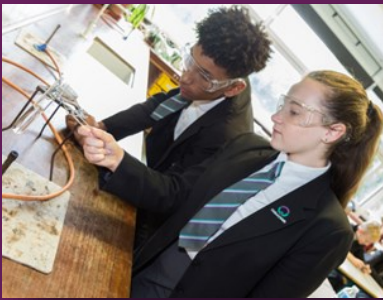




Oldbury Wells Oldbury Wells School

Applicant Information Pack



Teacher of French

ENJOY | ASPIRE | ACHIEVE



Letter from the Headteacher

Thank you for your interest in Oldbury Wells School. I am delighted to welcome you to our thriving and successful school, a place where excellence, growth and opportunity come together

Oldbury Wells is a school where every student is known and valued. We are a co-educational secondary school with approximately 160 students in each year group. Our size strikes the right balance - providing extensive opportunities while maintaining a close knit community. This allows us to offer a rich and varied curriculum, a wide range of enrichment activities and tailored support for every learner. We have the capacity to stretch the most able and provide focused assistance to those who need it most, ensuring every student can thrive.

We are proud to offer a high-quality education that is both traditional in its values and forward-thinking in its approach. Our students benefit from a broad and balanced curriculum, enriched by a wide range of extra-curricular activities, trips and visits that help bring learning to life..

With a growing array of partnerships with outstanding institutions - such as Eton College (Windsor), Performers College (Birmingham) and the Royal Air Force - we provide students with unique opportunities that broaden horizons, build character and inspire excellence both inside and beyond the classroom.

Students are encouraged to explore their interests and discover future pathways from an early stage, supported by specialist teachers with deep subject expertise. This enables us to deliver a high-quality academic education in which students flourish.

Oldbury Wells is part of a flourishing academy and the founding school of the TrustEd Schools Partnership which currently comprises five secondary and four primary schools. All our partner schools work closely together to support professional development opportunities which ensure all members of the team are able to develop within their role. At the centre of our work is quality and inclusive education for students of all abilities.

We are located just 20 minutes from the West Midlands conurbation where we enjoy a small town location in Bridgnorth within easy reach of the Birmingham and Telford areas.

At Oldbury Wells, we aim to inspire every child to achieve their very best, promoting hard work, enjoyment and a love of learning within a nurturing environment. Our core values - **Aspire, Enjoy, Achieve** - are woven throughout our school culture and we look forward to welcoming you and sharing all that Oldbury Wells School has to offer.

Mr Adam Walker
Headteacher



Our Vision and Values

Our School is alive with learning, ensuring everyone continually improves to be the best they can be while developing individual interests and talents.

We aim for all our young people to further gain in confidence and **ASPIRE** to make the best progress in all they do within a safe, caring and supportive environment. Our school has high expectations and high levels of achievement and ensures **ENJOYMENT** is at the heart of all our work.

We provide high quality experiences through an exciting curriculum and extensive wider opportunities, ensuring our school is a great place to be and a great place to learn.

We are relentless in celebrating everyone's **ACHIEVEMENT** in all aspects of their academic and personal development, ensuring each student is fully prepared to move forward when taking their place in today's diverse society.

We value our traditions and encourage our students to have the highest expectations of themselves and others; our dedicated staff work in support of every individual to help them achieve their ambitions.

Our Ethos is built around three core principles - **ASPIRE**, **ENJOY**, **ACHIEVE** which are promoted through what we call the **Oldbury Wells Way**.



Introducing our Trust

TrustEd Schools is a family of nine schools: four serving the area around the market town of Bridgnorth, two around Church Stretton and three around Shrewsbury.

Oldbury Wells School is the founding school in our Trust, founded in Summer 2015; **Alveley Primary School** joined the Trust as a sponsored school in 2016. Since this time the school has gone from strength to strength and it secured one of the very first Ofsted 'good' judgments under the new framework. **St Leonards CE Primary School** joined us in 2016 at which point the Trust changed its status and we became 'mixed MAT'. This means we can have both secular and Church of England schools in our family and our MAT now has a Church of England Articles of Association. We are proud of this inclusivity, and we cherish this variety. **Castlefields Primary School** also joined the family of schools in 2016. **Church Stretton Secondary School** joined us in 2019 along with **Stokesay Primary School**, situated nearby in Craven Arms. Stokesay was also a sponsored school, but is now a very strong school, with a good Ofsted judgement and they enjoy top place in the Shropshire Performance Tables for progress. In 2022 **Meole Brace Secondary School**, **Belvidere Secondary School**, and **Mary Webb Secondary School** joined our Trust.

Our Governance has two tiers. The Trust Board (and its committees) has the overarching responsibility for governance of the Trust and each school. Each school also has delegated powers to their Local Governing Body. Our Headteachers report to three groups: the Executive Team (led by the CEO), our Trust Board (Chair is Mark Anderson) and their own Local Governing Body. At the present time, Belvidere's LGB is supported by the Trust.

As a Trust we support our schools with a helpful suite of central services which has its offices at Oldbury Wells, Bridgnorth. The team consists of Sarah Godden (CEO), Jo Evans (Deputy CEO, Director of Education and School Improvement), John Parr (Deputy Director of School Improvement) and Gwyneth Evans (Director of Finance), along with a central admin team who all support in the core aspects such as finance, HR, and premises. Each Headteacher retains leadership and responsibility for these areas but is supported in these tasks by the trust. As a result of this approach all our schools continue to develop and improve under their Headteacher's leadership, and each enjoys healthy finances.



Our schools are also supported by a central service for education and governance. Sarah Godden, supported by Nicky Murray who is our Trust's Clerk, leads this joint work. We employ a School Improvement Advisor and three of our Team are Ofsted inspectors, which is most helpful. We work in a consistent way on several key education processes, such as Ofsted preparation and improvement planning. Each headteacher retains leadership and responsibility for education in their schools and as a result each school continues to retain their uniqueness.

Vacancy: Teacher of French

The vacancy is an ideal opportunity for an experienced candidate or an Early Career Teacher (ECT) to join an established department who can provide significant support at all stages of career development. We are looking for candidates who will bring additional experience to a well-established team, who actively promote and understand what makes Oldbury Wells such an effective school and who appreciate and promote our inclusive school ethos. In return, we offer a school which is a great place to be and a great place to learn, where students **Enjoy**, **Aspire** and **Achieve** within all elements of their academic and personal development.

The MFL department aims to provide high quality, inspirational and innovative teaching and learning so students enjoy their learning experience in languages. We deliver a broad and balanced curriculum using a variety of teaching styles to develop knowledge and understanding, behaviour for learning, creative and analytical skills, literacy, and numeracy.

Curriculum Delivery:

KS3 We have a 3-year KS3 French curriculum focused on fostering students' awareness of other peoples' cultures and developing their ability to understand and express themselves in a variety of topics ranging from their personal sphere (Year 7) to local (Year 8) and global (Year 9) contexts.

KS4 Awarding body – AQA

Our Curriculum is built to deliver the content of the AQA specification organised around the following themes:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

KS4 groups are allocated to staff following their subject specialism where possible.

If you require any further details please telephone 01746 765454 or e-mail school@oldburywells.com.

Application Deadline: 9am on Thursday, 5th February 2026

Submit applications to: Nicole Nicholson, School Business Manager at nicole.nicholson@oldburywells.com



Modern Foreign Languages - Job Description

| | |
|----------------------------|------------------------------|
| Title: | Teacher of French |
| Contract term/type: | Permanent; Part time 0.8 FTE |
| Salary: | MPS1 / UPS3 |
| Start date: | September 2026 |

Key Duties and Responsibilities

- To be responsible for adding value to every learner in each teaching group benchmarked against national criteria and data.
- To deliver, plan and prepare lessons in accordance with the planned curriculum.
- To deliver learning by utilising School Policies.
- To work as part of and contribute to developments across the MFL team to ensure a creative and innovative learning and teaching occurs in every lesson.

Teaching and Learning

- Use a variety of learning and teaching strategies to deliver outstanding lessons to all students ensuring pace and challenge are maintained.
- Understand and integrate the use of New Technologies into learning experiences in order to raise levels of achievement.
- Plan lessons and extended learning opportunities in line with Schemes for Learning.
- Ensure learning objectives and outcomes are communicated to every learner in line with School policy.
- To differentiate appropriately, taking into account individual learner needs.
- Make use of extended learning opportunities for use outside of School lessons.
- Utilise effectively, Learning Support staff in lessons.
- Participate in the School Improvement Framework
- Work efficiently and creatively using the full range of resources available, including other adults and mentors.
- Provide a positive learning climate within lessons to promote a meaningful staff – student relationship and interaction.
- Adhere to the Schools Behaviour for Learning Policy and ensure implementation in everyday life.
- Regularly evaluate the progress of students in relation to their prior attainment and use data to inform teaching and learning.
- Report, as required, in line with the Schools Reporting for Learning Policy to a variety of stakeholders including students, parents, line managers and the Senior Leadership Group.
- Mark work in accordance with the School's Assessment for Learning Policy providing both formative and summative feedback on a regular basis.
- To take responsibility for individual professional development and use the outcomes to improve learning and teaching.
- To demonstrate a thorough and up-to-date knowledge of learning and teaching taking into account wider curriculum developments, which are relevant to your work, e.g. National and Department for Education initiatives.

- To be aware of the School's Anti-bullying Policy and support students as necessary.
- To maintain good order and behaviour for learning among students, with particular regard to Health and Safety, both on the School premises and when engaged in authorised activities elsewhere.

Wider Professional Effectiveness

- Participate in and engage with School Inset and Professional Development, whether in-house or external.
- Through the mechanisms of Appraisal and Quality Assurance, demonstrate improvement in your role as a result of Professional Development and Inset.
- Disseminate the outcomes of Inset to other staff and ensure that the Senior leadership group are aware of such innovation and cutting edge development.
- Effectively contribute to the School improvement planning process.

Role Model

- Ensure that 'no student is left behind', in their school and personal development.
- Conform to the School's Dress Code for staff and demonstrate exceptional standards of presentation, conduct and time keeping.
- Build team commitment amongst students and staff alike.
- Engage and motivate students and staff to do their best by doing your very best.
- Demonstrate a positive approach to your professional duties and improve the quality of student learning .

Additional Components

- To consistently uphold the School's aims and strive to attain School Targets.
- To work in a cooperative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the School.
- To work with students within the framework of the School in a courteous, positive, caring and responsive manner.
- Play a full part in the life of the School's community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
- Demonstrate both enthusiasm and high standards of professionalism to all School stakeholders.
- It is the responsibility of each employee to carry out their duties in line with all School Policies promoting a positive approach to a harmonious working environment.
- The job purpose and key task statements above are indicative and by no means exclusive. Given the evolving status of the School, the need for flexibility amongst staff is therefore considered important.
- To undertake any other duties deemed reasonable by the Senior Leadership Group for the post at this level.

Health and Safety Responsibilities

- All staff have a responsibility to be aware of, comply and act upon the Health and Safety Policies of school/Trust and undertake risk assessments as appropriate. Full details can be accessed via the staff work area.
- The school is a designated no smoking site, any incidents should be reported immediately.

The above list is indicative and not exhaustive. The post holder will be expected to carry out any other duties associated with the work of the School as may be directed by the Chief Executive/Head of School, commensurate with the grade of the post. This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted by the Head of School/Line Manager in consultation with the post holder and if applicable the relevant trade union. In these circumstances it will be the aim to reach agreement on reasonable changes but if agreement is not possible management, the employee and Trade Unions will continue to consult within an agreed time period to seek a reasonable solution to amend and make changes to the job description which are agreeable by both parties.

The School/Trust is committed to safeguarding and promoting the welfare of children.

This post is subject to an enhanced Disclosure & Barring Service Check (DBS).

Satisfactory employment references, identification and qualification checks which will be required prior to commencing duties to establish the suitability of the candidate.



Person Specification - Teacher of Food Technology

| Specification | Essential | Desirable | Evidence |
|---|---------------|-----------|----------|
| Qualifications | | | |
| Qualified Teacher Status | √ | | F |
| Degree | √ | | F |
| Continuing good record of professional development | √ | | F |
| Experience | | | |
| Skills to teach all Key Stages | | √ | F |
| Achievement of high standards | √ | | L,I |
| Awareness of the value of assessment data in raising standards | √ | | L,I |
| Use ICT to enhance learning | √ | | L,I |
| Integration of the SMSC Agenda | √ | | L,I |
| Effective verbal and written communication | √ | | L,I,R |
| Ensure that the educational needs of all children are met | √ | | L,I,R |
| Curriculum Knowledge KS3, KS4 and KS5 | | | |
| Planning for all areas of learning meets the needs of all students | √ | | L,I |
| Assessment procedures used to inform planning for teaching and learning for all students | √ | | L,I |
| A broad and balanced curriculum for all students | | | |
| Understanding effective inclusion practice | √ | | L,I |
| Philosophy | | | L,I |
| Clear understanding of how students learn and how their needs can be met | √ | | L,I |
| Clear understanding and commitment to equality principles and practices | √ | | L,I |
| Determination to overcome barriers, including attitudinal barriers to the effective inclusion of all students | √ | | L,I |
| A commitment to high standards for all | √ | | L,I |
| A commitment to self and Academy improvement | √ | | L,I |
| Other | | | |
| Fully supportive references | √ | | R |
| Professional standard of dress in accordance with Q3 Staff code | √ | | I |
| DBS Clearance | | | |
| Working in an educational establishment, children's day or residential care home | √ Enhanced | | |
| Involved in caring, training, supervising or being in sole, unsupervised contact with children | √ Enhanced | | |

Contact Details

Should you require any further information about the school, please visit our website at:

www.oldburywells.com

You can also see our latest news via our social media pages:



Oldbury Wells School



@oldburywellsschool



@oldburywells

You can also find details about our Trust at www.trusted-schools.com

We hope that you decide to apply and I look forward to receiving your application.



Inspiring Education, Inspiring Lives!



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