



Watchfield Primary School

Deputy Headteacher Candidate Pack



Watchfield Primary School

A place where happy confident children show care and respect for others, believe in themselves and take pride in their achievements

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Watchfield Primary School, North Street, Watchfield, Oxfordshire, SN6 8SD

www.watchfieldprimary.co.uk

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Chair of Governors' and Chief Executive Officer's Perspective

Thank you for your interest in becoming our new Deputy Headteacher. We hope to appoint our new Deputy Headteacher to start at the beginning of the Autumn Term 2021.

So what can we offer you? Watchfield is – quite literally – a unique school. With the Defence Academy of the United Kingdom sitting within our catchment area, we have children from around the world studying with us, often never having spoken English and staying for just a year. Watching the transformation in these children after a year at Watchfield is little short of magical. Yet, we are also a village school, and Watchfield is a village that is growing as new local housing developments are embedding themselves in the community. Consequently, the demographic make-up of the school is evolving – in response to the local developments, in 2015 we became a 2FE school and we now have two full classes throughout the school to Year 4 with the expectation that we will have 2 classes throughout the school in the coming few years.

As you would expect in such a vibrant school community, the governors, staff, children and their families are actively engaged in school life. We share a common commitment to see our School Vision and Values realised and for the richness of our cultural heritage to be matched by being considered 'Outstanding' in all regards, building on the very positive Ofsted inspection acknowledging much outstanding practice in September 2016.

As part of the Faringdon Learning Trust we are partners in an innovative and elective Multi Academy Trust (MAT), which provides the opportunity to leverage expertise and resources of all the schools in the MAT, alongside the central Academy staffs and the Academy Improvement Team, to bring significant benefits for both children and staff – importantly, this is achieved whilst maintaining the ethos, values, and character of a school with an excellent local reputation. Moreover, the strong partnership of school leaders within the MAT creates a very supportive environment where your continuing professional development needs are actively considered and met, whether as a newly-appointed or experienced senior leader. Your leadership and management challenge would be to support the school and its Headteacher in driving teaching and learning forward, maximizing all opportunities afforded to the School via its inclusion in the MAT – although we are currently rated as *Good*, we firmly aspire to *Outstanding*, and believe that we are close.

Our Deputy Headteacher needs to be an agile operator – someone who possesses strong leadership skills and will ensure that every child, whatever their route to Watchfield and however long they stay with us, fulfils their potential.

We think this is one of the most exciting leadership roles in primary education currently available within an Academy structure, where the school leaders are able to shape the future their school. The information contained within the candidate pack will give you a flavour of Watchfield Primary School but to really understand the character of our 'global but local' school we'd really encourage you to come and visit.

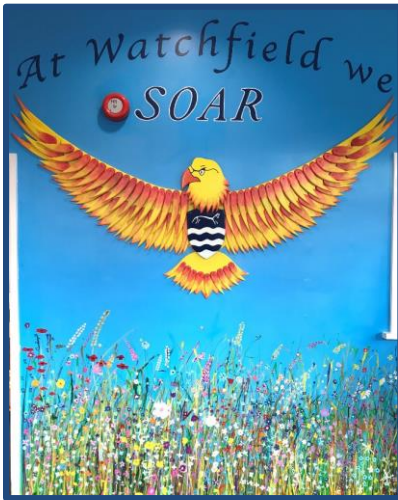
Yours sincerely,

Ian Wright
Chair of Governors

Duncan Millard
Chief Executive Officer

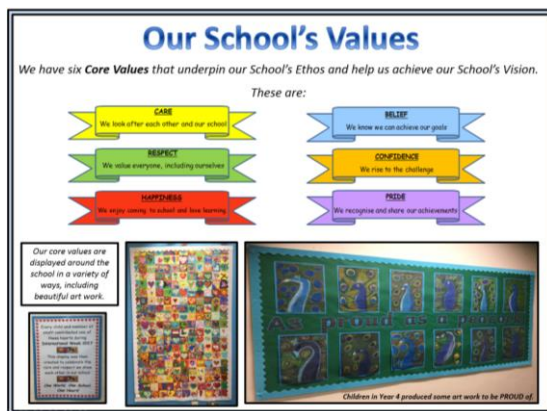


Our School



At Watchfield Primary School, every child matters - we understand that every child is an individual and constantly strive to bring out the best in each and every one. We ensure that each child achieves their full potential. We do this through teaching that inspires and a skills-based curriculum that is creative and designed to instil a love of learning. We aim to create lifelong learners by ensuring that the children are fully involved in the learning process. We give them opportunities to work collaboratively, to take risks in a safe environment, and to be as active as possible, developing their skills in a range of activities both during the school day and through extra-curricular provision. We recognise talent and nurture it in all areas, aiming to ensure that children are excited about coming to school each and every day. Our core values are embodied in our School Vision Statement:

'At Watchfield We SOAR': We are Successful, Original, Aspirational and Resilient



Our Heart



We are proud of the diverse cultural traditions in our school. Due to the number of pupils we enroll from parents who come to study and work at the nearby Defence Academy of the United Kingdom, an education at Watchfield is a truly global experience, and yet we remain very much a village school. Everyone is warmly welcomed and equally valued in an environment which truly has an inclusive ethos at its heart.

Our Children

Children's behaviour at Watchfield is excellent. We explicitly teach the emotional and social skills a child will need to get on well with others and to succeed in life. In class, children benefit from reflective conversations and opportunities to both express how they feel and listen to and respond to the feelings of others. We create an atmosphere of trust and acceptance that enables children to explore their own feelings and learn how to manage them. Our behaviour policy provides clear





boundaries and consequences for children from the moment they enter the school until the moment they leave it, while still ensuring that what we provide for children is appropriate to their developmental level. We have a progressive system of rewards, sanctions and support to enable all children to learn how to treat others and manage themselves appropriately.

Strong pastoral support systems enable children to listen to, understand, respect and care for each other. Indeed, showing 'care and respect for others' is central to our Vision, with which the children are familiar and strive to fulfil. Our close links with the community, the MAT, the Defence Academy of the United Kingdom, and other professional agencies are used to very good effect in broadening children's horizons and meeting their needs. We strive for our children to develop into confident, independent learners who are able to take responsibility for themselves and their actions.



School Leadership and Development

The School has an excellent understanding of its strengths and weaknesses. There is a very strong commitment to continuous improvement and a clear vision for the future. The School is very well placed to improve further and knows exactly where it is going.

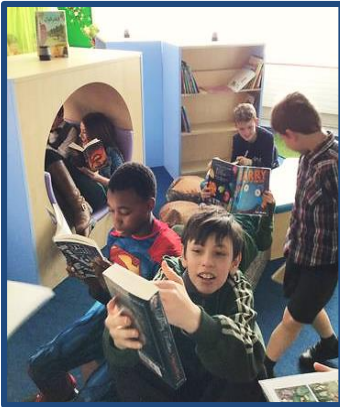
Our most valuable resource is our experienced staff team and we continue to invest in their professional and personal development, which is greatly enhanced through opportunities with the MAT. Through this approach, we are able to attract and retain the highest quality professionals whose dedication is a credit to our school. The dedication and commitment of our skilled teachers and teaching assistants is exceptional, and plays a key role in raising standards and ensuring achievement for all.

Leadership at all levels is strong. Over the last few years there has been a focus on developing effective systems of distributed leadership. A particularly successful feature of distributed leadership at Watchfield has been the introduction of Phase Leaders, the effect of which was specifically recognised and praised in the School's 2016 Ofsted report. Alongside the Headteacher, Deputy Headteacher and Phase Leaders, the Senior Leadership Team (SLT) was further strengthened through the addition of a new Curriculum Leader in September 2019.

In addition to the SLT, experienced wider teaching staff are all Subject Leaders. Through the concerted work of Subject Leaders, our key aims are to provide:

- A collaborative approach to curriculum development.
- Opportunities to work with and learn from colleagues in different phases.
- More precise and tailored curriculum analysis, to meet changing school needs.
- A shared responsibility attached to key school development areas in any one year.

Overseen by the Curriculum Leader, Subject Leaders are responsible for monitoring standards and coverage in their area of focus during each academic year. Through their annual action planning, priority areas within each subject are identified and linked into the School's overarching development plan. Subject Leaders have release time throughout the year for specific monitoring and school improvement work, as well as regular meeting time provided during allocated staff meetings where they share developments in their subject. Each Subject Leader also works closely with a nominated Governor who, alongside the



Curriculum Leader and Headteacher, ensure that the best possible outcomes for children are secured, and that we remain agile to respond to the changing needs of the school.

Strong working relationships with the Local Governing Body include a link governor for each operational area, in addition to each area of the curriculum – this ensures that the strategic management of the school is excellent and, as a result, the school is well resourced. The links Watchfield has made with the local community, including the Defence Academy of the UK, have helped it to secure other sources of funding that enable it to provide the best possible opportunities for all. A wide-range of learning resources are used very effectively to raise standards,

eg children are confident users of ICT and are able to use it in all areas of school life.

Curriculum Policy

Our curriculum provides a wide variety of activities which are planned and delivered to promote children's learning, personal growth and development. It includes the formal requirements of the National Curriculum we follow, alongside the range of extra-curricular activities organised to enrich the experiences of our children. It also includes the 'hidden curriculum': how children learn from the way they are treated and expected to behave.

Curriculum Intent

At Watchfield Primary School, we are committed to developing the whole child. Therefore, we aim to teach our children how to grow into positive, responsible people, who can work and co-operate well with others, alongside developing the knowledge and skills required to achieve their true academic potential. By the end of a child's Primary career, we strongly believe that each child should have had the opportunity to discover that one 'thing' that ignites their enthusiasm above all else, inspiring life-long interests, talents and passions. We strive to achieve this by providing our children with a rich and wide range of memorable experiences and the most varied curriculum we can offer.



This is our overarching curriculum intent, achieved through both the planned curriculum and the hidden curriculum. It is also underpinned and enriched by our strong ethos based on care and respect. This is 'The Watchfield Way' in which everyone is valued and included; where equality, a sense of wonder at the world we live in and a curiosity for learning is fostered. The taught curriculum is utilised as a tool to help meet our Whole-School Vision:

'At Watchfield We SOAR'

We aim to be 'Successful, Original, Aspirational and Resilient' in everything we do. Therefore, through the development of our curriculum intent we also aim to develop:

- Successful learners who enjoy learning; make good progress and accomplish new things
- Original characters who show Imagination, creativity and are reflective in their learning
- Aspirational individuals who strive to be the best they can be and achieve excellence
- Resilient citizens who understand the truly international world around them



Curriculum Implementation

To ensure we achieve our curriculum intent, we implement the following key curriculum drivers that reflect our School's ethos and underpin the taught curriculum:

- Our School Values (Care, Respect, Happiness, Confidence, Belief and Pride) and British Values (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Different Faiths and Beliefs).
- An inclusive approach, responsive to the needs of individuals and reflective of our diverse school community.
- The provision of high-quality pastoral support, with focus on the development of pupils' personal, social and emotional awareness.
- A focus on the development of a growth mindset, including through the application of our Learning to Learn Characters: 'The Watchfield Wonderbrains' (Have a Go Herb, Don't Give Up Donald, Be Curious Eric, Cooperate Clara, Concentrate Connie, Use Your Imagination Ivy and Keep Improving Ivan).
- An emphasis on seeking opportunities to 'bring learning to life', through the planning of themed weeks, trips and visits and 'wow days', providing children with memorable 'Moments to SOAR'.





Working Collaboratively

The Faringdon Learning Trust

Watchfield School joined the expanded Faringdon Learning Trust MAT (formerly the Faringdon Academy of Schools) on 1 November 2013. Comprising eight schools, the Headteachers in the MAT are line-managed through a professional link to the MAT Chief Executive Officer and in tandem with the Local Governing Body (LGB), but each school very much maintains its own ethos and individual accountability to their own Headteacher and LGB. The LGB operates under delegated authority from the MAT Board of Trustees, and thus remains charged to challenge and support the Headteacher and other senior leaders.

The MAT has a dedicated School Improvement Team led by a Director of Education (DofE) who is also an existing Headteacher and National Leader of Education. The school improvement team spread best practice, challenge, assist and mentor at every level – this brings a wide range of professional development opportunities for staff and has demonstrated significant improvements in what are already high standards of teaching and learning across the MAT, thus bringing great benefit to both children and staff. The DofE meets with each Headteacher and other leaders once a term to review school data, discuss priorities, observe lessons, provide advice, devise action plans and plan the use of resources. These reviews offer a supportive mechanism to collect evidence, reflect and review current practice, challenge and celebrate strengths, identify areas for development and plan subsequent actions.

The Trust has a team of excellent teachers and staff who work with the Director of Education and Headteachers supporting school improvement.

- A lead primary expert
- A lead secondary expert
- A curriculum enrichment lead
- A selection of leading teachers
- Responsibility posts to address particular areas of development
- A safeguarding lead

In addition to the school improvement team, the trust schools also benefit from a highly talented central team providing support for all non-educational services. Headed up by an experienced business manager the Chief Operations Officer (COO) for the Trust oversees a team of staff who cover five key areas including:

- Human Resources
- Finance
- Operations including estates, facilities, catering and health and safety
- ICT
- Governance

This frees the Headteachers and governors from much of the routine management of support services allowing them to concentrate on delivery of teaching and learning, whilst maintaining a local level of control and accountability.



All the Headteachers and other senior leaders in the Trust are committed to their own school improvement but also of other schools in the Trust. "If one school succeeds, we all succeed, and if one school fails, we all fail" is a firmly embedded belief. Academy Leadership Team meetings are held twice a short term, and provide the opportunity to share ideas, make joint decisions and steer practice. Mentoring and coaching opportunities are offered on a regular basis, as required. Further information about the Faringdon Learning Trust is available on the Trust's website:

<https://faringdonlearningtrust.org/about-us/>

Defence Academy of the United Kingdom

The Defence Academy of the United Kingdom provides leadership and management, technical, and command and staff training for military officers and civil servants up to and beyond Masters level, and Defence-focussed language training. As all of the families' married quarters fall within our catchment, we maintain a close working relationship with the host unit, Shrivenham Station, and indeed the Commanding Officer is an Associate Member of the LGB. The result is that 50% of our children are from Service families, and, as the majority of those families are on courses of up to a year, we have a high level of pupil mobility each September. Our commitment to our Service children population has been reflected in several awards of funding from the MOD support fund.

Several courses at the Defence Academy attract international families, but in particular the Defence Academy's Advanced Command and Staff Course has a high proportion of overseas students, with countries across the world sending their very best senior officers on the year-long course. This is primarily what generates our wonderful global family at the school, with around 100 children coming from overseas families, almost all of whom stay only for one year. The transformation of these children through the year they are with the school is a joy to behold as they quickly become fluent in English and gain confidence in an unfamiliar country with a different environment, culture and customs. The culmination of the year for our overseas children is our International Week held in the summer term during which we celebrate, together with the parents, all the countries and cultures represented.



Parents

Parents complete the picture, and are fully involved as partners in their child's learning. As well as being aware of the particular demands of the military and international family lifestyles that can bring particular challenges with continuity of education, we pay keen attention to the local parents to ensure that their children also derive the maximum benefit from the opportunities that the overseas children bring to the school. Building and maintaining strong relationships with all our parents is essential in meeting the educational and emotional needs of the children in our care. We operate an open-door policy, where we welcome parents to come in and discuss any issues or queries they may have. By offering this close contact with our parents, we aim to build a strong working relationship with them, benefiting all the children in the school.





Watchfield Primary School



Deputy Headteacher Job Description

This job description should be read in conjunction with the School Teachers Pay and Conditions Document.

Job Details

Post Title: Deputy Headteacher

Hours: Full Time

Reporting to: The Headteacher

Salary: L5 - L9

Contract type: Permanent

Main Purpose of the Job

As a member of the School's Senior Leadership Team, the Deputy Headteacher will work with the Headteacher and Governing Body to maintain an environment that promotes and secures excellent teaching, effective learning, high standards of achievement and excellent behaviour. In achieving this, the Deputy Headteacher will be an excellent role model, responsible for working with and supporting the Headteacher in all aspects of school leadership and management.

Specifically, under the direction of the Headteacher, the Deputy Headteacher will take a major role in, and accept responsibility for, aspects of the following:

- Formulating the aims and objectives of the school, including supporting the Headteacher in determining, organising and implementing the curriculum and assessment procedures across the school
- Establishing and implementing policies for achieving these aims and objectives
- Managing staff and resources to that end, ensuring management decisions are implemented
- Monitoring progress towards the achievement of the School's aims and objectives
- If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the Governing Body.
- The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Key Duties and Responsibilities

Qualities and Knowledge

Under the direction of the Headteacher:

- Support with the day-to-day leadership and management of the school
- Communicate the School's vision compellingly and support strategic leadership
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally



- Work with political and financial astuteness, translating policy into the School's context
- Seek training and continuing professional development to meet own needs
- Ensure that the Headteacher and Governors are well informed about policies, plans and priorities, success in meeting objectives and targets, and any future development needs in relation to the responsibilities allocated to the Deputy Headteacher.

Pupils and Staff

Under the direction of the Headteacher:

- Promote and protect the health and safety welfare of pupils and staff, including taking responsibility in the absence of the Headteacher, as a Designated Safeguarding Lead for promoting and safeguarding the welfare of children within the school
- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Secure and improve standards of pupil attainment and achievement across the school through supporting the staff and Governors in fulfilling their responsibilities with regard to the schools performance and standards
- Support the Headteacher in reporting the School's performance to its community and partners
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents and nurture current and aspiring leaders, including high quality coaching and mentoring, in line with the school improvement plan and appraisal process
- Hold all staff to account for their professional conduct and practice

Systems and Processes

Under the direction of the Headteacher:

- Ensure that the School's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Participate as required in the selection and appointment of teaching and support staff
- Oversee the work of supply teachers/volunteers/trainees in the school, including the induction of NQTs
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the governing board as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

The Self-Improving School System

Under the direction of the Headteacher:

- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education
- Take an active role in developing effective links with the local community, other schools, networks and partnerships to secure excellent outcomes for all pupils



- Develop effective relationships with fellow professionals, including contributing to and working collaboratively with other school leaders within the Faringdon Learning Trust and other local schools.
- Support the development of policies and practice, which promote inclusion, equality and the extended services that the school offers
- Promote the positive involvement of parents and families in all aspects of school life, including organising and leading meetings where appropriate with parents and carers to ensure positive outcomes for all parties

The Deputy Headteacher will be required to safeguard and promote the welfare of children and young people, following all school policies and adhering to the staff code of conduct.

NB: This job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher. This job description may be amended at any time in consultation with the postholder.


Watchfield Primary School

Deputy Headteacher Person Specification

Criteria	Qualities	Essential/ Desirable		Application Form/ Interview/ References		
		(E)	(D)	(A)	(I)	(R)
Qualifications and Training	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Evidence of relevant professional development in preparation for a senior leadership role e.g. NPQML or NPQSL • Evidence of continuing professional development 	E		A		R
		E		A	I	
			D	A	I	R
		E		A	I	R
Experience	<ul style="list-style-type: none"> • Successful leadership and management experience in a primary school • Significant teaching experience within a primary school setting, including within more than one key stage • Involvement in school self-evaluation and development planning • Line management experience, including the administration of appraisal for teachers and support staff • Experience of positively contributing to staff development • Evidence of effective implementation of the primary curriculum in own practice • Previous responsibility for the leadership of a curriculum area(s) and experience of turning policy into effective and successful practice • Evidence of effective implementation of assessment, recording and reporting in a primary setting 	E		A	I	R
		E		A	I	R
		E		A	I	R
		E		A		R
		E		A	I	
		E		A	I	R
		E		A	I	R
		E		A	I	R
Knowledge, Skills and Understanding	<ul style="list-style-type: none"> • Ability to develop the whole school-learning environment, whether physical or virtual, to improve pupil engagement, raise achievement and provide a stimulating space to learn and play • Understanding of high-quality teaching and learning, and the ability to model outstanding teaching for others and support others to improve • Thorough knowledge of the primary curriculum, with the ability to create a dynamic and personalised curriculum that enriches and enhances provision, built on outstanding use of formative assessment. • Strengths in E-learning and teaching through ICT • Data analysis skills, and the ability to use a range of data to set targets and identify areas for development • Ability to create bespoke provision maps with targeted intervention strategies for all vulnerable pupils or groups of children with additional needs • Experience of dealing with situations that may include tackling difficult incidents and conflict resolution • Experience of working successfully with a range of outside agencies 		D		I	
		E			I	R
		E		A	I	
			D	A		
		E		A	I	R
		E		A	I	
			D		I	
			D	A	I	
Personal Qualities and Abilities	<ul style="list-style-type: none"> • Creative, enthusiastic and proactive, keen to embrace new ideas and challenges • Flexible, listens and is prepared to seek advice and support • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to communicate the School's vision and inspire others • Effective communication and interpersonal skills, including being approachable, caring and empathetic • Ability to build effective working relationships • Ability to work under pressure and prioritise effectively to meet deadlines • Commitment to maintaining confidentiality at all times • Demonstrates a concern for the pastoral and spiritual welfare of all in the school, including a commitment to safeguarding and equality 	E		A	I	R
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Application and Selection Process

Informal Discussions

Should you wish to discuss any aspect of this Candidate Pack or application process then please contact, the Faringdon Learning Trust HR Office on 01367 240375 or recruitment@faringdonlearningtrust.org. Should you wish to informally discuss the role, or would like to visit the School, then please contact Georgina Wintle, Headteacher, on 01793 782623 or recruitment@faringdonlearningtrust.org. Visits are encouraged, in-line with the whole school Covid-19 risk assessment and can take place until **13th May 2021**.

Application and letter of interest

In addition to completing the application form which can be found on <https://www.watchfieldprimary.co.uk/vacancies/> please provide us with a covering letter of not more than 500 words which demonstrates your alignment with the vision, ethos and values of Watchfield Primary School. Your letter should also show brief evidence of your fit with the Person Specification.

Application Submission

Our preferred method of receiving applications is by email through the Faringdon Learning Trust at recruitment@faringdonlearningtrust.org by 9am on **14th May 2021**. Late applications will not be considered.

Selection Procedure

A shortlist of candidates will be drawn up by **14th May 2021**. Successful candidates will be invited to a 2-day selection process which will take place during the **week commencing 17th May 2021**. Applicants will be shortlisted after day one, in advance of day two.

Receipt of Application

Applications will be acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the Trust HR Office.

Safer Recruitment

Watchfield Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosures and Barring Service checks along with other relevant employment checks. Candidates' attention is drawn to the following extract from the safer recruitment policy:

Safeguarding Children: our Safe Recruitment Policy for all Staff and Volunteers at Watchfield School

In line with DfE Keeping Children Safe in Education to safeguard children within our schools, we are required to carry out a number of checks on all staff, whether they are permanent, temporary, casual, voluntary, school based supply or agency based supply, and maintain a central record documenting that checks have been carried out.

