



THOMAS ALLEYNE'S HIGH SCHOOL

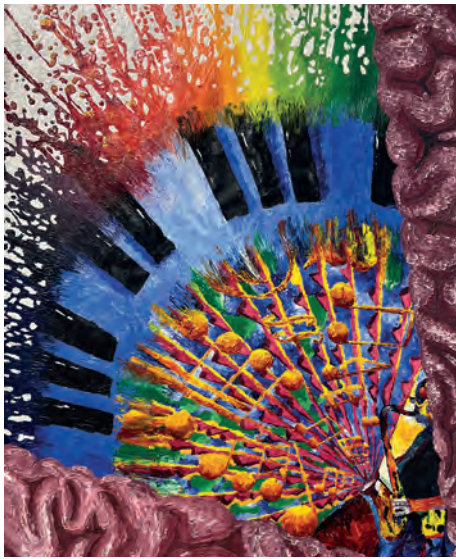


Innovating today, educating for tomorrow
"We love, we listen, we learn, we grow"



Prospectus
2026-2027

Student Artwork



Contents

Headteacher's Welcome	02
Welcome: A school at the heart of its community	03
Working in Partnership	04
Pastoral, Behaviour and Wellbeing	05
Heads of Year	06
Wellbeing	07
Emotional Support	08
Teaching and Learning	09
Homework and Guidance	10
SEND (Special Educational Needs Department)	11
Facilities	12
Extra Curricular	13
Sixth Form	14-15
Attendance	16
Uniform	17
Additional Information	18-19
Admissions and Transition	20
Term Dates	21





Headteacher's Welcome

Why Thomas Alleyne's?

Choosing the right High school is one of the most important decisions you will make as a family. You are not simply choosing where your child will study for the next five years; you are choosing the community that will help shape the person they become.

At Thomas Alleyne's High School, we take that responsibility incredibly seriously.

We are proud to serve Uttoxeter and the surrounding communities, providing an education that combines high academic expectations with outstanding care, guidance and opportunity. Our ambition is simple: that every young person leaves us with the knowledge, confidence, character and skills to thrive in the next stage of their education and beyond.

We are proud of our history and the traditions that have shaped our school, but we are equally excited about our future. Education continues to evolve, and so do we. We embrace innovation, continually reflect on our practice and never stand still, because our students deserve the very best education we can provide.

More than a Secondary School

Joining Thomas Alleyne's is about much more than beginning GCSE courses.

Students join us at the start of Year 9, giving them the opportunity to settle into secondary school, build friendships, develop confidence and become part of our community before embarking on their examination years. This allows students to grow academically, socially and personally throughout their journey with us.

Our role is not simply to prepare students for examinations. It is to prepare them for life.

We want every student to discover their strengths, develop resilience, embrace new opportunities and leave us ready to make a positive contribution to the world around them.

Looking to the future

Thomas Alleyne's is a school with a proud past and an exciting future.

We are continually building upon our strengths, investing in our staff, improving our facilities, refining our curriculum and creating even greater opportunities for our students. We celebrate our heritage whilst embracing the future with confidence and ambition.

Everything we do is driven by one simple belief: every young person deserves an exceptional education and every opportunity to fulfil their potential.

I hope this prospectus gives you a flavour of what makes Thomas Alleyne's such a special place. However, the best way to understand our school is to experience it for yourself. I warmly invite you to visit us, meet our students and staff, and see first-hand the warmth, ambition and sense of community that make Thomas Alleyne's unique.

I look forward to welcoming you to our school.

Mrs Louise Heywood, Headteacher

Welcome

A school at the heart of its community

Thomas Alleyne's has served the families of Uttoxeter and the surrounding villages for generations, and we remain incredibly proud of the role we play within our community.

We know that educating young people is a shared responsibility. By working closely with parents, our feeder schools, local businesses, community organisations and the Innovate2Educate Partnership, we create opportunities that enrich students' experiences and prepare them for the future.

Our students leave us with excellent qualifications, but more importantly they leave as thoughtful, respectful and ambitious young adults who are ready to make a positive contribution to their communities.

We are proud to offer an exceptional learning environment that combines the character of our historic buildings with modern, purpose-built facilities. This unique blend of tradition and innovation provides inspiring spaces that support every aspect of school life.

Our extensive range of specialist facilities meets the academic, sporting, creative, and vocational needs of our students. Every subject benefits from dedicated teaching spaces equipped to a high standard, enabling students to learn, create, explore, and achieve in environments designed to bring learning to life.

What makes our school truly distinctive is the breadth of opportunities available on site. From our indoor swimming pool and excellent sports facilities to our unique on-site farm, students have access to experiences that extend far beyond the classroom, enriching learning and helping them develop the skills, confidence, and curiosity to succeed.



Working in Partnership

Our Academies



Thomas Alleyne's High School



Oldfields Hall Middle School



Ryecroft CE Middle School



Windsor Park CE Middle School



All Saints CE
First School



Bramshall Meadows
First School



Hutchinson Memorial CE
First School



Picknalls
First School



The Richard Clarke
First School

Who we are

At Innovate2Educate Partnership, we believe in “Innovating Today, Education for Tomorrow.” Our pupils are at the heart of everything we do, and our mission is to provide a high-quality education that helps every child reach their full potential, grow into well-rounded individuals, and become confident leaders of the future.

By embracing innovation today, we equip our pupils with the skills, knowledge and mindset they need to succeed in an ever-changing world. Through collaboration and partnership, we create a strong network of schools that share best practices and develop exciting, forward-thinking approaches to learning.

We encourage creativity, curiosity, and a love of learning, ensuring that every pupil feels valued, supported, and inspired. We are committed to providing equal opportunities for all, making sure that every child – regardless of background – has access to the resources, guidance, and encouragement they need to thrive.

Our staff are central to our vision. We invest in their professional development, empowering them to inspire, mentor, and bring out the best in every pupil. As a forward-thinking academy trust, we use the latest technology and research-driven methods to make learning engaging, meaningful, and relevant for the modern world.

By working closely with families and communities, we build strong partnerships between home, school, and society. Together, we create a welcoming and inclusive environment where every child can flourish, achieve their ambitions, and make a positive impact on the world.

Pastoral

Behaviour and Wellbeing



Emma Young
Head of Wellbeing and Behaviour



Pastoral Team

As our Head of Wellbeing and Behaviour, Mrs Young works closely with students, families, and staff to create a positive, supportive environment where every child can thrive.

Our behaviour and recognition system is designed to provide every student with clear expectations, consistency and fairness, enabling them to thrive both academically and personally. We believe that students are most successful when expectations are clearly understood, applied consistently by all staff and underpinned by positive relationships. This consistent approach helps create a calm, safe and purposeful learning environment where every student feels a strong sense of belonging and is proud to be part of our school community.

Our behaviour system sets out clear standards for conduct, learning and respect for others. Where expectations are not met, students receive proportionate consequences that are applied consistently across the school to reinforce positive habits and maintain high standards. Lunchtime detentions are used to address lower-level incidents promptly, providing students with an immediate opportunity to reflect on their choices while minimising disruption to learning. More serious or repeated incidents may result in an after-school detention, which forms an established part of our behaviour system and is an expected consequence of attending the school.

Alongside high expectations, we place equal importance on rewarding and celebrating success. Students are awarded reward points for demonstrating our school values, making positive contributions to our school community, showing kindness, working hard, achieving academic success, displaying excellent attendance and consistently meeting expectations. These points contribute towards rewards and provide opportunities to qualify for a range of reward events each half term, including celebration breakfasts, participating in the celebration assemblies, enrichment activities, reward trips such as the visiting Uttoxeter Cinebowl, end of term celebration festival as well as other special experiences.

At the heart of our approach is a commitment to strong relationships, restorative practice and a culture of belonging. We recognise that positive relationships between staff and students are fundamental to creating a community where students feel valued, supported and challenged to succeed. When mistakes are made, restorative conversations help students reflect on their actions, understand the impact of their behaviour on others, repair relationships where appropriate and make positive choices moving forward. By combining consistency, high expectations, meaningful rewards, restorative practice and a strong sense of community, we develop responsible, respectful and successful young people who are proud to belong to our school.

Heads of Year



Miss Thorley
Head of Year 9



Miss Beevor
Head of Year 10



Miss Jones
Head of Year 11



Miss Attwood
Public Welfare Officer Year 9



Mrs Moore
Public Welfare Officer Year 10



Mr Forsyth
Public Welfare Officer Year 11

Year 9

Head of Year Miss Thorley leads the year group alongside her role as Science Teacher, providing academic guidance and promoting high standards of learning, behaviour, and achievement. She works closely with students, families, and staff to ensure a positive start to Year 9.

Working alongside her is Miss Attwood, the Pupil Welfare Officer (PWO) providing day-to-day pastoral support, helping students settle into school life, build positive relationships, and overcome any challenges they may face.

Year 10

Head of Year 10, Miss Beevor combines her pastoral leadership with her role as an English teacher, giving her valuable insight into students' academic progress as well as their personal development.

As Pupil Welfare Officer, Mrs Moore works closely with students, families and staff to provide day-to-day pastoral care and wellbeing support. She plays a key role in promoting positive behaviour, encouraging strong attendance and ensuring students have the guidance they need to overcome challenges and thrive throughout Year 10.

Year 11

Head of Year 11, Miss Jones has been a valued member of staff at Thomas Alleyne's High School for many years, teaching PE and supporting students both inside and outside the classroom. Alongside her teaching role, she has spent over nine years as a Head of House, giving her extensive experience in student support, wellbeing and pastoral care.

Mr Forsyth is the Pupil Welfare Officer for Year 11 and has been with the school since 2022. He brings a wealth of experience away from the education sector having retired from Staffordshire Police after a 30 year career. He will drive high standards by promoting positive behaviour and high attendance targets to ensure students have the skills and resilience to take them through year 11 and beyond.

Wellbeing



Wellbeing Room

In the busy world of school life, it is important for some students to take time to pause, reset and look after our mental and emotional wellbeing. We have created a peaceful ocean-themed sanctuary – a calming space where students can relax, recharge and feel supported.

As you step into the Wellbeing Room, you will notice the soothing atmosphere, gentle music plays softly in the background and the lighting is calm and warm with ocean visuals flowing across the screen.

We offer relaxing hand-on activities, colour therapy, jigsaws and creative crafts, for students to de-stress and gently return to lessons in a calm and focused state.

Our Pupil Welfare Officers are always here to offer a listening ear and emotional support. Whether your child is feeling anxious, overwhelmed or simply need a quiet break from the day, this is a space where your child will be heard, supported and cared for.





Emotional Support



Miss Matthews
ELSA (Emotional Literacy Support Assistant)

ELSA Room

ELSA supports pupils in understanding their emotions and developing the skills they need to cope with everyday challenges. Through a warm and trusting relationship, pupils are given the time and space to talk, reflect, and build confidence.

Benefits of ELSA

Children who access ELSA support often:

- Feel listened to and valued
- Become more confident in expressing their feelings
- Develop strategies to manage challenges
- Improve their relationships with others
- Build resilience and self-esteem
- Feel more settled and able to engage in learning

How do ELSA sessions work?

ELSA sessions usually take place once a week and last around 30 minutes. A programme of support typically runs for 6–8 weeks, depending on the needs of the individual.

Sessions are student-led, meaning the focus is guided by their thoughts and feelings. We aim to create a safe, calm environment where students feel comfortable to share.

We respect their privacy; however, if there are any safeguarding concerns, these will always be shared in line with school policy.



Teaching and Learning

At Thomas Alleyne's School, we are committed to providing a broad, balanced, and inclusive curriculum that promotes equity and ensures every student has access to high-quality learning opportunities. We recognise that students have diverse strengths, backgrounds, and needs, and we strive to remove barriers to learning so that every learner can achieve their full potential.

Our teachers and teaching assistants plan and deliver engaging, challenging, and thought-provoking lessons that respond to the needs of all students. Guided by the TAHS Teaching and Learning Model, staff use evidence-informed strategies to create inclusive learning environments where students are actively engaged, appropriately challenged, and supported to succeed. We design meaningful learning experiences that connect with students' lives, making learning relevant, purposeful, and enjoyable while fostering curiosity, confidence and independence. Through our commitment to equity and excellence, we equip every student with the knowledge, skills, and confidence to thrive in an ever-changing world.

In Year 9, students follow a rich and varied curriculum that includes:

- English
- Mathematics
- Science
- Technology
- ICT
- French
- Art
- Geography
- History
- Religious Education
- Music
- Drama
- Physical Education

In addition, students receive careers education and Personal, Social, Health and Citizenship Education (PSHCE) delivered through our PSHE programme. This helps students begin to explore the wider world, make informed decisions, and reflect on their personal values. The PSHE programme is delivered through Thomas Character sessions during form time and through Ethics as part of the RE curriculum.

In Key Stage 4, all students study the core subjects:

- English Language & English Literature
- Mathematics
- Combined or Triple Science
- Religious Education

Alongside these, students choose from a wide range of option subjects. These include academic, creative, and vocational courses - enabling students to tailor their learning to their interests, talents, and future aspirations.



Mrs Carole Dodd
Deputy Headteacher
Lead on Teaching and Learning



Homework and Guidance

Homework

Parents will have a link with school through the Arbor App, where they can view homework which has been set. Each student follows a regular programme of homework. This is an essential part of their studies and can be expected to take 1-1 ½ hours each day in Year 9 and 2 hours each day in Years 10 and 11. Parents are urged to contact school if homework set appears to be inadequate or excessive.

Careers Guidance, Future Intentions and Work Experience

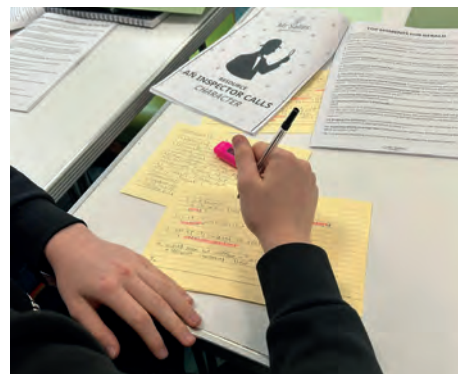
Careers Education, Information, Advice and Guidance (CEIAG) is provided to all students throughout their time at the school. Our comprehensive programme combines a structured tutor curriculum, the GCSE options process, external providers and close partnership with the local authority's Young People's Service to help students make informed decisions about their future education, training and careers.

In Year 9, careers education forms an integral part of the GCSE options process. Students are introduced to Unifrog, an online careers platform that enables them to explore a wide range of career pathways, university courses and apprenticeship opportunities, while accessing Labour Market Information (LMI) to understand future employment trends. They also meet with a member of the Pastoral Team to discuss their aspirations and future pathways. Form Tutors support students in using Unifrog, and parents are given access to the platform so they can help guide career discussions at home.

In Year 10, students build on this foundation through their tutor programme, receiving practical guidance on applications to sixth form, college and Level 2 and Level 3 apprenticeships. They also develop key employability skills through CV writing, interview preparation and a work experience placement, helping them gain valuable workplace experience and explore potential career options.

In Year 11, every student benefits from personalised guidance through an interview with a member of the Senior Leadership or Pastoral Team, alongside an independent careers interview with a qualified Careers Adviser. These discussions help students make confident and well-informed decisions about their post-16 pathway.

Careers support continues throughout Years 12 and 13, with regular information, advice and guidance delivered through the Sixth Form Tutor Programme. Students receive tailored support with university applications, apprenticeships, employment and gap year opportunities, ensuring they are fully prepared for their chosen post-18 destination.



SEND



Jack Biggs
Assistant Headteacher SENDCo



Camilla Neill
Assistant SENDCo

Special Educational Needs Department

At Thomas Alleyne's High School we have a dedicated SEND team, who will be supporting your child throughout their school journey. We believe that every child has the right to learn, grow and succeed in an inclusive environment where their voice is heard, their individuality is valued, and opportunities are accessible to all.

At Thomas Alleyne's High School, interventions are carefully planned to provide timely, targeted support that complements high-quality classroom teaching. Intervention is designed to address specific barriers to learning, enabling students to develop the knowledge, skills and confidence needed to achieve their full potential.

A particular focus is placed on supporting students in Year 9, ensuring they are well prepared for the academic, social and emotional demands of Key Stage 4 and GCSE study. Early identification of need allows us to provide appropriate support at the right time, promoting confidence, independence and long-term success.

Our targeted interventions are personalised to meet individual needs and may include:

- CLIP (Communication, Literacy and Intervention Programme): Developing literacy, reading comprehension, communication and language skills.
- ELSA (Emotional Literacy Support Assistant): Structured support to develop emotional literacy, resilience and effective strategies for managing everyday challenges.
- Emotion Coaching: Helping students recognise, understand and regulate their emotions, strengthening relationships and improving readiness to learn.
- Animal Assisted Intervention: Therapeutic sessions on our school farm that use interactions with animals to promote emotional wellbeing, confidence, engagement and self-regulation.
- Touch Typing: Developing keyboard skills to increase independence for students who benefit from assistive technology.
- Homework Club: Providing structured support to develop organisation, study skills and independent learning habits.
- Engagement Coaching Programme: Personalised mentoring to improve attendance, motivation, self-regulation and engagement with learning.
- Alternative Provision: Working closely with external providers where appropriate to ensure students access personalised, specialist support while maintaining strong links with school and a clear focus on successful long-term educational outcomes.

Through carefully planned intervention, we aim to remove barriers to learning, promote positive wellbeing and ensure every student is equipped to engage confidently with school life and make sustained progress.



Facilities

We are proud to offer an exceptional learning environment that combines the character of our historic buildings with modern, purpose-built facilities. This unique blend of tradition and innovation provides inspiring spaces that support every aspect of school life.

Our extensive range of specialist facilities meets the academic, sporting, creative, and vocational needs of our students. Every subject benefits from dedicated teaching spaces equipped to a high standard, enabling students to learn, create, explore, and achieve in environments designed to bring learning to life.

What makes our school truly distinctive is the breadth of opportunities available on site. From our indoor swimming pool and excellent sports facilities to our unique on-site farm, students have access to experiences that extend far beyond the classroom, enriching learning and helping them develop the skills, confidence, and curiosity to succeed.



Extra Curricular

Extra Curricular Activities

At Thomas Alleyne's, we are committed to helping every student become a confident, well-rounded individual. Our extensive programme of extra-curricular opportunities enables students to discover new interests, develop their talents, build confidence, and create lasting friendships.

From lunchtime and after-school clubs to educational visits and residential experiences, every student is encouraged to get involved and make the most of life beyond the classroom. Students also have the opportunity to make a meaningful contribution to the school community through the Student Council, Eco Club, and regular student voice initiatives.

- We compete successfully across a wide range of sports, with students proudly representing both the school and their House in inter-school fixtures and House competitions.
- Our thriving music and drama departments provide opportunities for students to perform in concerts, ensembles, choirs, and productions. Each year, we stage a major musical or drama production, showcasing the talents of performers, musicians, and backstage crews.
- Subject-specific trips enrich classroom learning, with recent visits including the West End, national museums, universities, and outdoor education centres.
- More than 20% of our students participate in the Duke of Edinburgh's Award, developing resilience, teamwork, leadership, and independence through challenging and rewarding experiences.
- Through our partnership with Camps International, students have travelled to Peru, Morocco, Mexico, Vietnam, Tanzania, and Laos, taking part in life-changing expeditions that foster global awareness, cultural understanding, and personal growth.





Sixth Form



Zoe Farina

Head of Sixth Form & Assistant Headteacher



Claire Varga

Deputy Head of Sixth Form

Thomas Alleyne's Sixth Form is an ambitious and inclusive institution where students continue their education post-16. Building on strong traditions of success yet always innovative in our approach, we set high standards based around three core strands:

Elevate

Through a combination of high-quality teaching delivered by subject specialists and personalised academic and pastoral intervention, every student is supported to reach their academic potential. Our A-Level and vocational course results consistently demonstrate excellent progress.

Aspire

Through a comprehensive programme of careers education, work experience and encounters with our network of employers and providers of further and higher education, every student is helped to make informed decisions about their future. We have a successful track record of supporting students in applications to a wide range of universities and courses, apprenticeships and employment.

Enrich

Our broad enrichment offer promotes student well-being, academic development and employability. Student leadership opportunities, clubs and community outreach activities are designed to ensure that every student benefits from experiences beyond the classroom.



Information

For further information on any aspect of Thomas Alleyne's Sixth Form, or to arrange a visit, please contact sixthform@tahs.i2e.org.uk.

Student Leadership Committee



Independent Learning in the Library



Results Day



Attendance



Helen Major
Senior Leader for Attendance



Holly Irving
Attendance Officer

At Thomas Alleyne's High School, we believe that every day in school matters. Regular attendance enables students to engage fully with their learning, build positive relationships, develop confidence, and benefit from the wide range of opportunities available both inside and outside the classroom.

Our approach to attendance is rooted in support, care and partnership with families. Attendance is a whole-school priority, led by our Senior Leader for Attendance, Mrs Major, and our Attendance Officer, Miss Irving. They work closely with Heads of Year, Pupil Welfare Officers, form tutors and the wider pastoral team to promote a positive culture of attendance across the school.

Rather than focusing solely on attendance percentages, we celebrate positive attendance habits and recognise improvement at every level. We believe that every step towards better attendance is an achievement, and we are proud of the commitment shown by students as they strengthen their engagement with school.

Through high expectations, strong relationships and tailored support, we aim to ensure that every student benefits from the opportunities, experiences and sense of belonging that come from attending school every day. Together, we are committed to helping every student thrive, achieve their potential and build positive habits that will support their future success.

If your child is unwell and unable to attend school, please inform us by 9:00am on the same day by calling 01889 561820 (Option 1) or emailing attendance@tahs.i2e.org.uk.

Be sure to include your child's name and the reason for their absence. If we do not receive a message, we will contact you on the first day of absence, as part of our safeguarding procedures.



Uniform



We ask for parents' support in ensuring all students wear the correct school uniform as it can play a key role in:

- promoting the ethos of a school
- providing a sense of belonging and identity
- setting an appropriate tone for education

Main Uniform

- Black blazer with school badge (The badge can be purchased separately)
- Black trousers; straight-legged with waistband (not jeans, leggings, cropped, bootleg, skinny or hipsters) and no buttons, embellishments, trims or belts.
- Alternatively, a black pleated skirt (not lycra) just above the knee.
- Black v-necked jumper (school logo is optional; no branded jumpers are permitted). No cardigans or hoodies.
- White shirt/blouse with turn-down collar for wearing with a tie
- School clip-on tie in House colour – must be worn at the correct length.
- Black socks (ankle length /black lycra tights)
- Black shoes you can polish with flat or moderate broad heels (no higher than 2 inches/5 cm). No boots or trainers.

Other Items

- Make-up is considered unsuitable for school.
- Acrylic or brightly coloured nails are not permitted.
- Small stud or ring earrings are allowed but only one per lobe. No other visible body piercing is permitted.
- Hair should be kept in a clean and tidy condition. Exaggerated styles, excessive hair accessories or exaggerated colours are not acceptable, e.g. tram lines, 'number one' haircuts.

PE Uniform

- Black polo shirt.
- Black and white rugby top.
- Plain black football shorts.
- Plain white socks – ankle or trainer type.
- Plain black football socks.
- Trainers (non-marking sole).
- Outdoor trainers.
- Football boots.

Swimming

- One-piece costume all black, regulation type (no trims).
- Plain black trunks or plain black longer-length lycra swimming trunks (not swimming shorts)
- Plain swimming cap.
- Goggles (optional).



Additional Information

Contacting the School

If you wish to contact the school, our Office Manager, Laura Walton, and her team will be happy to assist you with your enquiry.

You can contact the school by calling 01889 561820 and selecting Option 2, or by emailing office@tahs.i2e.org.uk.

Parents are also able to contact the school via the Parent Portal through Arbor.

Reporting a Safeguarding Concern

The safety and well-being of our students is something that our school strives hard to ensure and we continue to work hard to provide ways to help you tell us if you or your family have any school problems or worries e.g. bullying, peer issues, school work.

Reporting issues is a very effective way to enable us to be able to deal with risks before they escalate into harm. We understand that sometimes, coming into school to tell us about these issues cannot always be an easy thing to do.

Designated Safeguarding Team

- | | |
|--------------------|--|
| • Mrs H Major | Designated Safeguarding Lead (DSL) |
| • Mr O Scattergood | Deputy Designated Safeguarding Lead (DDSL) |
| • Mrs C Dodd | Deputy Safeguarding Lead |
| • Mrs E Young | Deputy Safeguarding Lead |
| • Mr J Biggs | Deputy Safeguarding Lead |



All Heads of Year and Pastoral Welfare Officer's are also part of the Safeguarding Team.

Home School Contact and Online Learning

Opportunities to keep you informed of the work of your child and of the school include:

- A parents' progress evening once a year
- Evenings about option choices and important educational matters
- Students receive a regular update on their progress in the form of data reports
- Arbor provides access to timetables, behaviour, attendance and homework details

The Arbor App provides parents and pupils with easy, secure access to important school information. Through the App, parents can monitor their child's homework, attendance, and overall progress in real time. With a personal secure login, parents can stay informed and engaged with their child's learning journey, helping to support their success at school. Students can also access learning material from the school's Microsoft Teams and are signposted to numerous free online resources such as BBC Bitesize.

Additional Information

Form Tutors and Student Support

We strongly believe in an effective partnership with parents if students are to achieve their maximum potential. For this reason we put great emphasis on the role of the Form Tutor. They are the first person a student or parent should contact if there are queries, as the Tutor has a detailed knowledge of students in their form.

Form Tutors are in regular contact with the Head of Year who will also be able to help if there are concerns. Each year also has a full-time Pupil Support and Welfare Officer (PWO) to help students with any concerns they may have. Year 9 will also have a Tutor evening to support their transition to Thomas Alleyne's.

Student Reception

Student Reception/Student Services is open to students during registration, breaktime, lunchtime, and after school.

Students should not access Student Reception during lesson time unless they have been directed to do so by a member of staff.

Medical Procedures

If a student becomes unwell during the school day, they should inform their class teacher or a member of staff immediately. The student will be assessed by a trained first aider at the medical window. If the student is not well enough to remain in school, parents or guardians will be contacted and asked to collect them.

Students should not contact parents directly to arrange collection as mobile phone use is not permitted on the school site.

Medication in School

Medication may be kept in school for students who need it during the school day. It will be stored securely and administered by trained first aid staff when required.

All medication must be brought into school by a parent or guardian. Before any medication can be stored or administered, a medication consent form must be completed and signed by the parent or guardian.

Students who require their medication during the school day should visit the medical window between lessons to request it from a member of the first aid team. Medication will be administered in accordance with the instructions provided by the parent or guardian, and each administration will be recorded by school staff.

All medication will be stored and administered in accordance with the school's Medical Policy.



Admissions & Transition

Admission Arrangements

Students who have elected to pursue their middle school education at one of our main feeder middle schools will always be admitted.

These schools are: Oldfields Hall Middle School, Windsor Park C.E Middle School and Ryecroft Middle C.E School. Additionally, students living in our catchment area will be admitted.

For in year Admission applications please contact Mrs H Major who will advise of the steps you need to take. We will respond to any written application within 10 school days of receipt.

Transition Arrangements

We understand that moving to a new school is an important milestone, and we work closely with our middle schools to ensure every student enjoys a smooth and positive transition to Thomas Alleyne's.

Each autumn, we host an Open Evening, giving prospective students and their families the opportunity to explore the school, tour our facilities, meet staff and current students, and experience a range of engaging subject demonstrations.

A key part of our transition programme is our two Induction Days, held in July for all students joining Year 9. These days give students the chance to meet their teachers and classmates, experience lessons, familiarise themselves with the school environment and begin building confidence ahead of September.

Following the induction days, parents and carers are invited to an Induction Evening, where they receive important information about school life, our values and the support available throughout their child's journey at Thomas Alleyne's. Our website also includes a dedicated Year 8 to Year 9 Transition section, providing useful information and resources for families.

To help students feel familiar with key members of staff before they arrive, our Pastoral Team also delivers assemblies in the middle schools, introducing students to their Heads of Year and Pupil Support and Welfare Officers.

The strong relationships we have with our middle schools enable us to provide a seamless transition, ensuring every student feels welcomed, supported and ready to thrive from their very first day.

School Transport

Staffordshire County Council provides reliable and convenient bus services to ensure all students have safe and easy access to Thomas Alleyne's High School.

We believe that parents and the school share a joint responsibility to ensure students maintain high standards of behaviour while travelling to and from school, in line with the school's code of conduct.

For further information or to apply for a bus pass, please visit www.staffordshire.gov.uk.

Term Dates

Senior Staff and Policies

Autumn Term 2026

- Inset day: Tuesday 1st September
- Inset day: Wednesday 2nd September
- Term Starts: Thursday 3rd September
- Inset day: Friday 23rd October
- Holiday: Monday 26th October – Friday 30th October
- Term Ends: Friday 18th December
- Holiday: Monday 21st December – Friday 1st January

Spring Term 2027

- Inset day: Monday 4th January
- Term Starts: Tuesday 5th January
- Holiday: Monday 15th February – Friday 19th February
- Inset day: Monday 22nd February
- Term Ends: Thursday 25th March
- Good Friday: Friday 26th March
- Holiday: Monday 29th March – Friday 9th April

Summer Term 2027

- Term Starts: Monday 12th April
- May Day: Monday 3rd May
- Holiday: Monday 31st May – Friday 4th June
- Term Ends: Wednesday 21st July
- Holiday: Thursday 22nd July – Wednesday 1st September

Senior Staff Information

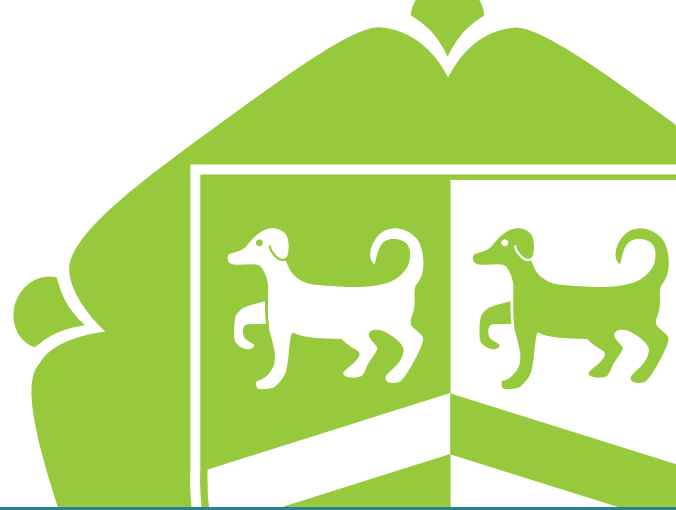
- Mrs L Heywood Headteacher
- Mrs C Dodd Deputy Headteacher
- Mr J Biggs Assistant Headteacher: SENDCO
- Mrs R Lindsay Assistant Headteacher
- Mrs H Major Assistant Headteacher: Designated Safeguarding Lead
- Mrs E Young Assistant Headteacher: Pastoral
- Mrs Z Farina Assistant Headteacher: Head of Sixth Form
- Mrs S McNelis Business and Facilities Manager

School Policies

Thomas Alleyne's High School employs several policies to enable students to exploit their educational entitlement to the full.

These include Anti Bullying, Behaviour and Attendance policies, PSHE, Special Educational Needs & Disabilities and Safeguarding.

Please contact the school office or website for further information. The school operates an Anti-bullying Policy and follows clearly laid down safeguarding procedures.



THOMAS ALLEYNE'S HIGH SCHOOL

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