

WELLBEING LEADER RECRUITMENT PACK



1st September 2026

About Us



Post title
Wellbeing Leader



Grade
Grade 7, scp 12 (£14.82/hr, Actual Salary £23,967 per annum pro rata'd)



Hours of work
37 hours per week , Term time only



Post status
Permanent
Required to start as soon as possible

The Marches School is a vibrant, inclusive and forward-thinking school where students are at the heart of everything we do. We are proud to support young people through their full educational journey, providing a safe, caring and ambitious environment in which every student is known, valued and encouraged to succeed.

We offer a broad and balanced curriculum, including a wide range of GCSE, A Level and vocational pathways, ensuring that all learners can follow routes that reflect their strengths, interests and aspirations. Learning is enriched by a strong programme of extra-curricular activities, leadership opportunities and enrichment experiences that help students build confidence, character and lasting friendships.

The Marches School is an exciting place to learn, work and grow. Together, we are developing confident, resilient and successful young people, equipped with the skills, values and ambition to succeed in education and in life beyond school.

Sally Wilmot

Headteacher

We offer

- Well-equipped classrooms with a variety of facilities
- An enthusiastic and supportive department team
- Excellent professional learning and support at every stage in your career, with opportunity for continued personal development through our Talent Pathway
- A core belief in staff wellbeing and work life balance for all, evidenced in policy and practice
- Year-round free membership to our state-of-the-art fitness suite
- Benefits including funded counselling, physiotherapy and GP and other medical support.

Why this role above others?

We know this school is a special place, our staff wellbeing survey tells us staff love working here because of the relationships between staff, departments and students and we would love to meet you so you can see this in practice.

If you wish to book an appointment for a visit to the school or if you have any queries, please email Dan Pritchard, Assistant Headteacher at:
daniel.pritchard@mar.mmat.co.uk

Welcome from the CEO

This is a high achieving Trust that is imaginative and creative in its approach to teaching and learning and is keen to look for continued sustained improvement.

Our vision 'Achievement through Caring' is central to all that we do at The Marches Academy Trust. Our schools are, innovative and striving to ensure that young people make the very most of their learning adventure and are equipped with the skills required to prosper in the modern world.

We are immensely proud of the Alliance of Leading Learning who provide a wide range of professional development opportunities across our Trust, nationally and internationally.



Sarah Finch

CEO

The Marches Academy Trust

Our family of schools currently includes:

- The Marches School and Sixth Form in Oswestry
- Sir John Talbot's School and Sixth Form in Whitchurch
- Tilstock CE Primary School and Nursery in Whitchurch
- The Grove School and Sixth Form in Market Drayton
- Lower Heath CE Primary School and Nursery in Lower Heath
- Shrewsbury Academy in Shrewsbury
- Longlands Primary School and Nursery in Market Drayton
- Grange Primary School and Nursery in Shrewsbury
- Oakmeadow CE Primary School and Nursery in Shrewsbury
- Woodlands School in Wem
- Idsall School and Sixth Form in Shifnal
- Cockshutt CE Primary School and Nursery in Ellesmere
- Criftins CE Primary School and Nursery in Ellesmere
- Selattyn CE Primary School in Oswestry
- West Felton CE Primary School and Nursery in Oswestry
- Weston Lullingfields CE Primary School and Nursery nr Shrewsbury
- St Andrew's CE Primary School and Nursery nr Shrewsbury
- Kinnerley CE Primary School and Nursery in Oswestry

Our Trust Vision Statement and Values



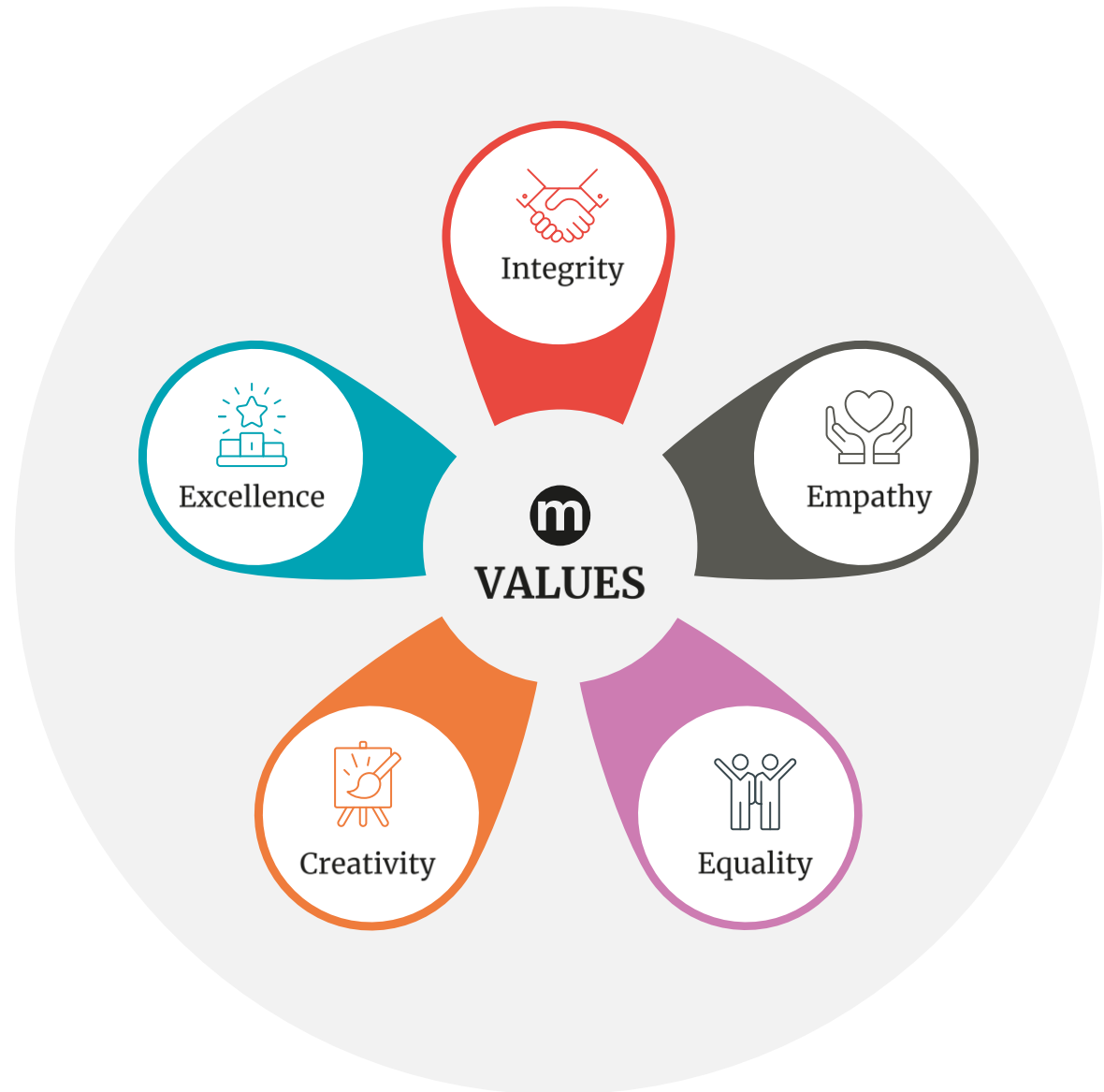
Our Vision

Achievement through caring



Mission Statement

As a Trust, it's our mission to empower everyone in our Trust and our communities to live and breathe our values and Achievement Through Caring, to reach their full potential.



Responsible to:

Director Of Year.

OUTLINE OF THE ROLE:

- To fulfil the role of a Wellbeing Leader, focussing primarily on supporting students to access school
- Remove barriers to learning, ensure all children are resilient learners who feel happy and safe and make progress in the school environment
- Assist in the support, education, integration and development of independence of students and ensure students retain access to high quality first teaching
- Liaise with families to ensure effective home/school communication
- Assist across the school in creating the right 'climate' for all students to maximise their achievements across the spectrum of school life

Main duties:

Supporting the students

- Provide a 1:1 tutoring/small group mentoring role to students.
- To be responsible for student progress in identified sub groups.
- Attend behaviour management courses to inform mentoring practice.
- Intervention planned with Reset Team to develop targeted student support to ensure progress.
- Be a reference point for students who are referred by teaching and support staff – mentoring students as appropriate.
- Follow up student/staff concerns, making telephone and written contact with parents as appropriate.
- Follow up safeguarding issues in line with school policy and practice.
- Provide support in lessons and identify causes/incident triggering student problems.
- Take part in student pursuits and activities to develop a better understanding of how students respond to different approaches.
- Meet with teaching and support staff regarding individual or small groups of students.

marchesschool.co.uk

- Attend conferences/meetings regarding student welfare and support e.g. PPM, case conferences etc. Communicate outcomes to the team.
- Carry out some administrative tasks – filing, drafting letters, and form filling.
- Attend pastoral meetings/take minutes.
- Support students who have been isolated from their teaching group – e.g. supervision, collection of work, providing guidance with the task, ensure completed work is returned to staff.
- Assist students with the organisation and completion of homework tasks e.g. running Lunchtime /break time clinics; checking diaries for particular children.
- Organisation and supervision of students at lunchtime and break – be a presence in the year area.
- Make contact with students and parents regarding attendance/punctuality etc.
- Support students to re-integrate and 'catch up' when they return to school.
- Supervise students moving to and in assemblies.
- Lead Afterschool detentions.
- Record on the management information system student successes and incidents of inappropriate behaviour.
- Use the school management information system to access and input data.
- Prepare information for, and co-ordinate the production of, individual student reports e.g. incident logs for re-admittance after exclusions; material for governors' resolution meeting, 'Round Robins'.
- Join in with a range of school-based activities.
- Work with other Wellbeing Leaders to share good practice/offer support to one another on a regular basis.
- Support students in the Internal Exclusion room to complete work, have positive restorations for their behaviour and plan for smooth return to lessons.
- To undertake any other reasonable duties which might from time to time be requested by the Headteacher or any person delegated by them.
- Support the SENCO in meeting the needs and targets for students with statements or an EHCP.

DEVELOPING SELF AND LEADING OTHERS:

- Take responsibility for own professional development including maintaining an up to date knowledge of developments and related legislation including engaging fully in performance management of self and other staff (if applicable)
- Contribute to effective staff induction and professional development
- Manage own workload, providing support where necessary and delegating where appropriate
- To ensure that professional duties are fulfilled, as identified in regular line management meetings and appraisal meetings.

Community responsibilities:

- Effective dialogue with parents in accordance with school policies.
- Attend and support community events as required.

In addition to the above all Marches Academy Trust staff are required to:

- Adhere to policies and procedures, including Equality and Diversity and Health and Safety.
- Respect confidentiality: all confidential information should be kept in confidence and not released to unauthorised persons.
- Undertake appropriate training and development as required.
- Participate in the Personal Development Plan review cycle.
- Demonstrate excellent Customer Care in dealing with all customers.
- Ensure positive effective working relationships with the school teams, stakeholders and partners.

Objectives and outcomes:

- To be agreed with the successful post-holder once appointed.
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.
- The post holder may have opportunities to work in or support development of other schools within The Marches Academy Trust.



Check out our video:

[Here](#)

Interested? Here's how to apply:

Complete the online form [here](#)

The closing date for applications is:

Friday 18th September 2026 at 9am.

Interviews will be held:

From w/c 21st September 2026.

Person specification

	Essential	Desirable
 Qualifications and training	• Excellent numeracy/literacy skills equivalent to NVQ Level 2 in English and Maths.	• Experience of working in an education setting. • Experience of classroom administration support. • Experience of administration including filing. • Level 2 Safeguarding and Child Protection.
 Experience	• Good computer skills.	• Experience of multi agency working, including attendance at Strategy discussions, Core group meetings and completing Early Help Webstars using Liquid Logic. • Basic knowledge of CPOMs. • Knowledge and experience of completing multi agency report and referral forms. • Experience and confidence in having difficult conversations with students, parents and other professionals.
 Personal qualities	• Ability to bring to the role a good sense of humour, initiative, enthusiasm and commitment. • Ability to be adaptable/flexible and cope with the unexpected.	• Ability to train, supervise and develop other staff.

Person specification

	 Essential	Desirable 
 Knowledge & Understanding	• Ability to self evaluate learning needs and actively seek learning opportunities. • Ability to work effectively in small groups or with individual pupils and be a good team player. • Good ICT skills and the willingness to update skills and undertake further training.	• A knowledge of school based education including child development.
 Skills	• Understands the importance of following policy and procedure. • Ability to plan and organise effectively. • Ability to think quickly, assess situations and react calmly under pressure. • Good communication skills and the ability to relate well to children, staff and parents.	

Our investment in you

Talent Spotting our Future Leaders

Our Talent Pathway supports the professional development of staff within the trust. We identify leadership talent and leadership needs for future succession planning – ensuring relevant and practical leadership development opportunities for staff.

Our talent management programme and our Career Development Pathways provide a framework for the discussion of your leadership journey and the professional learning you can access along the way.

Talent Contract

The Talent contract is a promise; a covenant between yourself and the trust that the Trust will do its very best to support and develop you professionally. The Contract describes a variety of Professional development opportunities and encourages you to identify and pursue your training needs.

We believe successful creative lifelong learners participate in a journey of self discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.



Our investment in you

We really care about employee wellbeing and our commitment is set out in our Wellbeing Policy and Charter. This commitment is underpinned by our four pillars of wellbeing;

Emotional

Some examples include a robust induction programme, Trust newsletter, professional performance reviews (appraisal) and line manager check-in meeting. We have clear policies and procedures relating to all aspects of your employment and we carry out an annual wellbeing survey to gauge the health of our staff.

Physical

We are blessed that our schools are located in beautiful Shropshire market towns and /or rural locations. We can offer discounted local gyms and onsite facilities in our secondary schools.

Financial

We offer membership to two great pension schemes; Local government pension scheme and Teachers' pension scheme. Our terms and conditions are aligned to Burgundy Book & School Teachers Pay & Conditions Document (teachers) and NJC Green Book (associate staff). We also recognise continuous service for sickness, maternity and annual leave entitlements for those transferring under the Redundancy payments (local government) Modification Order (RPMO).

Social

Encouragement of great working relationships and sense of belonging through team building events, PD days, end of term events and Trust Awards evening.

Wellbeing Offer

We are delighted that our wellbeing offer includes access to a free confidential medical and wellbeing service with School's Advisory Service (SAS) for all staff. Services available include counselling, bereavement counselling, physiotherapy, menopause support and stress awareness sessions. We encourage staff to utilize SAS in seeking out preventative and early intervention by making support easily accessible for all!

Generous
non-contact
time for
staff



Bits you need to know

The Marches Academy Trust values each person equally. We are committed to building a diverse team and embedding a welcoming, inclusive culture that encourages diversity and authenticity. We believe this will encourage creative ways of thinking – ensuring we collaborate more effectively and achieve better outcomes. We welcome applicants from all qualified candidates who share this commitment.

Everyone within our Academy Trust shares the objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn in an education setting and identifying those who are suffering or likely to suffer significant harm, taking appropriate action with the aim of ensuring they are kept safe both at home and within the education setting and we expect all staff to share this commitment. Shortlisted applicants will be asked to declare any criminal convictions and will be subject to online checks. The successful applicant will be subject to an enhanced DBS check.

“This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Criminal Records Bureau before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.”



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