



*Inspiring a love of learning
through our Christian Values*

LONGWICK CHURCH OF ENGLAND COMBINED SCHOOL

Headteacher Recruitment Pack



Oxford Diocesan
BUCKS SCHOOLS TRUST

Welcome from the Chair of Governors

Dear Candidate,

Thank you for your interest in the post of Headteacher at Longwick C of E Combined School. This recruitment pack aims to give you a flavour of the school and our ethos and values, as well as further details about the role.

The Governors of this village Church of England school seek a dynamic and inspirational leader to build on the successes achieved by our current Executive Headteacher during a programme of school improvement. We are in a stable position and are proud of our good OFSTED rating (2018) and our Good SIAMS rating (2019). We are looking for someone with high aspirations, clear vision and an understanding of strategic planning to drive us to that Outstanding judgement.

It is an exciting time to be at Longwick as new housing developments being built in the village have brought a significant change to the diversity of our pupils. This has introduced a new dynamic to the school and we seek someone who will take such fast paced changes in their stride.

We are looking for an excellent communicator who will be a strong ambassador, and build meaningful relationships within the school and in the wider community. Our chosen candidate will embrace and contribute to the essential Christian ethos of the school, while respecting and valuing those of all faiths or none.

Our children are lively and inquisitive with a strong sense of personal responsibility linked to our Christian values. With their parents and carers, they take pride in the school and its achievements. Supporting them are a dedicated and talented staff team who have real aspirations for the children they teach and for their own professional development.

As Governors, we have high expectations of the person who will lead our school and will work hard to support them in providing a safe, caring and outstanding learning environment.

You are strongly encouraged to visit the school prior to making your application and we will be pleased to arrange a tour and a chat with one of our Governors - please contact the school office on 01844 344769 or email governors@longwick.bucks.sch.uk

Yours sincerely

Claire Randall

Claire Randall
Chair of Governors

About Longwick

Longwick C of E Combined School (Good, Ofsted January 2018) is a happy and lively school where both children and adults work together as a strong team.

We are proud to be an inclusive and successful village school, serving our local community and numerous families beyond. With 200 pupils on roll, we strive to prepare every child for the challenges and changes of the future by enabling them to build strong foundations so that they can achieve the highest standards in their personal and academic development.

Our Christian values (Respect, Perseverance, Wisdom, Peace, Responsibility and Compassion) reflect our Christian foundation as a Church of England School and provide the basis for everything we do.

We are now looking to appoint a new Headteacher to join us on the next step of our improvement journey.

This is an exciting opportunity for an inspirational and ambitious primary leader with high expectations and aspirations to lead our school forward, to build on our reputation in the community and our achievements in the classroom.

You will bring practical expertise in how to deliver exceptional teaching and learning – and how this translates into extraordinary learning environments for children, and a rewarding professional experience for staff.



Our Vision, Values and Aims

Inspiring a love of learning through our Christian Values

At Longwick our vision is rooted in a commitment to excellence. We aim to serve our community by providing an education of the highest quality within the context of Christian belief and promote Christian values through the experience we offer our pupils. We take pride in providing strong pastoral support in a safe learning environment where all are valued.

We strive to prepare every child for the challenges and changes of the future by enabling them to build strong foundations so that they can achieve the highest standards in their personal and academic development.

The school preserves and develops its religious character in accordance with the principles of the Church of England and in partnership with St Mary's Church, Princes Risborough.



Our Christian Values

Explicitly linked to the Bible are:

- Respect
- Perseverance
- Wisdom
- Peace
- Responsibility
- Compassion

To underpin our values, we use the parable of The Wise and The Foolish Builders Matthew 7, verses 24-27

Our Aims:

- To provide a rich learning curriculum that promotes our Christian values and provides spiritual, moral, social and cultural development for all children
- To challenge and inspire our pupils to have high aspirations and become confident, curious, independent and resilient life-long learners
- To provide pupils, as they grow in understanding, with opportunities to contribute to our school, local community and the wider world as responsible citizens
- To provide a welcoming, safe and caring environment in which everyone is valued.

Key School Facts

School Type: Primary Academy, part of the Oxford Diocese Buckinghamshire Schools Trust (ODBST)

Age Range: 4 – 11

Maximum Entry: KS1 - 30
KS2 – 32

Current Number on Roll: 199 (May 2021)



Catchment Area: Longwick, Ilmer, Bledlow, Holly Green, Pitch Green and parts of Princes Risborough. We also attract a number of out of catchment families drawn by the reputation of the school.

Class Organisation: EYFS - Reception
Key Stage 1 - Year 1 and Year 2
Key Stage 2 - Year 3, Year 4, Year 5 and Year 6

2019* Performance Data:	EYFS Good Level of Development		74%
	KS1 Achieving ARE	Reading	79%
		Writing	79%
		Maths	62%
	KS2 Achieving ARE	Reading	82%
		Writing	78%
		Maths	74%
		SPAG	85%
		RWM	67%

* Due to COVID-19, there is no published performance data for 2020.

OFSTED Rating: GOOD (January 2018)

SIAMS Rating: GOOD (November 2019)

Secondary Destinations: Children transfer at the end of Year 6 to a range of Secondary schools both Comprehensive and Selective Grammar including Aylesbury Grammar School, Aylesbury High School, Sir Henry Floyd School, Princes Risborough School, Lord Williams's School, Wycombe High School, Aylesbury Vale Academy, Waddesdon C of E School, The Misbourne, Icknield Community College as well as schools in the independent sector.



COVID-19 School Response and Impact

We are pleased to have provided an effective package to support families during the COVID-19 pandemic lockdown. Like the majority of schools, Longwick remained open for vulnerable children and the children of key workers, with many of our SEND children also being invited to attend. For the majority of pupils, teaching and learning transferred to Google Classroom during periods of lockdown, which was well received by parents and pupils. During the most recent lockdown, 97.5% of pupils submitted work, with 85% returning at least a third of the learning.

For children who did not have access to technology at home, the school provided laptops to ensure their learning continued. Families were also able to collect resources such as printed worksheets, books and pencils to support home learning.

Our online provision consisted of live sessions, teacher recorded lessons, online resources and, where need was identified, intervention groups.

Since the return of all pupils to school, we are pleased to report that we have not seen large gaps in pupils' learning as a result of COVID-19, mainly due to the success of online teaching and pupil/parental engagement. Children have largely returned to school happy and while there has been some need to support a small number of pupils with their wellbeing, generally the resilience of the children at Longwick has been evident during this time.

Our risk management of COVID-19 has been effective throughout and the bubble system in school has worked well, with only one bubble closure to date.

While we hope not to enter another period of lockdown, we do feel that the school is in a strong position to respond effectively once again, should this be required.

Our Location

Longwick C of E Combined School is situated in the small village of Longwick which lies between the market towns of Princes Risborough and Thame.

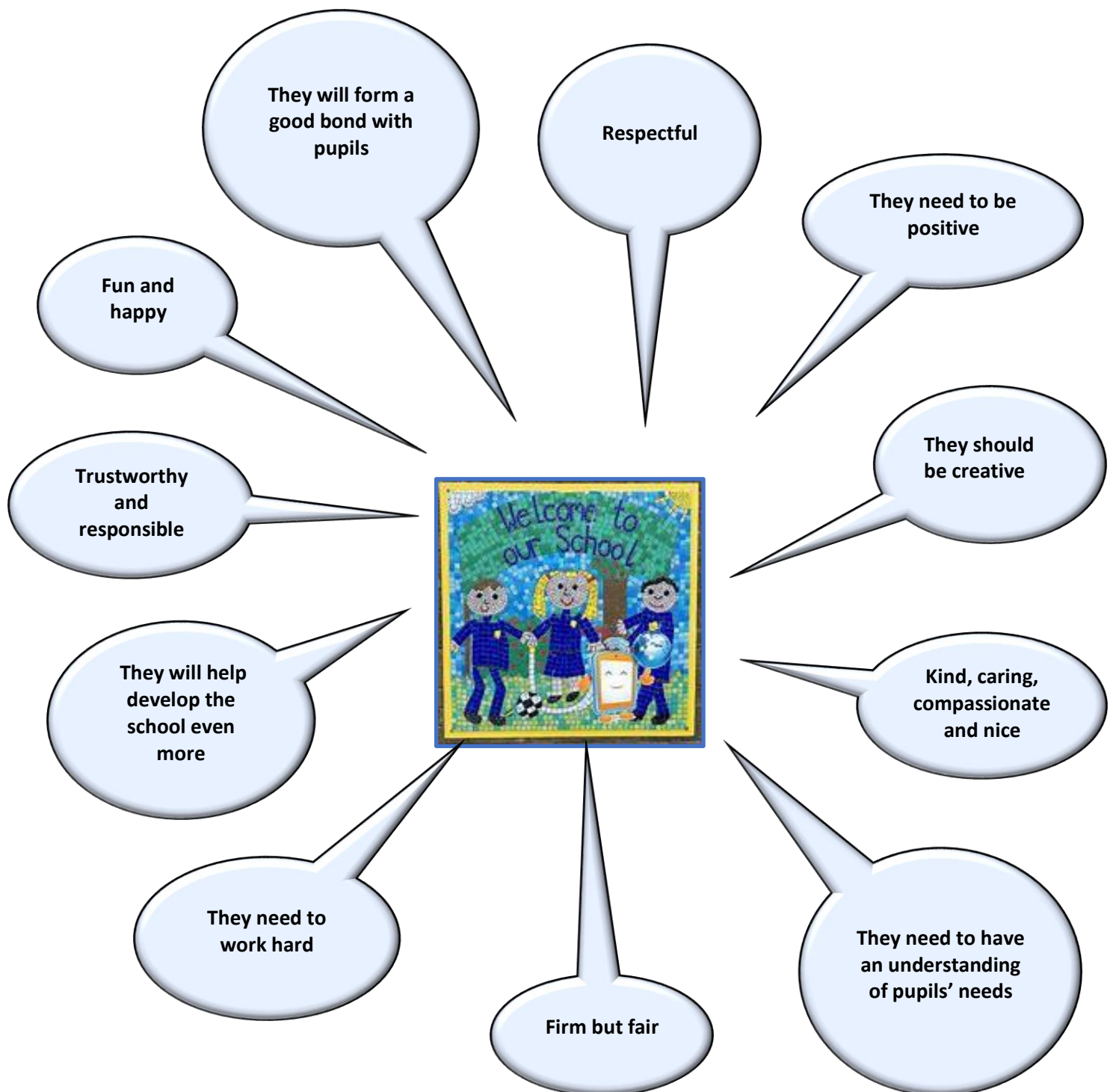
Longwick is a vibrant village with a population of approx. 1300 and a strong sense of community. It has many places of interest on its doorstep including National Trust properties, nature reserves and the Chequers estate. Longwick has a long history and it still honours traditions such as garland making at the annual village fete. The school plays an important and integral part in village life. Current building of housing developments in the village means exciting times ahead for our school.

Longwick is approximately:

6 miles from Aylesbury
35 miles from Central London
22 miles from Milton Keynes
17 miles from Oxford



Our Pupils' Collective Wishes for our New Headteacher



Governors and Friends

We aim to encourage and develop relationships with our local community so that there is a close liaison between the community and the children in our school. The school is an integral and important part of Longwick and the surrounding villages.

The Longwick School Governing Body

At Longwick School we have a very active, supportive and committed team of 12 Governors. They meet at least twice a term as a whole Governing Body and have two committees which also meet at least once a term. These are the Education Committee and the Resources Committee. Our Governors always welcome ideas or suggestions from parents, pupils and other members of the community.

The Longwick Parents and Friends Association (Friends of Longwick School)



The Friends of Longwick, the school's PTA, is a thriving group of parents that organises numerous events throughout the year. It provides an important link between parents, the school and the local community, and raises significant funds to support the school.

Particular highlights in the academic calendar are the Longwick Art Show (now in its 32nd year), the Christmas Bazaar and the ever-popular end of term discos.



Safeguarding and the Selection Process

Safeguarding

Longwick C of E Combined School provides a safe and secure environment for pupils to learn. The school and its Governors are committed to safeguarding and promoting the welfare and safety of children and young people and operates a strict Safeguarding Policy, with procedures being rigorously and consistently applied. The Headteacher will be required to demonstrate a commitment to promoting and safeguarding the welfare of children and young people and to become the Designated Safeguarding Lead (DSL) for the school.

The successful applicant will be required to undertake an Enhanced Disclosure via the Disclosure and Barring Service.

School Visit

We encourage all applicants to visit our school before submitting their application. Please contact the school to make arrangements.

Applications and Closing Date

Applications must be received no later than 12 noon on Thursday 27th May 2021.

Apply using the form provided on the school website www.longwick.bucks.sch.uk/vacancies-volunteers Your completed application should be emailed to governors@longwick.bucks.sch.uk

Interview and Selection Day

This will take place on Tuesday 8th June 2021. Shortlisted candidates will be advised on the range of tasks and activities that will make up the selection process. Please confirm your availability to attend this day.

Appointment Timescale

The successful applicant would take up the post on 1st January 2022.

Pay Scale

Range L12-L18



Headteacher Job Purpose and Description

Shaping the Future

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all;
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement;
- Demonstrate the vision and values in everyday work and practice motivate and work with others to create a shared culture and positive climate;
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence;
- Ensure that strategic planning takes account of the diversity, values and experience of the school and community at large;
- Ensure that the school buildings and environment successfully reflect the vision of the school: Demonstrate high regard for eco issues and their implementation in the school

Leading Learning and Teaching

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning;
- Ensure that learning is at the centre of strategic planning and resource management;
- Establish creative, responsive and effective approaches to learning and teaching;
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning;
- 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, flexible curriculum and implement an effective assessment framework;
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils;
- Monitor, evaluate and review classroom practice and promote improvement strategies;
- Challenge underperformance at all levels and ensure effective corrective action and follow-up

Developing Self and Working with Others

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture;
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities;
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review;
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams;
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory;
- Regularly review own practice, set personal targets and take responsibility for own personal development;
- Manage own workload and that of others to allow an appropriate work/life balance;
- Ensure that Safeguarding Arrangements are a key priority within the school at all times

Managing the Organisation

- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements;
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities;
- Ensure that 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;
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school;
- Implement successful performance management processes with all staff;
- 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 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

Securing Accountability

- Fulfil commitments arising from contractual accountability to the governing body;
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation;
- Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities;
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers;
- Reflect on personal contribution to school achievements and take account of feedback from others

Strengthening Community

- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities;
- Promote the values of the Church of England, and enhance the life of the school through the ethos of a Church of England academy;
- Create and promote positive strategies for challenging all forms of prejudice and dealing with racial harassment;
- Ensure learning experiences for pupils are linked into and integrated with the wider community; Ensure a range of community-based learning experiences;
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families;
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development;
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community;
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives;
- Co-operate and work with relevant agencies to protect children, with special regard to Safeguarding and Child Protection agencies

General

- Any specific actions from the above areas may be delegated wholly or in part as appropriate, as recorded in the job descriptions of other staff in the school

Person Specification

These criteria will be the basis for the short-listing and interview process. Applicants are requested to take account of them when applying

A = Application	I = Interview	T = Task	R = Reference
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A. Qualification and Experience	How to be assessed
<p>You will have:</p> <ol style="list-style-type: none"> 1 A Degree and Qualified Teacher Status (with graduate or postgraduate study relevant to primary education); 2 A significant period of successful primary teaching experience in at least two primary schools; 3 Effective leadership experience with the ability to demonstrate tangible improvements; 4 A record of recent and continual professional development that prepares for this post 	<p>A/R</p> <p>A/R</p> <p>A</p> <p>A/I/R</p>
B. Qualities, Skills and Capabilities	
<p>You should have:</p> <ol style="list-style-type: none"> 1. A passionate and informed commitment to children's development and their engagement with schooling, and to the development of inclusive practice for all members of the school community; 2. The drive and ability to take up the role of leader, provide clear direction, manage development and change, take positive risks, to enthuse and motivate others, inspiring continual improvement; 3. The ability to develop a strong sense of community and vision for the school and its facilities, involving partnership with parents, the local community and other bodies; 4. The ability to identify, prioritise, monitor, evaluate and manage financial and human resources to achieve educational and pastoral goals; 5. The ability to understand and make positive use of the rich social and cultural diversity within the school and the surrounding community; 6. Good interpersonal skills and be approachable for all members of the school community, skilled in listening to views and ideas, sharing these and enabling decision-making, so as to provide the best for the children, staff and parents; 7. Good, consistent contact and communication skills, written and oral, with everyone; 8. An approach that is respectful and in sympathy with the Christian foundation of the school and the skills to lead a church school 	<p>A/I/T</p> <p>A/I/R</p> <p>A/T/I</p> <p>A/T/I</p> <p>A/I</p> <p>A/I/R</p> <p>A/T/I/R</p> <p>A/I/R</p>

C. Knowledge and Understanding	
You should possess:	
1 The ability to communicate a clear vision for the school and how it will develop over the next five years, knowing and implementing what is required for an aspirational, Good school to become a high-achieving Outstanding school;	A/I
2 A well-informed understanding of children's learning, how teachers can best teach, and ways to enhance high standards, enabled through careful monitoring, evaluation and target setting with staff and Governors;	A/I/T/R
3 A good knowledge and understanding of the nature and teaching of the primary curriculum, with a clear sense of the role, value and vitality of extra-curricular activities;	A/I/R
4 Knowledge and understanding of the context of a Church of England primary school and of Christianity alongside awareness of and respect for other faiths;	A/R/T/I
5 Knowledge and the ability to create and implement a Strategic Development Plan based on effective self and team review, which identifies priorities and sets targets, ensuring that all children are included, achieve high standards and make progress, increasing teachers' effectiveness, and securing continuing school improvement;	A/I/R
6 Understanding and the ability to motivate and enable all staff to carry out their respective roles to the highest standard through performance management and continuing professional development;	A/T/I
7 Knowledge and the ability to provide objective support and advice to the Local Governing Body, to enable it to meet its responsibilities;	A/T/I
8 Understanding and the ability to ensure that parents and children are well informed about the curriculum, progress and attainment, and about the contribution they can make to achieve their children's and the school's goals and targets for improvement and development;	A/I/T
9 Understand the strategic importance and use of Information and Communication Technologies in teaching, learning, management and communications	A/I

About the Academy Trust



ODBST is a diocesan Multi Academy Trust (MAT) established in September 2017 by the Oxford Diocesan Board of Education (ODBE) to provide an organisation for schools seeking to become an Academy within a MAT.

The Diocese of Oxford has a 200-year history of providing and supporting education. It has 283 church schools across 9 Local Authorities of which 92% are judged Good or Outstanding. Any school within the Buckingham episcopal area can apply to join ODBST: voluntary controlled, voluntary aided, academy or community; primary or secondary; mainstream or special.

Our purpose is clear: we want our pupils to achieve all that they possibly can and, in doing so, that they and their families experience the best quality of education and care. Our mission is to empower our unique schools to excel. This is operated through a high level of accountability devolved to each Local Governing Body (LGB), which is supported by a "School to School" improvement model, facilitated by a core team of experienced professionals (i.e. ex-Headteachers, lead inspectors) at the centre of the organisation, in partnership with the Oxford Diocesan Board of Education.

All that we do across our trust is rooted in the Christian values of: wisdom, knowledge and skills; hope and aspiration; dignity and respect, as well as a commitment to building our communities and living well together.

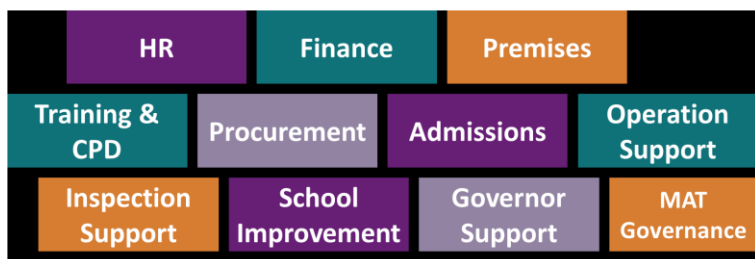
Our unique schools are highly autonomous and are committed to focus on excellence in education, ensuring they offer a broad and balanced curriculum. They are committed to being central to their community, and to working collaboratively with other schools in the Trust.

Our learners and their families are also at the centre of all we do; empowered to learn and achieve; valued within our school as resilient, active and responsible citizens; served so that they develop and thrive (intellectually, socially, culturally and spiritually); aspire to educational excellence and reach their fullest potential.

Our Trust strives to enable strong and effective local leadership that is supported and challenged to recruit, train and retain quality staff; be passionate about being the best that they can be; provide opportunities for enriched learning and pathways for all pupils, and work with governors to make decisions at a local level. Our Trustees relentlessly focus on improvement. Trustees are tasked to embody these values in their contacts with our schools; to celebrate success and agree to build partnerships to develop the schools we serve.

How ODBST Operates

ODBST schools operate with a high level of accountability devolved to each Local Governing Body (LGB), which is supported by a “School to School” improvement model, facilitated by a core team of experienced professionals (i.e. ex-headteachers, lead inspectors) at the centre of the organisation, in partnership with the Oxford Diocesan Board of Education (ODBE). The Trust retains a service charge to cover the cost of its corporate work, providing support to schools across a range of services. This is illustrated by our ‘wall of support’.



As a Headteacher joining the ODBST family, you will receive:

- A designated Headteacher mentor
- A strong network of schools who support each other and share best practice
- A commitment to quality CPD with an extensive range of leadership development opportunities & accredited CPD
- Central support from a team of highly skilled professionals providing expertise in their own field.