



MATTHEW ARNOLD SCHOOL

"success for everyone"



HEADTEACHER RECRUITMENT PACK

FEBRUARY 2021

Contents

Message from the Co-Chairs of Governors	1
Headteacher Advert	2
Job Description	3
Person Specification	8
School background information	10
What our community says about us	11
Contact details & how to find us	13





Message from the Co-Chairs of Governors

Dear Applicant

On behalf of Matthew Arnold School and the Acer Trust, we would like to thank you for your interest in our post for Headteacher. The post has become vacant as a result of our current Headteacher moving from a part-time to full-time CEO role of the Trust; you will find her welcome and further information on the Acer Trust in the Acer document.

Matthew Arnold School, based on the outskirts of Oxford, is a thriving, high achieving community school, which is happy, inclusive and ambitious for every student. The school has a strong Senior Leadership Team with a clear ethos of collaboration which ensures young people are at the heart of everything we do.

The proven ability to work as the leader of a team is an essential requirement as our Headteacher will need to inspire, trust, and delegate to maximise the skills of our leadership team and staff. We are looking for someone who will be able to review our challenges and ensure progress for all learners. We also seek a team player who will work effectively with students, staff, governors, the wider school community and the Trust.

We are looking for a strong leader to retain the current strengths of the school, and build on that success to take us from a high performing to a top performing school. We need someone with four Hs: "hope, humanity, humility and humour"; someone who can inspire all our students; someone who brings out the best in everyone. We are looking for someone who can nurture and develop both academic and emotional intelligence so that our young people leave our school ready to take on the challenges of early adult life.

COVID-19 has shown the need for strong leadership and clear communication. As we continue in an increasingly uncertain world, we know that we will need a leader who is able to ensure the school continues to thrive into the future.

If all this sounds like you, and you have the drive and ambition to lead our school, we'd love to hear from you! The deadline for return of the application form is 9.00am on Monday 22nd March. Interview days have been set for the Wednesday 21st and Thursday 22nd of April. If you would like to visit the school before or after you apply, or to speak to one of the governors, we would be very happy to arrange this for you. Please contact our clerk Liz Bickley (hr@maschool.org.uk) to arrange a meeting.

If you have any questions, please do not hesitate to get in touch with us.

Jill Cottee and John Disley
Co-Chairs of Matthew Arnold School Governing Body
jcottee@maschool.org.uk jdisley@maschool.org.uk





Headteacher Advert

Headteacher

Matthew Arnold School, Oxford

Salary: £92,624 - £107,239 (Leadership scale L33 – L39)

Full time - Permanent

Start date: 1st September 2021

Closing date for applications: 9.00am Monday 22nd March 2021

Interview days: Wednesday 21st & Thursday 22nd April 2021

Matthew Arnold is a thriving community school on the outskirts of Oxford looking to appoint a new Headteacher with proven leadership skills who can further develop the school's ethos where young people are at the heart of everything we do and leave us ready to take on the challenges of early adult life.

Matthew Arnold is an oversubscribed inclusive 11-18 school of nearly 1,300 pupils that serves a mix of urban and rural communities across the west side of Oxford. It is a high achieving school (2019 Progress 8 +0.69) and annual data indicates increasing rates of progress for our disadvantaged students. This has been achieved by focussing on improving outcomes for every student and continuing staff development.

Beyond the national standards for headteachers we are looking for someone:

- with a record of exceptional and collaborative leadership
- who can inspire all our students and staff
- able to discover, plan for and lead through the next decade of school improvement

The school is part of the Acer Trust. The Headteachers of all the Trust's schools play an important part in the success of the Trust and work together collaboratively so that each school in the Trust is a great place to learn and to work.

If you would like to visit (virtual or in person) or have an informal conversation about the Headteacher's role please contact Liz Bickley on hr@maschool.org.uk who will be able to arrange a time with one of the selection panel members.

Please go to our [vacancies page](#) to find details on how to apply using the Acer Teaching Application Form. Please send your application form to hr@maschool.org.uk. No cover letter is required.

Matthew Arnold School is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. We are committed to equality and we value diversity. Applications are particularly welcome from women and black, Asian, and minority ethnic candidates, who are under-represented in senior leadership posts in the secondary education sector in Oxfordshire. An enhanced DBS check will be required for the successful applicant.





Job Description

This job description is based on the Headteachers' Standards 2020. The successful candidate will work with the Governors and the Senior Leadership Team in shaping, promoting, and achieving the School's vision and strategic objectives and will work with the Trust CEO and Trust Executive Group on all matters related to the Acer Trust.

Reporting to: Governing Body

Responsible for: The strategic leadership of school

Working Time: Full-time

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The role encompasses the professional duties of Headteachers as specified by the current School Teachers' Pay and Conditions Document (STPCD) and the national Headteachers' Standards as current at any given time.

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership



Job Description

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law
- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteachers' standards

1. School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment



3. Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure that the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning



7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties



Job Description

Additional Notes

This job description sets out the main duties of the post. Over time, the nature of the role may change and the postholder is expected to be flexible with this. Existing duties may no longer be required, and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the school may revise the job description from time to time and will consult with the post holder at the appropriate time.

These responsibilities will be discussed annually as part of the Headteacher annual performance development review and are subject to change in order for the School to develop strategically and effectively. An Enhanced DBS Check will be requested on successful application to a position at the Trust.

The Governing Body will endeavour to make any necessary reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.





Person Specification

Qualifications and Experience

- Graduate with Qualified Teacher Status and relevant professional development
- Senior leadership experience as a Headteacher or Deputy Headteacher or in an equivalent position in the education sector

Culture & Ethos

- A proven track record of contributing to the development of a school's or equivalent organisation's strategic direction
- Experience of contributing to the creation of a positive ethos across the school community, and a student-focused, inclusive and effective learning environment

Curriculum and Teaching

- Evidence of experience of working with and leading others to sustain high quality teaching and learning across all subjects and key stages, using evidence-informed approaches and practice
- Evidence of the ability to interpret, analyse and use data to inform strategic decision making, to curriculum development to improve performance and raise achievement and ensure that progress is made by every student
- Ensure the school holds ambitious expectations for all priority students, including students with special educational needs and disabilities



Person Specification

Organisational Effectiveness

- Evidence of creating and sustaining constructive relationships and collaborative working within and beyond their own workplace
- Excellent understanding & direct experience of safeguarding and ensuring the welfare of all students and staff including safer recruitment practices
- Demonstrate experience in monitoring, prioritising and reporting budgets and resources
- Evidence of the ability to lead the drafting and delivery of school self-evaluation and improvement plans
- A proven commitment to equality, diversity and inclusion

Governance and Accountability

- Ability to demonstrate understanding of the role of effective governance and the importance of sustaining a professional working relationship with the Governing Body
- Significant experience of performance management to ensure that staff understand their professional responsibilities and are held to account

Skills and Personal Qualities

- Excellent organisational skills and a proven ability to delegate effectively and ensure Senior Leadership Team and Middle Leaders at the school are able to take responsibility and fulfil their potential
- Evidence of contribution to the professional development and welfare of all staff
- Evidence of strong, visionary leadership skills, the ability to lead by example, and to inspire and motivate others
- A strong, engaging and empathetic communicator able to interact with high levels of emotional intelligence





School background information

An introduction to Matthew Arnold School and Oxford

Matthew Arnold School

Matthew Arnold is a happy, inclusive and ambitious school with an ethos based on a culture of high expectations and standards, hard work and a belief that every young person can be successful. The school has 1300 pupils and 140 members of staff.

In years 7-11 we run a vertical tutor and house system that provides strong pastoral care and a sense of community across the school. This supports our broad extracurricular programme which provides a balanced, all round education. High academic standards are achieved through committed staff operating in a supportive and team driven environment led by a strong Senior Leadership Team.

Much more information about the school, its performance, pastoral care and ethos can be found [in our prospectus](#), on our [website](#) and at the [DfE](#).

Oxford and its environs

Oxford is an attractive, multicultural city with a spectacular skyline and architecture that the poet Matthew Arnold, after whom our school is named, wrote is "the city of dreaming spires". Although, for many, defined by one of its two great Universities, it is also home to 160,000 residents and significant commercial activity with publishing, car manufacturing and growing high-tech industries as well as significant not-for-profit organisations. We are in an area surrounded by enterprise and growth and on the edge of the picture perfect countryside of the Cotswolds. The following websites give further information on Oxford.

[25 Reasons to live in Oxford](#)

[Oxford - A tale of two cities](#)

[A city of dreaming spires](#)





What our community says about us

Students

"... a place with a strong community spirit where every student can feel supported. It has multitudes of clubs ... I personally love the 6th form debate club, and annual plays. The teaching here is amazing, and if I have ever needed help it has always been given to me ..."

Head Prefect

"... is a good place to learn in, with a great range of subjects and extracurricular activities. This school has really fuelled my ambition and taught me so much beyond the curriculum ..."

Yr11 School Council Representative

"... we do a vertical tutor system where we can meet people from other years and discuss issues, work and just have fun conversations. I feel this is an important and interesting concept as it allows us to take time every day to step out of our year group bubbles and to see our school as a whole ..."

Yr10 School Council Representative

Parents

"As a parent of three children at Matthew Arnold, I have always found the teachers approachable and supportive."

"...two things stand out, the focus on holistic learning (they truly want to develop good global citizens), and the music and drama..."

"Teachers are fun, passionate and hard-working. There's a focus on working hard and being ready to learn, which is motivating for all students" "

The annual school performance of a musical or a play is a huge whole-school undertaking and is, without fail, jaw-dropping!"

"With trepidation we opted for our local school for our son with additional needs and although the transition was huge, the team was fantastic and have brought the best out in him across all aspects of life at school"





What our community says about us

This is how staff responded when asked what they valued about the school

"Knowing that as a team we all have one goal, to encourage our students to flourish and succeed academically, socially and emotionally in order to thrive as individuals for whatever comes next."

"Teaching at Matthew Arnold is like being part of a brilliant family. Everyone is there to support and help each other... I look forward to going to work every day because although it can be challenging, I feel valued and part of something special."

"As a member of Matthew Arnold School I feel part of a research-driven, supportive school that works collaboratively and thoughtfully. We are strengthened by working in teams rather than only as individuals."

"....all staff encourage both staff and students to be themselves which fosters confidence and allows everyone to reach their best potential"

"... supporting kids to achieve the best they can"

".....is a school where curriculum design allows students to expand and develop on the experiences that they bring to school with them"

"... friendly community of staff who have children's best interests at heart."

"..an interesting mixture of pupils who inspire and challenge me every day."

"Quite simple, being at Matthew Arnold is being part of a team."

"Empowered and supported to continually improve - honest!"





Contact details

Matthew Arnold School

Arnolds Way
Oxford
OX2 9JE

Telephone

01865 862232

Website

www.maschool.org.uk

E-mail

hr@maschool.org.uk

How to find us

Full directions on how to find Matthew Arnold School [can be found here.](#)

