



Edith Moorhouse
PRIMARY SCHOOL

JOB INFORMATION PACK

HEADTEACHER

WELCOME FROM THE CHAIR

Thank-you for showing an interest in Edith Moorhouse Primary School. Our school is one of five primary schools in the rapidly growing town of Carterton.

Carterton is one of Oxfordshire's newest towns and the second largest in West Oxfordshire.

What began as a market garden town (particularly famous for its tomatoes), is now known for the RAF, Crocodiles of the World, and the nearby Cotswold Wildlife Park. It is a thriving community, and it continues to grow.

Like all schools in the town, we host a significant number of children from Service families. RAF Brize Norton is Britain's largest military air base with around 5,800 Service Personnel, 1,200 contractors and 300 civilian staff. The Station is home to the RAF's Strategic and Tactical Air Transport and Air-to-Air Refuelling forces.

The school is named after Miss Edith Moorhouse OBE, a Senior Adviser for Primary Schools in Oxfordshire from 1946 to 1968. Her support to the innovations of another local (George Baines) helped inform radical changes to primary education in the 50s and 60s.

The school continues this ethos of innovation,

continually seeking new ways to improve the delivery of the curriculum. The ability for staff, at all levels, to lead on this innovation was never more tested than during the pandemic. It is testament to the professionalism and dedication of all those at the school that they adapted so effectively to the pandemic. Almost overnight, the school transformed to become a digital education provider.

The school seeks to imbue a sense of aspiration, resilience and well-being to our pupils in this increasingly challenging world. Our vision is to continue to deliver innovations, via empowered staff, who create an environment which is a fun place to learn.

This is a school where continual improvement is second nature and pupils, staff, parents, and the local community feel listened to. Services' children can settle in rapidly and incur no set-backs due to their mobility.

We seek a prospective Headteacher who can engage with the challenges of:

- Growing demand from a growing town.
- Supporting the Services community.

Glenda Powell. Chair of Governors



OUR SCHOOL

Edith Moorhouse is a popular primary school in the Oxfordshire town of Carterton. We currently have just about 370 pupils, with about one third of those pupils coming from Service Families serving at RAF Brize Norton.

In April 2017 we converted to academy status as part of the River Learning Trust.

We are proud of our caring and nurturing approach to education and our school ethos is based on our Core Values. Visitors to our school comment that there is a calm and industrious atmosphere and that the children are polite and respectful.

All pupils, staff, parents, governors and members of our local community feel listened

to and contribute to our community.

As a school, we continually strive towards reaching our goals and try to be the very best we can. We aim for high standards in all that we do and we adhere to the three River Learning Trust principles:

- Commitment to Excellence: striving for the best educational experience
- Everyone Learning: creating and taking opportunities that enhance lives
- Respectful Relationships: acting with care, integrity, and fairness in all we do

Our school motto, chosen by the pupils, is: Reach for the Stars. This represents the school's desire to always demonstrate aspiration and resilience.



OUR COMMUNITY

Edith Moorhouse is located just a short walk from Carterton town centre. The town is the second largest in West Oxfordshire and is situated two miles south of the A40 to the south-west of Witney.

The town lies on the edge of the Thames Valley and is close to the Cotswold area of outstanding natural beauty.

Carterton's population has more than trebled in size during the last 30 years.

Much of this high development rate has been due to the presence of the adjoining RAF Brize Norton Air Base. Carterton is proud of its

close and friendly relationship with the Royal Air Force, which is the largest employer in the area.

It is hoped that the current planned growth of the town will be matched by improvements to the town centre and local facilities.

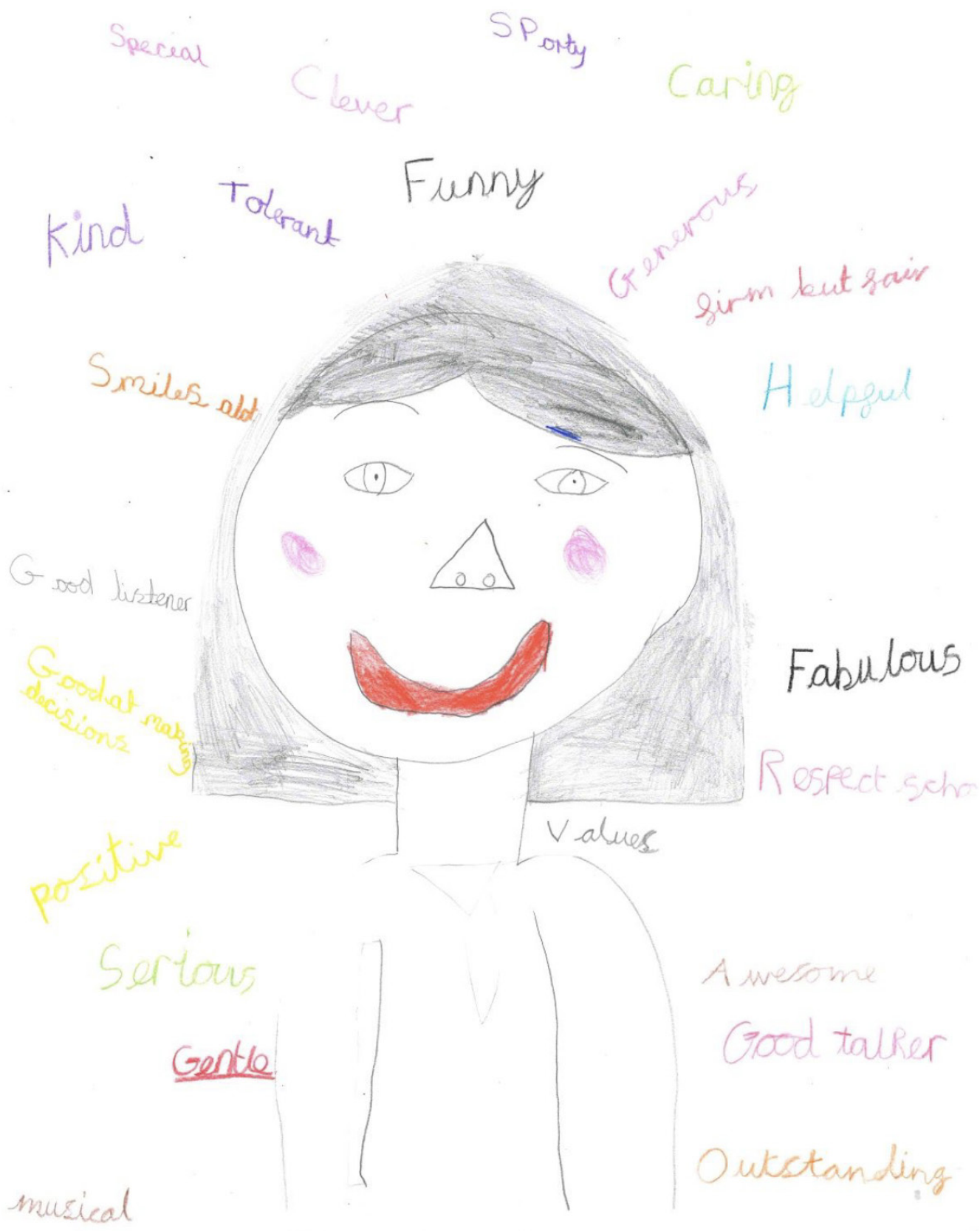
The Town Council is attempting to attract new shops and businesses to the town and also to provide much needed sport and leisure facilities.

In recent years Aldi, Asda and Morrisons have come to the town centre, giving shoppers increased choice.



WHAT OUR PUPILS WANT...

My new headteacher



JOB DESCRIPTION

Title of post: Headteacher

Contract type: Full time, permanent

Salary: L16-L22

Accountable to: Local governing body

MAIN PURPOSE

The headteacher will:

- Provide inspirational, professional leadership for Edith Moorhouse to deliver an outstanding education for all of the children
- Develop and sustain the school's ethos and strategic direction in partnership with the governing board and through consultation with the school community
- Monitor progress towards achieving the school's aims and objectives
- Establish and oversee systems, processes and policies so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop and implement strategies for school improvement that are realistic, timely and suited to the school's context
- Allocate financial resources appropriately, efficiently and effectively

APPROACH

In accordance with the headteacher standards, the headteacher will:

- Build public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Establish positive and respectful relationships across the whole school community
- Act with good judgement in the best interests of the school's pupils
- Be approachable to staff, pupils and parents
- Show passion, positivity and enthusiasm
- Be ambitious for all pupils
- Be committed to teamwork and working collaboratively with the whole staff

DUTIES AND RESPONSIBILITIES

School culture and behaviour

The headteacher will:

- Create a culture and environment where pupils experience a positive and enriching school life
- Maintain high educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage 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
- Use good communication skills with all members of the school community

Teaching, curriculum and assessment

The headteacher will:

- Sustain and develop quality first teaching across all subjects and phases, based on evidence
- Ensure the teaching of a broad, structured and coherent curriculum, underpinned by subject expertise
- Champion creativity within the curriculum and be committed to outdoor learning
- Promote curriculum leadership, supporting subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Use assessment effectively to inform strategy and decisions
- Use research to inform targeted teaching and learning

Meeting the needs of all children

The headteacher will:

- Promote an ambitious culture and practices that enable all pupils to access the whole curriculum
- Have high expectations for all pupils including those who are disadvantaged and those 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.

Managing the school

The headteacher will:

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Provide effective and sensitive leadership and management for staff, with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Respond calmly and effectively to all challenges the school might face

Professional development

The headteacher will:

- Keep up to date with developments in education
- Ensure staff have access to appropriate, high standard professional development opportunities
- Seek training and continuing professional development to meet needs

Governance, accountability and working in partnership

The headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school operates effectively and efficiently within the required regulatory frameworks and meets all statutory duties
- Work successfully with the River Learning Trust, and other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils



PERSON SPECIFICATION

Criteria	Qualities
Qualifications & Training	<ul style="list-style-type: none"> • QTS • Degree or equivalent • Excellent knowledge of the National Curriculum and on-going educational developments • Recent and relevant CPLD • Experience of effective coaching, training and co-ordinating the professional development of colleagues • A thorough and up to date knowledge of safeguarding procedures.
Headship	<ul style="list-style-type: none"> • Headship or acting head • Substantial and relevant teaching experience across the primary age range (DESIRABLE) • A resolute approach towards, and proven ability in, raising standards • Leading whole school improvement • Sound understanding of educational financial budget management • Experience and involvement in the school self-evaluation process including the assessment data, tracking pupils progress and target setting • Good track record of challenging, motivating and inspiring staff
Teaching & Learning	<ul style="list-style-type: none"> • A clear understanding of what constitutes a broad and balanced creative curriculum that meets the needs of the pupils. • Develops pupils' emotional well-being. • Proven ability to sustain and develop high quality teaching and learning across the school to improve on outcomes for children. • Understanding of targeting resources to support pupils with SEND, disadvantaged pupils and those who are gifted and talented. • Have a good understanding of how assessment strategies are used to inform learning and monitor pupil progress. • Committed to promoting inclusion across the curriculum. • Commitment to an effective approach to the positive management of behaviour. • Experience of enabling disadvantaged pupils to achieve in line or better than their non-disadvantaged peers.
Personal & Professional Qualities	<ul style="list-style-type: none"> • Ability to lead and be part of a team. • To manage change and meet challenges. • Ability to form and maintain excellent personal relationships. • Ability to relate positively with pupils, colleagues and parents. • Confident to lead by example, motivating and inspiring pupils, staff and parents. • Communication skills needed to provide clear and accurate information as well as informed advice. • Be approachable, fair and consistent with good interpersonal skills. • Be highly visible and have a dynamic presence in the school. • Consult and negotiate effectively with interested stakeholders • The ability to manage and organise work effectively. • Confidence and commitment to direct, delegate and empower others. • Open to new ideas and opportunities. • Being able to engage and work in partnership with the wider community

ABOUT RLT

River Learning Trust (RLT) is a multi-academy trust responsible for a number of primary and secondary schools and a school centred initial teacher training (SCITT) provider within Oxfordshire and Swindon.

OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our three shared principles.

Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and that our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles.

We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

The schools and SCITT are united by their

commitment to the principles of the Trust and a common belief in the benefits of everything that is gained by working together.

WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles. These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

THE POWER OF PEOPLE

High performing organisations have the right organisational culture, effective processes and well-trained, motivated colleagues in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development. This role provides an excellent opportunity to impact development and improvement across all of our schools.

OUR SCHOOLS AND OUR SCITT

We currently educate around 14,500 pupils and have around 2,000 colleagues working in the Trust. The SCITT trains some 110 trainees across around 40 schools

SECONDARY SCHOOLS

Chipping Norton
Cheney
Gosford Hill
Kingsdown
The Cherwell
The Marlborough CofE
The Oxford Academy
The Swan
Wheatley Park

PRIMARY SCHOOLS

Barton Park
Bayards Hill
Beckley CofE
Charlbury
Cutteslowe
Edith Moorhouse
Garsington CofE
Horspath CofE
Larkrise

Madley Brook
Middle Barton
New Marston
Rose Hill
Sandhills
Seven Fields
Tower Hill
Witney Community
Windrush CofE
Wolvercote

SCITT

Oxfordshire Teacher Training

TEACHER SCHOOL HUB

Oxfordshire Teaching School Hub
(Based at The Cherwell School)

Please visit our website: www.riverlearningtrust.org. Here you will find more information about the Trust, our history, our schools and SCITT, our approach, and our people. In particular please read our Report to Stakeholders: December 2022

