



January 2020

Dear Candidate

On behalf of our Trust and Oldbury Wells School Local Governing Body, we would like to thank you for your interest in the post of Headteacher at Oldbury Wells School.

This vacancy has arisen because Sarah Godden, the current Headteacher, is staying with our Trust but moving to a CEO role. Sarah has worked tirelessly to transform Oldbury Wells School into a school that we are very proud of. We are looking for candidates who understand what makes Oldbury Wells such an effective school, and who appreciate our inclusive school ethos. We are interested in candidates who also have the vision and ability to build on existing good practice and lead the future development of the school.

Oldbury Wells School provides an inclusive, learning environment that enables all our students to learn and achieve. Our students are thoughtful, enthusiastic and keen to do well. They are also keen to be involved with the many activities and enrichment opportunities on offer to them here at our school. Governors and Trustees alike are fully supportive and determined to ensure that Oldbury Wells School continues to provide an excellent education and to build on its very strong reputation.

If you would like to visit the school before you apply for the post, we will be happy to accommodate that. We will be glad to meet you and arrange for you to see our school. Please contact Frances Sherrington on 01746 760509 or at frances.sherrington@oldburywells.com to arrange a visit. You will also find a wealth of information giving further detail on school policies and performance on the school website www.oldburywells.com

We do hope that you will decide to apply and look forward to receiving your application, along with a letter of introduction, which should be sent to Mrs Sherrington at either the above email address or the Trust Office address quoted below. Your letter of introduction should be no more than three sides and include why you believe you are a suitable candidate for the post and how you would develop Oldbury Wells School. The closing date is 12 noon on Monday, 3 February 2020. Interviews are scheduled for Monday, 10 and Tuesday, 11 February 2020.

Thank you once again for your interest in our school.

Yours sincerely

Judy Mondon
Chair of Trustees

Allen Crawford-Thomas
Chair of Governors

Executive Headteacher
Mrs Sarah Godden BA MEd E
head@oldburywells.com

TRUST·ED
School Partnership
Company Number: 9617166

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Headteacher
Full-time, permanent
Group 6 (range to be agreed)

Oldbury Wells is a popular and successful 11-18 secondary school in the picturesque market town of Bridgnorth. It is the founding and lead member of the TrustEd Schools' Partnership (formerly called Bridgnorth Area Schools' Trust). As a family of six schools based in South Shropshire, we are passionately committed to providing an excellent education for all our pupils and we are working together to secure that aim.

This vacancy has come about as our current Headteacher, Sarah Godden, moves to a more exclusive CEO role. For the past few years she has held Headteacher responsibilities as well as coordinating the work of the Trust. Our Trust is now large enough for Sarah to step into this role leaving a vacancy for a new Headteacher. An expert and established senior team at Oldbury Wells have worked effectively with our Headteacher. The Principal Deputy is retiring this year, but we anticipate no other changes to the senior team.

Oldbury Wells has secured strong Ofsted results for many years, most recently in 2018 when it was confirmed as 'good' by Ofsted. The inspection report will be interesting reading for candidates, and we think it is an unusually strong report which gives a clear sense of the school's values and ethos. Since inspection, school results at KS4 have improved further, although Sixth form results dipped in 2019. There is every reason for the school to aspire to be 'Outstanding' and this will be a focus during the recruitment process and for our new Headteacher.

In 2019, pupil progress at GCSE was well above average and our comprehensive intake achieved well at all levels. A full copy of our performance data will be available to candidates who are invited to interview. By way of summary our performance data shows:

- Progress 8 in 2019 was significantly positive (a green box in performance tables).
- There have been positive Progress 8 scores for four consecutive years.
- Groups such as Pupil Premium students, SEND and Low Prior Attaining groups progress very well (all well above zero in 2019).
- Our intake is slightly higher than national in terms of prior attainment, but not significantly so.
- High Prior Attaining pupils perform in line with national expectations, however their performance has been lower than other groups in our school.

As a school we use school self-review and improvement planning thoroughly to guide our work. Our strategic objectives and clearly articulated development plans express our ambition to be an even better school. There is every opportunity to achieve this by working with our dedicated and experienced staff team. Our School Improvement Plan will naturally be made available to shortlisted candidates.

The school has been well subscribed in recent years and we have around 900 pupils on roll from Year 7 to sixth form. Our sixth form is called Bridgnorth Sixth Form and we are the only school locally with a sixth form. Our pupils are wonderful and our parents are keen to support us and for their children to do well. We enjoy a strong local reputation and our school community is proud of their school and wants it to enjoy further successes. Pupils come to us from Bridgnorth town, local Shropshire villages and from further afield (largely south Staffordshire / Wolverhampton). Our rural catchment means that more than 70% of our pupils arrive at school by bus, either local authority buses for Shropshire pupils, or from our own chartered buses for out of area pupils (at cost to those parents).

Our students enjoy good facilities in a spacious, green setting, with impressive views overlooking the town. Our campus feels semi-rural, fringed by a quiet residential road, a primary school, with fields to our west and a steam railway to our east! Our school is spread across two sides of a small cul-de-sac and we are technically a split site school, being originally separate boys' and girls' schools. In practice we treat our site as if it were one and have the added benefit of two sets of things (including fields and playgrounds). The site does of course bring some challenges, all of which we are used to and work around without fuss.

Our buildings are grade two listed and are an example of modern post-war architecture. We have recently won a significant DFE bid to repair our roofs - not very glamorous but much needed. We have a new purpose-built sports hall and two gyms. I am told we have the largest playing fields in Shropshire! Our departments are, for the most part, organised into areas / zones of the school and are all overseen by established Heads of Department, very ably led and supported by Heads of Faculties.



Our secure pupil numbers and the consistent careful management of our budget means that our school enjoys a healthy financial position. Shropshire has historically been a low funded authority, so we have become used to working within tight controls. At the present time we are projecting a stable and strong financial future.

Currently we have a two-year Key Stage 3 and we offer all National Curriculum subjects and more at GCSE. Our core subjects use setting and most other subjects have mixed ability teaching. We offer more than 20 subjects in our Sixth Form comprising of largely, but not exclusively, academic A-levels. Our academic work is organised through seven faculty areas. Faculty leaders are a highly effective team. We work hard to support and retain our staff and subsequently we currently have just one vacancy.

We take pride in our pupils' sporting achievements and our strong extra-curricular work. We are very high performing in terms of competitive sport – this is both in terms of participation in competitions and also in terms of competition success. Other extra-curricular areas are too many to mention but include our school productions, various clubs and Duke of Edinburgh Award.

Our inclusion work is also very strong. Our SEND team are brilliant, and this is an area of consistently high performance for us in terms of progress measures. We also invest in pastoral staff, employing a part time Counsellor and five Student Support Workers to work alongside our Heads of Year. They are an excellent team of dedicated and effective staff.

The successful candidate will work with Sarah Godden, our CEO, and other Headteachers from our family of schools. They will be supported by a strong central Trust team who are based on the edge of the Oldbury Wells site. We have a committed and effective Local Governing Body and a highly skilled Board of Trustees. More information about the school and a wide range of activities and opportunities for learning may be found by visiting the school website at www.oldburywells.com. Please also feel free to call Sarah Godden, CEO, for an informal conversation or to arrange a visit before applying on 01746 760509 or email Mrs Frances Sherrington, PA to the CEO, at frances.sherrington@oldburywells.com.





Introducing our Trust

Our Trust is comprised of a small family of six schools. We were originally called Bridgnorth Area Schools' Trust but have recently changed our name to TrustEd Schools' Partnership. We are all based in south Shropshire and all share the same ethos and values. We have four schools around the market town of Bridgnorth and two schools around the market town of Church Stretton.

Oldbury Wells School was the founding school in our Trust. **Alveley Primary School** joined the Trust as a sponsored school in 2016 and, since that time, the school has gone from strength to strength and 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 a 'mixed MAT.' This means we can have both secular and Church of England schools in our family. 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**, located in the market town of Church Stretton, joined us in 2019 as did **Stokesay Primary School**, situated nearby in Craven Arms.

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.

As a Trust we support our schools with a helpful suite of central services which has its offices at Oldbury Wells, Bridgnorth. This team, which supports core aspects such as finance, HR and premises, is led by Karen Cook, our Director of Finance and Business. Each Headteacher retains leadership and responsibility for these areas but is supported in these tasks by Trust Services. As a result of this approach, all of 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 staff at all of our schools, including, of course, Headteachers.

Our schools are also supported by a central service for education and governance. This is led by Sarah Godden who is our CEO and, currently, our Executive Headteacher, based at Oldbury Wells School and supported by Frances Sherrington who is Clerk to our Trust Board. We employ a School Improvement Advisor, and two 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. Again, each Headteacher retains leadership and responsibility for all aspects of education in their schools, but these processes are supported by the Trust where appropriate. As a result of this approach, each school continues to develop and improve, but each school retains their uniqueness.

As a small Trust in a close geographical area, our school leaders frequently work together on joint projects and support each other. Our CEO is also a regular visitor to schools and Governors' meetings, and she takes a keen interest in all aspects of our schools. We look forward to welcoming a new Headteacher who shares the same vision for working collaboratively in a family of schools and who places the interests of all our pupils at the heart of their work.

For further information, please refer to our Trust website, www.trusted-schools.com

Oldbury Wells School

Person Specification – Headteacher

Requirements (Essential, unless otherwise indicated)	Form of Assessment	
	Application / Statement	Assessment / Interview
Qualifications and Experience		
<ul style="list-style-type: none"> • Qualified teacher status with a graduate level qualification (essential) • Relevant professional qualification NPQH or other (essential – or working towards) • Substantial and successful teaching and leadership experience in the secondary setting (essential) • Experience of management experience in more than one school and working in a school with sixth form (desirable) • A proven track record of leading school improvement and raising standards (essential) • Has proven commitment to professional development in leadership and management (essential) • Proven track record of leadership within both the pastoral and curriculum areas (desirable). • Successful senior leadership experience in either curriculum or pastoral areas (essential) 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓
Qualities, Skills and Knowledge		
<ul style="list-style-type: none"> • Have the best interests of pupils and the highest ambitions for all pupils, as the guiding principles of personal practice (essential) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> • Have personal leadership qualities that inspire the work and trust of others, and the humility to use this authority with wisdom and compassion (essential) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> • Consistently demonstrate integrity, determination, positivity, fairness / equality and strength / resilience in professional practice (essential). 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> • Demonstrate the ability to clearly communicate the strategic vision; motivate and inspire the school community in the constant pursuit of excellence (essential). 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> • Have a proven track record of running an effective team and securing the support of other key professional / staff (essential). 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> • Has a proven track record, reflected in high levels of achievement for every child (essential). 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> • Can monitor and evaluate all aspects of education (including lesson observations, book reviews and the use of data), to drive forward the achievement of the school, all groups and pupils (essential). 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓

<ul style="list-style-type: none"> • Can sustain and develop pupils' high standards of behaviour and can also consistently promote pupils' welfare. Demonstrate this in current work (essential). 	✓	✓
<ul style="list-style-type: none"> • Is passionate about 'quality first teaching', ensuring that an effective system is in place for self-evaluation, actions for improvement and monitoring of all staff and can apply management skills to support and coach / develop staff (essential). 	✓	✓
<ul style="list-style-type: none"> • Able to write high quality and user-friendly evaluations and reports to guide the future actions of others (desirable). 	✓	✓
<ul style="list-style-type: none"> • Capacity to respond effectively and efficiently to short and long term challenges, able to think strategically and identify opportunities for future development and improvement (essential). 		✓
<ul style="list-style-type: none"> • Can demonstrate highly effective management skills (essential) and apply these skills during times of educational and financial pressure, to ensure that resources are appropriately allocated to drive the continuous improvement of teaching and standards of learning for all pupils (desirable). 		✓
<ul style="list-style-type: none"> • Experience in the re-structuring of staffing or the design of new teams and structures (desirable). Demonstrate the capacity to draw on other leaders' strengths and target training where needed (essential). 	✓	✓
<ul style="list-style-type: none"> • Has up to date knowledge of statutory requirements, Ofsted and curriculum and is able to translate this into policies and administrative practices (essential). 	✓	✓
<ul style="list-style-type: none"> • Has up to date knowledge of pastoral, safety and inclusion matters and is able to apply this for 'in the moment' problem solving, and longer term administrative / monitoring practices (essential). 	✓	✓
<ul style="list-style-type: none"> • Demonstrate commitment to keeping the school environment and pupils safe, and maintain up-to-date knowledge of health and safety, training and legislation. Able to direct staff to ensure this is consistently applied (essential). 	✓	✓
<ul style="list-style-type: none"> • Value partnerships with external organisations, both educational and community based and be able to develop these for the benefit of the school community (essential). 	✓	✓
<ul style="list-style-type: none"> • Able to find ways to enable everyone – parents, pupils, staff and the wider community – to feel a valued part of our inclusive school and its work (essential). 	✓	✓
<ul style="list-style-type: none"> • Excellent communicator with demonstrable experience of communicating effectively to different audiences across different channels (essential). Experience of working to develop a successful marketing strategy (desirable). 	✓	✓
<ul style="list-style-type: none"> • Knows what an engaging, rigorous, broad and rich curriculum is and how to develop one across a school (essential). 	✓	✓
<ul style="list-style-type: none"> • Understanding of how financial considerations connect to all aspects of school life and ability to maximise resources (essential). 	✓	✓
<ul style="list-style-type: none"> • Experience of managing staff and contributing to HR processes such as performance management and capability (desirable). 	✓	✓
<ul style="list-style-type: none"> • Currently contribute to the development and implementation of a broad and rich curriculum and the informal / wider curriculum (essential). 	✓	

<ul style="list-style-type: none"> • Can demonstrate a commitment to the development of the whole child through experience of work in personal development, welfare, SMSC etc. (essential). 	✓	✓
<ul style="list-style-type: none"> • Understand the challenges that some pupils face, and the complex needs that some pupils have (essential). Demonstrate, in current post, tireless work to support such pupils (desirable). 		✓
Trust and Governance		
<ul style="list-style-type: none"> • Experience of, or commitment to, working closely and collaboratively with the Governing Body / Trust to develop and implement a shared vision (essential). 	✓	✓
<ul style="list-style-type: none"> • Experience of working in partnership with Governors or a Trust, providing information and advice (desirable). 	✓	
<ul style="list-style-type: none"> • Willingness and capacity to work in partnership with Governors, and under the direction of a Trust, to enable them to meet their responsibilities, including holding the school to account, HR systems and financial regulations (essential). 	✓	✓
<ul style="list-style-type: none"> • Welcome the opportunity to work in a Trust, receiving and implementing its expectations (including financial and HR) and making full use of the support and developments on offer (essential). 	✓	✓
<ul style="list-style-type: none"> • Willing and able to contribute to the development of the Trust and other Trust schools (essential). 		✓

Oldbury Wells School

Job Description – Headteacher

Secondary Headteacher Group 6: FTE (permanent)

Line management: Executive Headteacher / CEO for the Trust.

Above all things we require our Headteacher to believe in the fundamental importance of education in young people's lives and to promote this value within a caring school. Their overarching responsibility is to provide a high quality education for our pupils within an inclusive ethos.

The Headteacher has delegated responsibility for the day-to-day running of the School.

- This includes responsibility for the education of all pupils, and the quality and effectiveness of that work.
- The Headteacher is responsible for: employment matters, work and wellbeing of our team of staff; management of the school budget and resources; buildings / assets, Health and Safety and compliance matters. These areas are all supported and guided by central Trust services.

The post holder is required to meet the relevant standards required for the role, such as the DFE: National Standards of Excellence for Headteachers 2015 and, where relevant, to adjust their work in line with other future changes to expectations and or regulations.

Qualities, Knowledge and Vision:

- Communicate, articulate, sustain and enhance the School's clear values and moral purpose providing a first-class education for our pupils, ensuring staff and pupils are empowered to excel.
- Lead the School in the pupils' best interests, bearing in mind their needs as individuals.
- Provide vision for the future of the School, having regard to opportunities and risks that might arise, drawing on the support and guidance of the LGB and Trust as appropriate.
- Demonstrate optimistic personal behaviour and positive relationships and attitudes towards all.
- Lead by example with integrity, creativity, resilience and clarity, drawing on the resources and expertise of others.
- Pursue continuous professional development by sustaining strong knowledge about all educational matters including schooling, curriculum, innovations and local, national and international developments.
- Use a deep and accurate knowledge of the school to report strengths and weaknesses to the Trust and to Governors.
- Use a wide range of quantitative and qualitative approaches, including data and research to know the school well and drive improvements.
- Work with the Trust to draw up Strategic Objectives. Develop and implement the School Improvement Plan to meet those priorities and others identified and report on this progress regularly to Governors.
- Lead the school, building a strong cooperative team, maximising available resources, to develop the school and the school improvement priorities.
- Build on the School's local reputation for excellence and a caring, inclusive ethos, regardless of background, culture, religion etc. Use this to develop a successful marketing strategy.
- Cherish, protect and nurture our School's special culture, while ensuring that the School continues to evolve to be highly effective and fit for purpose into the future.

Educational Leadership, Self-improving School

- As educational leader of the School, provide encouragement, guidance and direction to all aspects of schooling including extra-curricular, ensuring that the pupils receive an inspiring high-quality education.
- Encourage and inspire pupils to participate and engage with the life of our School and to fulfil their potential.
- Be ambitious for our pupils, overcoming disadvantage and ensuring equality.
- Encourage and inspire all staff - teaching and non-teaching - to fulfil their potential, with high quality training and sustained professional development for all staff.

- Inspire staff to continually strive to improve their work and to share responsibility and accountability for maintaining the highest possible standards throughout the School.
- Manage staff performance in line with Trust policies addressing any underperformance, holding staff to account and supporting staff to improve and share expertise.
- Inspire and encourage staff to support and develop each other's practice.
- Distribute leadership throughout the School, making sure there is wisdom, clarity and fairness over roles and responsibilities and that leaders are both supported and held to account fairly.
- Secure excellent teaching through using a strong knowledge of pedagogy and practice.

Pupils, Staff and Working with others:

- Provide a safe, inclusive, calm, caring and well-ordered environment for the pupils and staff, ensuring that the culture of safeguarding permeates the School.
- Develop and secure an effective behaviour management system.
- Ensure the personal development and welfare of pupils, understanding that these aspects of the School are a part of our wide educational remit.
- Lead by example, understanding the importance of being a role model for others and being visible and open for communication within School, taking a genuine interest in the individuals in our school community and striving for them to flourish.
- Welcome strong governance, actively working with the LGB and Trust enabling them to deliver their defined functions effectively.
- Learn from and contribute to the development of other senior leaders in the Trust, and actively support the development of other schools in the Trust.
- Ensure communication processes and methods are fit for purpose and facilitate the effectiveness of our School.
- Be outward facing in working with the Trust, other schools and organisations, maintaining warm and effective relationships and good communications with our parents and relevant members of the wider community.

Business & Finance and compliance

- Work with financial and political astuteness steering the work of the School towards common goals in line with the School's vision and the needs of pupils.
- Ensure the School's systems and processes are well considered, efficient and effective, including upholding transparency, integrity and probity, complying with Trust regulations and national standards (eg Financial Handbook)
- Ensure the continued financial well-being of the School, using the support of the Trust finance team and under the structures and systems that are in place, including the preparation and effective administration of the School budget.
- Manage and maintain, with the assistance of the Trust, the School estate and assets.
- Appoint, induct and train the best staff that can be found, so as to ensure that our students have the best possible experience in their education here.
- Ensuring strategic, curriculum / learning led financial planning in the best interests of pupils and the School's effectiveness and sustainability
- Ensure equitable deployment of resources (including human resources) and that Trust policies for HR and related areas are followed.

As a Headteacher employed by a Trust, the postholder will be part of a senior group of Trust employees. This group is led by the Executive Headteacher / CEO who will coordinate and direct some aspects of work by Headteachers as required. This is a team of like-minded professionals who are open and supportive of each other's work, including at times working in each other's schools.

Any other duties that the Governing Body/ Board of Trustees feel is commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Standard Employment matters:

The post is subject to:

The terms and conditions for teachers as set out in the School Teachers' Pay and Conditions Document 2019; the other terms and conditions set out in the various national collective agreements in force from time to time; the Trust's terms and conditions including any local agreement entered into with the Trusts' forum (including recognised trade unions); the conditions set out in the Job Description and in the letter of appointment.

Salary and Pension:

The salary for this post is Headteacher Group 6 but the range within this will be set on appointment. The post is pensionable in accordance with the Teachers' Pension regulations, and relevant contributions will therefore be automatically deducted from the post holder's salary other than where or until such time that the Academy/Trust receives notification that they have elected to opt out of the Scheme. More information can be found online by visiting www.teacherspensions.co.uk

Safer Recruitment Statement

Our Trust is committed to safeguarding and promoting the welfare of children and young people within all Trust schools. The Trust complies with the statutory legislative requirements and guidance that seeks to protect children in accordance with statutory guidance including 'Keeping Children Safe in Education Guidance' (September 2019). In order to meet this responsibility, this includes a rigorous recruitment & selection process to discourage and screen out unsuitable applicants. Trust Job descriptions and persons specifications make reference to safeguarding and child protection and that all posts are subject to a Disclosure and Barring Service certificate (DBS). All advertisements include our safeguarding statement and commitment.

Interview and appointment

Shortlisted candidates will take part in an in-depth interview and selection process. Candidates called for interview should bring with them a form of identification e.g. driver's licence or passport. Any offer of appointment will be subject to satisfying any arising safeguarding matters at interview and also formal pre-employment checks. All checks will be made in the strictest confidence and used solely for the purpose of considering applications for the post. A Disclosure and Barring Service Enhanced Certificate (DBS) with Barred List Check will be required for all appointed posts. The Trust will carry out other appropriate pre-employment checks. These include: Qualifications and Status e.g. QTS, Prohibition check, EEA check, Section 128 Directive check and Disqualification under the Childcare Act 2006 check. A Fitness to work declaration will be required following appointment to ensure that a candidate has the health and physical capacity for the job. Further identity checks to determine identity and proof of eligibility to work in the UK. Inclusion on the Trust/school's Single Central Record (SCR)

Probation and Mobility

New staff may be subject to the probation procedure for a period of six months, according to Trust policy. The probation period, where applied, is to enable the assessment of an employee's suitability for the job for which they have been employed which includes the monitor and review of the performance of new staff in relation to duties, skills, qualifications and experience outlined in the job description and person specification. This will also include an employee's suitability to work with children and young people and their commitment to safeguarding and child protection.

Our Trust's Mobility Guidance applies to new staff which specifies how and when staff may be deployed to work in another Trust school. This Guidance specifies how deployment across schools operates, for promotion, staff development, secondment or redeployment. A copy of this Guidance is available on request.

Equal Opportunities

Our Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from all backgrounds. TrustEd Schools' Partnership takes positive steps to create an employment culture in which people feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community. TrustEd Schools' Partnership is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

General Data Protection Regulation

Our Trust is committed to ensuring that all employees privacy is protected. By signing a contract of employment, you will agree for TrustEd Schools' Partnership, and/or agents appointed by the Trust, to process your personal data, including "sensitive personal data" as defined in the General Data Protection Regulation (GDPR), for the purposes of the operation, management, security and/ or administration, as well as, complying with applicable laws, regulations and procedures. The information you provide (except Equality Monitoring Information) may be shared with partner organisations that provide services to our Trust. A full list of these organisations is available upon request.

Further Information for Applicants

Any canvassing in respect of this selection process will disqualify the applicant. The appointment may be terminated upon three months' written notice by either side taking effect on 30 April or 31 December, or upon four months' written notice by either side taking effect from 31 August, except in the case of dismissal for misconduct or any other cause.



Headteacher

Oldbury Wells 11-18 Secondary School

Job details

Salary: Group 6 (range to be set according to experience)

Contract Type: Full time

Contract Term: Permanent

Closing date: 12 noon on Monday, 3 February 2020

Interview dates: Monday, 10 and Tuesday, 11 February 2020

TrustEd Schools' Partnership wishes to appoint an excellent school leader to the post of Headteacher at Oldbury Wells School, Bridgnorth from September 2020.

Oldbury Wells School has approximately 900 pupils on roll and it is situated in Bridgnorth, a market town in South Shropshire, within easy reach of the West Midlands. The school is a wonderful place to work, it has a talented and dedicated staff and superb pupils.

Oldbury Wells School enjoys an excellent local reputation, rightly deserved for its high quality education and it is a popular school choice. It achieves very strong results for our pupils, consistently higher than national averages with four consecutive years of positive Progress 8. Our good Ofsted report in 2018, recognised our many strengths.

TrustEd Schools' Partnership (formerly Bridgnorth Area Schools' Trust) was formed in 2015 with Oldbury Wells as the founding and lead school. The Trust now consists of two secondary schools and four primary schools, located in the market towns of Church Stretton and Bridgnorth, all situated in south Shropshire. All our schools share a deep commitment to delivering a first-class comprehensive education for our young people. Our Headteachers support each other and other schools in our Trust.

The Trust provides a useful central team who specialise in the areas of Finance, HR, Health and Safety and asset management. The CEO, Sarah Godden, coordinates joint work between school leaders across our schools and oversees school performance.

Further details of this vacancy are available in an application pack which can be downloaded from our website, www.oldburywells.com, and interested applicants are invited to send an application form together with a letter of application, no more than three sides of A4, outlining how your skills and experience make you a suitable candidate for this post.

Please feel free to call Sarah Godden, CEO, for an informal conversation or to arrange a visit before applying on 01746 760509 or e-mail Mrs Frances Sherrington, PA to the CEO, at frances.sherrington@oldburywells.com. Please send your completed application form and letter to Frances Sherrington at the email address above.

TrustEd Schools' Partnership is an equal opportunities employer. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this obligation. The successful candidate will be required to undertake an enhanced DBS disclosure.