF3	3:10-4:15	All Weeks	



Tudor Grange  
**The Elms**

## **We are proud to have been able to open The Elms in January 2021**

### **What is The Elms and who is it for?**

The Elms is an Additionally Resourced Provision (ARP) at TGAS in partnership with Solihull Local Authority.

It is an eight place, placement provision for students in Key Stage 3 (Years 7 – 9) with SEMH needs. Specifically, it is for students who are currently not accessing school due to SEMH needs, specifically Emotionally Based School Non-Attendance (EBSN).

### **How will the placement work?**

Students will remain on the roll of their home school but will be placed at The Elms for a period of time, up to two terms.

During this time, specialist staff will work with the student to support a successful transition back to the home school (or to a more appropriate setting, if the home school is not an appropriate option).

### **A small nurturing environment at The Elms**

The Elms has a dedicated entrance and car parking.

The bespoke building has three break out rooms that can be used for meetings with families, professionals, specialist support sessions or one to one sessions with students.

There is a fully equipped kitchen where students can store food in the fridge or be supported to cook their own meals at lunchtimes. The main room will be used for communal dining as well as for more formal teaching sessions.

A second teaching area is set up as a mini-classroom so that students remain familiar with the classroom environment.

There is a large outdoor area that can be used for social time, outdoor learning and as a safe space for students. We want to work with students to create areas that they have ownership of, such as an allotment, herb garden or forest school area.

### **Curriculum at the Elms**

To aid transition back to mainstream education, students will have access to a broad, equitable and ambitious curriculum at The Elms.



Tudor Grange Academy Solihull

CPD

4IME

MENU



# Cocktails



## Coaching Experiences

All teaching staff will receive 3 complimentary coaching experiences in an academic year. These coaching experiences are a unique way to enhance your effectiveness as a practitioner, coach and leader. More information on these coaching experiences can be found on the quality assurance calendar and your subject leader will take the lead on these in subject development meetings. During all coaching experiences the "pre mortem" process will be completed in advance and the coaching experience pro forma used diligently.

### Line Manager Coaching (Autumn 1)

A 1 hour experience where your line manager will stimulate reflection based upon your pre mortem. This will help set your personal agenda following your end of year appraisal/review and inform your subsequent menu choices.

### Intra Department Peer to Peer (Spring 1 and Summer 1)

2 x 30 minute "drive thru" or "incremental coaching experiences". You will be matched up with someone within your department/faculty/college who will drive thru for 30 minutes of a lesson in Spring 1 and then agree with you some deliberate foci for practice in the time gap before the second drive thru (Summer 1). You will work together to prep for the second visit and they will then support you to reflect on developments made.

\*Please note that NQT's are ineligible for Cocktails

# Light Bites



## 15 minute forums

Stop by WG1 on Wednesday mornings to get a flavour of work that colleagues have been deliberately doing. As they say on the tin, these 15 minute clinics are snappy episodes that will stimulate reflection and give you nuggets to go away and experiment with in your own classroom/department.

The programme is released on a specials board half termly and weekly prompts will be given by email and in briefing. The forums will primarily focus on the whole school T&L foci and Academy Development Plan but with a few spicy additions.

If you wish to attend a forum you will have to declare your intentions by the Monday break time so that refreshments can be ordered for you. These light bites are hugely popular so book early to avoid disappointment



## Tudor Grange Academy

Dingle Lane, Solihull, B91 3PD, UK  
[www.solihull.tgacademy.org.uk](http://www.solihull.tgacademy.org.uk)  
0121 705 5100

# Main Courses



## The NQT Programme

To support your induction our chefs will provide you with one hour workshops on a Monday night. These workshops have been made to order (in line with your Career Entry Profiles) and will be delivered by a range of Michelin Star chefs. The workshops will run all the way through the Autumn Term and are served alongside the support provided by your mentor and the NQT Coordinator. During the year you will also attend a TGAT NQT Conference and complete an action research project in a triad.

**Key Ingredients:** Creating the Right Climate, Safeguarding, Low Stakes Assessment, Working Smarter Not Harder, Promoting Personal Well Being, Supporting All Learners, Literacy/Numeracy, Effective Questioning and more..

**Head Chef:** Christina Pierce

\*See our Specials Board for dates and times of service



## The HIT Programme

The High Impact Teaching (HIT) programme is aimed at making your teaching sizzle. During these 7 x 60 minute workshops, participants will focus on the 7 evidence based areas of excellent pedagogy, with a view to reviewing methodologies and their impact. This is a great opportunity to pick up new ideas and strategies that will enhance the effect you have in the classroom. What makes this programme so impactful is the wrap around support that comes with it. In addition to the profound facilitation from two of our most credible chefs you will also benefit from some objective peer to peer coaching and gap tasks that will allow you to apply and evaluate material covered in the workshops. This programme is for people with a big appetite for teaching and learning whatever phase of their career.

**Key Ingredients:** Challenge, Feedback, Practice, Scaffolding, Modelling, Questioning and Explanation

**Head Chef:** Jay Bargh and Emily Stallard

\*See our Specials Board for dates and times of service



## The LDP Programme

Whether you are a leader within the curriculum, PM reviewer, Year Champion, SASM or aspiring Senior Leader the Leadership Development Programme (LDP) sets about upskilling you to ensure you are positively influencing others. The 7 x 60 minute workshops will focus on concrete aspects of TGAS life but also some of the softer skills required to get the most out of colleagues and students. The programme will be led by a spectrum of people who will aim to tie the sessions in with your personal objectives but also provide "takeaways" (gap tasks and challenges) to supplement the work done in the session.

**Key Ingredients:** Utilising Data to Plan Intervention, Being an Empowering Coach, Making Everything about T&L, High Quality Presentation Skills, Managing Difficult Conversations, Leading through Values and Creating Accountability

**Head Chef:** Craig Walker

\*See our Specials Board for dates and times of service

# Sharing Platters



## TGAS Annual

This year we will be releasing our bi-annual publication with all articles again coming from TGAS staff. All staff will receive a hard copy version of this publication and contributors have creative licence to write about any school/education related topic they see fit. This might vary from what you gained from your magpie day visit, a review of coaching experiences, challenges of working across a MAT or working smarter not harder. Our rationale for the publication is to celebrate peoples "deliberate" work and provide nuggets of inspiration.

### Articles can come from one of 3 possible briefs:

- 1) **Magpie Day Reviews:** Where did you go? Why did you go there? What did you see/hear about? How have you embedded into your work? What has the impact been?
- 2) **Teachers Toolkit:** A short guide to a strategy, task or activity that you have experimented with during the year. This should include a pre-mortem (how you expected the activity to work) and post mortem (how it actually worked).
- 3) **Advice Section:** Personal and professional challenges you have faced and your approach to overcoming them.

Article drafts should be submitted to Head Chef Tom Peake

\*See our Specials Board for dates and times of service



# All You Can Eat Buffet

If you have room for more than a light bite then feel free to choose from our homemade selection below. Reserve a table for one, some, all or none of these dishes, which have been strategically timed during the school year to fill any training gaps and ensure we are well nourished. These sessions will be advertised via the Specials Board but also referenced in briefing / by email.

\*See our Specials Board for dates and times of service

# Takeaway

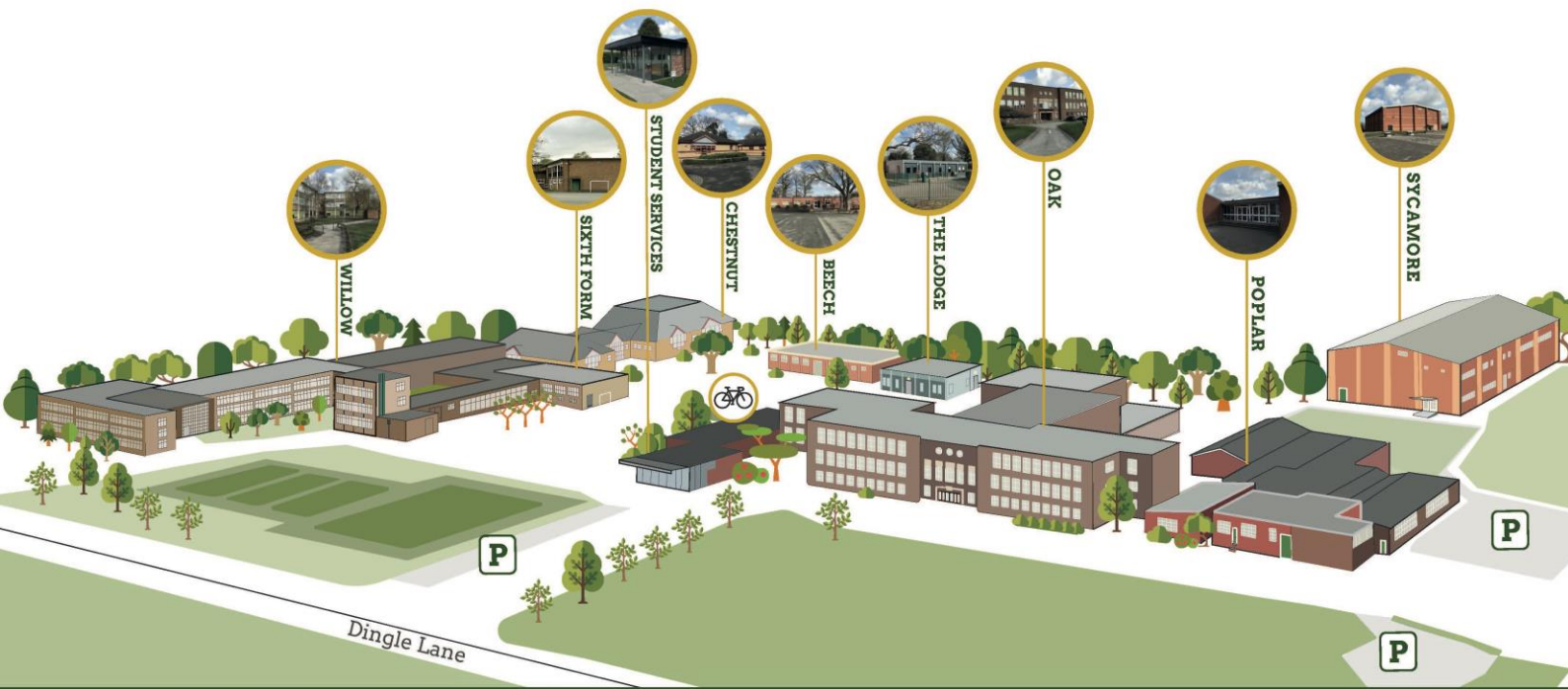


## External Training

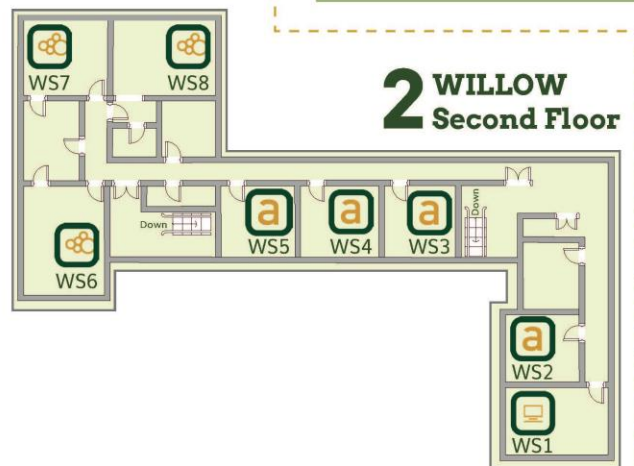
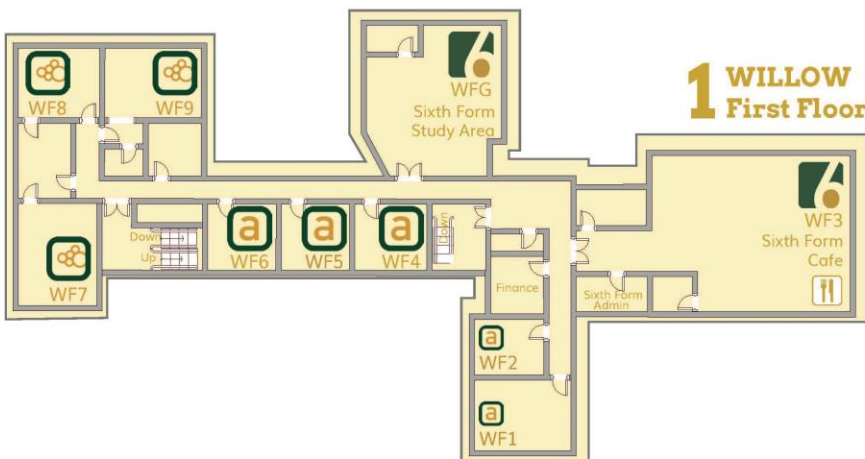
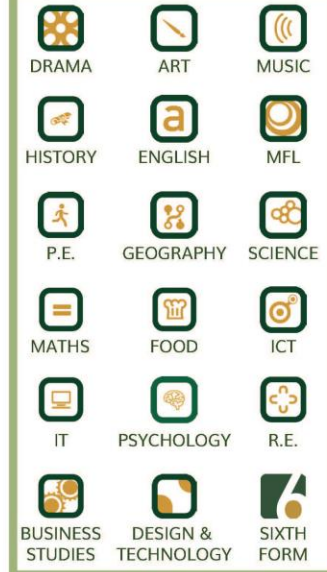
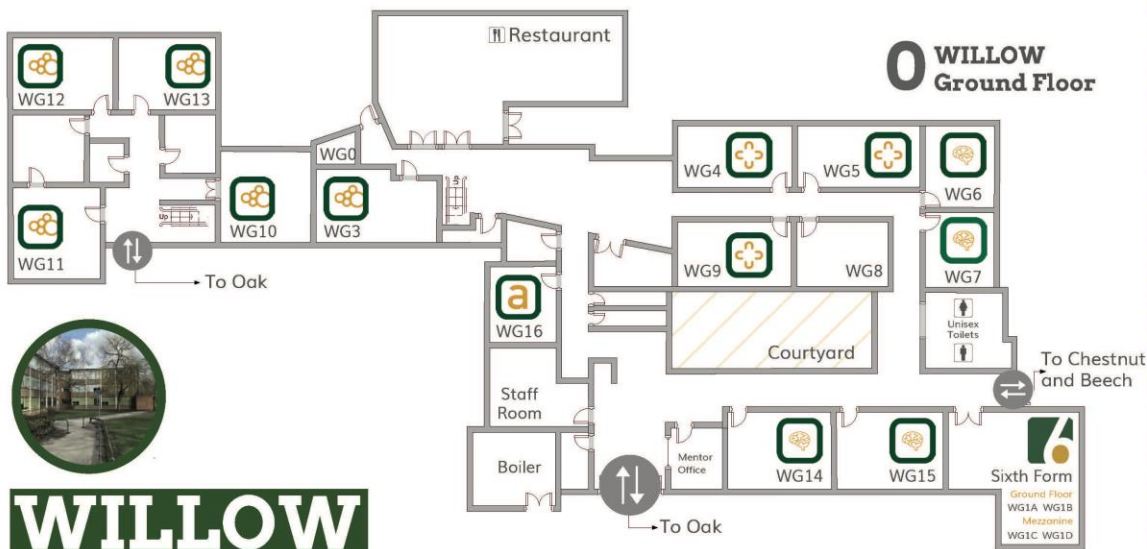
As previously, if there is an externally run conference, course or workshop that you would benefit from attending please submit the application for external training" doc located at: [Q>services>Staff learning>forms and admin](#) to Craig Walker along with a LOA request. In advance of submission you should get informal approval from your line manager. Once the request and LOA is submitted it will then be reviewed at an SLT briefing and you will be informed within 2 working days. If approved your application will be forwarded to the Finance Department who will complete your registration and forward any necessary information. This process must be conformed to for external training of any nature, even if there is no cost incurred or cover implications.

## DISHES

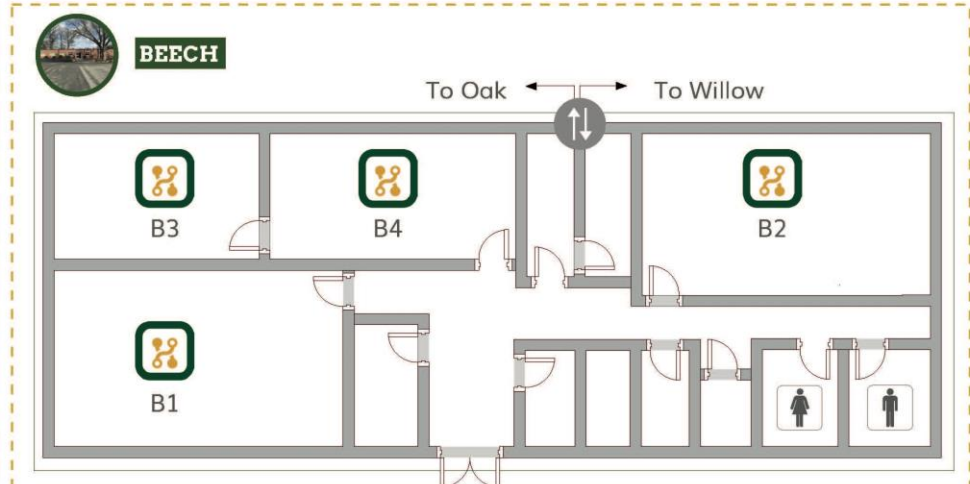
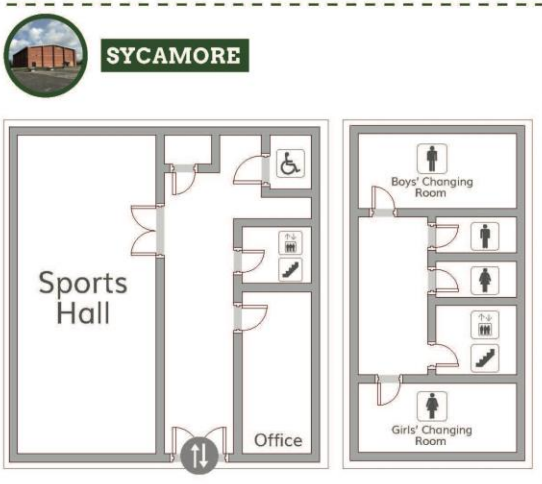
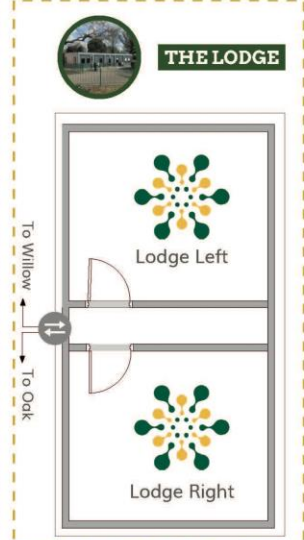
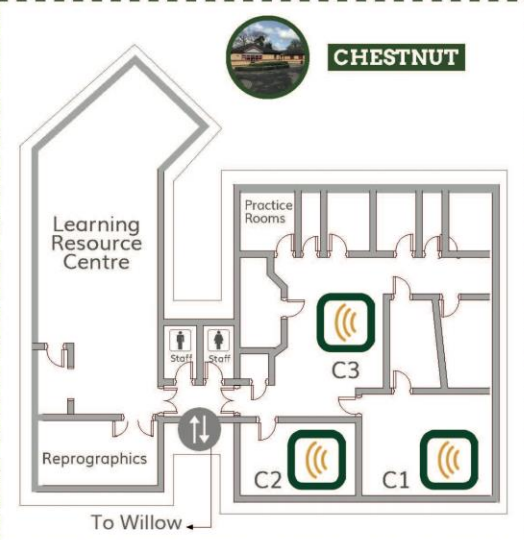
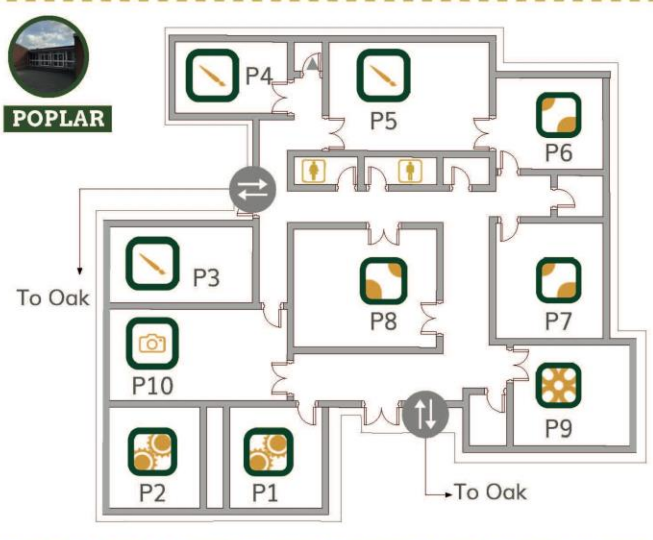
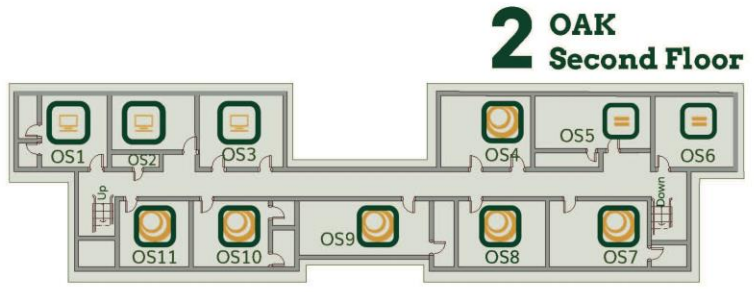
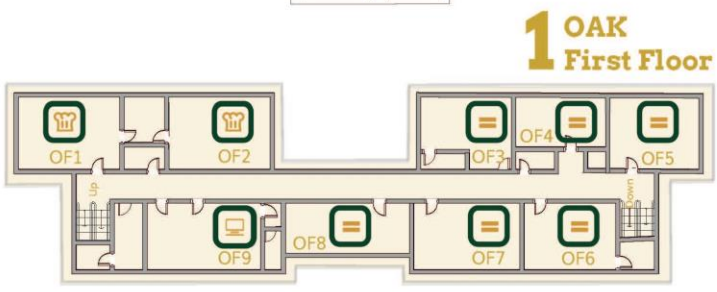
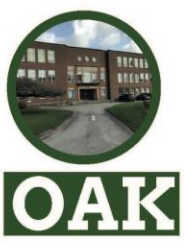
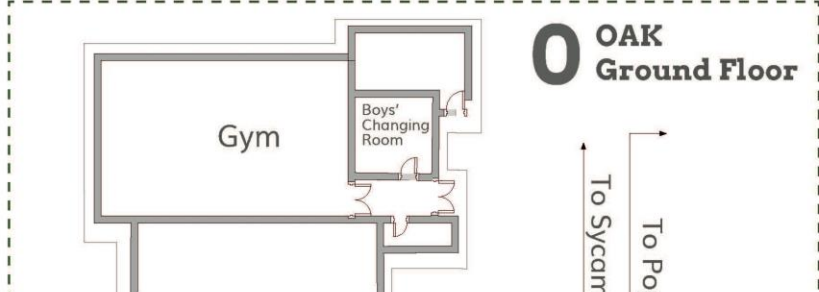
- Parents Evening Ready
- Facilitating a Fantastic Tutor Time
- Reporting on Learning Habits
- What Does Effective Revision Look Like?
- Coaching Students
- Writing Meaningful Reports
- Managing Parent Phone Calls
- Promoting Good Sleep Patterns
- Spotting Stress and Good Self-Regulation
- Being Ofsted Ready
- A Day in the Life of a College Leader
- Visit Leading at TGAS



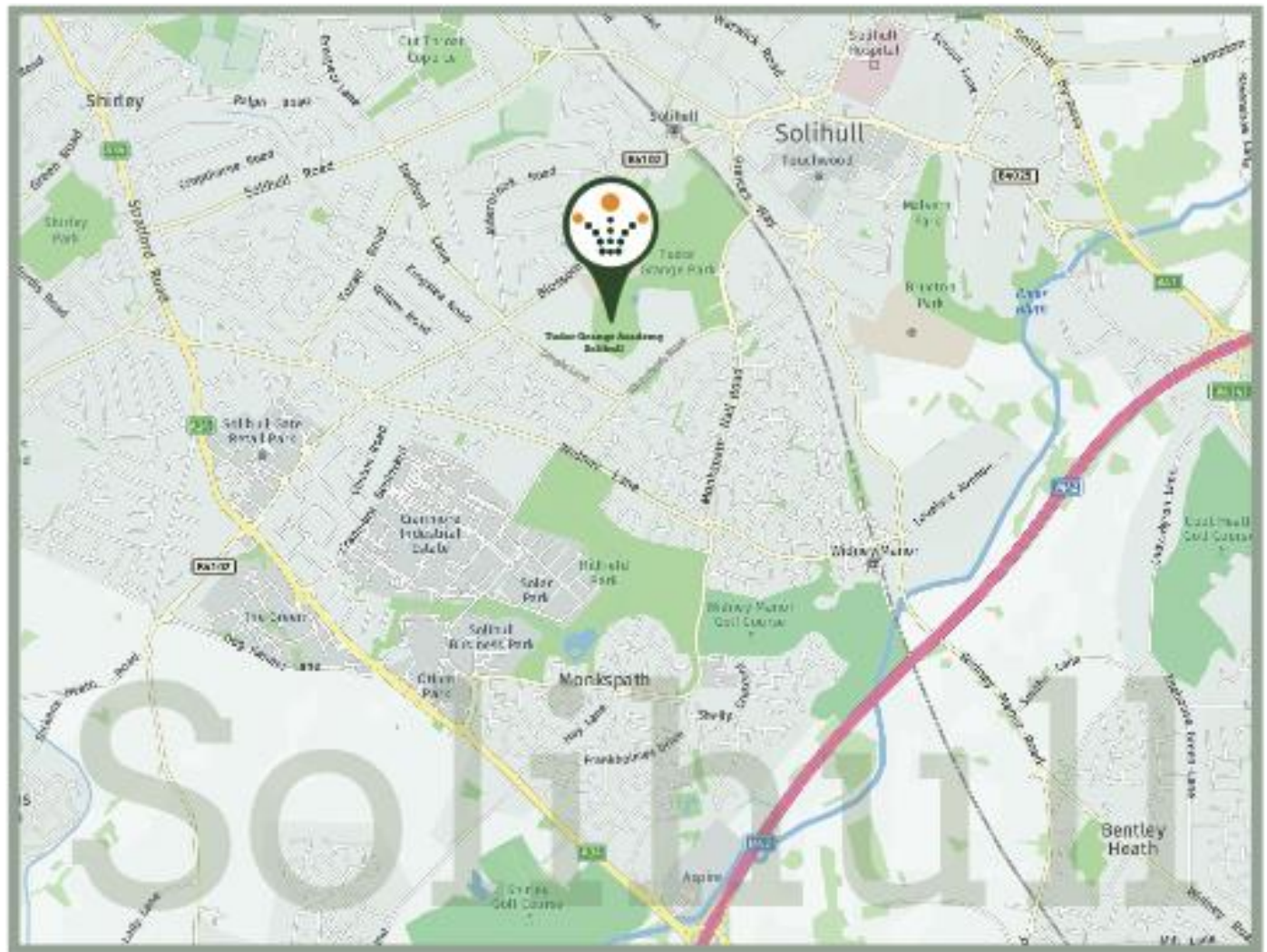
**OAK:** Admin, Maths, MFL, IT, History, Food  
**CHESTNUT:** Music, LRC  
**BEECH:** Geography  
**THE LODGE:** Teaching School  
**POPLAR:** Business, Drama, Art, Design & Technology, ICT  
**WILLOW:** Sixth Form, English, Science, RE, Psychology, Sociology, Media  
**SYCAMORE:** Sports Hall



DRAMA	ART	MUSIC	MATHS	R.E.	BUSINESS STUDIES
HISTORY	ENGLISH	MFL	PSYCHOLOGY	ICT	DESIGN & TECHNOLOGY
P.E.	GEOGRAPHY	SCIENCE	FOOD	IT	TEACHING SCHOOL



# We Are Here...



## Directions from M42 Junction 4

1. Leave motorway at Junction 4 and follow exit for A34 (Stratford Road) Shirley
2. Stay on A34 until the fourth roundabout (Porcelanosa on your left as you come to island) and turn right onto B4102 (Marshall Lake Road)
3. Stay on B4102 past retail parks up to traffic lights
4. Continue at traffic lights (Marshall Lake Road changes to Blossomfield Road)
5. At the next island turn right into Dingle Lane
6. Tudor Grange Academy is along Dingle Lane, second drive to your left
7. Please press the intercom at the barrier to speak to Reception to gain entry to park onsite
8. Reception is located at the bottom of the drive, on the right through the large oak doors



## **Tudor Grange Academy Solihull**

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