



 South Bromsgrove High

Work with us

Inspiring Confidence Through Learning



Dear applicant...

Thank you for your interest in South Bromsgrove High. 'South', as our school is affectionately known, is a high performing academy and, for many years, students of all abilities have achieved results at GCSE and A level above local and national averages.

Chris Smith

M Biochem (Oxon), MA Ed
Headteacher

We have high expectations of all our students, and aim to equip them with the skills and experience which will enable them to be successful in the next stage of life. This may involve moving into our very successful Sixth Form and on to university, or taking a route with more bespoke training, an apprenticeship or work-related study.

Each year we learn of former students who are happy in their careers and who remind us that the foundations for their success were laid during their time with us. In our last Ofsted Inspection we were graded as 'Good' for Overall Effectiveness, with Leadership & Management, the Sixth Form and Personal Development all deemed to be 'Outstanding'. The opening sentences from our Ofsted report note that "South Bromsgrove High school leaders and pupils share the same high aspirations" and "Relationships between pupils and staff are warm and courteous". Inspectors also wrote that "Leaders prioritise pupils' personal development. The extra-curricular programme is rich and diverse" and "Significantly high numbers of pupils participate in the Duke of Edinburgh's Award scheme". Each year we have around 500 students participating in Bronze, Silver and Gold Awards and for some parents, our experience in the Award, and the fact that we have an amazing success rate, is an important consideration in applying for South.

An important aspect of our work at South Bromsgrove is the development of highly effective teachers and leaders. As lead school within the South Bromsgrove Teacher Training Partnership, we run successful School Direct Initial Teacher Training programmes. Our work in the provision of National Professional Qualifications (NPQs) for school leaders over a number of years has led the school to build strong partnerships nationally and locally. Our work supports serving and aspirant school leaders at all levels, in developing the knowledge and expertise to secure the very best outcomes for the students and communities they serve. This means that we attract and develop the highest quality teachers who are motivated, enthusiastic and dedicated to ensuring that all students are given the opportunity to achieve their potential.

We are proud of our students and what they achieve, and share with them a pride in our school. We are a happy learning community, where learning is enjoyed and valued. You are most welcome at any time to look around and see our school in action. I look forward to meeting you.

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What makes us different...

The Duke of Edinburgh's Award
Exceptional Extra-curricular Offer
House Competition and Eisteddfod



What makes us different...

Duke of Edinburgh Award

The Duke of Edinburgh's Award is an integral component of the South experience for large numbers of students and we are the largest D of E school in the UK. For some parents, the school's reputation in this area of our work alone is a deciding factor in their choice of school.



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Students enrol in D of E in Year 10 and start the development of the four skills areas, volunteering, physical, skills and expedition, at Bronze Award level. While students work relatively independently on the first three areas, groups of between five and seven students prepare through the year for a practice expedition in Spring and a qualifying expedition in Summer.

Expeditions involve challenge and fun in equal measure. Typically we have up to 190 students enrolled in Bronze and completion rates are very high. Silver Award runs in Year 11 and Gold Award

in the Sixth Form with both offering wider-ranging and more intense experiences in the Shropshire Hills, Brecon Beacons and Snowdonia. It is a tribute to the dedication of our staff that the majority lead, voluntarily, in one of the Awards. Staff have the opportunity to undertake expedition leadership training and First Aid training to support their work with the D of E Award.

In Year 9, and in all years, we aim for all students to engage in at least one character building activity each term. There are plenty of opportunities for these within school through the outstanding extracurricular provision though students may also participate in similar things outside of school through their hobbies, sports clubs or special interest groups. We encourage students to set goals for these in their personal, online careers account provided by the "Xello" tool.



What makes us different...

Exceptional Extra-curricular Offer...

At 'South', we are committed to developing well-rounded young people and a strong extra-curricular offer outside of the classroom is key in supporting this aim.

The school has excellent sports facilities which includes a sports hall, gym, extensive grass pitches, a 3G football pitch and a recently refurbished multi use games area. Alongside two hours of core PE per week, students are also given the opportunity to represent the 'South' in Athletics, Badminton, Basketball, Cricket, Cross-Country, Football, Netball, Rounders, Rugby, Swimming, Tennis and Trampolining. There have been many successes in recent competitions and the school is also very supportive of students competing at county, regional, national and international levels.

The Performing Arts are a high-profile component of school life. We have dedicated practical music facilities which enable teaching through instruments and technology, as well as facilitating extra-curricular activities such as choirs, orchestras, rock bands, and student led ensembles. Instrumental tuition is offered by visiting teachers from Severn Arts and we provide many musical opportunities allowing

students to perform to a variety of audiences. The superb facilities for performance have been put to excellent use. From productions of Shakespeare to musicals such as Billy Elliot, Sister Act and School of Rock, students have the opportunity to perform at the highest level and also become experts in lighting, technical effects, stage management, wardrobe and set design, working collaboratively as part of a team. Our inclusive approach ensures all participants have the chance to share the spotlight as part of a large cast.

The school was delighted to be awarded Artsmark Gold for our outstanding Arts provision.



**Artsmark
Gold Award**
Awarded by Arts
Council England



What makes us different...

Moving into the Sixth Form...

We ensure that high quality, independent careers advice and guidance is made available to everyone in the school through Years 9-11.

Despite the wide-ranging opportunities in the local area, the majority of our students complete their education by enrolling in the Sixth Form. With around 360 students we are able to offer an attractive mix of A Level and BTEC courses, with the quality of our Sixth Form provision rated as 'outstanding' in the school's recent Ofsted inspection. Most of our Year 13 students progress to university, although increasing numbers of students are successful in applications for high quality apprenticeships. We are keen that students consider alternative pathways, and that career decisions are based on professional guidance and the use of effective, modern resources.

Our learning programmes are complemented by a variety of opportunities for personal development. Many students plan to continue with their Duke of Edinburgh's Award, and the large numbers receiving Gold Awards at the annual presentations which take place at St James's Palace never fails to impress our proud parents. Gold D of E Award allows students to demonstrate high levels of independence, team work and problemsolving, all of which provide excellent additions to students' curriculum vitae. It is possible for students to enrol on the Gold Award even if they have not completed Bronze or Silver.

Many students develop their marketability by engaging in voluntary activities in our school community, such as peer mentoring, supporting lower school lessons as Sixth Form Teaching Assistants, or fundraising for charities in a variety of ways. There is an abundance of opportunities for leadership development including promoting and organising our interhouse activities. The competition for leadership roles is always intense! The excitement around our annual Eisteddfod is built by House Captains who model commitment and loyalty to their house. Educational visits, enterprise activities, stage productions, conferences, debating, and well-supported competitive sports characterise the Sixth Form. We are also keen that students have opportunities to explore life's spiritual and moral dimensions and that they develop as healthy and politically-aware young citizens.

It is really important to us that Sixth Form students enjoy their time with us and develop broader skill sets as well as studying towards qualifications. We continue to place a high emphasis on pastoral care and enrichment activities, and careers education and guidance are an integral component of our offer. Our belief is that students attending the Sixth Form at South receive an outstanding quality of education and care in a safe, inclusive environment, and that they can expect to leave us having cemented firm foundations for their futures.



What makes us different...

House Competition and Eisteddfod

South has a well-established and vibrant House System. The Three Houses, Plymouth, Talbot and Vernon are named after early Bromsgrove landowners.

The Houses are predominantly student led, providing many leadership opportunities, particularly in the Sixth Form. All students gain credit for their House through attitude to learning, merits and attendance which are awarded termly. There are sports competitions for teams culminating in a keenly fought sports day.

A highlight of the year for the House Calendar is the annual Eisteddfod in the Autumn Term, which sees fiercely fought competition between choirs of up to 150 per house, all hoping to win the coveted Eisteddfod Cup. The Eisteddfod runs for two nights and competitions include Arts, Basketball, Dance, Drama, and vocal and instrumental performances. It is a night definitely not to be missed and is always well attended by the local community. The year is completed with the final Championship Assembly and the winners of the overall House Shield are announced to great acclaim.



The Role We have Available.....

Job Description – Higher Level Teaching Assistant (HLTA) – Inclusion Lead

Job Purpose

To lead and manage the day-to-day operation of the Inclusion (Compass Room) provision, ensuring it is a structured, supportive, and purposeful environment that promotes student regulation, engagement in learning, and successful reintegration into mainstream lessons.

Key Responsibilities

1. Leadership of Inclusion Provision

- Act as the lead practitioner for the Inclusion Room on a daily basis
- Ensure the provision reflects core principles:
 - Inclusion is supportive, not punitive
 - Placements are time-limited and purposeful
 - Regulation precedes learning
 - Focus on reintegration as the end goal
- Prepare for planned inclusions through prior communication with pastoral teams

2. Daily Operational Management

- Manage student intake, including:
 - Completing entry forms and emotional check-ins
 - Clarifying expectations and outlining the structure of the day
- Oversee and support with the engagement in learning blocks during time in inclusion base
- Adapt the structure where needed to support student regulation and readiness to learn

3. Teaching and Learning Support

- Facilitate learning across all blocks, ensuring:
 - Tasks are appropriate, accessible, and meaningful
 - Students remain engaged and supported

- Communicate regularly with Heads of English and Maths to align provision with curriculum priorities
- Track and record engagement using agreed systems guided by Senior Leaders

4. SEMH and Behaviour Support

- Lead on SEMH support and interventions within the provision
- Carry out:
 - Emotional check-ins and regulation support
 - Structured reflection at the end of the day
- Identify barriers such as:
 - Anxiety, dysregulation, peer conflict, or learning avoidance
- Implement appropriate strategies including:
 - Regulation breaks
 - Sensory support
 - Transitional scaffolds

5. Student Welfare and Supervision

- Supervise students throughout the day including:
 - Structured break and lunch periods (separate from main school)
 - Movement/sensory breaks
- Coordinate food and drink provision to ensure students remain in the inclusion setting
- Maintain a calm, safe and purposeful environment

6. Reintegration and Outcomes

- Lead on reintegration planning, ensuring:
 - Students are prepared to return to mainstream lessons (particularly Period 5)
 - Decisions are informed by engagement, regulation and readiness
- Complete and communicate:
 - Exit reflections
 - Support strategies for reintegration

- Liaise with Heads of Year and pastoral staff regarding next steps

7. Communication and Collaboration

- Liaise effectively with:
 - SLT
 - Heads of Year / Assistant Heads of Year
 - Attendance team
 - Teaching staff
- Ensure timely sharing of:
 - Student information
 - Inclusion outcomes
 - Behaviour and engagement data

8. Monitoring and Record Keeping

- Maintain accurate records including:
 - Entry and exit forms
 - Engagement tracking
 - Behaviour and SEMH notes
- Contribute to monitoring of:
 - Internal truancy
 - Behaviour incidents and suspensions
- Escalate concerns or logistical issues to Assistant Headteacher (Behaviour)

What we're looking for?

Person Specification

Qualifications/Experience	ESSENTIAL	DESIRABLE	EVIDENCED (Application Form Interview References)
GCSE English and Mathematics at Grade C, or equivalent	*		A
HLTA qualification or have relevant experience in a secondary school setting	*		A
Computer literate with experience of Microsoft Office applications	*		A, I
Experience of using Management Information Software		*	A, I
Relevant experience in a similar post		*	A, I
Working with young people with SEMH, SEND or behavioural needs.	*		A, I, R
Evidence of continuing professional development		*	A, I
Personal Qualities			
Is suitable to work with children and young people	*		I, R
Is able to relate well to students and their parents and build positive relationships	*		I, R
Works well under pressure, maintaining a sense of humour	*		I, R
Adopts a professional approach with external and internal stakeholders	*		I, R
Maintains a high level of discretion and confidentiality	*		A, I, R
Is a team player	*		A, I
Has a flexible and adaptable approach	*		A, I, R
Is honest and reliable	*		I, R
Has a positive outlook	*		I
Has strong interpersonal skills and emotional resilience	*		R
Skills			
Additional qualifications suitable for the role		*	I, R
Confidence in supporting core curriculum subjects		*	A, I
Is well organised, with good time management skills	*		A, I, R
Uses initiative to solve problems	*		A, I, R
Strong behaviour management and SEMH support skills		*	A, I, R



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Discover more
information on
our website.



**Artsmark
Gold Award**
Awarded by Arts
Council England

