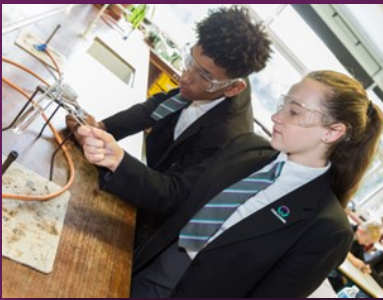




Oldbury Wells Oldbury Wells School

Applicant Information Pack



Teacher of Design and Technology and 2nd in Cluster

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. HR is run through our Trust, as the employer of all staff our schools, including of course Headteachers.

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.

For more information see: www.trusted-schools.com

Vacancy: Teacher of Design and Technology

Salary	MPS / UPS plus TLR 2.2
Contract Term	Permanent
Contract Type	Full time / FTE 1.0
Start Date	September 2026

We are seeking to employ an inspiring and enthusiastic Teacher of Design and Technology, with a specialism in Resistant Materials, to teach across the ability range and support students across all key stages. The role includes Second in Cluster Lead for Creative Arts, to support the Director of Learning for Creative Arts in providing professional leadership and strategic direction for the teaching and learning of Creative Arts throughout the school.

We are looking for candidates who will bring additional experience to a well-established team, who will actively promote and understand what makes Oldbury Wells such an effective school and who appreciates and promotes 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 subject area of Design and Technology sits within the Creative Arts Faculty with 9 members of staff, including the Director of Learning, Liz Bell. The cluster consists of:

- Art
- Business Studies
- Drama
- Food and Nutrition
- Resistant Materials
- Textiles
- Music

Each area has at least one subject specialist and D&T and Music have subject leads that oversee the development, implementation and tracking of the subject area. There are strong links between the teaching staff enabling the sharing of good practice. This post would provide a good support system for an experienced Teacher in Design and Technology.

The Creative Arts has always played an important part in the curriculum, delivering the skills and opportunities to allow our students to prepare for further education and the world of work. At Oldbury Wells School we are passionate about educating pupils of all abilities to achieve these goals.

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

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



Teacher of Design and Technology - Job Description

Title:	Teacher of Design and Technology
Reports to:	Director of Learning (Creative Arts)
Salary:	MPS / UPS plus TLR 2.2
Responsible for:	2nd in Department for Leadership of Cluster for Creative Arts Delivery of Curriculum Programme (and any other specified personnel
Liaising with:	Director of Learning, departmental staff, pastoral staff and relevant staff with cross-school responsibilities, relevant support staff, LA representatives, external agencies and parents.

Key Duties and Responsibilities

The job description which follows recognises that the core purpose of the role of the Second in Cluster Lead for Creative Arts is to support the Director of Learning for Creative Arts in providing professional leadership and strategic direction for the teaching and learning of Creative Arts throughout the school in order to secure:

- high quality teaching and learning for all
- high standards of achievement for all students
- the efficient and effective deployment of staff and resources In addition to the responsibilities set out in the national teaching standards the specific responsibilities for the role of Second in Creative Arts are as follows:

Strategic Leadership

- To keep abreast of developments in the teaching, learning and assessment to support and develop the cluster and to share and support other members of the cluster.
- To support the Director of Learning in developing a strategic vision for the cluster.
- To attend or convene meetings as are required; these will include, for example, subject meetings, exam review meetings or meetings with the Critical Friend to the cluster.
- To work with the Director of Learning to ensure that all statutory elements and agreed school approaches to learning and assessment are embedded into programmes of study. Co-ordinate and contribute to the updating of schemes of work within the cluster as necessary and oversee their implementation.
- To work with the Director of Learning to formulate, implement and evaluate cluster policies in line with school policies and to update these as necessary.
- To work with the Director of Learning to assess the effectiveness of cluster teaching and learning strategies in achieving pupil progress via the use of agreed Quality Assurance systems and practices.
- To provide professional leadership and strategic direction for the teaching and learning within the cluster, and where relevant across the school.

Operational Leadership

- To work with the Director of Learning and other subject coordinators to ensure that cluster schemes of work at all key stages are relevant, effective, engaging and promote collaborative working.
- To model good practice in teaching, learning and assessment; working with the Director of Learning and other members of the team to share good practice and carry out agreed Quality Assurance activities.

- To work with the Director of Learning to ensure that strategies for the effective use of data and target-setting within the Cluster are consistently applied and reviewed as necessary.
- To work with the Director of Learning to ensure the tracking and monitoring of all students including key groups to secure strong progress for statutory performance indicators.
- To ensure that reporting and feedback within the cluster are supporting students to progress.
- To work with the Director of Learning to maintain an overview of all internal and external examinations, examination entries and to ensure that the cluster are able to support students in preparing for them.
- To monitor and intervene where necessary with student behaviour within the cluster.
- To plan opportunities for students to develop their understanding by exploiting opportunities for learning outside the classroom.
- To develop strong and positive relationships between parents and the school so as to promote students' learning in a spirit of partnership, providing timely information to parents about targets, achievements and progress.
- To help colleagues to achieve constructive working relationships with students and with their parents.
- To play an active role in cluster staff professional development, including Appraisal.
- To work with the Director of Learning to ensure that all staff teaching in the cluster are actively involved in curriculum development and raising achievement.

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.

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



Person Specification - Teacher of Design and Technology

Specification	Essential	Desirable	Evidence
Qualifications			
Qualified Teacher Status	✓		F
Degree	✓		F
Evidence of CPD in Design and Technology & curriculum development	✓		F
Experience			
Skills to teach all Key Stages and ability range	✓		F
Successful KS4 teaching with secure outcomes	✓		L,I
Experience of leading and managing others.		✓	
Use ICT to enhance learning	✓		L,I
Motivating students and enabling them to enjoy learning.	✓		L,I
Involvement in development of curriculum materials.	✓		L,I
Capacity and interest in developing /improving leadership and management skills.	✓		L,I,R
Demonstrating good / outstanding teaching. See tasks through to completion in a timely way.	✓		L,I,R
Strategic and also pragmatic thinker. High levels of self-organisation.	✓		
Able to monitor and evaluate from a range of sources including data	✓		
Involve others in activities and coordinate others work.		✓	
Curriculum Knowledge KS3, KS4 and KS5			
Current developments in Design and Technology	✓		L,I
The range of teaching strategies, technologies and classroom opportunities open to teachers.	✓		
Assessment procedures used to inform planning for teaching and learning for all students	✓		L,I
A broad and balanced curriculum for all students	✓		
An understanding of target setting and its use in raising standards.		✓	
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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