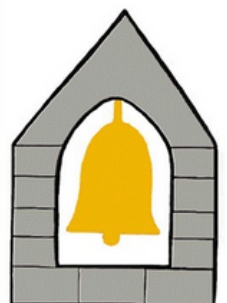




Kirtlington CE Primary School

Headteacher candidate pack



Kirtlington
C.E. School

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We hope you will find the document and links in the pack helpful in completing the application form.

Closing date for application is Monday 26th June 2023



Letter from the Chair of Governors

Dear Applicant,

Thank you for your interest in becoming our new headteacher. We are delighted that you are considering this pivotal role at an exciting time for the school, rich with opportunity. This post is to start in September 2023 or January 2024.

Graded 'Good' in our most recent OFSTED inspection and 'Outstanding' in SIAMS, Kirtlington is a welcoming school with a warm and friendly environment. We have a very committed and dedicated staff and are proud of our learning environment and outdoor space. Kirtlington School Friends, our parent association, is active and supportive. They have recently fundraised for, and been pivotal to installing, our new library. Above all, we have enthusiastic children who enjoy learning and are involved in a wide range of activities provided by the school. We are in the process of developing our Early Years offering with a new age range extension to include Nursery from September 2023.

The governors are proud to be associated with Kirtlington. We are ambitious for the school and enthusiastic in wanting to sustain and build upon its high standards. The new Headteacher will share our vision that, building on the strong foundations we have, even more can be achieved by our pupils.

We would like to invite you to visit us before the interview date so you can get a feel for our school and our community.

We look forward to receiving your application, and good luck.

Kevin Allison
Chair of Governors
Kirtlington CE Primary School





Welcome to the school

We are a village school, passionate about inspiring our children. From September 2023 our new age range extension from 3-11 years will give us four classes - Nursery/Reception, Y1/Y2, Y3/4 and Y5/6. You can take a [virtual tour](#) on our website.

Our school vision

Our school is a safe place where all children, adults and the wider community are valued and embrace the difference in one another. Children become successful, resilient learners, who, through an emphasis on well-being and spirituality, reach their full potential, guided by the example of the Good Samaritan. They become courageous advocates in society, using kindness and forgiveness to do the right thing with understanding, tolerance and love.

Our vision is based on the parable of the Good Samaritan, which teaches us to love our neighbour as ourselves and to understand what this means and how it helps us to live our lives today. We provide a safe, positive learning environment with high standards of teaching and learning.

"The school is a harmonious and purposeful environment in which everyone gets along well together. Provision for pupils' spiritual, moral social and cultural education is a strength of the school. A wide range of experiences enhances their development to ensure that pupils are ready for life in modern Britain."

Ofsted, January 2019



School information

We are a voluntary aided Church of England school. We provide a rich, broad curriculum to engage all children and provide them with the skills, knowledge and understanding to become life-long learners.

We believe children learn when they are encouraged to use their imagination and apply their learning to engaging contexts. Our topics provide lots of learning challenges throughout the academic year that require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

We are fortunate to be able to use the 'forest' at the end of our playground, courtesy of Kirtlington Park, to run our Forest School activities with a trained in-school Forest School leader. We like to make our learning active and get outside as much as we can.

Our School Council and Eco Council, along with our student Sports Leaders empower our pupils to engage in the school environment. Every child in Reception is matched with a buddy from Y6 to ease their transition to school life. We also place emphasis on supporting children's mental health and well-being. Our weekly celebration assembly rewards children who personify our values and is an opportunity for parents to feel a part of the school experience.

Our school values:

Love – this links with kindness, teamwork and how we treat each other and relate to one another, including forgiveness and reconciliation.

Respect – this includes treating people fairly, with dignity and equality, ensuring our relationships with all people are respectful.

Perseverance – includes resilience, determination, self-belief and learning to cope with difficult situations and grow through them.

Hope – includes aspiration and aiming high as well as trying to be the best person we can be.

Service – includes becoming good citizens who care about others and will do the right thing without reward because it is the right thing to do.

Our most recent OFSTED report

Our most recent SIAMS report

About Kirtlington

Kirtlington is a quintessential English village on the A4095, close to Bicester, Heyford Park and Kidlington in Oxfordshire.

The children are often able to explore the local surroundings and take whole school walks in Kirtlington Park or visit Kirtlington Quarry. We are also privileged to use the Village Hall sports field for Sports Day. The newly planted community orchard also offers opportunities to get out and help the village and pupils are always part of the village Remembrance Day service.

Annual community events such as the Village Fete and the Lamb Ale Morris event are well supported and the Village Hall and two pubs are well used. The village made headlines with 'Hedgehog Street', a project to give Hedgehogs safe passage way around the village and two of our pupils starred in a report on BBC1's The One Show.

Kirtlington also has a busy community with societies covering a wide range of interests including a sustainability group, a film club, historical society, allotment society and wildlife association (KWACS).

You can find out more on the village website at www.kirtlingtonvillage.co.uk



Credit: www.kirtlingtonvillage.co.uk - KWACS





Are you our next Headteacher?

As a school and community our next Headteacher needs to be one who has energy, passion and creativity to drive innovation while leading the team, exemplifying excellent teaching practice and delivering our vision.

We want:

- A Headteacher who can excite, inspire and challenge our children to become confident, independent, lifelong learners
- A leader who is willing to guide, encourage and motivate success, but who is prepared to make tough decisions when needed
- An existing or aspiring Headteacher who is a highly skilled practitioner and who wants to make a real difference to children's lives
- A Headteacher who is visible, inspirational and has a collaborative approach to leadership
- Someone who is ready to share and learn with our parents, staff and governors and be a pivotal part of our school community

Expectations we have of our next Headteacher at Kirtlington Primary School:

- A talented teacher with very high expectations of what can be achieved and who delivers on these expectations
- Passionate about how children learn best with a genuine belief that all children can succeed
- Ability to meet the growing needs of the school, its pupils and the curriculum
- A practitioner with a passion for the whole curriculum and up to date knowledge of best practice, able to teach from time to time when required
- Capacity to harness the warmth and enthusiasm of the parent and wider community
- Someone confident, professional, keen to share their knowledge and understanding with others
- An innovative and inspirational leader with a passion for personal and shared ambition and looking for the best in others

What our pupils have asked for

Here are some of the things our pupils have asked for

Do lots of Forest School
and learning in the
outdoor classroom.

Be kind and fun and
join in with us.

Set up exciting
things to do

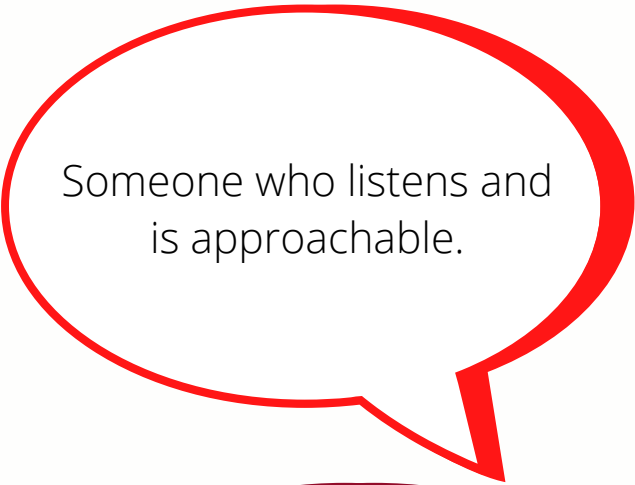
Have non-uniform days
and dress up for World
Book Day.




"Pupils enjoy learning, listen attentively in class and work cooperatively with their peers. They reflect the school's values to a high standard. Pupils' behaviour is good around the school. Pupils take care of one another, for example by ensuring that everyone is included in games. School is a happy place for them." **Ofsted, January 2019**

What our staff have asked for

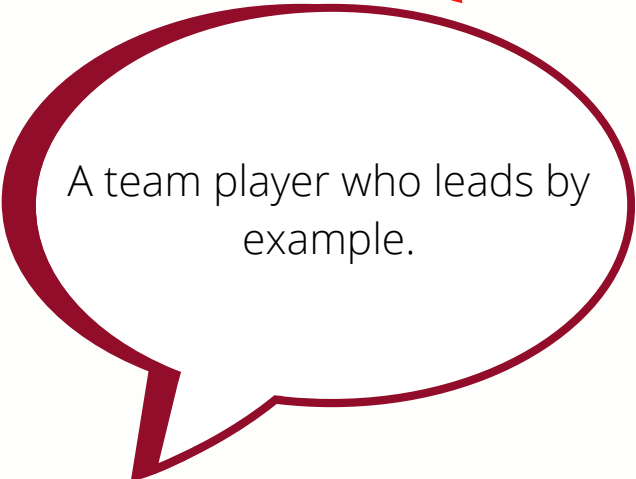
Our staff believe the following qualities are important in a Headteacher.



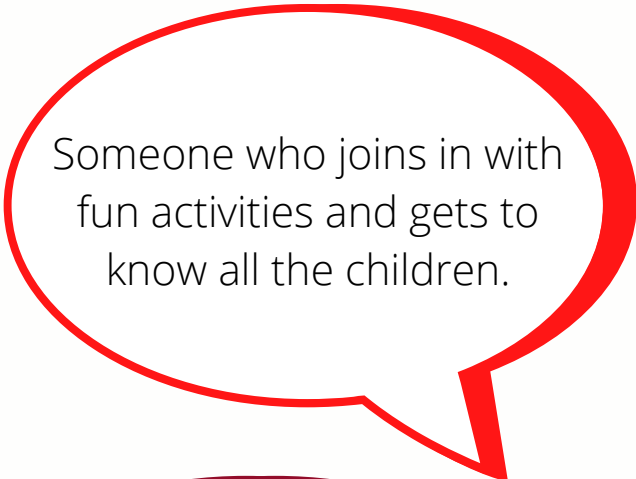
Someone who listens and is approachable.



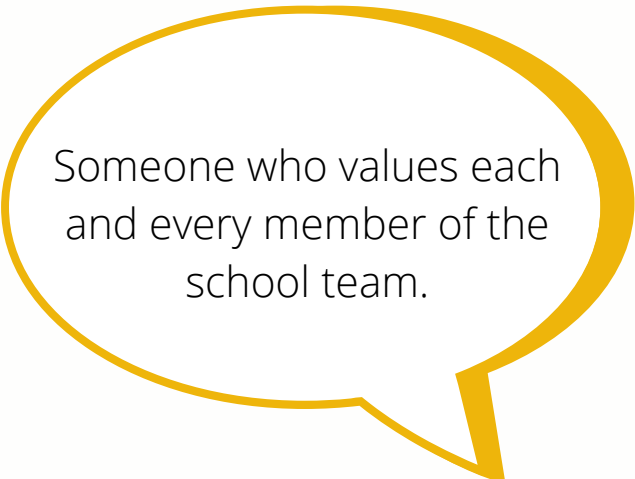
Someone who is well-organised and plans ahead.




A team player who leads by example.



Someone who joins in with fun activities and gets to know all the children.



Someone who values each and every member of the school team.



A good motivator and communicator.

"Teaching is well matched to pupils' needs. Teachers make effective links to pupils' prior learning, including their home learning. As a result, pupils are engaged and motivated learners who make good progress from their varying individual starting points." **Ofsted, January 2019**



What our parents have asked for

Be inspirational,
passionate and proud of
our school.

Continue the focus on
extra-curricular activities
and after school clubs.

Be kind, caring and
approachable to children,
imaginative and FUN!

Maintain strong links
between the school and
parents.

Open, timely
communication.

"Parents are very supportive of Kirtlington. They like the approachable staff and the warm relationships that are found throughout the school."

Ofsted, January 2019

What our Governors have asked for

Inspire and empower our pupils to reach for aspirational outcomes. Be ambitious for every pupil in our school.

Trust, transparency, teamwork and accountability.

Energy, passion and creativity with a focus and ability to deliver.

Excellent communication skills who engages effectively with all stakeholder groups.

Looking forward and delivering on a shared vision for the school.

A commitment to excellence.

"Governance is strong. The governing body has developed good communication across the school community. Governors know what the school does well and what it could do better" Ofsted, January 2019

How to apply

Salary

L7 - L13

Application closing date

Monday 26th June

Interview days will be held

Tuesday 4th July

Start date:

September 2023 or January 2024



- Please read this application pack carefully
- Complete the application form in full; CVs will not be accepted
- In addition to the application form, we would welcome a single sided A4 page outlining your vision for the school and how you would achieve it, as well as a letter with no more than 500 words to articulate how you have exemplified the following key criteria from the person specification:
 - Evidence of successful leadership of a core area of the school
 - Evidence of liaising collaboratively with colleagues
 - Good interpersonal skills and the ability to quickly establish good relationships with adults and children
 - Ability to motivate, develop and lead a team with energy
 - Ability to remain positive and flexible in a time of change
 - Skilled at anticipating and managing change
 - Inspire and empower pupils to deliver aspirational outcomes
- We highly recommend that you visit our school so that you can get a feel for Kirtlington before applying. To arrange a visit please email office.3500@kirtlington.oxon.sch.uk.
- Should you have any queries on the application process, please email office.3500@kirtlington.oxon.sch.uk.
- Completed applications should be sent by email to office.3500@kirtlington.oxon.sch.uk.
- References will be sought for shortlisted candidates prior to the interview date. The successful candidate will be required to complete an enhanced DBS check.

Headteacher Job Description

This job description is subject to the general conditions of service for a headteacher as set out in the current School Teachers' Pay and Conditions Document.

DUTIES AND RESPONSIBILITIES

Strategic direction and development of the school

- Work with the governing body to develop a strategic vision for the school, which reflects its church school status, and analyse and plan for the future needs and further development of the school
- Provide vision and direction to secure effective teaching, successful learning and achievement by pupils and sustained improvement in their social, moral, cultural, spiritual, and physical development to prepare them for the opportunities, responsibilities and experiences of later life
- Ensure that a School Development Plan, based on robust self-evaluation, is in place and is delivered and impacts on school improvement
- Enable the governing body to challenge and support the school effectively to enable it to meet its responsibilities, by attending meetings and providing timely and relevant information on:
 - Progress against School Development Plan
 - Pupil attainment, progress and achievement and quality of teaching and learning
 - Action arising from any recent audits
 - Child safeguarding, bullying, exclusions, and attendance
 - Such other matters as the governing body needs to be informed about in order to be effective
- Propose to the governing body a balanced budget that meets the needs and addresses the priorities within the School Development Plan across the planning period.
- Ensure creativity, continuous improvement and the use of appropriate technologies to achieve excellence and a broad curriculum, equipping pupils well for their next stage of education
- Promote the vision and values of the school and demonstrate them in everyday work and practice to allow both children and adults to flourish.

Leading, learning and teaching

- Work with staff and the governing body to secure and sustain effective learning throughout the school
- Monitor and evaluate the quality of teaching and standards of pupils' achievement across the school, using benchmarks and rigorous analysis of data to identify priorities for school development and setting targets for improvement
- Establish creative, responsive and effective approaches to learning and teaching
- Demonstrate and articulate high expectations and set stretching targets for the whole school community
- Implement strategies which secure high standards of behaviour and attendance
- Determine, organise and implement a diverse, creative, flexible curriculum that fosters the social, moral, cultural, spiritual, and physical development of every child and implement an effective assessment framework

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- Explore and harness new and existing technologies to enhance and extend the learning experience of pupils
- Embody excellent leadership together with confident, clear and sensitive oral and written communication skills
- Work in partnership with staff, the wider community and other service providers to maintain and extend the curriculum and sustain some after school provision.

Managing the school

- Create an organisational structure which reflects the school's vision and values and enables the management systems, structures and processes to work effectively in line with legal requirements
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Recruit, retain, develop and deploy staff effectively in order to maintain the highest quality of education and to achieve the vision and goals of the school
- Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed, to improve the quality of education for all pupils and provide value for money
- Use and integrate a range of technologies effectively and efficiently to manage the school
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers, to ensure that they are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school's targets.

Leading and managing staff

- Plan, allocate, support and evaluate the work undertaken by all staff, ensuring clear and appropriate delegation of tasks and devolution of responsibilities
- Work closely with the administrative staff to ensure the smooth running of the school
- Put in place effective means of communication with staff that provides them with support, and the information needed to help them in carrying out their duties effectively
- Implement and sustain effective strategies and processes for staff induction and the performance management of staff, including the appraisal process, ensuring it is balanced and robust
- Support subject leaders in the development of core and non-core subjects

Headteacher Job Description

- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Ensure that staff have access to appropriate, high-standard professional development opportunities
- Ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to all relevant standards
- Manage staff with due attention to workload and broader well-being
- Develop and maintain a culture of high expectations for self and others and take appropriate action when performance is unsatisfactory
- Demonstrate strong commitment to their own professional development.

Safeguarding

- Promote and uphold a strong safeguarding culture across the school community, ensuring current good practice is sustained and continues to evolve to remain up to date
- Ensure the policies and procedures relating to safeguarding and safer recruitment are adopted by the governing body and are fully implemented and followed by all staff
- Ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children
- Ensure all staff and volunteers feel able to raise concerns about poor and unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

Additional and special educational needs and disabilities (SEND)

- Promote a culture and practices that enable all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Community and working in partnership

- Be the external face of the school to our community, ensuring good communication between the school and everyone with whom we work
- Build a school culture and curriculum which takes account of and utilises the richness and diversity of the school's communities and nurtures relationships through effective communication, to enhance and enrich the school and its value to the wider community
- Maintain an outward-looking perspective through creating learning experiences for pupils with the wider community
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning partnerships.

Person specification

All elements are essential unless marked (D) - desirable

Qualification and training

- Degree and Qualified Teacher Status
- Evidence of commitment to own professional development and its corresponding impact
- NPQH (D)

Experience

- Highly successful and varied teaching experience demonstrating a positive impact on all pupils
- Evidence of successful leadership in a core area of the school
- Experience and understanding of using data to raise standards and achievement for all pupils
- Evidence of an impact on school improvement/development planning
- Evidence of liaising collaboratively with colleagues and driving change in a positive way
- An understanding and commitment to promoting a strong safeguarding culture.
- Experience of creating excellence in stakeholder engagement e.g. maintaining effective partnerships with parents, the community and other schools to enhance pupils learning
- Experience of effective working with governors to create and articulate a clear vision for the future of the school and delivery against this vision.
- Experience of leading CPD and of monitoring its impact
- Committed to equality and inclusion, and values diversity.
- Experience with the financial and resource management of a school (D)
- Experience of recruitment, selection, appointment, development, and performance management of staff (D)
- Experience of working in a Church of England school and an understanding of SIAMS (D)

Personal attributes and competencies

- Outstanding teacher with a love of education, a passion for the whole curriculum and up to date knowledge of best practice
- A passion and desire to get to know all the pupils in the school, and be fun and happy to join in
- Excellent interpersonal skills and the ability to quickly establish good relationships with adults and children
- Able to communicate clearly and effectively verbally and in writing to a range of individuals, groups and larger audiences
- Effective team player, able to lead, listen, collaborate and motivate with energy and passion
- A commitment to the promotion and development of the school's Christian foundation and vision
- Able to innovate, manage change and share knowledge
- Able to create, inspire and promote a culture of high achievement for all
- Desire to foster strong community links using valuable resources we have in our surroundings
- Lead by example in all areas, including teaching, with consistency and clarity
- Ability to instil a strong sense of respect and responsibilities from the pupils, and effectively manage instances of behaviour that fall below that expected from our pupils.
- Prepared to ask for help and support where necessary
- Approachable, flexible, resilient and optimistic with a good sense of perspective and humour
- Strong time management, with the ability to remain calm under pressure and meet deadlines