



Mary Webb School &
Science College



Candidate Information Pack

Teacher

Mary Webb School & Science College
Pontesbury
Shrewsbury
Shropshire
SY5 0TG



Dear Applicant,

Thank you for your interest in our school. In this pack you will find the following information:

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We are seeking to employ a passionate and resilient teacher to deliver literacy and numeracy lessons to students with Social, Emotional and Mental Health (SEMH) needs, Emotional Based School Avoidance (EBSA), and childhood trauma.

You will be based in The Space, our internal inclusion centre, working alongside our well-established Personalised Learning Centre which offers extensive support and evidence-based interventions for our learners with Special Educational Needs and/or Disabilities (SEND). You will play a vital role in supporting our most vulnerable students through a trauma-informed approach. An application would bring you one step closer to working in a positive and rewarding environment, supporting some of our most vulnerable learners.

Mary Webb School and Science College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I look forward to receiving your application.

Yours sincerely,

Peter Lowe-Werrell

Headteacher

The Space at Mary Webb School and Science College is our newly developed support and inclusion centre for students who have social care or safeguarding needs, or who have experienced significant trauma and are currently unable to engage successfully in full-time mainstream learning.

The Space includes three main areas:

1. The Learning Space for academic support and interventions
2. The Calm Space for emotional regulation and therapeutic work
3. The Meeting Space for 1:1 mentoring and team around the family reviews

The Space is an intervention, not a destination. By offering a child-centered approach, focusing on both students and their families, we aim to enhance well-being and improve educational, social, and emotional outcomes. The Space works closely with Personalised Learning to offer bespoke packages of support through early and preventative intervention.

The Space is overseen by Assistant Headteachers with responsibility for SEND and student support, safeguarding and personal development. A Student Support Worker is based in The Space, supporting students and their families with a holistic approach.

We would like to hear from applicants who are keen to be part of a school that is committed to becoming a trauma-responsive community. Working within a supportive team dedicated to making a real difference in students' lives, this position offers a rewarding opportunity to shape and deliver a personalised curriculum for some of our most vulnerable learners.

The Space at Mary Webb



**“Somewhere to go where your
differences don't feel different.
Helping me to re-engage in
learning”**

Year 9 student

Advertisement

Teacher MPR / UPR

0.6fte, Fixed term for 2 years

Required September 2025

Mary Webb School and Science College is a successful and popular specialist science college, situated in a beautiful location, a few miles south of Shrewsbury.

Governors wish to appoint an outstanding, well-qualified and enthusiastic teacher who can deliver literacy and numeracy lessons to a range of students with additional needs. The successful candidate will be required to teach literacy and numeracy at Key Stage 3, leading on to Functional Skills in English and mathematics at Key Stage 4. This vacancy would suit experienced teachers with a background or strong interest in supporting students with SEMH needs.

Potential candidates are encouraged to contact the school to speak to Sarah Longhurst, Assistant Headteacher and SENCo. Further details and an application form are available on the school website. The school does not accept CVs.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

An online search will be undertaken as part of due diligence checks during the shortlisting process.

The Trust values diversity and inclusion and welcomes applications from candidates with diverse backgrounds.

Closing date: 12pm Thursday 10th April 2025

Interviews to be held: Week commencing 28th April 2025

Information about the school

Mary Webb School and Science College is situated in a particularly beautiful location in the village of Pontesbury, just a few miles south of Shrewsbury. The site, surrounded by hills and woodland, provides an ideal setting for a school that aims to provide an educational experience firmly rooted in a modern rural context. We seek to open minds and widen horizons by ensuring that all our students are prepared for the challenges of life in the 21st century.

As a relatively small, community secondary school of over 700 students, staff and governors, we feel that the school has a number of distinctive features that makes it a little bit special. We aim to provide an environment in which each and every student can develop and flourish, and where the pursuit of excellence, in terms of personal development and academic achievement, is the aspiration of all. Relatively small class sizes ensures that every student receives personal attention.

The curriculum at Key Stage 4 is based around a core GCSE offer. We believe that this provides students with robust qualifications that support transition to post-16 education, training and employment. GCSE examination results at Mary Webb School and Science College have been good in recent years and are above national averages for attainment and progress across the curriculum.

GCSE results in 2024 saw us achieve a very pleasing Progress 8 score of +0.08. 65% of our students achieved GCSEs in both English and mathematics at grade 4 and above and the school's Attainment 8 score was 47.84, which was in line with the Shropshire average for secondary schools. Over 10% of GCSEs awarded to our students were at grades 8 or 9. Most importantly, all our students were able to go on to the destinations they planned to in September 2024.

To view our latest Ofsted report from May 2023 please visit our website.

Inspection of Mary Webb School and Science College

Pontesbury, Shrewsbury, Shropshire SY5 0TG

Inspection dates: 7 and 8 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

- Pupils feel safe and happy in this inclusive and supportive school.
- Pupils behave well and have positive attitudes to learning.
- Governors and leaders ensure that staff's well-being matters.
- Staff morale is high.
- The arrangements for safeguarding are effective.

Job Description

Purpose

- To share the school's commitment to safeguarding and promoting the welfare of children and young people.
- To provide a trauma informed and child centered approach, upholding of our school values.
- To support young people to engage with and achieve their full potential within education, through developing core curriculum skills.
- To implement and deliver adapted lessons to support a variety of learners with additional needs.
- To monitor and support the overall progress and development of students who access The Space.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment, belonging and attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

MAIN (CORE) DUTIES

Teaching

- Plan and deliver engaging literacy and numeracy lessons to small groups of KS3 students, adapted to meet their diverse needs
- Plan and deliver Functional Skills qualifications in English and maths at KS4.
- Plan lessons which support the sequence of learning in mainstream lessons to support reintegration to classroom learning.
- Create a supportive and nurturing learning environment that prioritises emotional regulation and student well-being.
- Adapt teaching to meet the needs of students with SEMH, EBSA, and developmental trauma, ensuring a flexible and student-centred approach.
- To use a variety of delivery methods which will stimulate learning appropriate to students' needs and demands of the schemes of work.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To apply the school's behaviour policy and management systems so that effective learning can take place
- Work under the direction of the Assistant Headteacher (SENCo), and alongside our Student Support Worker, using trauma-informed practice to underpin your approach.

Job Description (Cont.)

Pastoral System

- To be a Form Tutor to an assigned group of students (if required).
- To promote the general progress and wellbeing of individual students
- To liaise with Head of Year to ensure the implementation of the school's support/pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate, as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHCE according to school policy.
- To apply the school's behaviour policy and management systems so that effective learning can take place.
- Upholding, supporting and encouraging the schools values and virtues. Encouraging character education for all students.
- To contribute to the awards system according to school policy.

Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area.
- To contribute to the curriculum area's improvement plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

Curriculum Provision

- To assist the Subject Leader and SLT to ensure that the curriculum area provides a range of teaching strategies which complements the school's strategic objectives.

Job Description (Cont.)

Curriculum Development

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

Professional Development

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- Willingness to engage fully on our journey in becoming a trauma-responsive school through Shropshire Virtual Schools Hearts and Minds Project.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the school's agreed Performance Management Review Process.

Recruitment/Deployment of Staff

- To ensure the effective/efficient deployment of classroom support.
- To work as a member of designated teams and to contribute positively to effective working relations within the school.

Quality Assurance

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information

- To maintain appropriate records and to provide relevant, accurate and up-to-date information for school's MIS, including registers.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Job Description (Cont.)

Communications

- To communicate effectively with the parents/carers of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Management of Resources

- To assist the Student Support Worker, who is based in The Space to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, subject area and the students.



Personal Specification

Quality	Essential	Desirable
Qualified Teacher Status	Yes	
A commitment to safeguarding and promoting the welfare of children and young people	Yes	
A commitment to achieving, maintaining and developing the attributes, knowledge, understanding and skills outlined in the core / post threshold professional standards for teachers	Yes	
Experience of teaching English and/or mathematics at Key Stage 3	Yes	
Experience of teaching Functional Skills English and/or maths at Key Stage 4		Yes
Ability to inspire and motivate students of all abilities	Yes	
Confident communicator	Yes	
Confidence in the use of ICT	Yes	
An ability to work in a team	Yes	
An ability and commitment to contribute to raising student achievement	Yes	
A willingness to embrace change and seek new challenges	Yes	
An understanding of the need to take responsibility for personal professional development	Yes	
An ability to self-manage workload	Yes	
A calm, compassionate, and responsive teacher, who understands the impact of trauma on learning and development	Yes	
Experience, or a strong interest in working with students with complex needs, particularly SEMH and EBSA	Yes	
A commitment to using trauma-informed strategies to support engagement and progress	Yes	
An ability to build positive and trusting relationships with students who have experienced barriers to learning	Yes	
A flexible and creative approach to teaching, ensuring that lessons are accessible and meaningful for all learners, supporting them in becoming classroom ready	Yes	

How to Apply

Applications must be made on the official application form which can be found by [clicking here](#) or visiting www.marywebbschool.com/vacancies

The deadline for applications is 12 noon on Thursday 10th April 2025, and we will be interviewing week commencing 28th April 2025. Please do not hesitate to get in touch with us if you have any questions or if you would appreciate an informal chat; we would be delighted to hear from you.

When completing the application form, please pay particular attention to:

The guidance notes on the front cover.

Section 8, Educational qualifications, please ensure you provide details of your qualifications, including GCE O level, GCSE or equivalent level 2 qualifications - a summary is not sufficient. Details of the institutions you studied at are required.

Section 11, Further Details: Please limit this section to no more than 500 words.

In addition to the guidance provided, please outline your views on teaching to young people in the 11-16 age range and why it is an important part of a broad and balanced education for the twenty first century.

Section 16, References: The requirement for two employment references, one of which **must** be your current or most recent employer. Please include email addresses if possible.

We use an application form which states that the post is exempt from the Rehabilitation of Offenders Act 1974 and that the successful candidate must apply to have an Enhanced Disclosure from the Disclosure and Barring Service. The application form will request full and complete information about employment history.

All applicants are required to disclose whether they have any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children.

Correctly completed application forms will prioritised in the shortlisting process.



You can send your application via:

Email to:

nmurray@marywebbschool.com

Post to:

**Mrs N Murray
PA to Headteacher
Mary Webb School & Science College
Pontesbury
Shrewsbury
Shropshire
SY5 0TG**