

Droylsden Academy is a good school

## THE TAME RIVER EDUCATIONAL TRUST

### Tame River Educational Trust

*Great schools in which to learn, teach and belong.*



### Learn, Teach, Belong.

Our focus is on the business of learning and teaching. Nothing else gets in the way. We foster a strong sense of pride and identity with our students, staff and community towards our schools: strong, positive relationships between staff and students are central to our culture and to the well-being of adults and children, alike. It is true to say we feel we belong in our schools and our schools belong to us and our local communities. They sit in the heart of their towns.

In Tame River schools we have worked hard to take the best ideas and practices from schools, academies and the independent sector in England and from abroad. We have synthesised these ideas with our years of experience into what works best for our students and our staff in our communities.

Our school practice is rooted in our values of politeness and good manners, hard work and honesty. Our systems and routines are built solidly on those values and on the best research we can find into what works in schools. Our Trust has a very clear vision and our core educational purposes focus relentlessly on academic results, talent development, students with great character and, of course, student opportunities to shine within and beyond the classroom.

In each of our schools our approach relies on the development in our students of good and great learning habits which, over time, enable them to become better qualified and better prepared for the world of further study and work.

We are unapologetic in our insistence that students, without fail, follow our clear and simple rules on good manners, wearing their uniform with pride, submitting homework, remaining on task in class, being punctual to each and every lesson and club, and attending well-prepared each day with just the right equipment. Our students are engaged and ready to learn and for this we are enormously grateful to: them for their maturity: our staff for the consistent application of our rules; and, to our parents and carers for their unerring support.

**Great learning through politeness, honesty and hard work**

Even the best teachers cannot turn around children whose parents routinely excuse poor behaviour and poor learning habits. We set the highest of standards and the highest of expectations and we expect our students and their families to rise to them: and it is in that positive and courageous culture **we learn, teach and belong.**

We are a recently established multi-academy trust of two secondary schools, in the first instance, serving the communities within Tameside, Greater Manchester and approximately 1800 children and young people. Our academies are partnered currently with eleven local primary schools.

Our Trust is sponsored by Tameside College and Clarendon Sixth Form College.

**RACISM HAS NO PLACE IN OUR SOCIETY**



The following article was written by **Joyce Kiwa** and **Kelvin Nwanze**, members of a group that promotes equality and highlights the issues around racism and discrimination that many people in our society face.

Black Lives Matter is a phrase used to highlight the racism and discrimination experienced by black people. Black Lives Matter does not mean that only black lives matter, but that black lives have to matter as much as everybody else's. It is a movement for equality and against racism.



The phrase was first used in 2013 when Trayvon Martin, a black teenage boy, was shot and murdered by a neighbourhood watch volunteer who, subsequently, faced no punishment. Lots of people spoke out against this injustice and there were many protests demanding change. Sadly, there is racist abuse directed towards black people, as well as people from other ethnic backgrounds, all over the World and this had led to increasing calls for protection and respect. The discrimination that black people face goes all the way back to slavery and many organisations and campaign groups have been challenging racial inequality for years. However, racism still affects many black people today.

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In many organisations and institutions, and in society in general, racism has gone unchallenged for too long. In sport, many football players have faced racial abuse such as the vile and disgusting racist comments aimed at Bukayo Saka, Jordan Sancho and Marcus Rashford after they missed penalties in 'Euro 21'. Euro 21 was the first time England had reached a major final since the World Cup in 1966 but unfortunately the team lost to Italy in a penalty shoot-out. In response to the comments, Boris Johnson said 'They brought joy to this country and to those who have been directing racist abuse at them, I say shame on you and I hope you will crawl back under the rock from which you emerged'. These three young men had played for our country and brought much joy and excitement to all of us, but some people thought it acceptable to subject them to sickening and appalling racist abuse. No-one deserves this. Black people often have to work harder in life and we do not always get the same recognition or opportunities because of the colour of our skin. Being black is a daily struggle but we are rightly and justifiably proud of who we are. Being black is amazing, being black is excellent and being black is beautiful.



But racism, of course, isn't just directed towards Black people. Racism can be directed towards anybody: Black people, Asian people, White people, anyone can experience the venom of racism. At the height of the Covid-19 Pandemic, Asian people suffered from racist attacks because of the negative stereotypes portrayed by some. Statistics suggested that a third of Asian-Americans feared threats and physical attacks, and many said that violence against them was increasing, and all because of rumours and ignorance in the community. This is unacceptable and organisations such as 'Black Lives Matter' tackle all forms of racism no matter your skin colour or your cultural heritage.

Comments from ignorant and immature people need to be challenged and stopped. They have no place in our society. Unlike physical attacks, unacceptable, hurtful and racist words do not leave scars or marks on your skin. What they leave are wounds that go much deeper and that can only be healed by something much more powerful: Love, kindness, acceptance, tolerance and respect.

What can we all do? We can educate ourselves and understand the difficulties and issues around racism. We can challenge racist comments and actions and make it clear that we find them unacceptable. We can spread awareness and talk about racism to people so they can understand the fundamental values of fairness and equality.

None of us can save the world or the nation by ourselves, but each of us can make a positive change if we dedicate ourselves to do so.

Thank you for reading our article.

**Joyce Kiwa** and **Kelvin Nwanze** (Year 10)

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## Lifeskills

This week, Year 10 students took part in a Lifeskills 'Drop Down Day' and attended a series of workshops and presentations on Financial Literacy and Relationships, Sex and Health Education. The theme for the day was 'Becoming an Adult' and we hope that the presentations and follow-up discussions will help students make informed, sensible and healthy decisions in the future.

Students attended six different sessions altogether, delivered by Droylsden staff and outside agencies, including 'Tough Cookies', Homestart and the Chartered Insurance Institute, and covered the following topics.

- Future income and personal long-term goals
- Understanding the value of everyday expenses
- Understanding the key features of a payslip, gross and net income and types of deductions
- Understanding how the Government uses tax and National Insurance Contributions to fund public services.
- The range of contraceptive choices and their effectiveness
- Sexually transmitted infections
- Healthy relationships and intimacy consent (including sexual harassment, pressure and victim-blaming)
- The impact of alcohol on sexual risk-taking and how to get help
- Choices around parenthood, including the options and choices around breast-feeding.



# LIFESKILLS

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### Feeling safe in school

Earlier this week, **Desire Okaduwa** and **Lucas Turnbull** from Year 9 were joined by Mr Galvin, an Academy Governor with responsibility for Safeguarding and Child Protection, to conduct and quality assure our procedures. As part of the process, they carried out staff checks, looked at feedback from 'student voice' and considered future plans and actions. They, and we, were pleased to note that the overwhelming view of student voice was that our students feel safe and supported in school. Thank you for your help Desire and Lucas.

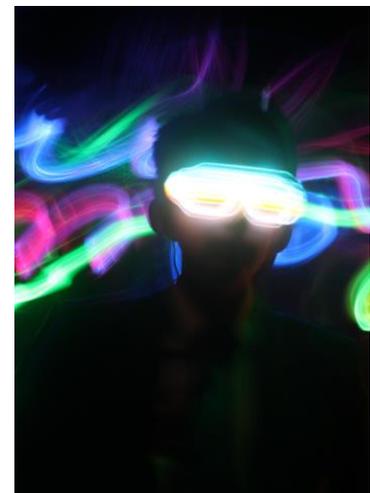


### 'Horrible Histories'

Some Year 7 Historians now enjoy a game of 'Horrible Histories' each Friday lunchtime and learn a little more about our past and how it has shaped our World today. This week we found out just how 'Great' Alfred the Great really was, we looked at the invention of the wheel and we also discovered how the Iron Age got its name, not bad for a Friday lunchtime! Next week we will be finding out about Tudor and Stuart England. If any other Year 7 or 8 students would like to join the group, then please come along to M15 between 12.00pm and 12.30pm and you will be very welcome!

### Photography

Thank you to **Deonne O'Connor**, **Ellis McMillan** and **Ewan Quinn**, all from Year 11, for submitting the following photographs and edits for this week's Newsflash. Deonne has explored the theme of 'dark horror', Ellis has created his own self portrait and Ewan's photos, from his final personal project, were inspired by Merlin the 'Light Painter'.



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## Student Rewards

Students from Years 7 to 10 met Mr John Lyne, Executive Member of the Tame River Education Trust, this week to look at how rewards and praise are and can be used to encourage and acknowledge progress, achievement and success.



## Congratulations

Congratulations to **Rory Hand**, pictured above, who completed his First Aid Badge with Youth Group 'Church Lads and Church Girls Brigade' this week. One day, someone, somewhere, may be very grateful for your effort, commitment and hard work.

## Year 7 'Electives'

Last week saw the launch of the Academy 'Electives' Programme, a series of co-curricular activities which run every Tuesday and which allow Year 7 students to enjoy experiences that go beyond the classroom. Students across the year group could choose from three Electives, the Creative and Performing Arts, Sport or Outdoor Education, and will now follow their chosen pathway until the end of the academic year.

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Last week, students choosing Outdoor Education found out a little more about the JASS Award (Junior Award Scheme for Schools) which they are now working towards. The Award is structured into four sections:

- Adventure** Outdoor activity and learning, including team work and problem solving
- Get Active, Stay Active** Taking Part in sport and physical activity
- My Interests** Developing an interest or learning a new skill
- Me and My World** Contributing to the Local Community



This week, our young adventurers learnt how to put up a tent the hard way.... in strong winds!



### Thank you

The letter overleaf has been sent out from the Office of the Chief of the Defence Staff (CDS), the highest authority and ranking officer by appointment, in the UK Armed Forces. It is from Admiral Sir Tim Fraser who is Vice CDS. The letter thanks Cadet Force Adult Volunteers all over the UK for everything they do in support of this important organisation. Whilst Major (Retd) Webb, the CCF School Staff Instructor for the Droylsden Academy Contingent, was delighted to receive the letter, he really wants to thank all of the staff who support our Cadets in some way, whether that be managerial, administrative or pastoral staff, and regards it as a big 'Well Done' to everyone involved and not just the Cadet Force Army Volunteers. As Major Webb commented, 'We all serve'.

**'We make a living by what we get, but we make a life by what we give'**

Sir Winston Churchill

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From **Admiral Sir Tim Fraser** KCB ADC



**Vice Chief of Defence Staff**

**Ministry of Defence  
Main Building  
Whitehall  
London SW1A 2HB  
United Kingdom**

Telephone: +44 (0)20 721 87657  
E-mail: VCDS-GroupMailbox@mod.gov.uk

File Ref: VCDS/09/22

25 February 2022



Dear Cadet Force Adult Volunteers

I am writing to you to express my thanks, on behalf of the Ministry of Defence and Chief of Defence Staff, for your ongoing support and commitment to the Cadet Forces. We understand and value the outstanding role which our Cadet Forces play in developing young people across England, Scotland, Wales, and Northern Ireland. The skills, values and experience they gain make a significant positive difference to their confidence, mental and physical wellbeing, and career prospects. This was highlighted in the University of Northampton report into the social impact of our cadet forces published last year.

Importantly, and what keeps cadets coming back each week, is that they have fun whilst being given the opportunity to challenge themselves, expand their horizons and to be part of something truly exceptional. I am grateful that, in many communities, the Cadet Forces visibly represent the Services with confidence and pride.

All of this is down to your enthusiasm and commitment as an adult volunteer. Without you, and the time and energy you are prepared to give, none of this would be possible. Thank you for the consistent time you take to support, nurture, and inspire many young people from across the United Kingdom.

The pandemic has presented numerous challenges and hurdles in every aspect of life, and its impact has been particularly hard on the lives of young people. Your innovation and determination to continue the delivery of the cadet experience through every means available over the past 2 years has provided continuity and stability in the lives of many cadets

You are making a huge difference to the lives of our cadets, to the communities in which they live, and to wider society throughout the United Kingdom. Thank you for all that you do.

Yours,  
*Tim Fraser*

### **Wanted!**

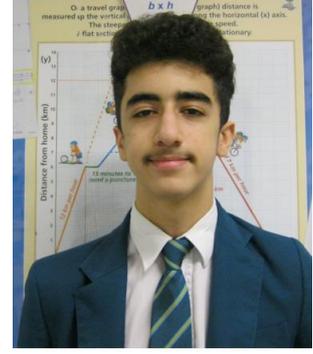
The Performing Arts Department are looking to appoint two Junior Dance Ambassadors from Years 7 and 8 and two Senior Dance Ambassadors from Years 9 and 10. Students interested in either post can collect a Job Description and Application Form from Miss Irlam at the PE Office.

The deadline for applications is Friday 18<sup>th</sup> March and interviews will take place on Tuesday 22<sup>nd</sup> March. Shortlisted applicants will receive further information about the interview process beforehand. Good luck with your applications!

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## LEADERSHIP CELEBRATION

Congratulations to **Ibrahim Ali Muhammad, Adriano Abang Enow** and **TJ Robinson** from Year 8 and **Osaid Rajjoub** from Year 9 on their nominations as Student of the Week.



Ibrahim and Adriano have been nominated by the Maths Department as, not only do they both work really hard in every single lesson, but they have also made their own 'Do Now' tasks for the class to complete as evidence in support of their 'Character' portfolio and badges. Both students can also be found in the Maths Learning Zone at lunchtimes working on their problem-solving skills on [nrich.org](https://www.nrich.org). Well done Ibrahim and Adriano and thank you!

TJ has been nominated by the English Department as he has shown great fortitude and resilience throughout the year. Most recently, TJ wrote a passionate and emotive speech for a fictional police appeal to persuade an audience to assist with police enquiries. TJ has also endeavoured to improve his presentation this year; he takes pride in forming his writing neatly and clearly and his book is now beautifully presented at all times. Well done, TJ and keep up your excellent attitude to learning!

Osaid has been nominated by the Science Department as he has worked incredibly hard on his revision and preparation for his forthcoming T2 Assessments. In Science, the topics studied are very broad, ranging from the structure of the heart to rates of transpiration in plants, and Osaid has clearly been working hard both in class and at home so that he can show off his knowledge and understanding in the exam. Good luck Osaid, you deserve to do well and Miss Warren looks forward to marking your answers!

## GCSE COUNTDOWN

**Year 11, there are only 8 school weeks left, just 40 days in school, until your first GCSE exam.**

We hope that you found the comments from your teachers at this week's Parent Teacher Evening useful and that they will help you to achieve and exceed your target grades in the summer.



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## National Careers Week



Department  
for Education

### National Careers Week



Dear parents, carers and guardians,

This week is [National Careers Week](#), and as the Minister for Higher and Further Education, I am writing to let you know about the many high-quality education and training options there are available to your child after they finish their GCSEs and once they turn 18. This follows a [recent letter](#) you may have received from the Minister for Skills about all of the great apprenticeship opportunities there are available.

In my role as a Minister, I have been able to speak to a lot of young people who have all taken different paths after school or college to their chosen job or career. What so many of them had in common was **good, early careers advice** - providing an insight into the different careers there are out there – from construction and engineering to digital technology and childcare - and helping with those important decisions on what step to take next.

There are now so many **exciting, high-quality education and training options** available to young people. From T Levels that have been designed with employers to high quality apprenticeships in hundreds of occupations, traineeships and innovative new Higher Technical Qualifications, alongside A levels and university.

I know that navigating what is out there in terms of education and training options for your child and taking that next step can seem overwhelming, which is where great careers advice comes in.

#### Here are some other useful resources that may help:

- You can get tips on how to have a career conversations with your child on the [Talking Futures website](#). It is designed to give you the information you need to have informed conversations with your child about what they want to do in the future.
- All the different training pathways are set out on the 'Get The Jump' Skills for Life [section](#) of the National Careers Service website, which has been designed for young people to help them work out their next move. This has information about all the different education and training pathways and shows how they compare and where they can lead to.
- You can also see over [800 job profiles](#) on the National Careers Service website, with important information on things like salary levels, typical responsibilities and the best route into each job or career.
- Every school and college has a Careers Leader who will be able to support the conversations you are having with your child.

It is my priority to ensure that young people know about all the opportunities available to them so they can make an informed choice about their future. I hope your child gets some time to consider their future during National Careers Week and that these resources will be useful to you too.

Yours faithfully,

**The Rt Hon Michelle Donelan MP**

Minister of State for Higher and Further Education

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## Speak to an adviser

If your child needs help or advice about their education and training choices they can contact the National Careers Service on 0800 100 900 (8am-8pm Monday-Friday, 10am-5pm Saturday)

or [use webchat](#).

"I really enjoy practical work and getting hands-on experience, so when I heard the T Level included an extended work placement, I knew it was the right course for me."

**Nellie (20): Former Trainee, now an Apprentice at Specsavers**



"The 2 month traineeship was really good. It helped to build my confidence, prepare my CV and helped with my communication. The traineeship made me realise that this was what I wanted to do as a career."

**It's okay for your child not to know where they are heading in the future.**

But you can help them to get going by supporting them with their next step.

To explore all the education and training choices available to them visit [Get the Jump](#)

**Jannah (20): Software Engineering Apprentice at KPMG**



"My apprenticeship allows me to combine my skills and passion for creativity in the digital sector and I get to earn whilst I learn on the job."



**Joshua (17): T Level Student Studying Digital Business Services**

## Guidance on absence through COVID

What to do if...	Action needed	Back to school...
 ... my child has Covid-19 (coronavirus) symptoms*	<ul style="list-style-type: none"> <li>Child shouldn't attend school</li> <li>Child should get a PCR test</li> <li>Advise school of reason for absence</li> <li>School should provide remote learning if appropriate</li> </ul>	... if the child's test comes back negative provided they have been fever free for the 48 hours before returning to school, and feel well
 ...my child tests positive for COVID-19 (coronavirus)	<ul style="list-style-type: none"> <li>Child shouldn't attend school</li> <li>Child is advised to self-isolate for up to 10 days*** from when symptoms* started (or from day of test if no symptoms)</li> <li>Inform school about test results when reporting absence</li> <li>**Household members are advised to take the following precautions: Minimise contact with case if possible. Work from home if able to do so. Avoid contact with anyone who is at a higher risk of becoming severely unwell if infected. Limit close contact with other people outside the household. Wear a face covering in crowded, enclosed or poorly ventilated spaces where you are in contact with other people. If you develop symptoms, isolate and take a PCR test. Follow this advice for 10days after the day the case started with symptoms</li> </ul>	...after 10 days, or after two negative lateral flow tests taken on consecutive days on the 5 <sup>th</sup> and 6 <sup>th</sup> complete day of self isolation or later*** They can return to school after 10 days (or 2 negative tests) even if they have a cough or loss of smell / taste. These symptoms can last for several weeks once the infection is gone. Children must have been fever free for 48 hours and feel well before returning.
 ...somebody in my household has COVID-19 (coronavirus) symptoms*	<ul style="list-style-type: none"> <li>Household member with symptoms* isolates and should get a PCR test</li> <li>Household contacts advised to take precautions as above**</li> </ul>	...your child can attend school as long as they don't have COVID-19 symptoms*

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 <p><b>...somebody in my household has tested positive for COVID-19 (coronavirus)</b></p>	<ul style="list-style-type: none"> <li>The person who has tested positive is advised to self-isolate for up to 10 days*** from when symptoms* started (or from day of test if no symptoms)</li> <li>Household contacts are advised to take the precautions as above**</li> </ul>	<p><b>...your child can attend school as long as they don't have COVID-19 symptoms* and have not tested positive</b></p> <p>Positive household members are advised not to drop off or collect children from school while self isolating</p>
 <p><b>...we / my child has travelled from abroad</b></p>	<ul style="list-style-type: none"> <li>Do not take unauthorised leave in term time</li> <li>Consider FCO advice when booking travel and review this before departure and return</li> <li>Provide information to school as per attendance policy</li> </ul> <p><b>Depending on where you are travelling to, there may be requirement for you and your child to be vaccinated, isolate and/ or test.</b></p> <p><b>For full guidance on travel advice, please visit:</b>  <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></p>	
 <p><b>...my child was shielding</b></p>	<ul style="list-style-type: none"> <li>Shielding has been paused, and there are no children who are currently considered to be clinically extremely vulnerable to COVID-19</li> <li>Child should attend school unless advised by a medical consultant this is an individual risk assessment</li> </ul>	
 <p><b>...I am not sure who should get a test for COVID -19 (coronavirus)</b></p>	<ul style="list-style-type: none"> <li>People with symptoms*</li> </ul>	<p><b>...when conditions on previous page, as matching your situation, are met</b></p>
 <p><b>...I am not sure who shouldn't get a test for COVID -19 (coronavirus)</b></p>	<ul style="list-style-type: none"> <li>People have tested positive on a PCR test, should not test again for 90 days unless they develop new symptoms</li> </ul>	

\*\*COVID-19: people with COVID-19 and their contacts - GOV.UK. If anyone in your household has symptoms\*, book a free COVID-19 test at [nhs.uk/coronavirus](https://www.nhs.uk/coronavirus) or call [119](https://www.nhs.uk/119). For further information visit [gov.uk/backtoschool](https://www.gov.uk/backtoschool)

## DATES FOR YOUR DIARY

There is a Year 8 visit to the Lowry Theatre on Thursday 24<sup>th</sup> March to watch an evening performance of 'Animal Farm'.

Parent Teacher Evening for parents/carers of Year 9 students will take place on Thursday 31<sup>st</sup> March.

The Year 11 Geography Residential Field Trips will take place over the weekends of 18<sup>th</sup> to 20<sup>th</sup> March and 1<sup>st</sup> to 3<sup>rd</sup> April.

The CCF Easter Camp will be taking place at Altcar from Sunday 3<sup>rd</sup> to Friday 8<sup>th</sup> April.

We will be breaking up for the Easter Holiday on Friday 8<sup>th</sup> April.

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**TAME RIVER**  
EDUCATIONAL TRUST  
TEACHING & CURRICULUM  
INSTITUTE



If so, why not **'Train to Teach'** with us here at **The Tame River Teaching & Curriculum Institute** through School Direct in partnership with the everyonelearning@ Hawthorns Kingfisher , Tame River Teaching and Curriculum Institute.

We are currently recruiting for **Biology, Chemistry, Physics, English, Geography, History, Maths, PE with Ebacc, Art, RE, Computer Science and MFL.**

School Direct allows Trusts and schools to request training places directly, select the ITE (Initial Teacher Education) provider of teacher training they want to work with and agree the content and focus of the training, in line with national standards for teachers.

Our new Trust, Tame River Educational Trust, plays host to training and placements in very strong schools (Mossley Hollins High School, Ofsted Outstanding, and Droylsden Academy, Ofsted Good) and we are working in partnership with other schools in Tameside. Bursaries are available!

For further information please contact [e.duggan@tret.org.uk](mailto:e.duggan@tret.org.uk)

<https://getintoteaching.education.gov.uk/explore-my-options>

Apply here <https://www.gov.uk/apply-for-teacher-training> Course Provider Code 2A1

## JOB VACANCIES AT THE ACADEMY

### Literacy and Numeracy Specialist

**Pay Scale:** MPS/UPS  
**Contract:** Full time, Permanent  
**Closing Date:** 20<sup>th</sup> March 2022  
**Start Date:** September 2022

We are looking to recruit a Literacy and Numeracy Specialist to join our team. As our Literacy and Numeracy Specialist you will bridge the gap between Key Stage 2 and Key Stage 3, with a focus on reading, numeracy and literacy to improve student progress and outcomes.

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If you are a teacher who

- Has an excellent track record
- Has sound subject knowledge
- Is an excellent classroom practitioner
- Is interested in working with a strong and committed faculty within the school

Then this is the ideal opportunity for you.

All candidates must hold QTS (Qualified Teacher Status).

## Cook

**Pay Scale:** Grade D, Points 7 – 10 (actual starting salary of £14,529)

**Contract:** Term Time Only

**Hours:** 30 hours per week

**Closing Date:** 27<sup>th</sup> March 2022

**Interview Date:** To be confirmed

**Start Date:** As soon as possible

We are looking for an experienced School Cook who can create healthy and nutritious meals for our students in the Academy. You will work under the direction of our Catering Manager and Assistant Catering Manager alongside a hardworking and dedicated team to uphold our gold standard in healthy school meals. The working hours for this position are 8.00am to 2.30pm, Monday to Friday.

Interested applicants for either post should complete a Droylsden Academy Application Form and Equal Opportunities Application Form available on the school website at

<https://www.tret.org.uk/vacancies/droylsden-academy-vacancies/>

Completed applications should be returned to: [hr@droylsdenacademy.com](mailto:hr@droylsdenacademy.com) or Human Resources Department, Droylsden Academy, Manor Road, Droylsden, Manchester, M43 6QD.