



OAK FARM  
PRIMARY SCHOOL

# Deputy Headteacher



## Information for candidates

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Dear Applicant

I am delighted to be sharing this information with you regarding our Deputy Headteacher vacancy at Oak Farm Primary School. This is an exciting opportunity for an individual who is keen to join the school and take a strategic lead on its journey of school improvement.

Oak Farm is a large, three-form entry primary school in the Borough of Hillingdon. Formally Oak Farm Infants and Oak Farm Junior School, these schools amalgamated in 2021 to form Oak Farm Primary School. The school is set on a large site with lots of beautiful outdoor space including playing fields and large playgrounds.

Our school is unique, and we are incredibly proud of our children and whole school community. The Headteacher has been in post since April 2024 and the school had its first Ofsted since the amalgamation in June 2024. Although the school was rated as ‘requires improvement’, Ofsted recognised the improvement journey the school is on.

‘However, the new headteacher has evaluated the school’s current position accurately. Action plans are already being enacted and priorities for development are clear. Staff are committed to driving improvements and the school is beginning to work well with parents and carers. (Ofsted 2024)

We are currently associate members of the Vanguard Learning Trust who have been supporting us with school improvement. We are very excited about this partnership and can already see the difference working alongside the Vanguard team. With our Ofsted inspection being very recent, we are looking for an inspirational Deputy Headteacher who will support the Headteacher, empower and motivate staff and pupils to achieve their full potential. We are seeking an individual with a relentless drive and passion combined with strong leadership, management and interpersonal skills. This role requires the successful applicant to uphold the highest of standards, show tenacity in implementing these, whilst being personable and supportive.

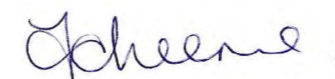
The successful candidate will have a non- class-based role, allowing sufficient time to make a significant impact across the school and help to shape the school’s next stage of school improvement.

The details about the application process are included in this recruitment pack, including information on the job description and person specification. I would love for you to visit our school; please contact Natalie Kirby to arrange a visit, via email [nkirby@oakfarmprimary.org.uk](mailto:nkirby@oakfarmprimary.org.uk) or calling 01895 590375.

The closing date for applications is 5.00pm on Wednesday 5th February 2025. Interviews will be held Monday 10th February 2025.

I look forward to receiving your application.

Yours faithfully



Mrs J Cheema  
Headteacher



# About our school



Oak Farm Primary School is located in the heart of Hillingdon, with easy access by road, underground, and bus. Our spacious, well-furnished classrooms, two large halls, computer suite, and soon-to-be-completed sensory room provide an excellent learning environment for our diverse pupil population. Our beautiful grounds, including a school garden and pond, offer ample opportunities for outdoor learning.

At Oak Farm, we are a child-centred community school, placing the best interests of our pupils at the forefront of everything we do. We are passionate about continuous school improvement, utilising evidence-based practices and involving all stakeholders in decision-making to deliver the best educational experiences for our children. The partnership between families and the school is essential, and we prioritise the ongoing dialogue between home and school.

## Our Vision and Values

Our school motto, "From little acorns grow mighty oaks," encapsulates our belief in the potential of every child. We are committed to nurturing and empowering our pupils to reach their full academic and personal potential, guided by our six learning behaviours.

**Independence | Collaboration | Curiosity | Pride | Resilience | Responsibility**

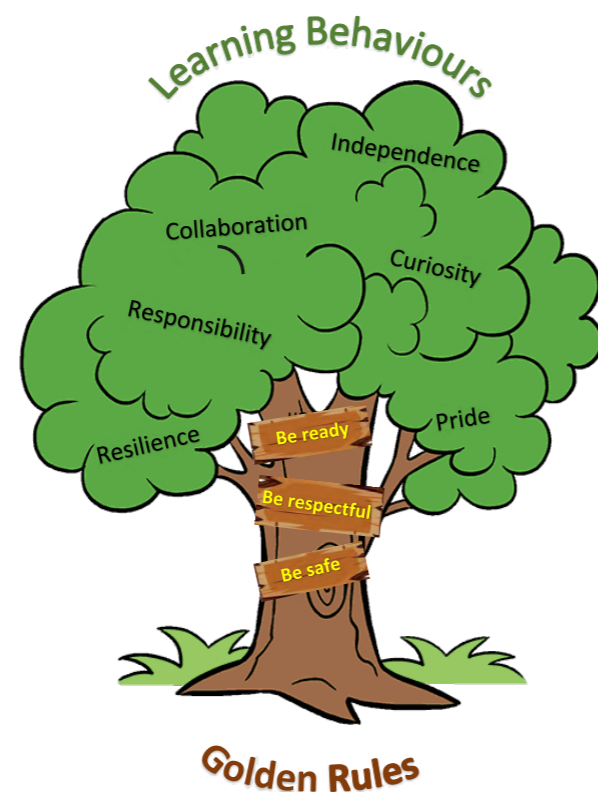
These values underpin our "Golden Rules," which establish a safe and caring environment for learning:

- **Be Ready:** Be ready to learn by listening carefully, work hard to achieve your best, and encourage and support others.
- **Be Respectful:** Treat all members of the school community with kindness and respect, be truthful and honest, and show respect for people's property and the school environment.
- **Be Safe:** Move quietly and sensibly around the school, use equipment sensibly and safely, and follow instructions to keep everyone safe.

## Our School Development Priorities

As we continue to grow and improve, our key priorities for the 2024/25 academic year include:

1. Developing and implementing a cohesive and ambitious curriculum.
2. Creating a consistent, inclusive, and engaging reading culture across the school.
3. Implementing a consistent, school-wide behaviour management framework that promotes positive behaviour, ensures clear expectations, and provides effective support and interventions.
4. Establishing a transparent and well-structured leadership system that clearly defines roles, responsibilities, and accountability mechanisms across all levels.



# Trust information



Vanguard Learning Trust is a cross-phase Trust in the London Borough of Hillingdon. Vyners Learning Trust was established in February 2015 when Ryefield Primary School and Vyners School formed the multi-academy trust. In September 2018, Ruislip High School joined the Trust which was renamed Vanguard Learning Trust. The Trust currently has five schools: Field End Junior School, Hermitage Primary School, Ruislip High School, Ryefield Primary School and Vyners School. Oak Farm Primary School is an associate member. The Trust's website ([click here](#)) provides a range of information including governance arrangements and links to statutory documentation.

## Field End Junior School

Field End Junior School is truly a community school and has been part of the Ruislip landscape for over 70 years. It is a four-form entry junior school, sharing the same site as the infant school. It is a genuinely happy and exciting place to be; the school's community plays an important role in shaping the young people into the adults they become when they go out into the world. Staff believe that school days should be filled, not only with learning, but with fun, friendship and memories to last a lifetime. Field End Junior School was designated good in its April 2024 Ofsted inspection.

## Hermitage Primary School

On entering Hermitage Primary, visitors cannot fail to notice the warm, family feel that permeates the school. Hermitage is a happy, welcoming, stimulating environment where everyone cares about each other and all interactions are based on mutual respect. Hermitage opened in 1968 and is a community school located in Uxbridge. From their first tentative sessions in Nursery through to their final days in Year 6, staff strive to teach pupils their place in the school, the community and beyond.

## Ruislip High School

Ruislip High School opened its doors to its first cohort of Year 7 in September 2006. It is a mixed, comprehensive secondary school situated in South Ruislip. Ruislip High School has evolved into a school of choice in the local area with circa 1100 students. The school has been designated outstanding in both Ofsted inspections in 2007, 2011 and 2023. Ruislip High School's logo symbolises the school's motto -from grass roots, to reaching for the sky- which represents high aspirations and students' journey as they progress through the school.

## Ryefield Primary School

Ryefield was established in 1960 and as a school community it strives for excellence. Ryefield is an excellent school where its children love learning and achieve the highest standards possible in a thriving multicultural learning environment. Above all Ryefield strives to touch the lives of all its children to ensure they grow up to be reflective, self-aware, and resourceful; they are empathetic towards others and confident young people.

## Vyners School

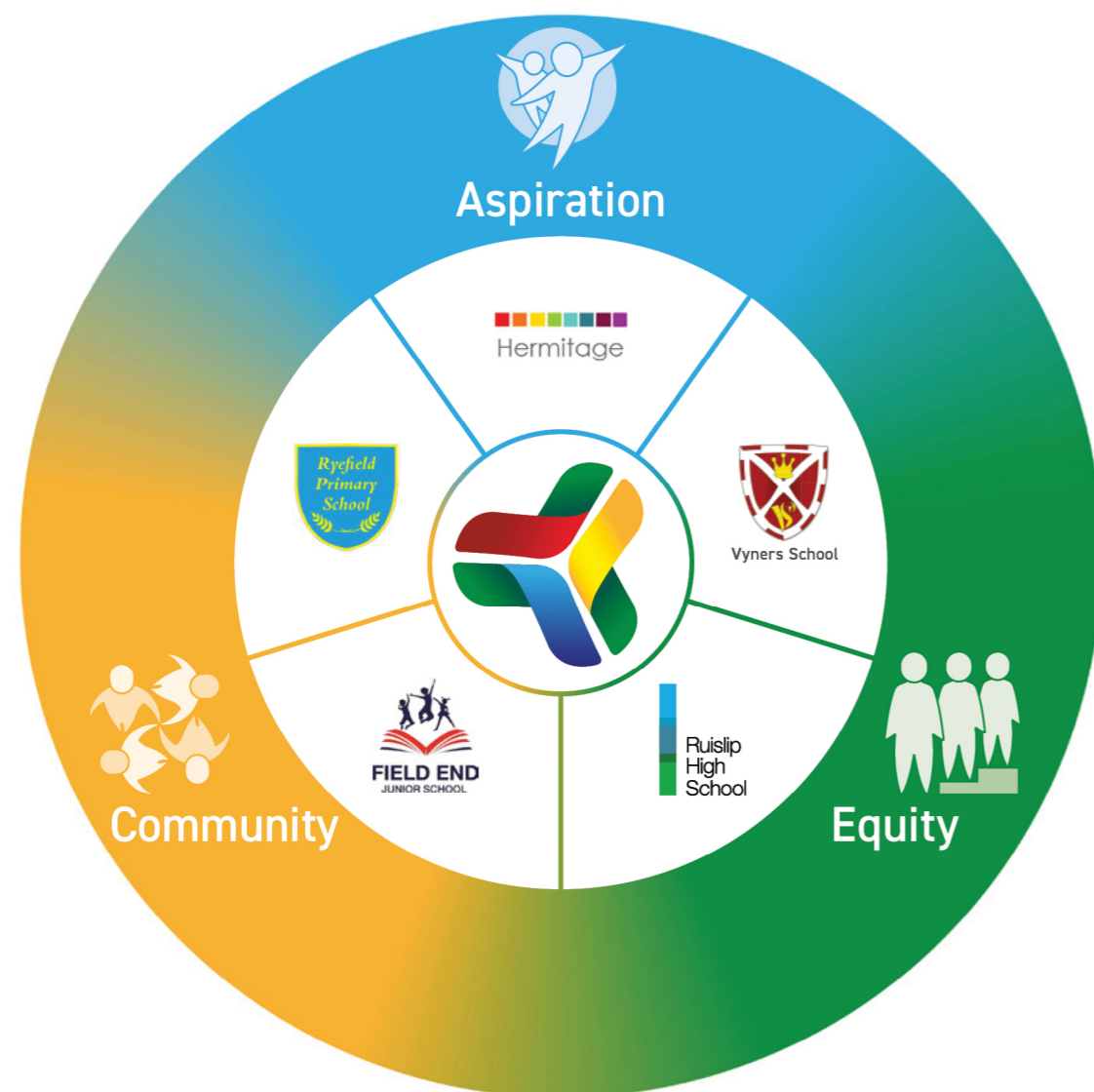
Vyners School was established in 1960. It is a highly oversubscribed mixed secondary, comprehensive school based in Ickenham with circa 1200 students. Vyners is an extremely popular and successful school with an excellent reputation for academic achievement and extra-curricular activities. Underpinned by its school's values -community, aspiration, respect and endeavour- Vyners prides itself on the positive relationships that exist in the school and the sense of being part of a happy community. In May 2019, Ofsted designated Vyners as outstanding as part of its Section 5 inspection.



# Vanguard Learning Trust

## Our vision

Outstanding, inclusive education



### Core purpose

Vanguard Learning Trust's core purpose is to provide outstanding, inclusive education through collective responsibility across several, rather than individual, local schools. This provides a secure foundation allowing for a broader range of school improvement work including cross-phase, joint professional development opportunities as well as student activities. The collective responsibility allows schools and the central team to provide support and share expertise both within and beyond the Trust.

### The Trust's values are represented by ACE:



#### Aspiration

Endless possibilities without limits



#### Community

Collective responsibility, collaborating within and beyond the Trust



#### Equity

Opportunities for all to achieve equitable outcomes

### Mission statement

As a group of local primary and secondary schools, Vanguard Learning Trust's mission is to serve its local community by providing outstanding, inclusive education. We have a collective purpose and responsibility to provide effective teaching, through an ambitious curriculum based on equality of opportunity and entitlement that allows our students to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust's vision and values, and the common aspiration that all students can thrive and develop into responsible young adults ready to embrace their future.

## Job description



<b>Job title:</b>	Deputy Headteacher
<b>Reports to:</b>	Headteacher
<b>Salary:</b>	L11 to L16
<b>Working Days:</b>	Full time, Monday-Friday
<b>Start date:</b>	April 2025

### Section 1: Purpose

#### Strategic leadership of school improvement

The core purpose of the Deputy Headteacher is to work with the Headteacher to provide professional vision, leadership and direction for the school. This will be done by:

- with the headteacher, lead the school and modelling the appropriate and expected behaviours associated with school leadership;
- fulfil the role of designated safeguarding lead;
- evaluating the school's performance, identifying the priorities for continuous improvement and raising standards thereby ensuring equality of opportunity for all
- developing policies and practices through which they will be achieved; and monitoring and evaluating progress towards their achievement.
- be responsible for the standards and curriculum of all pupils including monitoring of progress toward achievement;
- act as a mentor for, and lead the induction of, Early Career Teachers (ECTs); and
- carry out the professional duties of a teacher as required.

#### Pupils' achievement and progress

The Deputy Headteacher must play a lead role in establishing a culture of collective responsibility that creates a productive learning environment promoting excellence, equality and high expectations for all groups of pupils. The Deputy Headteacher must ensure that strategic planning takes account of the diversity and experience of the school and community.

#### Management of staff and resources to meet the school's aims and objectives

The Deputy Headteacher needs to work with staff at all levels to ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment; this allows everyone to achieve high standards in all areas of the school's work.

### Section 2: Core duties

#### With the headteacher, lead the school and modelling the appropriate and expected behaviours associated with school leadership

Our Deputy Headteacher will:

- deputise for the headteacher in any case of their absence;
- ensure a culture of staff professionalism, modelling the professional conduct expected of all employees;
- act as a line manager to a number of staff;
- ensure staff adhere to key policies and hold them accountable when it is not the case;
- uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life;
- ensure a rigorous approach to identifying, managing and mitigating risks;
- identify barriers to school effectiveness and develop strategies to overcome these barriers.



# Job description



- create a culture where pupils experience a positive and enriching school life;
- encourage and promote high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school;
- use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy;
- contribute to the smooth running of the school including attendance at key meetings;
- work with parents and outside agencies to continue to develop excellent home/school partnerships;
- manage day-to-day absences, ensuring the smooth running of the school; and
- take a class when required (to cover absences or as part of the SIP priorities).

## **Fulfil the role of designated safeguarding lead (DSL)**

Our deputy headteacher will be the named DSL for the school and have the responsibilities associated with this role as detailed on pages 28 and 29 and in Annex C of Keeping Children Safe in Education (KCSIE) 2023, including:

- taking lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems);
- supporting staff members to carry out their safeguarding duties;
- liaising closely with and managing referrals to children's social care and other services;
- working with the three safeguarding partners (the local authority, integrated care boards and the police);
- leading the school's safeguarding team and chair safeguarding meetings;
- ensuring that each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff;
- ensuring that the child protection policy is reviewed annually with the Trust's safeguarding lead;
- helping to promote educational outcomes by sharing information about welfare, safeguarding, and child protection issues that children who have or have had a social worker are experiencing with staff;
- being responsible for making sure child protection files are kept up to date, accessed only by those that need to see them and that any information sharing is in line with the guidance in KCSIE;
- ensuring that DSL and Prevent training is up to date and formally reviewed at least every two years;
- encouraging a culture of listening to children and taking account of their wishes and feelings, among all staff;
- understanding the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication;
- understanding the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understanding the relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR);
- being able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

## **Play a significant role in formulating the school's aims and objectives, establishing the policies through which they are to be achieved.**

Our deputy headteacher will:

- be an excellent classroom practitioner;
- contribute to a clear vision for an effective school;
- contribute to the formulation, monitoring, evaluation and implementation of the School Development Plan;

# Job description



- work with the SLT to ensure that the curriculum design and development meets the needs of our pupils, enables continuity of learning and effective progression of achievement, including all related policies;
- demonstrate high professional standards and the vision in your everyday work and practice;
- ensure that strategic planning takes account of the diversity and experience of the school and community;
- take a leading role across the whole school, in the light of new and emerging research, to enhance and extend the learning experience of pupils;
- create an outward-facing school that works with other schools and organisations to secure excellent outcomes for all pupils;
- ensure the school is a listening organisation that obtains feedback from all its stakeholders and takes positive action as a result;
- work with parents and outside agencies to continue to develop excellent home/school partnerships;
- develop effective, purposeful relationships with fellow professionals within school and as part of the partnerships with other schools; and
- work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities and attend Governing Body meetings.

## **Leadership and Management**

Our Deputy Headteacher will:

- inspire, challenge, motivate and empower others to attain challenging outcomes;
- support and assist the Headteacher in planning, managing and monitoring the use of finances and resources effectively to achieve the aims of the school;
- motivate and work with others to ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- establish clear expectations and constructive working relationships among staff;
- initiate and manage change and improvement to develop the school and its staff, ensuring positive staff participation and effective communication and procedures;
- maintain high expectations of all staff and be prepared to challenge poor performance;
- initiate and manage effective staff development;
- ensure excellent teaching in the school, including the creation and delivery of continual profession development opportunities for staff;
- identify emerging talent, coaching current and aspiring leaders;
- undertake and monitor annual Performance Management, setting and agreeing targets linked to school development plan priorities with the Headteacher;
- ensure the promotion of equal opportunities and British values in all aspects of school life; and
- treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture

## **Be responsible for the standards and curriculum of all pupils including monitoring of progress toward achievement.**

Our deputy headteacher will:

- work closely with other members of the senior leadership team to ensure an integrated approach to all aspects of teaching, learning and successful provision for all pupils;
- lead on the embedding of collaborative learning strategies and the provision of effective learning environments across the school;
- demonstrate a commitment to updating knowledge of current initiatives and best practice with regards to curriculum development, seeking ways to manage and implement changes effectively;
- monitor and evaluate teaching and learning in, and the progress made in achieving targets across, curriculum subjects;

# Job description



- play a key role in the development and maintenance of high-quality curriculum provision, which enables quality teaching, excellent learning outcomes and success for all pupils;
- take responsibility for school led tutoring;
- lead professional development training, including staff INSET, coaching and team-teaching, attend planning meetings and provide support for staff where necessary;
- ensure that teaching staff are aware of the principles of learning pedagogy and curriculum provision for all pupils ensuring all staff make provision for this in their planning, delivery and assessment; and
- in collaboration with the assistant headteacher and senior leadership colleagues, continue to develop a common approach to the assessment of subjects across the school.

## **Proactively lead and manage staff and resources**

Our deputy headteacher will:

- create a culture where pupils experience a positive and enriching school life;
- uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life;
- ensure a culture of staff professionalism;
- act as a line manager to a number of staff;
- encourage and promote high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school;
- use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy;
- ensure staff adhere to key policies and hold them accountable when it is not the case;
- contribute to the smooth running of the school including attendance at key meetings;
- manage day-to-day absences, ensuring the smooth running of the school; and
- take a class when required (to cover absences or as part of the SIP priorities).

## **Act as a mentor for, and lead the induction of, Early Career Teachers (ECTs)**

Our deputy headteacher will:

- lead on the school's ECT programme, fulfilling the role of the school tutor and meeting with the mentors when required; and
- work effectively with other stakeholders (including staff from other schools across the Trust, central team, LGB, external professionals and local community).

The following list includes both those duties which are legal obligations as well as those relating to best practice. This is not an exhaustive list and the deputy headteacher may be asked to take on other reasonable duties as directed by the headteacher.

## **Specific Responsibilities and Duties**

Our Deputy Headteacher will:

- take full responsibility for the school in the absence of the Headteacher;
- provide professional leadership and management of a key area of the School Development Plan as agreed with the Headteacher;
- be responsible for supporting teachers to raise standards for vulnerable groups of pupils using data and the monitoring of teaching and learning;
- promote collective responsibility within the whole school community and positively engage with the wider school community ensuring that pupils enjoy and benefit from a high-quality education;

# Job description



- create opportunities for 'the pupil voice' to emerge, enabling pupils to have their say including through pupil councils;
- be a line manager and mentor to designated staff, subject areas and middle leaders, supporting as appropriate and aiding the development of key documentation and implementation of policy;
- play a significant role in the recruitment of staff, working closely with the Headteacher;
- organise external professional development for school staff;
- work with the school's Office to manage the school diary, timetable, logistics;
- take the lead on staff cover;
- lead on the provision of effective learning environments across the school;
- coordinate, manage and review, in conjunction with the Headteacher, school policies and statements.

Such duties as the Headteacher may reasonably direct from time to time, including:

- covering classes in the absence of a class teachers;
- organising and assisting in the delivery of parent consultation meetings;
- attending school events and functions, as well as appropriate meetings, with colleagues and parents/carers;
- and
- assisting with the marketing of the school, organising key events as appropriate and acting as an ambassador for the school at high profile functions.

## **Duties**

In accordance with the Education (School Teachers Pay and Conditions of Employment) Order, the duties as set out in the Conditions of Employment of School Teachers under Section 3. These duties may be modified by the headteacher, with agreement, to reflect or anticipate changes in the job.

## **Section 3**

The remaining information applies to all staff.

## **Health and Safety**

All staff are expected:

- to be familiar with the school's policies that refer specifically to health and safety regulations and implement it as applicable within the department;
- to ensure that health and safety policies and practices, including risk assessments, throughout the department are in-line with national requirements and updated where necessary; and
- to have regard to health and safety across the school in all aspects of work, in line with the school's policies and keep up to date with all relevant policies and risk assessments.

## **Safeguarding**

Oak Farm Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

An enhanced DBS disclosure is required for all posts. This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

## **Equality and diversity**

All staff must support the school's commitment to equality including compliance with the Equality Act 2010.

# Person specification



For the supporting statement, applicants should address and evidence their experience, skills and qualifications in relation to the key criteria detailed in this person specification. This section should be no more than two sides of A4 font, size 12.

## Key to methods of assessment

1. Application form and supporting statement
2. Final selection interview
3. Tasks
4. Pupil interviews

Qualifications and experience	Essential	Desirable	Method of Assessment
Qualified teacher status /degree	✓		1
Evidence of continuing professional development	✓		1
Recent experience in a senior or middle leader role in a primary school	✓		1
Previous experience of working as a deputy headteacher		✓	1
A sound understanding of current educational topics and matters and the statutory legislative requirements regarding equal opportunities, health & safety, SEND and safeguarding	✓		1, 3
An effective classroom practitioner with a thorough understanding of the essential features of high-quality teaching and learning across the primary phase	✓		1
An understanding of the theory and practice of effective learning strategies that facilitate the learning of all children, including those with additional needs	✓		1, 2, 3
Experience of leading on SEN		✓	1,2
Previous experience of working successfully with parents, external professionals and other stakeholders	✓		1, 2, 3
Previous experience in the role of line manager, including having challenging conversations and holding others to account	✓	3+years	1, 3
Successful experience of managing a whole school initiative from start to end, including measuring the impact	✓		1,2
Experience of contributing to staff development	✓		1,2
Involvement in data-drive and evidence-based school self-evaluation and school improvement planning	✓		1

Professional Knowledge Skills and abilities	Essential	Desirable	Method of Assessment
The ability to promote the school's aims positively, using effective strategies to monitor motivation and morale	✓		1, 2, 3
Ability to empower, motivate and enable staff through effective planning and delegation	✓		1,2,3
Evidence of involvement in assessment and target setting	✓		1,2,3
The ability to communicate effectively both orally and in writing to variety of audiences	✓		1, 2, 3,4
The ability to deal with possible contentious and complex relationships with some authority, tact, persuasion and sensitivity	✓		1, 3, 4

# Person specification



The ability to build effective professional relationships	✓		1, 3, 4
Able to adapt to changing circumstances and new ideas in a positive and creative manner	✓		1, 2, 3,
The ability to prioritise own time and others, work under pressure and to deadlines with a sense of balance and perspective (highly organised)	✓		1, 3, 4
Have an understanding of school systems, timetabling, data tracking for students, development, planning and implementation	✓		1,2,3,
Think strategically but have an 'eye for detail'	✓		1,2,3

Personal skills and attributes	Essential	Desirable	Method of Assessment
The commitment to securing the best possible outcomes for all pupils	✓		2, 3, 4
To have a relentless focus on driving up whole school standards and lead by example at all times	✓		1,2
An ability to work under pressure and prioritise effectively	✓		1, 2, 3
Demonstrate resilience and optimism	✓		1,2
The commitment to maintaining confidentiality at all times	✓		1, 2, 3
Professionalism	✓		2, 3
Capacity to influence others	✓		
A sense of humour, kindness, flexibility	✓		2, 3
To be a proactive, hard-working member of the school community	✓		1, 2, 3
Common sense and initiative	✓		2, 3
The ability to work effectively both independently and as part of a team	✓		1, 2, 3
The ability and commitment to contribute fully to the tasks in school	✓		1, 2, 3
A keen interest in professional development for self and others	✓		1, 3
A willingness to contribute to the wider life of the school	✓		1, 3, 4

All aspects of the personal specification will be assessed through the recruitment process. Applicants should ensure that all aspects of the qualifications and experience section are explicitly referred to in their application form including using the supporting statement if required.





# How to apply



## Application process

This candidate pack will provide prospective applicants with all relevant information and publications.

Applicants should complete the schools teaching staff application form, ensuring that their supporting statement relates to the personal specification provided in this pack and is no more than two sides of A4 font size 12. In compliance with safer recruitment guidelines, CVs will not be accepted. Completed application forms should be sent to the HR manager, Natlie Kirby at [nkirby@oakfarmprimary.org.uk](mailto:nkirby@oakfarmprimary.org.uk)

**The closing date for applications is 5.00pm on Wednesday 5th February 2025. Interviews will be held Monday 10th February 2025.**

## Selection process

Full details will be provided to all candidates selected for the interview process; as noted, it will be held on 1 day and will include:

- data exercise
- skill tests
- in tray exercise
- pupil interview
- short presentation followed by a panel interview.

