

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 learning



Welcome,

Thank you for deciding to apply to Outwood. Your interest means a lot to us! Should you be successful, we genuinely look forward to welcoming you into our family. We believe that your journey with us will not only be professionally rewarding but also personally fulfilling. Together, let's make a meaningful and positive difference in the lives of countless young individuals.

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 the Outwood vision to you and what we think makes our family of schools unique. 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 ECT, teacher or in a leadership position, and everything in between, we will invest in you and your development throughout your career.

As part of the Outwood family, you will have access to a national network of research-led CPD as well as bespoke and personalised professional development led by you.

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.

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.

Lee Wilson

Interim Chief Executive, Outwood Grange Academies Trust



Employee benefits

What do we offer as an employer?

Outwood Grange Academies Trust supports colleagues by funding an extensive range of accredited training courses and apprenticeship opportunities up to Masters level. We also offer:

- Your starting salary plus annual inflation linked increases. The starting salary will be dependent on experience
- We follow the principles of the School Teachers' Pay and Conditions Document
- You will be automatically enrolled into the generous Teachers' Pension Scheme
- Pay progression happens automatically on the anniversary of the target period appropriate to your role
- Flexible family friendly policies from day one
- Enhanced occupational benefits available (such as maternity, adoption and parental leave) with no qualifying period
- We have our own Workload Charter and are committed to ensuring that Teachers' workloads are manageable
- All teachers receive an allotted minimum of two hours CPD each week
- Access to centralised resources to support with lesson planning and reducing workload
- Comprehensive induction and training process



- Automatic enrolment into our Employee Assistance Programme which gives you and your family members free access to:
 - *Specialist information on a wide range of work-life issues*
 - *Emotional support and counselling for a wide range of personal and work issues*
 - *Legal guidance*
 - *Financial guidance and debt counselling*
 - *Child and dependent care support and advice*
 - *Support for managers*
- We are also a wellbeing employer with a dedicated wellbeing policy and menopause policy along with menopause champions based in our academies
- Free flu vaccinations
- Free onsite parking
- Employee discounts such as competitively priced Synergy Car Leasing
- Access to various discount sites

Secondary Academies

Academy	Contact Number
Outwood Grange Academy Potovens Lane, Wakefield, West Yorkshire, WF1 2PF	01924 204350 Ext. 227
Outwood Academy Acklam Hall Drive, Acklam, Middlesbrough, TS5 7JY	01642 818200 Ext. 205
Outwood Academy Adwick Windmill Balk Lane, Woodlands, Doncaster, South Yorkshire, DN6 7SF	01302 722237 Ext. 226
Outwood Academy Bishopsgarth Harrowgate Lane, Stockton-on-Tees, TS19 8TF	01642 586262 Ext. 141
Outwood Academy Brumby Cemetery Road, Scunthorpe, North Lincolnshire, DN16 INT	01724 708060 Ext. 228
Outwood Academy Bydales Coast Road, Marske-by-the-Sea, Redcar, TS11 6AR	01642 474000 Ext. 202
Outwood Academy Carlton Royston Lane, Barnsley, South Yorkshire, S71 3EW	01226 728494 Ext. 231
Outwood Academy City Stradbroke Road, Sheffield, South Yorkshire, S13 8SS	0114 2358120 Ext. 287
Outwood Academy City Fields Warmfield View, Wakefield, West Yorkshire, WF1 4SF	01924 298752
Outwood Academy Danum Armthorpe Road, Doncaster, South Yorkshire, DN2 5QD	01302 831385 Ext. 221
Outwood Academy Easingwold York Road, York, North Yorkshire, YO61 3EF	01347 821451
Outwood Academy Freeston Favell Avenue, Normanton, Wakefield, West Yorkshire, WF6 1HZ	01924 302560
Outwood Academy Foxhills Foxhills Road, Scunthorpe, North Lincolnshire, DN15 8LJ	01724 708080 Ext. 228
Outwood Academy Hasland Hall Broomfield Avenue, Hasland, Chesterfield, Derbyshire, S41 0LP	01246 273985
Outwood Academy Haydock Clipsley Lane, Haydock, St Helens, Merseyside, WA11 0JG	01744 678833
Outwood Academy Hemsworth Wakefield Road, Hemsworth, Pontefract, West Yorkshire, WF9 4AB	01977 624220 Ext. 246
Outwood Academy Hindley Mornington Road, Hindley, Wigan, WN2 4LG	01942 767704
Outwood Academy Kirkby Tennyson Street, Kirkby in Ashfield, Nottingham, NG17 7DH	01623 455925
Outwood Academy Newbold Highfield Lane, Chesterfield, Derbyshire, S41 8BA	01246 230550 Ext. 111
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 Portland Netherton Road, Worksop, Nottinghamshire, S80 2SF	01909 471023 (Direct)

Academy	Contact Number
Outwood Academy Redcar Kirkleatham Lane, Redcar, TS10 4AB	01642 289211 Ext. 1112
Outwood Academy Ripon Clotherholme Road, Ripon, North Yorkshire, HG4 2DE	01765 604564 Ext. 234
Outwood Academy Riverside 100 Russell Street, Middlesbrough, TS1 2AD	01642 549950
Outwood Academy Shafton Engine Lane, Shafton, Barnsley, South Yorkshire, S72 8RE	01226 717730 Ext. 211
Outwood Academy Valley Valley Road, Worksop, Nottinghamshire, S81 7EN	01909 475121 Ext. 287
Outwood Alternative Provision Eston Burns Road, Middlesbrough, TS6 9AW	01642 056440

Primary/Junior Academies

Academy	Contact Number
Outwood Primary Academy Alne Main Sreett, Alne, York, North Yorkshire, YO61 1RT	01347 838427
Outwood Primary Academy Bell Lane Bell Lane, Ackworth, Pontefract, West Yorkshire, WF7 7JH	01977 613304
Outwood Primary Academy Darfield 124 Snape Hill Road, Darfield, Barnsley, South Yorkshire, S73 9LT	01226 753048
Outwood Primary Academy Greenhill Greenhill Road, Eastmoor, Wakefield, West Yorkshire, WF1 4LU	01924 303650
Outwood Primary Academy Greystone Quarry Moor Lane, Ripon, North Yorkshire, HG4 1RW	01765 603481
Outwood Primary Academy Kirkhamgate Brandy Carr Road, Kirkhamgate, Wakefield, West Yorkshire, WF2 0RS	01924 907436
Outwood Primary Academy Ledger Lane Ledger Lane, Wakefield, West Yorkshire, WF1 2PH	01924 907430
Outwood Primary Academy Littleworth Grange Littleworth Lane, Lundwood, Barnsley, South Yorkshire, S71 5RG	01226 777530
Outwood Primary Academy Lofthouse Gate Canal Lane, Lofthouse Gate, Wakefield, West Yorkshire, WF3 3HU	01924 821160
Outwood Academy Newstead Green Cow Lane, Wakefield, West Yorkshire, WF4 2BE	01226 722484
Outwood Primary Academy Park Hill Irwin Crescent, Wakefield, West Yorkshire, WF1 4QY	01924 303655
Outwood Primary Academy Woodlands The Crescent, Doncaster, South Yorkshire, DN6 7RG	01302 722367
Outwood Junior Academy Brumby Queensway, Scunthorpe, North Lincolnshire, 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 has recently updated the 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 as 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 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 and the National Institute of Teaching has a programme of CPD available to all teachers that offers a tailored and career led programme of training and development.
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 and 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 Reception 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.	As well as external resources available, internal 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.
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. This ensures that only simple, consistent data is collected once which is automatically analysed and presented 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 workload created through recording information in hard copy or on spreadsheets, e.g. oCloud Consequences, Honours.
Do not routinely collect formative assessment data.	Formative assessment data is not routinely collected. Teachers use their judgement when marking to consider 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 up to 6 times a year 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.
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. We have also introduced key information (e.g. contact details of parents) in our web based bespoke software to provide a wider accessibility of data to staff.
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 be 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;
- Removed performance related pay so teachers can automatically progress;
- By completing Learning and Performance time each week, we are able to disaggregate 3 inset 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 and the National Institute of Teaching;
- Workload impact assessment completed for any new Trust wide policy to ensure workload is minimised;
- Colleagues have opportunities to work at other schools in the Trust if they wish to expand their experience;
- Working in partnership with Impact Ed (The Engagement Platform) reviewing workload via surveys all done in Learning and Performance time for teachers so that we can measure ourselves nationally;
- 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;
- Full Employee Assistance Programme (EAP) for all staff which is available 24/7, 365 days a year and is dedicated to colleagues that work in education;
- Mental Wellbeing Strategy with SLT Lead and Wellbeing Champions in every school;
- Menopause Policy with ACAS trained Menopause Champions and line managers who have also completed ACAS training;
- 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 supporting schools to raise standards in education and outcomes for students across the North of England.

The network consists of a Maths Hub, an English Hub, and the National Institute of Teaching (NPQ provider). 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.

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



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. 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



The National Institute of Teaching

The National Institute of Teaching (NIoT) is England's new flagship teacher and leader training and development provider. Founded by four of the country's most respected school trusts, it is run by schools for schools. The Institute will boost the quality of teacher and leader development by generating and interpreting research, applying the insights to the design and delivery of its programmes, and sharing it all with the sector.

Visit: www.niot.org.uk



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

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