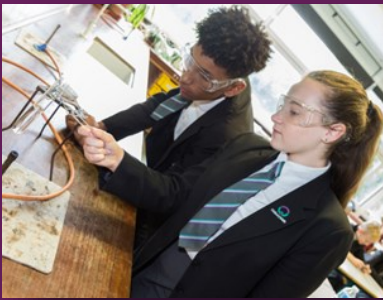




Oldbury Wells
Oldbury Wells School

Applicant Information Pack



Teaching Assistant - Level 4 (HLTA)

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: Teaching Assistant—Level 4 (HLTA)

Salary	Grade 7, SCP 12—17 (£14.36—£15.58 per hour, depending on experience)
Contract Term	Fixed Term
Contract Type	Full Time—Term Time Only
Start Date	As soon as possible

We are seeking a dedicated and experienced **Higher Level Teaching Assistant (HLTA)** to work closely with an individual student, providing tailored support to meet their specific educational and pastoral needs.

This exciting role is **fixed-term**, with **working hours and duration linked directly to the student's allocated funding**. The post will remain in place while the funding continues and may be subject to change or end should the funding be reduced or withdrawn.

Key responsibilities include:

- Delivering targeted support programmes under the direction of the class teacher and SENCo
- Supporting learning, engagement and social development
- Monitoring and recording progress against agreed targets

Working collaboratively with staff, parents and external professionals

The successful candidate will:

- Hold HLTA status or equivalent experience
- Have experience of supporting pupils with additional needs
- Be flexible, patient and committed to inclusive practice

Have strong communication and teamwork skills

We offer a supportive working environment, we are an inclusive school, keen to provide the best experience for learners and staff alike. We are keen to invest in our team of professionals, and this is an opportunity to make a real difference to a child's school experience.

If this sounds something inspiring, we are keen to hear from you!

If you require any further details please e-mail vince.dovey@oldburywells.com



Application Deadline: 9am on Monday 18th May 2026

Teaching Assistant—Level 4 (HLTA) - Job Description

Title:	Teaching Assistant— Level 4 (HLTA)
Reports to:	SENCO
Salary:	Grade 7, SCP 12—17 (£14.36—£15.58 per hour, depending on experience)
Responsible for:	Support for Pupils, Support for Teacher Support for the Curriculum Support for the School
Liaising with:	Other members of the department, Headteacher & SLT; teaching & support staff;

Principal Duties and Responsibilities

Support for Pupils

Attend to pupils' personal needs and assist with the development and implementation of Individual Education / Behaviour / Support / Mentoring Plans and Personal Care Programmes / strategies.

Take a lead role in the supervision and support of pupils with special needs, and manage the supervision of those excluded from, or otherwise not working to, a normal timetable, ensuring their safety and access to learning.

Establish constructive relationships with pupils and interact with them according to individual needs.

Promote the inclusion and acceptance of all pupils.

Encourage pupils to interact and work co-operatively with others, and engage in learning activities.

Set challenging and demanding expectations and promote self – esteem and independence.

Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

Use specialist skills / training / experience to assess the needs of pupils and support their learning.

Take a lead role in managing and delivering pastoral support to pupils, and assist in their social, health, and hygiene development.

Arrange and develop 1:1 mentoring arrangements with pupils.

Take a lead role in managing the speedy / effective transfer of pupils across phases / integration of those who have been absent.

Provide information and advice to enable pupils to make choices about their own learning / behaviour / attendance.

Support for the Teacher

Work with the teacher in lesson planning, evaluating, and adjusting lessons / work plans as appropriate.

Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.

Prepare the classroom as directed for lessons and clear afterwards. Assist with the display of pupil's work.

Ensure the timely and accurate design, preparation, and use of specialist equipment / resources / materials.

Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre – determined learning objectives.

Provide the teacher with objective and accurate feedback and reports as required, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

Manage the compilation of records, information, and data, and produce reports for analysis.

Administer and assess routine tests, invigilate exams, undertake routine marking of pupils' work, and accurately record achievement / progress.

Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

Establish constructive relationships with parents / carers as agreed with the teacher, exchanging information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.

Provide general clerical / administrative support e.g. dealing with correspondence, analysing data on attendance / exclusions etc. administering coursework, producing worksheets for agreed activities, photocopying, typing, filing etc.

Take a lead role in the development, implementation, and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.

Manage liaison with feeder schools and other relevant bodies to gather pupil information.

Take a lead role in the development and implementation of appropriate behaviour management strategies.

Support for the Curriculum

Support pupils in understanding instructions.

Implement structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses and individual learning needs.

Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years etc. as directed by the teachers and SENCO.

Support pupils in using ICT and develop pupils' competence and independence in its use.

Determine the need for, prepare and use specialist equipment / resources as directed by the teacher, and assist pupils in their use.

Be responsible for the management of stock levels, including the management of a budget and the regular audit of resources.

Actively seek information regarding, and utilise, the range of activities, courses, organisations, and individuals to provide support for pupils to broaden and enrich their learning.

Be responsible for updating and reviewing educational learning plans linked to key pupils.

Support for the School

Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Be aware of and support difference and ensure that pupils have equal access to opportunities to learn and develop.

Contribute to the overall ethos / work / aims of the school.

Establish constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support the achievement and progress of the pupils.

Support the development of multi-agency approaches to supporting pupils.

Attend and participate in relevant meetings as required.

Participate in training and other learning activities and performance development as required.

Recognise own strengths and areas of expertise and use these to advise and support others.

Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.

Be responsible for the provision of out of school hours learning activities, within guidelines established by the school.

Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

Accompany teaching staff and pupils, as appropriate, on visits, trips, and out of school activities, and take responsibility for a group under the supervision of a teacher.

Management Responsibilities

Manage a team of support staff.

Liaise between managers / teaching staff and support staff.

Hold regular team meetings with managed staff.

Represent support staff at teaching staff / management / other appropriate meetings.

Undertake recruitment / induction / appraisal / training / mentoring / of other support staff.

As required, to provide expertise and support to staff in other schools.

Other Responsibilities

Be aware of and comply with all school policies and procedures

Be aware of and support difference and ensure equal opportunities for all

Contribute to the overall ethos/work/aims of the school

Appreciate and support the role of other professionals

Attend and participate in relevant meetings as required

Participate in training and other learning activities and performance development as required.



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

We are committed to broadening our staff diversity to better reflect the diversity of the West Midlands. We are committed to gender equality and to being a family friendly employer. We therefore always consider requests for flexible working and part-time alternatives to full time



Person Specification - Teaching Assistant—Level 4 (HLTA)

AREA	ESSENTIAL	DESIRABLE
Qualifications, Education and Training	Higher Level Teaching Assistant (HLTA) status Teaching Assistant NVQ Level 4 or have completed training of a similar standard (including NNEB or a certificate in Literacy & Numeracy for Support Assistants)	.First Aid qualification Teaching Assistant Induction Training
Work or relevant experience,	Extensive relevant experience working in an educational setting Experience of classroom administration support Ability to plan and organise effectively Ability to work with small groups or an individual pupil Ability to supervise whole classes	•
Knowledge and understanding	An in-depth and detailed knowledge of school based education including child development National learning strategies including Literacy and Numeracy Non-school based support agen-	•
Skills and Abilities (relevant to post)	Good communication skills and ability to relate well to children, staff and parents Evidence of working well as part of a team ICT and the willingness to update skills and undertake further training Ability to plan, prepare and deliver learning activities to groups and whole classes Management skills Ability to train, supervise and develop other staff Sufficiently fluent in spoken English to ensure effective performance in the role	Specialist skills, training or experience in working with children with SEMH needs.


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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