



RIDGEWOOD
HIGH SCHOOL

Recruitment Pack

Position	Support and Guidance Assistant
Contract details	Full-time, permanent position. 35 hours per week Term-time only, 39 weeks a year Hours: 8.15am – 3.45pm
Pay scale	Grade 7, SCP 18-23 Actual salary per year: £25,982 – £28,369 (under 5 years' service) £26,454 - £28,884 (over 5 years' service)
Start date	March 2026
Close date	9am, Monday 2 nd March 2026 Successful candidates will be contacted
Interview date	w/c 2 nd March 2026
How to apply	<ul style="list-style-type: none">▪ Vacancy details are available on the school website vacancies page: https://www.ridgewood.dudley.sch.uk/vacancies▪ Complete your application using the 'Apply Now' button to access the app: <i>My New Term</i>: Ridgewood High School, Stourbridge, West Midlands Teaching Jobs & Education Jobs MyNewTerm▪ Recruitment queries, please email: replies@ridgewood.dudley.sch.uk.



Ridgewood High School

Headteacher – Mr J. Cannon.
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Dear Candidate,

Thank you for showing an interest in our post and joining our school. Students at Ridgewood really enjoy school, partly because we have such good teaching and also great support.

This is an exciting time to join the Ridgewood Team. It is difficult to capture the atmosphere and ethos of a school on a page, but I believe that we have created something very special. Having joined the school in September 2019, I am really enjoying my time here. Ridgewood is quite simply a great place to work. Our staff team is very friendly and supportive - we all work hard because we know that our jobs are important, but we also have fun, we like each other and really appreciate the contributions that each individual makes. Because staff welfare is integral to the success of the school, we look after staff wellbeing and monitor their workload. Our staff do the best they can for the students in their care. There is a kind and happy family atmosphere in our school. High quality CPD is at the heart of our offer for staff and this is very much appreciated. Staff work together to research best practice, they share ideas and they monitor the impact of new developments on student progress and behaviour.

We are all very proud of the transformations that we have made in our school. Our last Ofsted inspection in July 2023 secured 'Good' grades across the board. We were praised for being a 'caring, inclusive school', with 'high expectations', 'warm and respectful relationships... between students and staff', an 'ambitious' curriculum and 'staff reported they are proud of their school' and 'are given opportunities to develop as professionals'. They also report that 'leaders manage staff workload well.'

Our students are lovely which explains why so many staff have worked in the school for such a long time! Because we have clear and effective behaviour systems, which centre around building healthy personal relationships, students know what is expected of them. They want to do well; they participate in a wide variety of extra-curricular activities and they get on well with their teachers. Supply teachers frequently say Ridgewood is one of the nicest schools they visit.



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At every level, school leaders are visible, dynamic and supportive. We are proud that our leaders have been working effectively across Stour Vale Academy Trust, training new teachers and collaborating on improvement projects. A number of Ridgewood staff have secured promotions this year and last year, showing that our leadership development is strong.

If you want to join an ambitious, caring school in a lovely location, then we could be the school for you. We welcome candidates visiting before you apply, if possible, at a time during the school day so that you can see and feel our ethos in action. We wish you lots of luck and look forward to meeting you.

Yours faithfully,

Mr James Cannon

Headteacher

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At Ridgewood we...

Our school motto is:

We want our students to:

- Achieve excellent exam results across a range of high-quality qualifications.
- Be happy, healthy, safe and confident about the future.
- Work hard, play hard and be nice people.
- Enjoy healthy working partnerships with adults and know how to resolve conflict when times get tough.
- Be resilient, able to cope with struggle and be determined learners. Know what to do when they don't know what to do.
- Shake hands with new people, get eye contact and present themselves as thoughtful, articulate young adults.
- Be selfless learners contributing to many teams and communities.
- Be curious about the world around them and have a spirit of adventure.

Our staff working values are:

Commitment to achieving excellence	Hope and positivity	Teamwork	Kindness	Honesty
We expect high quality in every aspect of our school provision. We want and expect the best for our students and ourselves. There are no excuses, no blame and no fear in the way we work. We take responsibility for mistakes and use them to achieve a first-class process and outcomes.	We believe that everyone in our school can be their best selves. We know that our roles are important in giving children choices for the future. Our talk and actions are positively framed; we build success step-by-step and use failure as necessary stepping stones in the learning process.	We know that the team is stronger than the individual and work together to get the school we want. We support each other and care, helping everyone be their best selves. We enjoy working together and use 'with not to' to guide our work. We all play our individual part in Team Ridgewood.	We treat others as we would wish to be treated ourselves. We are kind and respectful to everyone and work hard to protect the dignity of all. We appreciate the contributions of our peers and our students and give praise where it's due. Being kind helps us feel better and creates a happier community.	We are open to improving our own practice and the practice of others in our team. We value the feedback that we are given. Respectful honesty in all our interactions helps to build trust, build better collaboration and healthy relationships.



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At Ridgewood our provision is guided by the following principles:

High Expectations	Showing belief that our students can achieve at a high level in every arena be it academic, sporting, social.
Dynamic Leadership	Highly visible and dynamic leadership whose actions have an excellent impact on provision for our students.
Ambitious Curriculum	An ambitious curriculum and an entitlement to a rich body of academic, social and cultural knowledge and skills.
Supportive Behaviour Culture	A supportive and optimistic culture which develops the behaviour and attitudes of determined learners using 'Ready, Respectful and Safe' and our 'Determined Learners grid.
Rigorous Personal Development	Well planned and rigorous personal development that supports and challenges <u>every</u> child and helps them acquire a wide range of skills and aptitudes so that they leave us confident in their abilities.
Excellent Teaching	High quality responsive teaching that engages, enthuses and challenges every student in every lesson every day.
Caring Ethos	A caring ethos which keeps students safe, happy and healthy.



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At Ridgewood we secure excellent behaviour

We expect our students to be Ready, Respectful and Safe

Ready

We show we are Ready by:

- Attending school every day;
- Being on time for school, on time for lessons;
- Looking smart and business-like in the correct uniform;
- Being calm and purposeful at the beginning of a lesson;
- Being well equipped with pens, pencils, ruler, rubber, sharpener, a scientific calculator;
- Being well informed and optimistic about the future;
- Taking part in extra-curricular opportunities, representing the tutor group, house and the school.

Respectful

We show respect to our school community by:

- Having positive body language, good eye contact and by speaking clearly, calmly and positively;
- Listening carefully to the teacher and the views of others;
- Being kind in our words and actions- we don't use swear words, abusive or prejudicial language;
- Following the instructions of adults quickly as they will be keeping students safe and focussing on their achievement;
- Looking after the learning environment, putting litter in the bin and keeping work areas clean and tidy;
- Being considerate to the local community when we travel to and from school.

Safe

We show we know how to be **Safe** by:

- Being where we should be;
- Speaking to an adult if we are worried about something;
- Acting safely, keeping ourselves and others from harm;
- Reporting any concerns we have to a member of staff. If we see something that's not right, we must say something;



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- Walking on the left-hand side of corridors, stairs and doorways;
- Leaving phones at the bottom of our bags and not using them in school;
- Using technology safely by adjusting our privacy settings, by only writing positive messages to other students and by reporting anybody who makes us feel uncomfortable online;
- Not bringing weapons or drugs into school. These both may lead to permanent exclusion.



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Job Description – Support and Guidance Assistant

Main purpose of this role:

To provide support to Pastoral Leaders in addressing the needs of students to ensure good personal and academic progress. The Support and Guidance Team will work under the guidance of line managers to overcome any barriers to learning and to create an ethos of ambition, success and belief. They will have some degree of creative autonomy and a responsibility for some decision making.

This postholder will support smooth transition from primary school, liaising with parents and Y6 teachers to ensure good quality information is gathered.

Main Activities:

Pastoral Support:

- To co-ordinate the delivery of pastoral support to identified students
- Receive and supervise pupils excluded from and / or otherwise working to a modified timetable
- Provide behaviour support to help students to be in lessons and learning
- Provide advice to students relating to their social, health, hygiene and emotional development needs.
- Participate in assessing identified students to determine individual needs.
- Assist the teacher with the development and implementation of Individual Education / Behaviour / Support plans
- Provide support for students experiencing behavioural difficulties
- Establish productive working relationships with students, acting as a role model
- To assist the DSL (Designated Safeguarding Lead) and DDSL (Designated Deputy Safeguarding Lead) in the processes associated with safeguarding
- Implement and evaluate specific curriculum plans for individual or groups of students and activities for students to meet the individual needs of those students
- Will be required to undertake a First Aid at Work qualification and be responsible for some of the delivery of First Aid in the school



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- Develop 1:1 support for identified KS3 students individually or in small groups.
- Support the speedy / effective transfer of students across phases
- Support the reintegration of those who have been absent / educated elsewhere
- Provide information and advice to enable students to make choices about their own learning / behaviour and attendance and consequences of their actions.
- Challenge and motivate students, promote and reinforce self esteem
- Provide feedback to students in relation to progress, achievement, behaviour, attendance; etc.
- Establish constructive relationships with outside agencies / carers / parents, exchanging information, facilitating their support for the student's attendance, access and learning and supporting home to school, as well as, community links
- Assist in the implementation and monitoring of systems relating to attendance and integration
- Admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc, making phone calls etc.

Support for Teaching and Learning:

- Support students access to learning using appropriate strategies, resources etc.
- Work with other staff, including specialist staff and professional agencies in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate students' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with line managers, contributing to reviews of systems/records as required
- Assist in the development and implementation of appropriate behaviour management strategies



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- Implement agreed learning / teaching programmes, adjusting activities according to student responses / needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for identified students to broaden and enrich their learning
- Determine the need for, prepare and use plans and resources to support students
- Mentor and support LAC students through attendance at PEPs and Reviews
- Take responsibility for the management of challenging student behaviour
- Provision of student information to external agencies
- Contribute to the identification and planning of out of school activities beyond the school day
- Supervise pupils on visits, trips and out of school activities as required.
- All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect changing roles and responsibilities. Any changes will take account of salary/status/hours and will be subject to discussion, in accordance with the guidance note on contractual changes.

Stour Vale Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We will carry out pre-appointment checks including DBS and will disqualify any applicant where we consider the outcomes to be unsatisfactory. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.

We are equally committed to ensuring that no applicant will be disadvantaged or discriminated against because of their protected characteristics under the Equality Act 2010.



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Person Specification – Support and Guidance Assistant

Post holders will share the school's commitment to safeguarding and promoting the welfare of children and young people.

Attributes	Criteria (Desirable/Essential)	Assessed
Experience	<ul style="list-style-type: none"> ▪ Ability to plan effective action for students at risk of underachieving (E). ▪ Experience of working with children / students experiencing emotional, social and behavioural difficulties (D). ▪ Working knowledge of national curriculum and other relevant learning programmes (D). ▪ Full working knowledge of relevant policies / codes of practice and awareness of relevant legislation (D). ▪ Understanding of principles of child development and learning processes and in particular, barriers to learning (D). ▪ Full understanding of range of support services / providers (D). 	<i>Application and interview</i>
Qualifications/Training	<ul style="list-style-type: none"> ▪ NVQ Level 3 or equivalent qualification or experience (E). ▪ Excellent numeracy / literacy skills 	<i>Application and interview</i>
Abilities, Skills and Knowledge	<ul style="list-style-type: none"> ▪ Ability to use ICT and other specialist equipment in a range of contexts (E). 	<i>Interview and short tests</i>
Personal Qualities and Attributes	<ul style="list-style-type: none"> ▪ A belief that all children can succeed given the appropriate level of support (E). ▪ Ability to evaluate the individual needs of students and actively seek strategies to help them overcome the difficulties they are experiencing (E). ▪ Ability to relate well to children and adults. (E). ▪ Ability to work constructively and creatively as part of a team, understanding classroom roles and responsibilities and own position 	<i>Interview</i>



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	<p>within these (E).</p> <ul style="list-style-type: none">▪ A desire and commitment to keeping children safe from harm(E).▪ Commitment to safeguarding and promoting the welfare of children and young people (E).▪ Genuine respect for others and desire for equality of opportunity and diversity (E).▪ Have a willingness to demonstrate commitment to the values and ethos of Stour Vale Academy Trust (E).	
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Ridgewood High School – Support and Guidance Team

We want our students at Ridgewood to feel safe, happy and confident that they will make progress in school. Our Support and Guidance Team play a significant role in this. They are line managed by the Assistant Headteacher (Behaviour and Attendance). We have Five Heads of Year supported by three Support and Guidance Assistants, including this post and a Support and Guidance Administrator. There is a wealth of experience and expertise in our team and they work very effectively together providing effective supervision and support. All staff work within Ridgewood standards, safeguarding procedures and values.

Our drive to improve and move forward means the child's best interest is at the heart of everything that we do in whatever role we do in school. We offer many extra-curricular opportunities to help students grow into confident and well-rounded individuals. Our fundamental principles are that students enjoy our lessons, feel safe and experience consistently high standards.

Ridgewood students

Our students are friendly, interested and polite. They enjoy happy, respectful and safe relationships with the adults who guide their learning. Staff and students like working together. Our learning atmosphere is calm and students are keen to succeed. Ridgewood students are frequently praised when we take them on trips or when we have visiting speakers in school. They ask interesting questions and are keen to understand new perspectives. We want our students to be good people with kind hearts as this will benefit the local community as well as their own self-esteem. Charity work is abundant in school and we support many charity initiatives. We are working on developing our students' oracy and academic writing as we want them to be able to speak and write with academic rigour which prepares them for life beyond Ridgewood.

The Curriculum

All students at Ridgewood follow a two-week, fifty-hour timetable. Our curriculum is broad, balanced and aims to give all students both a strong academic core and the opportunity to explore their creativity. We have a three-year Key Stage Three so that students can choose their options when they are mature and well informed about future career choices. Our curriculum is reviewed annually to ensure it best meets the need of each cohort.

Professional Development

Regular time and expertise are provided for all staff to develop their good practice in order to improve the quality and consistency of learning and teaching. This has been a key driver in the school's improvement agenda. High quality CPD is an expectation at Ridgewood. This year we are focussing on: developing students' deeper thinking and understanding of good work using success criteria.



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Ethos and Expectations

We have high expectations of all our students and our staff. We encourage active participation in an outstanding range of extra-curricular and enrichment activities through which students can experience success, develop their confidence and believe that they can achieve. We believe that schools should ensure **all** students have access to high quality experiences which build cultural capital, teach them about British values and our Ridgewood values of honesty, kindness and teamwork.

Pastoral Care, Support and Guidance

There are established Year and House systems. A wide range of non-teaching Support and Guidance staff provide valuable support for students' personal development, health and well-being and students regularly and willingly take on a range of additional responsibilities to support their peers.

Stour Vale Academy Trust

We are a member of Stour Vale Academy Trust and further details about our school and Trust are available on *New My Term*:

[Ridgewood High School, Stourbridge, West Midlands | Teaching Jobs & Education Jobs | MyNewTerm](#)