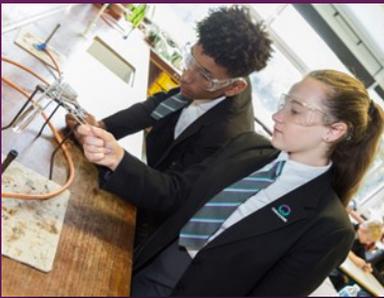




Oldbury Wells
Oldbury Wells School

Applicant Information Pack



Deputy Headteacher

Inclusion, Achievement & Standards

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**.



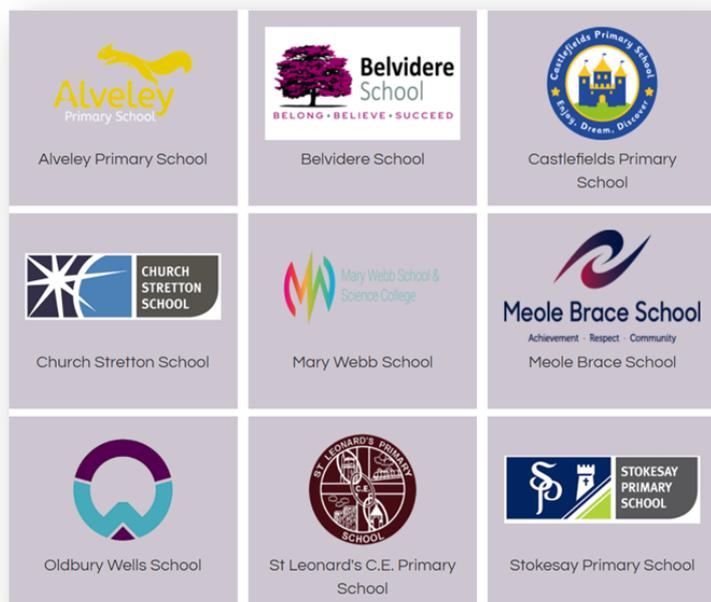
Introducing our Trust

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.

Vacancy: Deputy Headteacher Inclusion, Achievement & Standards

Thank you for your interest in the role of Deputy Headteacher: Inclusion, Achievement and Standards at Oldbury Wells School. This is a rare and exciting opportunity to join our community at a moment where we continue to strengthen our culture, systems and ambition, ensuring that every young person has the opportunity to **Aspire, Enjoy and Achieve**.

Oldbury Wells is a thriving, popular secondary school serving the community of Bridgnorth and its surrounding areas. Families choose us because of our strong reputation for high-quality teaching, exceptional pastoral care and a learning environment where inclusion, ambition and personal growth are at the heart of all we do. As part of TrustEd Alliance, we benefit from rich collaboration, shared expertise and a collective moral purpose to deliver the very best for every learner.

Working alongside the Headteacher, the Deputy Headteacher for Inclusion, Achievement and Standards will provide strategic leadership that ensures the needs of all learners - particularly the most vulnerable - are identified early, supported effectively and challenged to excel. This role is central to shaping our inclusion strategy under the new Ofsted framework and ensuring that **teaching, curriculum, pastoral systems and staff development** work seamlessly to remove barriers and secure strong outcomes.

The postholder will play a significant role in:

- Leading whole-school inclusion strategy (including SEND/vulnerable learners)
- Driving achievement, progress and data-informed improvement
- Strengthening teaching, learning and curriculum alignment
- Enhancing behaviour, culture and personal development
- Improving attendance through diagnostic, early-intervention approaches
- Building strong multi-agency and Trust partnerships
- Supporting staff development and holding responsibility for line management across key teams
- Working collaboratively with the existing Deputy Headteacher and deputising for the Headteacher when required

Oldbury Wells School is proud of its values-driven approach, and we are committed to nurturing an environment where students thrive academically, socially and emotionally. This role is ideal for an experienced, forward-thinking leader who is motivated by the belief that every student, regardless of background or starting point, deserves the chance to **Aspire, Enjoy and Achieve**.

We warmly welcome applicants who share our commitment to the revised vision of inclusive practice, hold integrity and excellence in the highest regard, and who are ready to play a pivotal role in shaping the next phase of our school's journey within TrustEd Alliance.

Adam Walker
Headteacher



Job Description

Deputy Headteacher Inclusion, Achievement & Standards

Title:	Deputy Headteacher Inclusion, Achievement & Standards
Reports to:	Headteacher
Contract type:	Permanent
Salary:	L16—L19

Commitment to Equality, Diversity and Safeguarding

Oldbury Wells School is committed to creating a diverse and inclusive workforce. We welcome applications from all qualified candidates and make appointment decisions without regard to protected characteristics. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This role is subject to an enhanced DBS check and the postholder must uphold responsibilities under Keeping Children Safe in Education (KCSIE).

Core Purpose

The Deputy Headteacher will provide exceptional strategic leadership that secures the school's vision for *equity, inclusion and excellence*, ensuring every learner - particularly disadvantaged pupils, those with SEND, those known to social care, and those facing wider barriers - achieves highly and thrives socially and emotionally.

The post holder will be the school's **strategic lead for inclusion under the new Ofsted framework**, ensuring that **identification of need, provision, teaching quality, curriculum design and pastoral systems** work coherently to improve outcomes for all.

They will deputise for the Headteacher and take a leading role in driving forward whole school improvement across **Teaching & Learning, Curriculum, Behaviour, Attendance, Achievement, Pastoral Support and Pupil Premium**.

Key Responsibilities

1. School Culture

Shape a positive, inclusive culture where pupils experience an enriching school life; uphold high expectations, consistent routines and professional conduct across the community. You will support the leadership and development of a plethora of systems that drive character development and engagement from a wide array of stake holders.

2. Strategic Leadership of Inclusion (Ofsted 2025 Framework)

The Deputy Headteacher will:

Identify, assess and remove barriers to learning

- Ensure the school meets the Expected Standard for inclusion by securing early, accurate identification of pupil needs, including emerging and changing needs.
- Oversee the graduated approach across both SEND and pastoral systems, ensuring staff are trained and confident in its implementation.
- Ensure robust systems for quantitative and qualitative analysis underpin inclusion work, including monitoring the impact of the intervention room, SEND/Pastoral interventions and specialist support.

Strengthen inclusive classroom practice

- Play a key role in the development and embedding of Oldbury Wells' **pedagogical framework**, with **adaptive teaching** and **quality-first provision** at its heart.
- Ensure all teachers consistently use learner information (PLPs, SEND reviews, critical cohorts, QLAs) to plan and adapt lessons effectively.
- Improve disciplinary literacy, oracy and communication support for all vulnerable learners.

Oversee strategic use of the pupil premium

- Support the Headteacher in ensuring that PPG funding is implemented, monitored and evaluated effectively using high-quality evidence, including EEF research, impact reviews and trust expectations.
- Ensure strategies are understood and enacted by all staff, with impact reviewed through robust QA.

Work with partners and key stakeholders

- Strengthen partnerships with the Local Authority, Virtual School, Outshine, MHST, TrustEd Schools, other providers and other specialist agencies to maximise early help and support. Work with key stakeholders to drive impact, making rapid and sustained progress across a whole range of functions, key measures and performance indicators*.

**Further details below*

3. Leadership of Achievement, Progress & Whole-School Data

- Support our drive towards incisive data usage. Develop strategic oversight of **achievement trends**, ensuring incisive use of whole school, departmental and learner-level data and that this information is used impactfully to drive forward interventions, leading to sustained and rapid improvement in standards and achievement across the school.
- Support the school's framework for **RAG meetings**, critical cohort identification and progress monitoring.
- Ensure that teaching is responsive and ensure assessment and feedback is consistently used to inform planning, intervention and curriculum refinement.
- Support the development of departmental assessments, including the use of **weighted assessments**, improved mark books and clear assessment cycles to close gaps for all learners, but particularly the most vulnerable.

4. Ensure that teaching and learning and the curriculum is fully inclusive

Work collaboratively with other key members of SLT and key curriculum leaders to drive standards and high outcomes, utilising coaching and support / challenge where necessary.

- Ensure the intended and enacted curriculum is coherent, ambitious and sequenced to secure strong outcomes - particularly where Ofsted areas for development have been identified
- Identify, trial and embed the school's key routines DNA, recall & retrieval, revision revolution systems and other high-impact initiatives.
- Be forward thinking, identify best practice pedagogy on a regional, national and international basis and harness it for excellence at Oldbury Wells School.
- Support the development of and QA of core pedagogical strategies including I/WE/YOU modelling, cold-calling, PROUD expectations and responsive/adaptive teaching.
- Ensure consistent quality and impact of CPD, intellectual preparation meetings and staff development pathways.

5. Leadership of Behaviour, Culture & Personal Development

- Support the development and refinement of strategic behaviour systems ensuring consistent expectations, routines, meet-and-greet, least invasive interventions and restorative practice.
- Embed ongoing behaviour QA with SLT, HOYs and pastoral teams.
- Reduce suspensions and persistent low level disruption by targeting vulnerable cohorts with curriculum-first strategies (e.g. driving out inconsistency in implementation, teaching which is not sufficiently adaptive, ensuring the curriculum promotes effective recall and retrieval, that the curriculum successfully eradicates gaps in foundational knowledge).
- Co-lead development of the **inclusive reward system**, Friday Funday model, OWs Baccalaureate and wider participation tracking.

6. Leadership of Attendance

- Support the development of an effective attendance strategy using diagnostic analysis, banding tools and early intervention.
- Ensure PPM, SEND and high-risk pupils receive timely targeted support, challenge and attendance coaching.
- Be outward facing, ensure best practice concerning attendance is embedded across school - key to driving standards across a plethora of key performance indicators and measures.

7. Leadership of Safeguarding Partnerships (Non-Designated)

Note: DSL functions remain with the Designated DSL, but the DHT supports oversight at a strategic level.

- Monitor patterns in safeguarding, attendance and behaviour to identify vulnerable groups.
- Work with AHT Pastoral and SENCO to ensure interventions (pastoral, SEND, SEMH) are responsive to safeguarding themes identified through CPOMS and external agencies.

8. Leadership & Line Management

- Provide high-support/high-challenge leadership to other Senior Leaders, middle leaders, including HODs, HOYs, SENCO and Pastoral Leads – building professional trust.
- Support the Headteacher in leading a culture shift toward accountability, self-review and outward-facing leadership
- Ensure line management meetings identify next steps, drive improvement and hold staff to account for the quality of education.
- Contribute to TrustEd collaboration including CPD, cross-Trust curriculum development and supporting other schools when needed.

9. Deputising for the Headteacher

- Lead whole-school priorities in the Headteacher's absence.
- Support strategic decision-making on staffing, budgets, curriculum design, QA cycles and communication with stakeholders.
- Represent the school at trust, local authority and national-level meetings where required.

Professional Qualities, Knowledge & Attributes

The Deputy Headteacher will demonstrate:

- Deep understanding of the new Ofsted Inclusion judgement (and beyond).
- Expertise in SEND, PPG strategy, curriculum design, teaching & learning and pastoral systems
- High-level data literacy and experience driving improvement using assessment evidence
- Proven ability to lead significant school improvement
- High emotional intelligence and ability to build professional trust and accountability
- Commitment to collaboration across the Trust
- Drive to ensure that Oldbury Wells sustains rapid and transformational improvement.

Person Specification

Deputy Headteacher

Inclusion, Achievement & Standards

Qualifications & Experience

- Qualified Teacher Status with a graduate-level qualification (Essential)
- Evidence of sustained, successful teaching in a secondary school setting (Essential)
- Experience improving outcomes for vulnerable learners (Essential)
- Experience working with or leading pastoral/SEND/intervention teams (Essential)
- Experience in data-informed decision making (Essential)
- Experience collaborating with external agencies (Essential)
- Leadership or coordination experience in inclusion, achievement and standards (Essential)
Experience of having been a successful Senior Leader driving impact and standards (Essential)
- Having experience of the aforementioned across a number of schools, diverse in their catchment (Desirable).
- Experience of having driven impact and increased standards across a broad range of OFTSED foci (Desirable)

Qualities, Skills & Knowledge

- Commitment to equity, inclusion and high expectations for all learners (Essential)
- Understanding of inclusive teaching, adaptive practice and vulnerable learners (Essential)
- Clear understanding of how to develop highly effective teaching in a setting. (Essential)
- Commitment to your own professional development, to be research led and clear evidence of your continuous engagement with, understanding and implementation of cutting edge pedagogy across a plethora of school facets. (Essential)
- Ability to use assessment data to diagnose need and shape intervention (Essential)
Experience of leading others to make the best use of a plethora of data to drive impact (Essential)
- Experience of leading others to make the best use of a plethora of data to drive impact (Essential)
- Strong interpersonal, communication and relationship-building skills (Essential)
- Personal leadership qualities that motivate and influence others (Essential)
- High emotional intelligence and professional resilience (Essential)
- Understanding of curriculum – teaching – pastoral alignment (Essential)
- Knowledge of multi-agency working (Essential)
- Experience in designing/evaluating interventions (Essential)

Trust, Values & Professional Conduct

- Commitment to OWS values and inclusion vision (Essential)
- Ability to work collaboratively and contribute to Trust networks (Essential)
- Demonstrates integrity, fairness and moral purpose (Essential)
- Commitment to professional learning and improvement (Essential)

Safeguarding & Child Protection

- Strong understanding of safeguarding principles (Essential)
- Knowledge of statutory guidance including KCSIE and SEND Code (Essential)
- Experience with safeguarding processes or multi-agency work (Essential)

Overall Profile

A values-driven, strategic, collaborative and resilient professional committed to improving outcomes for all learners, especially the most vulnerable.

Applications to be sent to Headteacher's PA, Mrs K Dwane at kate.dwane@oldburywells.com.

Deadline for applications: **9am on Thursday, 19 March 2026**

Interviews likely to take place w/c 23 March 2026.

If you have any queries or would like to arrange a school visit please do not hesitate to contact Mrs Dwane as above.

*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.*

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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