



Headteacher Information Pack

Application closing date: Midnight, 14 July 2024

Shortlisting: 16 July 2024

Interview dates: 22 & 23 July 2024

Wood Eaton Manor School

Wood Eaton

Oxfordshire

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Tel: 01865 558722



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1. Letter from the Chair of the Interim Executive Board

Dear Prospective Candidate,

Thank you for your interest in the position of Headteacher at Woodeaton Manor School, a Foundation Special School located in the village of Woodeaton, 4 miles to the northeast of the city of Oxford. We are looking for an ambitious, experienced and dynamic individual to join us as Headteacher at a pivotal time in our school's journey.

We cater to a diverse group of 84 students aged 7 to 18, all of whom have an EHCP for social and emotional and mental health difficulties (SEMH). Many pupils also have a diagnosis of autism spectrum disorder (ASD). The Manor itself, which was originally built in the 18th Century and repurposed in the mid- 20th century as an educational establishment, is set within 10 acres of picturesque grounds and provides a tranquil setting for our school community.

Woodeaton Manor School has recently been on a challenging journey following an Ofsted judgement of Inadequate in October 2023, but we view this as an opportunity for profound and positive change. Our commitment to improvement is unwavering and, as a newly formed Governing Board, we have already taken significant steps to drive the school forward since it was inspected.

The Propeller Academy Trust (the Trust), a Multi-Academy Trust that provides quality educational offerings to young people with special educational needs, has been identified as the sponsor by the Regional Director for the Southeast. Until Woodeaton Manor School converts to an academy school within the Trust, which is anticipated to be in the early part of 2025, the Trust will be working closely with Oxfordshire County Council and the Interim Executive Board, which will remain responsible for the school until conversion, to ensure a smooth transition.

We are delighted to be joining the Trust and to play a part in realising its vision for each of its schools to be a centre of excellence. Being part of the Trust will also offer enhanced opportunities for professional development and collaboration with the Trust's other schools, thereby accelerating our school improvement journey.

We strongly believe that every student deserves the highest quality education which will meet their individual needs so that they are able to flourish in life. We are looking for a visionary leader who has depth of understanding of the needs of our young people, who is able to lead and inspire staff; and who strives for excellence, whilst being fully committed to supporting



our students to enable them to realise their fullest potential and who will take our school to “good” and beyond.

If you share our vision and, having read the information in this pack, would relish the opportunity to make a real difference to the life chances of our young people, we would encourage you to apply to be our Headteacher.

A visit to our school is actively encouraged and we should be delighted to welcome you, so that you can see the school in action and so that we may answer any questions you may have. To arrange an appointment to visit, please contact our School Business Manager, Neroni Genus, by email to [nngenus@woodeaton.oxon.sch.uk](mailto:ngenus@woodeaton.oxon.sch.uk) or by telephone 01865 558722.

Thank you again for your interest in the Headteacher position at Wooddeaton Manor School and we look forward to hearing from you.

Best wishes

Mark Winch

Chair of the Interim Executive Board





2. Message from the Chief Executive Officer of The Propeller Academy Trust

We are honoured to be entrusted with the responsibility of Woodeaton Manor School. This partnership reflects our enduring commitment to fostering positive educational outcomes and nurturing the growth of every student within our care. We are eager to embark on this journey, working closely with local community, parents, and staff to ensure a smooth transition and drive positive change.

The principle aim of the Trust team remains one of earned autonomy for our schools, and not to centrally dictate, ensuring Headteachers are able to tailor provision to reflect the needs of the students and their families whilst enjoying guidance, support and innovation from our central team.

We look forward to welcoming the new Headteacher and staff as they join the Trust community in the coming months.

Tom Pegler
CEO, The Propeller Academy Trust





3. About Woodeaton Manor School

Located in the heart of Oxfordshire, Woodeaton Manor School enjoys close proximity to the city of Oxford, renowned for its world-class university and vibrant cultural scene. The Manor House is a Grade II* listed building and the school benefits from extensive grounds and additional buildings, including student residential accommodation (currently under review), a residential property and various outbuildings.

The school is a state funded Foundation School that offers a nurturing environment for 84 pupils. All our pupils have severe emotional and social difficulties and each has an Educational and Health Care Plan. We currently offer places for pupils in Key Stages 2, 3, 4 and 5, although the current pupil age range is primarily aged 11-16. Sixth Form provision was established in 2009 and, in June 2012, Woodeaton lowered the age limit to admit six Key Stage 2 age pupils who are taught in “The Nest”. Our school draws its pupils largely from around Oxfordshire, although we also have some pupils from neighbouring counties.

We believe that all our pupils should have the chance to achieve and we endeavour to provide a nurturing environment which places equal emphasis on the emotional, social and academic aspects of our curriculum. Our school motto is *“Reducing Barriers to Expand Horizons”*.

Woodeaton Manor School caters for a very wide range of special educational needs, including the following diagnosed or described conditions:

- Attachment Difficulty
- Autistic Spectrum Disorder, including Asperger’s Syndrome
- Dyspraxia
- Obsessive Compulsive Disorder (OCD)
- Specific Learning Difficulties i.e. Dyslexia
- Speech and Language Disorder
- Tourette’s Syndrome

Following the Ofsted education inspection of Woodeaton Manor School in October 2023, where the school was judged Inadequate, the school has undergone a period of significant change in both leadership and governance. An Interim Executive Board of highly experienced school governors was established and candidates for interim leadership posts have been secured, which has paved the way for rapid school improvement.



The Propeller Academy Trust has been named as the school's sponsor and it is expected that Woodeaton Manor School will join the Trust in February 2025. This development has been welcomed by the Interim Executive Board as a means of accelerating school improvement, as well as providing longer term sustainability for ongoing school improvement and financial effectiveness. This also provides an excellent opportunity for Woodeaton Manor School to be more "outward facing" and access all the benefits that collaborative working can offer, including enhanced continuing professional development for our staff.

To date, tangible improvements have been made in addressing safeguarding and behaviour issues and a significant programme of work is underway to upgrade and improve the school buildings and grounds. The curriculum is also under review to strengthen progression in learning and provide a high-quality framework for students' personal development. The review will also include the curriculum accreditation pathways to enhance the current offer of GCSEs, functional skills and Asdan accreditations, to ensure success for every student. We are very proud that, typically, all our young people go on to suitable further destinations and we seek to maintain this record.

We are very fortunate, at Woodeaton Manor School, to benefit from a highly experienced and qualified staff team. We are also able to provide additional support to those pupils who have very specific Speech Language and Communication Needs from therapists who visit the school weekly to work with our students individually, in pairs and in small groups.

To support students who may be struggling to access learning alongside their peers, there is a dedicated Readiness for Life Team (RLT) which occupies two dedicated rooms, upper and lower school, to provide targeted interventions which focus on both curriculum needs and social and emotional support. The RLT also work with students who are out of lessons, providing them with a space to calm and reflect.

The school works closely with high quality Alternative Provision providers for pupils who need that level of support, as well as with a range of services to ensure the therapeutic needs of our students are met.

We strive to ensure that we set the highest expectations for what our young people can achieve and that their time at Woodeaton Manor School will enable each of them to flourish in school and beyond, in their life in society.



As the headteacher, you can expect support from Governors, the CEO and leadership team within The Propeller Academy Trust and benefit from a collegiate and collaborative approach to school improvement.

We do not underestimate the challenges ahead and the Interim Executive Board is committed to providing robust support and strategic guidance to the Headteacher and staff, ensuring that the school's leaders have the resources and backing needed to succeed. This is an exciting time for new leadership to bring about transformational change for the benefit of the school community as a whole.

4. Key School Information

Type of School:	Foundation special school
Date School Established:	1950
Location:	Woodeaton, Oxfordshire
Age Range:	7 to 18
Gender:	Mixed
Published Admissions Number:	84
Number of Pupils on Roll:	87
Pupil Premium:	55
Ofsted:	https://reports.ofsted.gov.uk/provider/25/123329



5. About The Propeller Academy Trust

The Propeller Academy Trust (Trust) is a special school multi-academy trust that supports young people with special educational needs and which currently comprises three Oxfordshire schools: Fitzwaryn School in Wantage, which has been consistently rated as Outstanding by Ofsted since 2005 and most recently in May 2022; Kingfisher School in Abingdon; and Bishopswood School in Sonning Common. Woodeaton Manor School will be our fourth Oxfordshire school.

The Trust was the first SEND trust in Oxfordshire to hold sponsorship status and was selected by the Department for Education to sponsor Bishopswood School following the school's inadequate Ofsted judgement in 2022. Bishopswood School is making good progress following conversion.

Earlier this year, the Trust was approved by the Department for Education to open a new special free school in Bracknell Forest, which is scheduled to open in 2026.

The Trust's schools have extensive experience of educating pupils aged 3-19 with a range of complex needs and disabilities, including Social, Emotional and Mental Health needs (SEMH).

Our Vision

The Trust's overarching vision is '***To extend high quality SEND education to as many children and young people as we can***'. To this end, we have an ambitious growth strategy to include more schools and develop the depth and range of our collaborative working so that we may continue to be a trusted expert resource, with active multi-agency partnerships and collaborating with local authorities to develop opportunities to ensure students access aspirational and meaningful destinations in adulthood. Our goal is to prepare and support all children and young people to be happy, active, lifelong integral members of their community, living as independently as possible, with fulfilling employment or further study opportunities.

Our Values and Principles

Whilst being part of the Trust allows each of our schools to leverage the benefits of mutual support, shared resources and expertise, each of our schools has retained its own individual style, character and educational focus. They nevertheless very much share the Trust's common vision.



Our aim is for every school within the Trust to be a centre of excellence for education whilst building a collaborative ethos to maximise opportunities for our staff and young people.

As a Trust, we are guided by the principles which have been maintained since we were established and we will:

- Keep the young people we serve at the heart of every decision
- Provide an innovative and developmental academic curriculum which ultimately provides our young people a strong foundation for long-term community cohesion and positive mental health and wellbeing
- Maintain the distinctive identities of each school within the Trust and seek recognition nationally and locally for the quality and diversity of our provision
- Share the benefits of best practice, embrace collaboration and new initiatives equally across all our schools
- Provide support to our local communities and broader SEN needs within the community
- Nurture a culture of strong safeguarding and also of health and safety and school improvement which welcomes learning, challenge and assurance
- Provide opportunities for staff to develop and progress within a supportive and positive environment
- Work collaboratively and inclusively with all stakeholders
- Protect and use all our resources efficiently and in pursuit of our vision
- Keep our governance structures streamlined to allow our teachers to remain focused on teaching
- Accord everyone associated with the Trust with the respect and dignity they deserve

The Trust is a place where every student moves forward on their own trajectory. We recognise that each and every one of our young people is different and, working closely with our Headteachers, we empower the staff across all of our schools to create and deliver personalised journeys for each student as well as providing students with opportunities which will enable them to thrive as they move through society with academic achievements, life experiences and emotional, communication and sensory skills.



6. Headteacher Job Description

Overview

With support from the Governing Body, CEO and Executive Leadership Team, the Headteacher (HT) will have professional responsibility for the educational aspects of the school and responsibility for the leadership, organisation, management and conduct of the school.

Main Purpose

The Headteacher will create a culture of constant improvement through inspirational leadership and being committed to the highest achievement for all areas of the school in order to provide an outstanding education of all students.

The Headteacher will manage the day-to-day operations of the school and have a sound grasp of the essentials of running a successful specialist school: teaching and learning; curriculum design and staff development. This requires a hands-on approach. At the same time the Headteacher will be an outward-facing ambassador, able to communicate effectively with wider stakeholders both inside The Propeller Academy Trust and externally.

The duties outlined, in line with Headteacher and Teacher Standards, are in addition to the ones stated in the latest School Teachers' Pay and Conditions Document that you will automatically be required to meet. You may also be required to undertake professional duties delegated by the CEO.

Key Responsibilities

- To ensure a high-quality service is provided to meet the educational and support needs of our students
- To oversee the day-to-day operational running of the school
- To provide effective strategic leadership
- To be the outward facing ambassador for the school and The Propeller Academy Trust
- To ensure the school operates on a sound financial basis
- To have in place appropriate systems, regulations and processes that align with The Propeller Academy Trust
- To ensure the school meets the essential requirements of relevant inspection and regulatory bodies
- To develop the school's offer for present and future needs
- To ensure there is effective student recruitment to deliver sustainable student levels



- To support the school and implement The Propeller Academy Trust governance and Quality Assurance framework
- To work with The Propeller Academy Trust leadership to ensure the school meets the Propeller Academy Trust's strategic objectives

Leadership and Management

The Headteacher will work with The Propeller Academy Trust and their Local Governing Body (LGB) to develop the strategic view of the school and analyse and plan for its future needs and future developments.

The post holder will:

- Create and shape the teaching and learning values and ethos of the school and therefore communicate and drive the direction to ensure outstanding teaching and successful learning of all students
- Promote evidence-based practice to improve the quality of the school provision
- Drive an outstanding commitment to the continuous professional development of staff and themselves, focussing on improving standards which are linked to individual and School needs through performance management, Continuous Professional Development (CPD) coaching and feedback
- Ensure full safeguarding compliance and ensure effective and appropriate systems and processes
- Assume overall responsibility and accountability for Safeguarding and Health & Safety
- Ensure all staff have effective performance management
- Lead by example, being personally visible and committed to demonstrating the values of The Propeller Academy Trust
- Develop and ensure effective implementation of the school's strategic and operational plan via the Self Evaluation Form (SEF)
- Monitor, appraise and report on the performance of the school to the CEO of the Propeller Academy Trust Board and the school's LGB
- Enable the school's Chair of Governors, the LGB and Trustees to execute their role, particularly in relation to statutory compliance
- Manage and be accountable for the school budget in conjunction with the central finance team and COO



- Ensure full compliance with the requirements of funding and regulatory bodies'

Achievements

- Oversee day to day management of the curriculum, pastoral care, safeguarding, and administration of the school, all of which should be appropriate to the students' needs
- Ensure appropriate and effective provision for all students as outlined in their Education, Health and Care Plans (EHCP)
- Ensure there is a sustainable, attractive, and motivating environment for learning
- Oversee the development of a wide range of teaching and learning opportunities that continue to meet the changing needs of all students
- Manage the system for monitoring and developing the quality assurance of teaching and learning wherever it is taking place, providing coaching, and mentoring where necessary
- Ensure all teaching staff have regular management supervision
- Promote the effective management of positive student behaviour
- Oversee the effective assessment, recording and reporting system of student progress, ensuring there is sufficient rigour and challenge for each student
- Oversee the regular monitoring and evaluation of the curriculum to ensure it is student centred and is appropriate, engaging and challenging
- Encourage new developments in the curriculum to ensure it is responsive and adaptable to both local and national changes
- Ensure the effective implementation of a behavioural management policy throughout the school

Assessment, Reporting, Recording

- Lead on achieving outstanding student success and driving a culture of continuous improvement
- Monitor, evaluate and review student progress through analysis of student assessment data and intervention with input and support from staff with designated responsibility
- Report as required on student achievement to the CEO, the LGB, the Board and parents

Compliance: Behaviour, Safety and Care of Students

- Oversee the Single Central Record (SCR) and ensure it is accurate and up to date
- Report on safeguarding to the CEO and the LGB
- Ensure safer recruitment standards are compliant
- Ensure that systems are in place to ensure the needs of Children We Care For (CWCF) are met



- Work with students, teachers, and families to enhance awareness of Safeguarding issues
- Promote a culture of Health and Safety wherever student learning takes place
- Ensure compliance with all relevant Health and Safety legislation
- Initiate, review and publish School policies in all areas and ensure compliance with National guidelines
- Promote equality of opportunity for staff and pupils regardless of gender, social, cultural, linguistic, religious, or ethnic background through a range of activities

Financial Management

- Work in collaboration with the CEO, COO and LGB to secure the most cost-effective funding allocation and to manage these resources both prudently and efficiently
- Provide as required regular reports to the School's LGB

Estate: The Learning Environment

- Ensure the school buildings, its grounds, and any learning areas (off site) are safe, appropriately equipped and well-maintained
- Ensure the learning environments are compatible with the vision of the school and provide the highest quality learning opportunity for all our students by working with the Central Services and Premises team to make improvements and maintain the facilities to meet the needs of all our students

The Community We Serve: Parents/Carers and the Wider Community

- Communicate the vision of the school to parents, stakeholders, and the wider community, both in person and via written and/or electronic media
- Oversee the management of the school website to ensure it is fit for purpose and meets the needs of its users
- Promote and maintain good links with the local community
- Maintain and promote The Propeller Academy Trust open door policy with parents, carer, and local stakeholders
- Work strategically with other professional providers to continually review, improve, and develop provision



Other Duties

Please note that The Propeller Academy Trust is based over a number of sites in and around the area and you may be required to work from different sites, as directed by the CEO.

The post holder may be required to perform duties other than those given in the job description. The duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not themselves justify the re-valuation of a post.

The CEO and the LGB retain the right to implement changes to this job description to reflect changes in the demands of the post and this will be done with the postholder.





7. Person Specification

The table below sets out the criteria which we are looking for in the successful candidate. The column to the far right indicates how we will be assessing that the criteria is met.

For any criteria that is to be assessed as part of your application, we would encourage you to ensure that you include this information when you complete the application form, as it will inform our decision making at the shortlisting stage.

SAFEGUARDING	ESSENTIAL	DESIRABLE	ASSESSED IN APPLICATION (A) or AT INTERVIEW (I)
Enhanced DBS	X		(If offered role)
Committed to the safeguarding of vulnerable young people	X		A & I
Able to demonstrate a robust understanding of safeguarding principles and practice for safeguarding young people or vulnerable adults within an organisation	X		A & I
Be able to model and oversee the school's Safeguarding Policy and procedures	X		I
Be prepared to undertake all appropriate safeguarding training	X		I
Experience and training as a Designated Safeguarding Lead		X	A & I
Knowledge of online monitoring systems		X	A & I



QUALIFICATIONS	ESSENTIAL	DESIRABLE	ASSESSED IN APPLICATION (A) or AT INTERVIEW (I)
University degree or equivalent	X		A
Department for Education recognised Qualified Teacher Status	X		A
Evidence of a commitment to continuing professional development	X		A
National Professional Qualification for Headship, if not already a headteacher		X	A
Relevant postgraduate qualification		X	A
EXPERIENCE	ESSENTIAL	DESIRABLE	ASSESSED IN APPLICATION (A) or AT INTERVIEW (I)
Held a senior leadership role within a special school for a minimum of three years	X		A
Thorough understanding of SEND provision	X		A & I
LEADERSHIP, MANAGEMENT & KNOWLEDGE	ESSENTIAL	DESIRABLE	ASSESSED IN APPLICATION (A) or AT INTERVIEW (I)
Understands what constitutes an outstanding school	X		I
Ability to work collaboratively with and report to The Propeller Academy Trust Board on all aspects of management, including the performance, development and wellbeing of staff, pupil outcomes	X		I



and welfare, premises and health and safety and parent and community involvement.			
A thorough understanding of the current Ofsted inspection framework for special schools and evidence of working with the statutory framework for education, the SEN Code of Practice, safeguarding, health and safety laws and all related legislation and regulations	X		A & I
Experience of Ofsted inspections		X	A&I
Experience of participating in successful validation processes or inspection regimes	X		A & I
Understands the range of special needs of the school's pupil cohort	X		A & I
Experience of successfully managing negative and challenging behaviour and helping young people to grow in confidence with positive vision for the future	X		A & I
Up to date and relevant knowledge and understanding of current national developments in education, with particular reference to special school education	X		I
Committed to the vision, aims and values of the school and The Propeller Academy Trust, being capable of clearly articulating the same to all stakeholders and to engage stakeholders' active commitment to the Trust's vision	X		I
Exceptional interpersonal skills, an effective communicator and someone who listens	X		I



Able to offer a range of emotionally intelligent leadership styles, both collaborative and decisive; and an understanding of how to use elements of both to deliver school improvement	X		I
Strong motivation and drive	X		I
Being both a team player and having the skills to effectively lead and manage a team with imagination, creativity and resilience	X		I
Experience in the recruitment of staff		X	I
Understands how to deploy staff effectively and develop and sustain a shared vision with all stakeholders for future development	X		I
Knowledge of Teacher Standards and experience of applying these to the management of staff, staff appraisals/performance management and supporting staff in their professional development	X		I
Experience of leading the implementation of successful school-wide strategies	X		A & I
Ability to develop and deliver an effective School Improvement Plan based upon effective self-evaluation which identifies priorities and targets	X		A & I
Evidence of successful use of a range of monitoring and evaluation strategies to raise standards across a school, including use of comparative data and KPIs to establish benchmarks and set targets for improvement	X		A & I
Ability to manage and drive change	X		A & I



Understands the role of the LGB in the monitoring and accountability for the performance and standards of a school and evaluation of effectiveness	X		I
Able to demonstrate an understanding of the key drivers of school budgets and financial planning	X		A & I
Understands that budget setting is linked to assessment and the School Improvement Plan		X	A & I
Ability to work collaboratively with the Board of The Propeller Academy Trust and report to the Board on budgetary responsibilities	X		A&I
Understands the importance of school policies and their implementation	X		I
Demonstrated ability to organise, prioritise and manage projects and own time, as well as supporting others to manage theirs	X		A & I
Knowing when to delegate, where appropriate	X		I
Show resilience, confidence, calmness and positivity in dealing with conflict and challenging situations	X		I
Able to work under pressure and meet deadlines	X		A & I
Understands the roles of different agencies operating within the wider spectrum of Children's Services and has the ability to maximise the effectiveness of multi-disciplinary teams	X		A & I



Capable of establishing mutually beneficial working partnerships with families, stakeholders and the wider community, in particular to support pupils' wider educational experience	X		I
Actively engages with parents/carers to support their child's learning	X		I
Has an understanding of equal opportunities and a commitment to promoting equality for staff and pupils and committed to promoting inclusion, diversity and access	X		A & I
Experience of the application of new technology for teaching, learning and management		X	A & I
TEACHING & LEARNING	ESSENTIAL	DESIRABLE	ASSESSED IN APPLICATION (A) or AT INTERVIEW (I)
Experienced in assessing the quality of education and understands what constitutes outstanding teaching and learning	X		A & I
Ability to develop outstanding teaching in others	X		A & I
Experienced in managing, planning and organising major curriculum areas to enable the development of a curriculum capable of meeting the needs of the pupils served by the school and driving innovations in teaching and learning	X		A & I
Understands the need to continually monitor, assess and review the curriculum	X		A & I



Understands the need to link the school's resources directly to support the curriculum and achieve learning outcomes	X		I
Understanding the importance of evidence-based approaches to school improvement and experience of carrying out regular evaluation and assessment of pupil data, ensuring that this is used to inform appropriate planning, practice and implementation of strategies as well as raising standards and achieving outstanding pupil outcomes	X		A & I
Willingness to accept new/innovative ideas to promote outstanding learning and pupil progression	X		I
Ability to lead and inspire staff to continually improve their own practice			A & I





8. Important Information

Employer:	The Interim Executive Board (until conversion); and The Propeller Academy Trust, thereafter
Reporting:	The Interim Executive Board (until conversion); and The CEO of The Propeller Academy Trust, thereafter
Salary:	Leadership Scale
Level:	Group 5 - indicative pay range L23 to L29 - £81,070 to £93,902
Contract/Hours:	Permanent, full-time
Start Date:	1 January 2025
Closing Date:	Midnight, 14 July 2024 – we reserve the right to close this advertisement earlier if we receive sufficient applications ahead of the closing date
Shortlisting Date:	16 July 2024
Interview Dates:	22 & 23 July 2024
Visiting the School:	Visits to the school to find out more about the post are warmly welcomed and actively encouraged. To arrange a suitable time, please contact our School Business Manager, Neroni Genus, at ngenus@woodeaton.oxon.sch.uk or telephone number 01865 558722
School Website:	https://woodeaton.oxon.sch.uk/



9. The Application Process

All applicants must complete the standard Oxfordshire County Council application form, a copy of which may be downloaded from [here](#).

Please ensure that all aspects of the form are fully completed as we will not otherwise be able to consider your application. Please include your full work history and ensure that you provide an explanation where there are any gaps since leaving school.

Completed forms should be sent to ngenus@woodeaton.oxon.sch.uk.

Please do not send CVs as applications will only be considered using the application form provided.

Wooddeaton Manor School is committed to safeguarding and to promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Our recruitment and selection practices reflect this commitment and the offer made to the successful candidate will be subject to and conditional upon an enhanced Disclosure and Barring Service check and other relevant employment checks outlined in Keeping Children Safe in Education 2023, including a minimum of two references, one of which should be from the applicant's most recent employer. As part of our recruitment process, we will require you to fill in an overseas check and self-declaration prior to interview.



Wooddeaton Manor School

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