Working for
Outwood Grange Academies Trust

Teaching Staff

Students First
Raising standards and transforming lives

Students First
OUTWOOD
GRANGE ACADEMIES TRUST

Students First:
raising standards
transforming

Welcome,

Thank you for choosing to apply to Outwood. If you are successful, we hope that you will have an enjoyable and fulfilling career with us and that together, we continue to have a positive impact on the life-chances of thousands of young people.

While this pack will provide you with all the details you'll need as you progress with your application, and hopefully your career with us, I wanted to introduce myself as the Chief Executive and Accounting Officer of Outwood Grange Academies Trust and introduce the Outwood vision to you.

Quite simply, we want to be known for putting Students First, raising standards and transforming lives.

It's a bold vision, we know, but every day our colleagues strive to put it in place, whether that be in the classroom or in one of our business services roles, and we make sure we support every Outwood colleague in doing so.

Whether you're joining us as a support staff member, an NQT, teacher or in a leadership position, and everything in between, we will invest in you and your development throughout your career.

By all working together, supporting and motivating each other, we believe we can raise current standards, and transform the lives of our students.

We fully understand that as a Trust if we support and care for you to help you reach your potential, then in turn we can help ensure all the children in your charge will also reach theirs.

With all but one of our inspected academies now rated as a Good or Outstanding school, even though almost all of them joined the Trust when they were inadequate or requiring improvement, now is an exciting time to join us.

Outwood continues to play an important role nationally helping to shape educational policy and practice and we want the best people, who share our vision and commitment to children to drive us forward.

So, before I finish, may I wish you good luck with your application and please do not hesitate to contact one of our team if you wish to discuss any points about your application or Outwood in general.

Martyn Oliver
Chief Executive, Outwood Grange Academies Trust

Staff Benefits

We look for inspirational and motivated educators and determined individuals, who care deeply about children, and who have a similar vision to that of the Trust. With most of our inspected academies now rated as Good schools or Outstanding schools, now is an exciting time to join Outwood Grange Academies Trust.

We are committed to putting students first, raising standards and transforming lives. To do this, we are determined to fully support our colleagues.

As part of your employment with Outwood, you will be entitled to a whole host of staff benefits including:

We are a Living Wage Employer

- **A generous pension scheme**
  - Teacher's Pension Scheme for teachers
  - Local Government Pension Scheme for support staff
- **Synergy car leasing**
- **24-hour Employee Assistance Programme**
- **25+ days holiday, plus bank holidays (for non-term time only employees) and flexible family friendly policies**
- **Opportunities for continuing professional development (CPD), offered with the Outwood Institute of Education, including the 'Transform Outwood' career pathway programme.**
- **Staff discounts**

Academies by Region

Secondary Academies - Northern Region

Academy	Contact Number
Outwood Academy Acklam Hall Drive, Acklam, Middlesbrough TS5 7JY	01642 818200 Ext. 205
Outwood Academy Bishopsgarth Harrowgate Lane, Stockton-on-Tees TS19 8TF	01642 586262 Ext. 141
Outwood Academy Bydales Coast Road, Marske-by-the-Sea, Redcar TS11 6AR	01642 474000 Ext. 202
Outwood Academy Normanby Normanby Road, Middlesbrough TS6 9AG	01642 454577
Outwood Academy Ormesby Toothill Avenue, Netherfields, Middlesbrough TS3 0RH	01642 452191 Ext. 1004
Outwood Academy Redcar Kirkleatham Lane, Redcar TS10 4AB	01642 289211 Ext. 1112
Outwood Academy Riverside **Opens 2020**	

Secondary Academies - Central Region

Academy	Contact Number
Outwood Grange Academy Potovens Lane, Wakefield WF1 2PF	01924 204350 Ext. 227
Outwood Academy Carlton Royston Lane, Barnsley S71 3EW	01226 728494 Ext. 231
Outwood Academy City Fields Warmfield View, Wakefield WF1 4SF	01924 298752
Outwood Academy Easingwold York Road, York YO61 3EF	01347 821451
Outwood Academy Freeston Favell Avenue, Normanton, Wakefield WF6 1HZ	01924 302560
Outwood Academy Hemsworth Wakefield Road, Hemsworth, Pontefract WF9 4AB	01977 624220 Ext. 246
Outwood Academy Ripon Clotherholme Road, Ripon, North Yorkshire HG4 2DE	01765 604564 Ext. 234
Outwood Academy Shafton Engine Lane, Shafton, Barnsley S72 8RE	01226 717730 Ext. 211

Secondary Academies - Southern Region

Academy	Contact Number
Outwood Academy Adwick Windmill Balk Lane, Woodlands, Doncaster DN6 7SF	01302 722237 Ext. 226
Outwood Academy Brumby Cemetery Road, Scunthorpe, North Lincolnshire DN16 1NT	01724 708060 Ext. 228
Outwood Academy City Stradbroke Road, Sheffield S13 8SS	0114 2358120 Ext. 287
Outwood Academy Danum Armthorpe Road, Doncaster DN2 5QD	01302 831385 Ext. 221
Outwood Academy Foxhills 2 Foxhills Road, Scunthorpe DN15 8LJ	01724 708080 Ext. 228
Outwood Academy Newbold Highfield Lane, Newbold, Chesterfield S41 8BA	01246 230550 Ext. 111
Outwood Academy Portland Netherton Road, Worksop, Nottinghamshire S80 1AL	01909 471023 (Direct)
Outwood Academy Valley Valley Road, Worksop, Nottinghamshire S81 7EN	01909 475121 Ext. 287

Primary Academies

Academy	Contact Number
Outwood Primary Academy Bell Lane Bell Lane, Ackworth, Pontefract WF7 7JH	01977 613304
Outwood Primary Academy Darfield 124 Snape Hill Road, Darfield, Barnsley S73 9LT	01226 753048
Outwood Academy Newstead Green Cow Lane, Wakefield WF4 2BE	01226 722484
Outwood Primary Academy Littleworth Grange Littleworth Lane, Lundwood, Barnsley S71 5RG	01226 777530
Outwood Primary Academy Lofthouse Gate Canal Lane, Lofthouse Gate, Wakefield WF3 3HU	01924 821160
Outwood Primary Academy Kirkhamgate Brandy Carr Road, Kirkhamgate, Wakefield WF2 0RS	01924 907436
Outwood Primary Academy Ledger Lane Ledger Lane, Wakefield WF1 2PH	01924 907430
Outwood Primary Academy Park Hill Irwin Crescent, Wakefield WF1 4QY	01924 303655
Outwood Primary Academy Greystone Quarry Moor Lane, Ripon HG4 1RW	01765 603481
Outwood Junior Academy Brumby Queensway, Scunthorpe DN16 2HY	01724 865644

How are Outwood Grange Academies Trust addressing unnecessary teachers' workload?

MARKING

What the Workload Review Group said...	What we have done...
Use the three principles (meaningful, manageable and motivating) set out in this report to review the school's marking practice as part of an overall and proportionate assessment policy in partnership with their teachers and governors.	The Trust recently introduced a new Feedback and Assessment Policy that relies on teachers' professional judgement to decide how and when to give feedback to students. It was informed by the three principles to ensure practice is meaningful, manageable and motivating. It ensures that feedback delivered within the lesson is as valued as that written outside of the lesson when marking work.
Evaluate the time implications of any whole school marking and assessment policy for all teachers to ensure that the school policy does not make unreasonable demands on any particular members of staff.	The Feedback and Assessment policy has no quantitative demands on how many times teachers should give written feedback to students. Only qualitative criteria are provided. Teachers are free to use whichever feedback strategy they believe will best support students to move their learning forward. There is no requirement for teachers to mark every page of the students' books they use their professional judgement to be selective about which pieces require written feedback and how much is required.
In partnership with their teachers and governing boards, monitor their marking practice as part of their regular monitoring cycle and evaluate its effectiveness on pupil progress.	Every half term we operate a Learning Reflection. Staff are able to reflect on their own practice and work with their department and other colleagues to share good practice. This allows all teachers to self reflect on the effectiveness of practice and to work with their middle leader and senior leader link on best practice and areas for development.
Challenge emerging fads that indirectly impose excessive marking practices on schools.	The previous marking policy stipulated a specific generic approach to marking. This was reviewed and considered to be overly burdensome and to not be best practice. The new Feedback and Assessment Policy was developed in consultation with staff across the Trust. It does not stipulate any specific marking method, it does not require any specific pen colour or approach. If verbal feedback is given in class it does not require any stamps of recording etc. It is best on best practice from evidence based research on what impacts upon students.

PLANNING AND TEACHING RESOURCES

What the Workload Review Group said...	What we have done...
SLT should ensure there is ongoing work to develop a shared understanding of effective teaching to inform planning, underpinned by effective continuous professional development.	The Trust has invested significant time and resources to develop an Outwood curriculum that supports effective planning and teaching across all subject areas. It provides long term and medium term planning for subjects. The Outwood Institute of Education has a programme of CPD available to all teachers that offers a tailored and career led programme of training and development. Across the Trust 95% of colleagues stated that 'Leaders use professional development to encourage, challenge and support teachers to improve.
SLT should not automatically require the same planning format across the school.	There is shared long term and medium term planning for teachers to access to inform their short term planning. Teachers are not required to produce written lesson plans. Lessons are considered in terms of their reflection of learning over time.
SLT should review demands made on teachers in relation to planning to ensure that minimum requirements to be effective are made. Where more intensive plans are needed for pedagogical reasons, a review date is set.	Where support plans are in place these are time bound and provide intensive support. They are always linked to specific teachers' standards.
Senior and middle leaders should ensure, as a default expectation that a fully resourced, collaboratively produced, scheme of work is in place for all teachers for the start of each term.	The Trust provides opportunities for teachers to collaborate with colleagues doing the same job across the Trust to develop and share resources and ideas - this also supports the development of career networks across the Trust. Collaboratively produced long term and medium term plans are available across all subjects.
Senior and middle leaders should make clear who will be planning new schemes of work and associated resources, what time they will have available to do so, and how this will be made available to all staff in a timely fashion.	Recent work by colleagues across the Trust has ensured that the curriculum is planned for all subjects from year R to 11 and is available to all teachers. Joint L&P and CPD events enable subject staff to meet and share resources and practice.
SLT should ensure that the highest quality resources are available, valuing professionally produced resources as much as those created in-house.	Resources for all subjects are shared via Google Drive which means they can be shared with all colleagues and accessed from anywhere.
SLT should consider aggregating PPA into units of time which allow for substantial planning.	Standard PPA at secondary is 12% and at primary is 13% (exceeding the recommended 10%) of the timetable and never given in blocks of less than 1 hour.
SLT should work with middle and subject leaders to identify alternative ways to evidence 'effective teaching and planning', emphasising teacher development.	Teachers are not required to produce written lesson plans, SLT monitoring and observation will be used to evidence effective teaching and planning over time. Formal lesson observations are 'development led' to support the continuous professional development of teachers. Across the Trust 88% of colleagues have said that the SLT in their academy has created a climate in which staff are trusted to take risks and innovate in ways that are right for pupils.
Subject and phase leaders should lead discussions on quality assurance with SLT/governors to help them understand where a subject- or phase-specific approach may be most appropriate – and why the volume of paper plans may be an inadequate proxy.	The overarching 'Outwood Curriculum' provides a quality assured structure for subjects and phases across all years of education. A programme of professional development through training and sharing practices will embed the understanding of the curriculum for all leaders and teachers.

DATA MANAGEMENT	
What the Workload Review Group said...	**What we have done...**
Use software which adheres to common definitions and standards.	The Trust has invested in developing its own bespoke and tailored software to support teachers in data management; ensuring that only simple data is collected once which can then be used in multiple ways without the need for re-entry.
Conduct a regular audit of in-school data management procedures to ensure they remain robust, valid and effective, and manageable for staff.	The Trust continues to implement bespoke and tailored software to remove the workload created through recording information in hard copy or on spreadsheets, e.g. O Cloud Consequences.
Do not routinely collect formative assessment data.	Formative assessment data is not routinely collected. Teachers use their judgement when marking to consider how what to record to inform the planning of students' next steps in their learning.
Summative data should be collected only as frequently as essential to ensure appropriate action can be taken in between collections. Unless there are issues of performance to address and monitor, summative data should not normally be collected more than three times a year per pupil.	The Trust believes that the collection of Praising Stars data 6 times a year (5 times for Y7 & 11) is effective in supporting and intervening with students quickly, in order to maximise their success. To counter this, the Trust has removed the requirement for additional written student reports and only has 3 parent evenings per year, with parents invited by request.
Review assessment which leads to data generation and consider a range of approaches (including standardised tasks/test items).	Standardised assessment is used to allow collaboration and support from Directors and colleagues across the Trust to reduce the workload for Heads of Department, Phase Leaders and teachers. Colleagues are supported with exam board training to ensure they have the knowledge and resources to assess effectively and efficiently.
Make data accessible to all stakeholders in an appropriate form.	The use of our own Praising Stars software allows a single point of data entry to provide data for multiple uses and stakeholders
Do not collect data outside of agreed data collection points. Take a strategic view of the assessment demands throughout the school year and implement an assessment and data management calendar.	The data entry windows for Praising Stars are agreed at the beginning of each year and data collection is not required outside these windows. Time is provided for data entry and moderation within Learning and Performance time.
Do not request data in any other format than that which the school regularly and routinely presents.	Praising Stars reports allow the single input data to manipulated, by the system, into multiple reports. Some subjects choose to maintain their own subject trackers to support and inform planning.
Keep data requirements under review and challenge selves and leaders to collect the least amount of data possible.	The Trust continues to review how it can reduce the need for data collection; using technology to pull information between software and systems, therefore, removing the need for data to be entered more than once into different systems is just one way this has been improved.

What else have we done?

- Directed time for teachers is below the national '1265 hours' in both secondary and primary phases of teaching;
- By completing Learning and Performance time each week, we are able to disaggregate 3 days to create 3 additional holidays in the year;
- All departmental meetings take place during the 2 hours Learning and Performance time each week;
- Staff receive high quality professional development through Learning and Performance and through the wide variety of professional learning opportunities offered by the Outwood Institute of Education;
- Colleagues have opportunities to work at other schools in the Trust if they wish to expand their experience;
- Specialist Directors support teaching and learning in the classroom and, where appropriate, cover for absent colleagues, thus reducing the need for HoDs/SLT to set cover work;
- Independent counselling services are available for any colleague who requires support, for whatever reason.

Across the Trust 98% of staff have said that they are proud to be a member of Outwood Grange Academies Trust staff.

OIE Overview

The Outwood Institute of Education is a network offering professional learning, initial teacher training and school to school support across the North of England.

The network consists of five teaching schools, a Maths Hub, an English Hub, four School Direct providers, two national support schools and an appropriate body. These organisations work together to form the Outwood Institute of Education and work to support schools to improve outcomes for young people across the North of England.

The OIE originated from the Outwood Teaching School Alliance, which was established in 2011 when Outwood Grange Academy, in Wakefield, was designated one of the first national teaching schools. Between 2011 and 2014, a further three teaching schools joined alliance.

When Outwood Grange Academy was designated as a National Maths Hub in 2014 the Yorkshire and Humber Maths Hub was created. The Maths Hub joined the Outwood Teaching School Alliance to form the Outwood Institute of Education. This has since grown to now include the following organisations and is located in two bespoke training and conference centres in Doncaster and Middlesbrough.

National Teaching School designated by National College for Teaching & Leadership

OUTWOOD Institute of Education

NATIONAL SUPPORT SCHOOLS

MathsHUBS Yorkshire and the Humber

English Hubs Outwood English Hub

TeachNORTH TEACHOUTWOOD

APPROPRIATE BODY

This network work with a range of strategic partners and alliance members to form a hub of professional learning, initial teacher training and school to school support for the North of England. Below is an overview of the core purpose and remit of each organisation that forms the OIE.

OUTWOOD
Institute of Education

The Outwood Teaching Schools

Teaching schools are centres of excellence that play an important and leading role in school improvement. The OIE is a cross-phase, multi-teaching school alliance with over 70 members. Teaching schools prioritise: co-ordinating and providing high-quality school-led initial teacher training, providing high-quality school-to-school support to spread excellent practice, particularly to schools that need it most and providing evidence-based professional and leadership development for teacher and leaders across their network.

Our Teaching Schools include:

- Outwood Grange Academy, Wakefield
- Outwood Primary Academy Kirkhamgate, Wakefield
- Outwood Academy Portland, Worksop
- Outwood Academy Ripon, Ripon
- Outwood Academy Acklam, Middlesbrough

MathsHUBS
Yorkshire and the Humber

The Yorkshire and the Humber Maths Hub

The Maths Hub programme brings together all mathematics education professionals in a national network of hubs. Each hub is locally led by an Outstanding school or college, working in partnership with neighbouring schools, colleges, universities, CPD providers, maths experts and employers. The leading school for the Yorkshire and the Humber Maths Hub is Outwood Grange Academy, Wakefield.

All the hubs collaborate as a national group, pooling experiences, expertise and ideas as a network, meeting once a term at the National Maths Hubs Forum.

The Yorkshire and the Humber Maths Hub is led by the OIE, working with key strategic partners. The Maths Hubs are a new way of harnessing the maths expertise within an area, and to spread excellent practice for the benefit of all pupils and students.

Visit: www.mathshub.outwood.com

English Hubs
Outwood English Hub

The Outwood English Hub

The English Hub programme was launched in October 2018 when the Department for Education announced the names of 32 schools across England that were to be designated as an English Hub.

The purpose of the English Hubs is to promote a love of reading and to take a leading role in supporting schools in the teaching of early reading and phonics. English Hubs will run events to showcase excellent practice in teaching reading to local schools.

The Outwood English Hub is based Outwood Primary Academy Lofthouse Gate, and is led by the OIE.

Visit: www.englishhub.outwood.com

Teach NORTH
TEACHOUTWOOD

Teach North School Direct Programme

Durham University

LBU LEEDS BECKETT UNIVERSITY

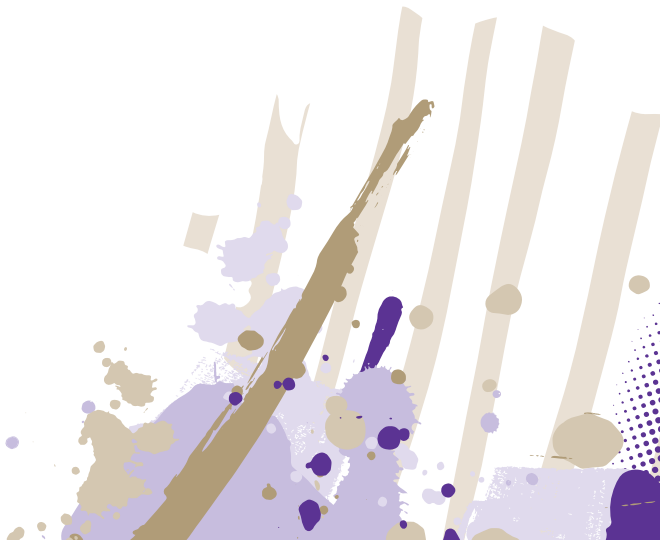
Sheffield Hallam University

UNIVERSITY of York

We are proud to partner with Durham University, Leeds Beckett University, Sheffield Hallam University and the University of York to deliver excellent teacher training across the North of England. The Teach North School Direct programme strives to develop, support and celebrate excellent trainee teachers who are well prepared for the profession. Our trainees work alongside innovative, ambitious and student-focused teachers who are passionate about raising standards and transforming lives.

All of our courses result in a PGCE with QTS and we offer training for both primary and secondary teachers.

Visit: www.teachnorth.com



The Appropriate Body

An Appropriate Body supports the induction of Newly Qualified Teachers (NQTs) in all schools and settings. The appointment of an Appropriate Body is a statutory requirement for the induction period for all NQTs. It is the Appropriate Body that makes the final decision as to whether an NQT has met the Teachers' Standards on the recommendation of the head teacher/Principal in the school where they work. They also offer support and professional development for NQTs throughout their induction period.

National Support Schools

National Support School status is given to a school if it employs a National Leader of Education (NLE). NLEs are outstanding head teachers or principals who use their skills and experience to support schools in challenging circumstances. In addition to leading their own schools, NLEs and support schools work to increase the leadership capacity of other schools to help raise standards.

Our National Support Schools include:

- Outwood Academy Foxhills, Scunthorpe
- Outwood Academy Bydales, Redcar and Cleveland

It is always about putting students first: raising standards and transforming lives.

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