



Applicant Information Pack



Information for Candidates

Welcome to Tudor Grange Samworth Academy

I would like to take this opportunity to thank you for your interest in applying for a role at Tudor Grange Samworth Academy. We are very proud of our Academy, and I regard it as a privilege to serve our community as Principal.

Tudor Grange Samworth Academy is an oversubscribed all-through school situated in Leicester City with a roll of 963 pupils. The school was inspected by Ofsted in November 2021 who judged it to be good overall. The report highlights the significant improvement the school has made over recent years, and it highlights our ambition and commitment to delivering a high-quality educational experience for all pupils.

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. I am very grateful to all the staff for their hard work and patience. Their contribution is profound and humbling. Everyone feels part of the team and recruitment opportunities are consequently rare. We aim to develop teachers for whom clarity, passion and belief are at the core of everything they do. Both our teachers and support staff demonstrate the dedication that allows our pupils to develop their full potential no matter what their starting point.

We have a strong commitment to our TUDOR values of Tolerance, Unity, Democracy, Opportunity and Respect and we have exceptionally high expectations of our pupils with regard to their appearance and conduct. Learning takes place without interruption, and this allows pupils at Tudor Grange Samworth Academy to make outstanding academic progress. We are committed to the development of the Tudor values which we believe are intrinsic to our success. One aspect involves teaching all pupils the appropriate behaviour routines needed to be hard-working, engaged, and proactive. We encourage strong positive relationships between staff and pupils. The academy is committed to the personal growth of its pupils by working restoratively using our Establish Maintain & Repair (EMR) method. It involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship. Alongside this, the Academy offers a curriculum to develop the whole child: an exciting SAS curriculum, DofE, STEM clubs and other period 6 opportunities, with the Arts and Sport broadening interests and horizons, opening doors to whole new worlds. We have a genuine ambition to provide what matters most – pupils come first, and all pupils receive equitable provision and support.

The academy is part of the Tudor Grange Academies Trust which includes: Tudor Grange Academy Worcester, Tudor Grange Academy Redditch, Tudor Grange Samworth Academy, Robert Smyth Academy, Tudor Grange Academy Kingshurst, Tudor Grange Academy Solihull, Tudor Grange Primary Academy Haselor, Tudor Grange Primary Academy Meon Vale, Tudor Grange Primary Academy Yew Tree, Tudor Grange Primary Academy St James, Tudor Grange Primary Academy Perdiswell, Tudor Grange Primary Academy Hockley Heath and Tudor Grange Primary Academy Langley. 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.

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

I look forward to receiving your application and meeting you to discuss the potential of you joining our inspirational family.

Yours sincerely,

Aiden Bannon
Principal





Tudor Grange Academies Trust

Deputy Designated Safeguarding Lead

Job Description

Grade 6 Point 18

37 hours / 41 weeks

Core Purpose

To support the Designated Safeguarding Lead in their responsibility for safeguarding, child welfare and protection (including online safety).

Specific tasks

- Ensure safeguarding has a consistent and visible presence in the Academy.
- Act as a main point of contact for all staff, offering support, advice and expertise concerning all safeguarding matters.
- Support the Designated Safeguarding Lead with all tasks as directed by them.
- Stand in for the Designated Safeguarding Lead in their absence, or when otherwise necessary.
- Provide guidance to the Principal and Senior Leadership Team on the application of safeguarding policies and procedures.
- Ensure availability of at least one member of the safeguarding team, during term time school hours, for staff in the Academy to discuss any safeguarding concerns.
- Support the DSL to ensure adequate and appropriate cover arrangements for any out of hours activities
- Encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, in any measures the school puts into place to protect them.
- Respond appropriately to all other incoming referrals and causes for concern and take appropriate action.
- Maintain oversight of MyConcern, including the review and categorisation of new concerns, tasking staff and updating chronologies, and filing concerns when resolved and appropriately documented.
- Liaise with all key staff (tutors, pastoral team, SENCO, Mental Health Leads, AWO, DT for LAC, School Nurse, IT technicians) on matters of safety, safeguarding and welfare (including online safety) as appropriate, so that a holistic assessment of need can be made and next steps informed by this.
- Be alert to the specific needs of children with identified vulnerabilities, including those with SEND and young carers.
- Understand the assessment process for providing early help and intervention and liaise and co-ordinate with external agencies to provide early help as soon as a problem emerges.
- Refer cases of suspected abuse to the Local Authority Children's Social Care as required, and support other staff who make a referral.
- Liaise with case managers and designated officers for child protection concerns at the Local Authority.
- Refer cases where a crime may have been committed to the Police.
- Ensure that all children are appointed an 'appropriate adult' in relevant circumstances, in accordance with PACE Code C 2019.

- Refer cases to the Channel programme where there is a radicalisation concern and support other staff who make a referral.
- Liaise with the Principal to inform them of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Maintain detailed safeguarding risk assessments for children who may require one, including those who may pose a risk to themselves or others, and those who may be at risk from others.
- Ensure that all safeguarding records are detailed, accurate and secure and that records of concerns and referrals and rationales for action taken/not taken are logged accordingly.
- Manage all referrals and causes for concern and escalate concerns as appropriate, if not satisfied with the outcome.
- Attend and contribute effectively to child protection conferences, core groups, child in need meetings and all other planning, review, and strategy meetings.
- Ensure that all agreed actions from meetings are carried out and monitored and that children who are victims of abuse are supported appropriately and sensitively.
- Promote supportive engagement with all parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children are experiencing or have experienced, and the impact this may be having upon their attendance, engagement, and achievement.
- Maintain a culture of high aspiration by supporting staff to provide additional academic support and reasonable adjustments to help children who have/have had a social worker, to ensure they reach their potential, in recognition of the lasting impact of this event upon outcomes.
- Understand the unique risks associated with online safety, have relevant knowledge and up to date capability required to keep children safe whilst online at school and recognise the additional risks that those with SEND face online (e.g. online bullying, grooming, radicalisation) and support SEND children to stay safe online.
- Develop and maintain positive working relationships with all members of safeguarding governance, Children's Social Care and other relevant external agencies to ensure effective joint working.
- Ensure safeguarding and child protection files are securely transferred to any new school or college within 5 days for in-year transfers or within the first 5 days of the start of a new term when a child leaves the Academy and consider if it would be appropriate to share any information with the new school or college in advance of the child leaving.
- Support training for all staff on how to identify signs of abuse and how to respond appropriately to disclosures, when to make a referral and how to report a concern using Academy procedures.
- Support with the induction of new staff members with regards to the Academy's procedures and Trust safeguarding policy and relevant Local Safeguarding Children Partnership procedures.
- Support the Academy with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- Maintain links with the Local Children's Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies and updates on safeguarding.
- Support compliance with all tasks outlined within the Trust Safeguarding Quality Assurance Calendar.
- Engage with the supervision policy to benefit practice and support wellbeing
- Support the development of safeguarding policies, procedures, and practices

Qualification, knowledge, and skills

- Safeguarding training to 'Designated Safeguarding Lead' level, updated at least every two years.
- Prevent trained.

- Act with integrity, always maintaining confidentiality.
- Ability to relate well to children of all ages, their families, and professionals alike.
- Work constructively and effectively as part of a team, both within the Academy and with external agencies, understanding school roles and responsibilities and your own position within these.
- Full working knowledge of relevant polices/codes of practice and key legislation that informs safeguarding practice in education.
- Understanding of the thresholds that exist within Children’s Social Care.
- Understanding of the assessment process for providing early help and statutory intervention, including local criteria and local authority children’s social care referral arrangements.
- Safeguarding knowledge and skills should be refreshed at regular intervals and at least annually.
- A working knowledge of how local authorities conduct all child protection/need based multi-agency meetings.
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this diligence.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (GDPR).
- To act as a gatekeeper for school safeguarding standards, which includes an ability to translate quality assurance feedback into practice and CPD for all.
- Excellent communication skills.
- Very good literacy skills.
- Competent use of IT.

Line Manager:

DSL/College Leader

Informal visits and conversations about the post are most welcome.

About Our School

Senior Leadership Team

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

Mr Aiden Bannon	Principal
Mrs Anika Collins	Head of Primary
Mr John Keller	College Leader, Cambridge
Mr Michael Phelan	College Leader, Warwick
Mrs Amelia Morton	College Leader, Oxford
Ms Cathy Robinson	College Leader, Durham
Mr Pete Bell	Associate College Leader
Mrs E Hawthorne	Associate College Leader, Oxford
Rohina Dassu	College Leader for Safeguarding (DSL)
Mrs Stacey Nicholls	Personal Assistant to the Principal

Chair of Governors

Mr Neil Tansley

Staff Well-being

We actively place staff well-being 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 pupils 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
- Paid lunchtime duties, including a free lunch on the day of the duty
- 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.

Recruitment and Selection Policy and Procedure

Safer Recruitment

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.

Canvassing

Canvassing any member of staff, or governor, either directly or indirectly, is prohibited and will be considered a disqualification

Relevant Policies

[Safeguarding Children Policy](#)

[Recruitment and Selection Policy and Procedure](#)

[Equality and Diversity Policy](#)

The academy reserves the right to withdraw the advert prior to the closing date.

Academic Organisation

At Tudor Grange Samworth Academy we operate a two-week timetable with 25 one-hour lessons in each week.

The philosophy of Tudor Grange Samworth Academy is that each pupil is entitled to a curriculum that prepares them for life's opportunities, responsibilities and experiences. Statutory requirements of the national curriculum are supplemented by the academy's broader curricular provision.

At key stage three, pupils follow a common curriculum. In years 10 and 11 pupils are offered greater choice, enabling a more personalised curriculum that meets the needs of each individual learner.

Key Stage Three

All pupils will study the full KS3 National Curriculum throughout years 7-9. This curriculum has been creatively designed to provide a breadth and depth of learning experiences, ensuring that pupils are fully equipped with the fundamental skills and cultural capital required to begin their GCSE courses in year 10.

Key Stage Four

The Key Stage Four curriculum is designed to give pupils every opportunity to achieve their full potential and to maximise the choices available to them at post-16. All pupils in Years 10 and 11 study English language, mathematics, science and physical education.

Religious studies and PSHE are taught in our STEPs the curriculum in this key stage. There is a considerable amount of curriculum choice available within all of the pathways we offer. Pupils can choose to study from a range of GCSE and vocational qualifications.

College System at the Academy

Tudor Grange Samworth Academy prides itself on building great relationships with pupils and their parents. As part of this wrap-around, the academy is structured into a series of mini-schools, known as colleges. Each college is supported by a number of key members of staff, including a member of the senior leadership team. The core purpose of this college structure is to ensure that we, as an academy, personally know each pupil and their individual needs.

Within each of the colleges, there are 5 smaller tutor groups headed by teaching staff, who deliver a range of different, targeted activities across the week. Tutor time is delivered in year groups. Colleges enter a range of competitions across the year. We encourage healthy competition and pupils really love the ownership and community they are part of. This focus on a united community allows us to recognise and reward outstanding attainment, effort and behaviour across the colleges – celebrating and rewarding accomplishments.

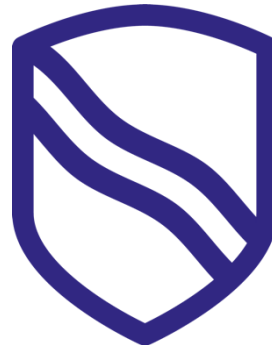
The colleges are titled after universities, all of which we encourage our pupils to aspire to attend. This demonstrates our belief that resilience and hard work lead to success and links directly with our own TUDOR Values. Much of our college system is built around the TUDOR Values of **Tolerance, Unity, Democracy, Opportunity and Respect**. With these values at the heart of all we do, pupils at our academy become equipped with the knowledge, skills and personality they need to become successful. Equipping pupils to reach their full potential is our ultimate ambition.



Cambridge



Durham



Oxford



Warwick

Enhanced Quality First Teaching

	Quality First Teaching Practice	Pupil outcome
Teachers plan effectively and present clearly because they have deep subject knowledge and expertise	1. Intent Teachers plan and share the learning journey with clarity; they actively present overviews and make the main ideas clear	Pupils are aware of what they are learning and why. They can explain how new knowledge builds on previous learning.
	2. Interleaving Thoughtful planning ensures that learning is revisited frequently and appropriately to support long term memory and enduring connections	Pupils remember content in the medium and long term
Teachers plan expertly because they have strong pedagogical knowledge and judiciously apply this to content	3. Deliberate practice Teachers expertly plan sequences of learning that move pupils from novice to mastery	Pupils are guided to work increasingly independently, achieving high success rates
	4. Scaffolding Resources are well selected and made accessible to all	Pupils can access all resources used. Resources allow all pupils to complete work
	5. Clear explanation Teachers are expert in planning effective approaches for possible misconceptions and areas of complexity	Pupils can explain how complex material is broken down. They are never told more than they can hold in working memory.
Teachers can model expertly	6. Modelling Teachers expertly identify and can create aspirational models. Good practice is spotlighted effectively.	Pupils can explain why particular pieces of work are successful
	7. Academic communication Teachers model expertly so that all pupils acquire mastery of language and reading in the subject	Pupils can understand, and create, sophisticated written and oral communication. They read confidently, skilfully and frequently.
	8. Metacognition Teachers expertly deconstruct cognitive processes so that all pupils can think in a disciplined way	Pupils can explain the thinking processes required to produce strong work
Responsive teaching	9. Checking Teachers thoughtfully and sustainably use testing as a means of checking understanding of the main ideas; low stakes assessments often achieve difficult but successful retrieval	Pupils do not labour under misconceptions: they understand the material used in lessons
	10. Feedback Teachers allocate time in lessons for all pupils to reflect upon and improve their work	Pupils receive and act upon feedback. They can describe how they have improved their work or deepened their learning.

Questioning	11. Questioning Teachers select appropriate and effective questioning techniques	Pupils think carefully about the answers to teachers' questions, even when questions are not addressed to them
	12. Classroom environment Teachers create an environment where pupils are confident to ask and answer questions	Pupils are relaxed about asking and being asked questions and can explain why this is important

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 complete the application form, following the Link to MyNewTerm.

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. This may be explored further in an interview.

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

Please complete this fully 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.