Oldbury Wells School

Applicant Information Pack





Assistant Headteacher

Pastoral, Behaviour & Safeguarding

ENJOY | ASPIRE | ACHIEVE

Letter from the Headteacher

Join us on our journey to excellence

Oldbury Wells School is an ambitious, welcoming secondary school situated in the historic market town of Bridgnorth, Shropshire. We are on an exciting journey of sustained improvement—driven by a clear moral purpose, **unapologetically high standards and high expectations of everyone in our school community**, and our core ethos: ***Aspire, Enjoy and Achieve***.

We are seeking a dynamic, visible, and compassionate **Assistant Headteacher** to join our Senior Leadership Team and add significant value to our existing leadership group. You will lead on **Pastoral Care, Behaviour, and Safeguarding**, playing a pivotal role in shaping school culture, championing whole-school wellbeing, and ensuring every child thrives in a calm, safe, and inclusive environment.

Why Oldbury Wells?

- **A school on the rise:** You will be joining at a genuinely exciting time of transformation, helping to embed consistent routines, evidence-informed practice, high standards of safeguarding and a 'warm-strict' culture across our community.
- **High standards for all:** We hold consistently high standards and expectations for every member of our school community—students, staff, and leaders alike—creating a culture of mutual respect, accountability, and ambition.
- **Wonderful young people:** Our learners are respectful, polite, and proud of their school. They are genuinely amazing and this is your chance to work in a fabulous school and support us in developing it into something truly special.
- **Strong community backing:** We benefit from genuinely supportive parents and carers who work in strong partnership with us to uphold high expectations and secure the very best outcomes for their children.
- **A collaborative leadership team:** You will work alongside dedicated colleagues who value clarity, teamwork, sustainable workloads, and mutual support.

What we are looking for

You will be an inspiring classroom practitioner (with a 60% teaching commitment - flexibility with subject allocation is advantageous) who models excellence every day. Whether you are an experienced senior leader or a high-performing pastoral/curriculum middle leader ready for the next step, you will bring:

- Proven expertise in leading behaviour, pastoral systems, and statutory safeguarding (*KCSIE*), with an unwavering commitment to child protection and early help.
- The ability to line-manage and empower Heads of Year, Pastoral Managers, and our Safeguarding/Consequence leads.
- A data-informed, strategic mindset—using attendance, exclusion, and assessment trends to drive proactive interventions.
- High visibility around the school site, bringing warmth, authority, and emotional intelligence to every interaction with students, staff, and families.



Come and see us in action

We warmly encourage prospective candidates to visit Oldbury Wells School to meet our Headteacher, leadership team, and students before applying. To arrange a tour or an informal conversation about the role, please contact the headteacher's PA, Mrs K Dwane via email kate.dwane@oldburywells.com.

Oldbury Wells School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will be subject to an Enhanced DBS check and all safer recruitment vetting procedures.

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. CEO, Sarah Godden 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: Assistant Headteacher – Pastoral, Behaviour & Safeguarding

Salary:	Leadership scale L10-L15
Contract Type:	Full time, permanent
Start Date:	February 2027 (or earlier if possible)
Closing Date:	9am Monday, 30 November 2026

Timetabled Teaching Commitment

60% (complying with the Teachers' Standards and modelling best practice). It would be advantageous to be flexible with the subject allocation.

Core Purpose

To support the Headteacher and Deputy Headteachers in driving strategic school leadership, maintaining a relentless focus on high standards of behaviour, high standards of support, first-class student welfare and contributing to whole-school well-being. Thus ensuring a safe, calm, and inclusive environment where every child can thrive – Aspire, Enjoy and Achieve.

Strategic Leadership & Core Purpose

Working under the direction of the Headteacher and Deputy Headteachers, the Assistant Headteacher will:

- Communicate the school's vision compellingly and champion a culture focused on inclusion, safety, and high expectations of behaviour and standards.
- Contribute to the day-to-day management, strategic direction, and school improvement planning with a clear focus on pastoral matters, behaviour and safeguarding.
- Formulate, review, and implement robust policies relating to behaviour, pastoral care and safeguarding. Support with developing high levels of attendance.
- Be the Designated Safeguarding Lead and ensure we are compliant to DfE, KCSIE and other foundational / statutory standards across a broad range of measures.
- Monitor progress, evaluate data trends, and deploy resources effectively to secure optimal outcomes for all pupils.
- Be a physical presence around the school and a team player. Supporting staff, students and parents/carers as required. Specifically working closely with the DHT inclusion to lead exceptional provision.





Key Responsibilities & Portfolios

1. School Culture, Behaviour, and Inclusion

Lead a zero-tolerance approach to low-level disruption while fostering a warm, restorative, and supportive school community.

- Standards & Environment: Establish clear, uncompromised expectations that create a calm, orderly, and safe learning environment across the school. Including exceptionally high standards of uniform.
- Positive Behaviour & Restorative Practice: Champion restorative practices, fair and consistent behaviour management, and positive reinforcement strategies. You are to lead and support our teachers in adopting a 'warm strict approach'.
- Systems & Routines: Oversee whole-school rewards systems, detentions, consequence room, suspensions, the form-time curriculum programme, and structured walk-about and other duty rotas with associated impact analysis. Work with Deputy Headteacher Inclusion, SENCO and Assistant Headteacher Personal Development and Curriculum Enrichment to ensure a culture of high expectations and an ethos based on our mantra of Aspire, Enjoy and Achieve permeates through the school.
- Promote positive relationships: With parents/carers to ensure that key school systems of communication e.g. Arbor, Go4schools, phone calls, letters, emails. are used impactfully by staff.
- Admissions & Transitions: Manage school admissions, Fair Access Panels, pupil transport, and managed moves to ensure smooth transitions for vulnerable learners. Manage and monitor external provision arrangements, ensuring strict safeguarding and high standards are met for all learners.
- Provide robust training to our staff on our agreed approach to support learners from a Behaviour and Safeguarding point of view working with key stakeholders.

2. Pastoral Leadership Wellbeing and Learner Support

Ensure that every pupil experiences a positive, enriching school life with robust safety nets.

- Line Management: Directly line-manage Pastoral Managers, Heads of Year, and the Consequence/Safeguarding leads**.**
- Alternative Provisions & Modified Timetables: Collaborate with the Deputy Headteacher Inclusion to oversee modified timetables, isolations, and targeted interventions.
- Attendance & Engagement: Work with Deputy Headteacher Inclusion to drive high levels of pupil attendance by fostering a school culture rooted in safety, enjoyment, and active engagement with learning.
- External partners: Work with a plethora of external partners to ensure learner needs are not only met but learners excel at Oldbury Wells School.
- Student Wellbeing & Mental Health: Lead the school's proactive approach to student mental health and emotional wellbeing, ensuring effective early-help pathways and targeted pastoral interventions are in place.
- Work with key stakeholders to analyse data and coordinate interventions across the wider inclusion remit. Collaborate on strategic planning to meet the needs of all students but with a particular focus on vulnerable/disadvantaged pupils.

3. Safeguarding, Exclusions, and Risk Mitigation

Maintain rigorous statutory compliance and protective frameworks across the school.

- Safeguarding & Welfare: Guarantee the highest standards of safeguarding and child protection through robust, vigilant daily practice and staff accountability.

Core Safeguarding Elements:

- Strategic Leadership & KCSIE Compliance: Ensuring whole-school policies, staff training, and daily practices fully comply with the latest Keeping Children Safe in Education (KCSIE) and local safeguarding partnership procedures (e.g., Shropshire Safeguarding Community Partnership).
- Single Central Record (SCR) & Safer Recruitment: Working alongside HR/Business Managers and the Headteacher to ensure rigorous safer recruitment checks, visitor protocols, and regular SCR audits.
- Online Safety, Filtering & Monitoring: Leading on digital safeguarding, including working with IT to oversee robust filtering and monitoring systems (a major Ofsted and KCSIE focus).
- Child Protection & Multi-Agency Working: Overseeing complex child protection cases, Child in Need (CIN), Early Help, and Looked After Children (CLA/LAC) reviews, plus representing the school at strategy discussions and case conferences.
- Vulnerable Cohorts & Contextual Safeguarding: Tracking safeguarding trends (e.g., child-on-child abuse, sexual harassment, CCE/CSE, domestic abuse via Operation Encompass, and mental health) and overseeing high-risk off-site/alternative provisions.
- Record Keeping & Supervision: Auditing digital safeguarding systems (e.g., CPOMS) for chronology and quality, and ensuring formal safeguarding supervision is in place for the other DSLs and the wider pastoral and school team.
- Exclusion Management: Oversee exclusion monitoring and tracking, identify emerging trends, implement targeted interventions, and conduct rigorous reintegration meetings.
- Risk & Compliance: Ensure proactive approaches to identifying, managing, and mitigating risk in line with statutory regulatory frameworks.

4. Teaching, Curriculum, and Assessment (60% Timetabled)

- Excellence in the Classroom: We require brilliant teachers at Oldbury Wells School who inspire our community through high-quality pedagogical approaches.
- Be flexible with the focus of your teaching commitment.
- Maintain a 50% teaching commitment, rigorously complying with the Teachers' Standards and acting as a lead practitioner modelling best classroom practice.
- Quality Assurance: Support the leadership team in establishing high-quality, evidence-informed teaching, a broad curriculum, and proportionate assessment approaches.

5. Staff Management and Professional Development

- Performance & Workload: Performance-manage designated middle leaders through constructive appraisals, holding them strictly accountable while keeping a strong focus on staff workload and wellbeing.
- Professional Growth: Ensure that both you and the wider staff body have access to high-quality professional development linked directly to pastoral care, behaviour management, and SEND awareness.

- Staff Wellbeing & Supervision: Work with the Headteacher to champion a culture of staff wellbeing, paying close attention to sustainable workloads and ensuring pastoral and safeguarding teams receive appropriate supervision and emotional support.

6. Governance, Accountability, and Partnership

- Work collaboratively with the governing board, external agencies, other schools, the Trust and multi-professional networks to improve educational and pastoral outcomes.
- Ensure the school successfully operates within all statutory guidelines, including the SEND Code of Practice and relevant regulatory frameworks.

Other Areas of Responsibility

- Undertake any other reasonable duties and strategic portfolios as identified at the discretion of the Headteacher, commensurate with the grade, status, and leadership responsibilities of an Assistant Headteacher.

***Note**: While this job description outlines the initial core responsibilities of the post, SLT portfolios are reviewed annually in line with school improvement priorities and may be adjusted in consultation with the postholder.*

Application Deadline: 9am on Monday, 30 November 2026

Submit applications to: Vince Dovey at vince.dovey@oldburywells.com

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 posts.

Person Specification: Assistant Headteacher

Essential	Desirable
Qualifications and Training	
• Qualified Teacher Status (QTS) • Honours Degree or equivalent • Evidence of recent, relevant professional development in preparation for senior leadership • Up-to-date Level 3 Designated Safeguarding Lead (DSL) training (or willingness to complete immediately upon appointment)	• National Professional Qualification for Senior Leadership (NPQSL) or Behaviour and Culture (NPQBC) • Safer Recruitment accreditation • Additional accredited training in Child Exploitation (CCE/CSE), Prevent, restorative practice, trauma-informed approaches, or mental health first aid
Experience	
• Substantial and successful classroom teaching experience across the secondary age range • Proven leadership and management experience at middle or senior level (e.g., Head of Year, Pastoral Lead, or equivalent) • Demonstrable experience of successful line management, holding staff to account, and supporting staff development • Proven experience of managing complex child protection, behaviour, suspension, and reintegration cases, including making statutory referrals to Children's Social Care • Experience of representing a school at multi-agency meetings (e.g., Child Protection conferences, Child in Need, Early Help, and Looked After Children reviews) • Experience of auditing safeguarding records/systems (e.g., CPOMS) and leading responsive and planned staff training on safeguarding and child protection • Involvement in school or departmental self-evaluation, data tracking, and school improvement planning	• Experience of conducting safeguarding quality assurance checks on external/alternative education providers or supporting Single Central Record (SCR) audits • Experience of leading or contributing to Fair Access Panels, managed moves, admissions, or local safeguarding partnerships • Experience of leading whole-school CPD on behaviour, wellbeing, or assessment • Experience of tracking pupil performance data (specifically Pupil Premium, SEND, and EAL) and implementing targeted academic or pastoral interventions
Skills and Knowledge	
• Deep understanding of high-quality pedagogy and the ability to model a 60% teaching commitment as a lead practitioner • Comprehensive, up-to-date working knowledge of statutory safeguarding legislation (*Keeping Children Safe in Education*, *Working Together to Safeguard Children*), local safeguarding thresholds, exclusion guidance, and the SEND Code of Practice	• Flexibility to teach across more than one subject area to support whole-school timetabling needs • Knowledge of local authority pupil transport and modified timetable frameworks • Sound understanding of school resources and budget deployment

Essential	Desirable
• Strong understanding of contextual safeguarding issues affecting secondary-aged pupils—including online safety, filtering and monitoring, child-on-child abuse, CCE/CSE, and mental health • Practical understanding of behaviour management strategies, including restorative practice and a consistent 'warm-strict' approach • Ability to analyse safeguarding, pastoral, attendance, exclusion, and assessment data trends to plan proactive interventions • Effective communication and interpersonal skills, with the ability to communicate a compelling vision and inspire staff, students, and parents/carers	
Personal Qualities	
• Unwavering commitment to safeguarding, equality, and getting the best outcomes for all learners—embodying the school mantra to *Aspire, Enjoy and Achieve* • Uncompromising professional curiosity, emotional resilience, and the confidence to constructively challenge internal practice or external agencies when advocating for a child's safety • High visibility around the school, acting as a calm, authoritative, and supportive physical presence • Ability to work under pressure and prioritise effectively in high-stakes situations • Commitment to championing both student mental health/wellbeing and sustainable staff workloads (including safeguarding supervision) • A collaborative team player who builds positive, respectful relationships across the school community • Uncompromising integrity, maintaining strict confidentiality and upholding public trust in school leadership at all times.	• Ambition for future Deputy Headship

School 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

Details about our Trust can be found at www.trusted-schools.com

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

Oldbury Wells School

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