



Oakwood

S C H O O L

Achieving Excellence Together



INFORMATION FOR
HEADTEACHER APPLICANTS
2023



Dear Prospective Candidate

Welcome to Oakwood School.

Oakwood is a large, thriving 11- 16 school of currently 1516 pupils, which serves the community of Horley in South East Surrey. It has undergone rapid expansion in recent years and is set to soon reach the maximum PAN of 1650. Each year group, therefore, has a maximum number of 330 with an 11-form entry. The reputation and popularity of the school have gone from strength to strength in recent years, both locally and further afield and we are now virtually at full capacity in every year.

Of our pupil numbers, 52% are male with 48% female, 19% are Disadvantaged, 15% are entitled to Free School Meals and 26% SEND with 6% EAL. Horley is a medium-sized town, located very close to Gatwick Airport that houses an increasingly diverse population and the school is very much at its heart.

Self-improvement is an essential ingredient for any aspirational school and the School Evaluation Document and Action Plan clearly demonstrate our vision for the future and our aim to continue to be a great school through 'Achieving Excellence Together'.

Oakwood is under-pinned by a clear community ethos that has the school values – the 7Cs – very much a bedrock of the school. These values are well embedded in the culture of the school, and are shared and understood by the school and wider community. This is a proud school and stakeholders regularly communicate their enthusiasm for its clear and compelling vision and direction.

The school is led by an experienced Senior Leadership Team which is well-supported by a strong Governing Body. Staff retention rates are good and there are a large number of colleagues who began and developed a successful career here. There is a clear commitment from all professionals to go "above and beyond" for the benefit of the pupils in their care.

We strongly believe working in partnership to be critical to the success of Oakwood through networking and collaboration and enjoy strong links with our local primary and secondary schools, both in Surrey and Sussex, and our local post sixteen colleges in Redhill and Reigate.

As with most schools, the school has faced a number of challenges in the light of the COVID-19 pandemic. These have been met head on, the school rose to the challenges and pupils are now making good progress as they re-settle into routines and expectations. The communication from the school throughout lockdown was seen as strength by the parent body, and pupils were well cared for.



We are proud of our broad and balanced curriculum which has seen considerable development in recent years. We run a three-year Key Stage 3 and a two-year Key Stage 4. This is by design and given the strength of our Destinations data, would indicate that it serves the needs of our pupils well in equipping them for the modern adult world. Recent additions of subjects such as Dance, Photography, Textiles and Forest School are indicative of the breadth and balance of the curriculum as it continues to develop to meet the needs of all pupils. We run a rich and extensive extra-curricular programme.

Above all, Oakwood School is a happy school. An experienced and dedicated staff body enjoy working here and pupils and parents speak highly of their experiences here. We are constantly looking to develop, improve and inspire a genuine sense of aspiration in our learners and continue to be excited about the opportunities good education can provide.

We now embark on one of the most important roles of a governing body to recruit a Headteacher, one who can build on the legacy that Simon Potten has created. We are very sorry to see him leave, and wish him well in his retirement, but look forward to doing our very best for the school community in finding a suitable successor.

We have a clear aim; to recruit a person who can work in partnership with the governing body, provide strong and transparent cross organisational leadership, and to continue the improvement and development of Oakwood School for the benefit of its students, parent/carers, staff and the local community.

The information enclosed with this letter will support you in understanding the context of our school and its priorities as will our website. I hope that this is a school that you feel you would like to lead and we look forward to receiving your application. You are, of course, welcome to come and visit the school to see it in action for yourself.

David Brown
Chair of Governors





The ethos at Oakwood is unique! We would recommend that applicants look at the website as a great deal of information about the school can be gleaned from its pages.

In particular The Oakleaf, under News and Events will show you the flavour of the school and all the recent events and activities.

We are all proud of Oakwood and its achievements and we know that any new leader will have the support of the school community.

Oakwood is a school characterised by a caring, happy and vibrant community. An ethos of respect and happiness pervades the school and this is generated through the fantastic support and loyalty from staff, students and parents in all areas. Oakwood values and benefits from positive working relationships and collaboration with our feeder schools in the Horley Learning Partnership, local secondary schools, our post-16 and higher education partners and the local community.

The school vision of 'Achieving Excellence Together' demonstrates the common sense of purpose at the school and the way in which we expect all stakeholders to work together for the benefit of all students. Our vision and values are embodied by the "7Cs", a copy of which can be seen on our website. These are the qualities that we strive to instill in all learners, all the time remembering that respect is the core value that lies at the heart of everything we do.

Naturally, we place great emphasis on student learning, challenge and progress and we expect our students to aspire to be the very best they can be and never settle for second best. Alongside the academic rigour that we demand, students are provided with a wealth of extra-curricular trips, events and opportunities that give them quality experiences in preparation for the modern adult world.

In developing our students, we recognise that great schools are happy schools. We ensure that students' progress and well-being remain at the heart of all that we do. Every child has a right to be happy and safe in an orderly and well structured learning environment. We expect, therefore, that all students take pride and play a fully active role in their learning in all aspects of the curriculum. We are rightfully proud of the continued progress and achievements of the school and look forward to further success in the future.

Throughout their education at Oakwood we offer students a strong support structure to ensure that each student is able to fully develop their potential both academically and within the many extracurricular activities offered. We have a highly experienced pastoral team who are responsible for looking after the mental health and wellbeing of our students.



The school prides itself on the quality of relationships and there is a high degree of trust between all the stakeholders in the organization, including our active PTA. The staff are exceedingly committed, morale is good and we understand that the staff are a vital resource in the school with much work being done to ensure everyone feels valued. The Appraisal systems are robust, whilst being supportive, ensuring that any weak performance is effectively addressed.

Teachers are encouraged to develop their teaching skills and much emphasis is placed upon them honing their skills. The staff regularly share good practice and support and mentor colleagues superbly, with excellent school led CPD programmes in place, sharing our expertise. A vast proportion of our teachers started their careers with us and staff retention throughout the school is incredibly high.

As a school we are committed to supporting staff and have a strong focus on wellbeing and compassionate leadership which encompasses all staff, including the Leadership Team and Headteacher.

Leadership in the school is well developed with all leaders understanding their role in the distributed leadership system. Student leadership is seen as crucially important in Oakwood School and students are given a range of leadership opportunities such as our successful School Council, the Student Leadership Team and Peer Mentors to ensure they develop the right skills to be successful in the competitive and ever changing adult world.

The school's vision and values are all based upon our 7Cs (Challenge, Courtesy, Communication, Community, Consistency, Clarity and Collegiality). In this way our rules, values and expectations can be linked in a positive way to this ethos. Discipline and Behaviour Management are strengths in the school and highly developed systems are in place to support our learning.

We have an excellent breadth and depth of experience in all areas of the school, be it curriculum, pastoral and administrative support and we truly believe all staff to be equal partners as professionals in the running of the school.





The Oakwood curriculum provides a rich learning environment and opportunity for all students. Students entering Oakwood begin an education which prepares them for a rapidly changing world which requires a commitment to lifelong learning.

The ethos of the Oakwood School Teaching and Learning Policy is governed by “The Oakwood DEAL”. The Oakwood DEAL covers two main areas conducive to outstanding learning; Classroom Content, and Classroom Ethos. More on this can be found on our website.

Data is tracked throughout each year group and the systems of accountability are well established. Line managers call their staff to account and Governors are regularly updated regarding the standards and progress of students in each year group and category of student.

Our learning environment has been enhanced over recent years with stunning high-quality drama studio suites, refurbished science laboratories and an extension to the canteen, including a new dual-purpose canteen/dance studio. There are new faster, higher specification computers in each teaching room and 9 dedicated IT rooms across the school. Our newest expansion program includes an additional 14 teaching spaces/classrooms including state of the art IT facilities, with plans in place for a brand new Astro turf project.

Oakwood is a founder member of the ‘Horley Learning Partnership’ (HLP), a group of 11 schools (10 primary/infant/junior, 1 secondary). The relationships between the schools are well developed with staff working together for the benefit of the children in the Horley community. Groups frequently work on projects to build trust and good working practices within the HLP.

Local secondary schools in Crawley and Reigate are close partners to Oakwood and we work effectively with them to support each other to provide excellent experiences for students. We are involved in Schools Direct Training in partnership with the local Crawley Schools and Weydon SCITT to provide high quality teacher training to the next generation of teachers.

Our post 16 partners are Reigate College and East Surrey College and the transition arrangements are well established. A small number of students attend East Surrey College at Key Stage 4 to attend an alternative and vocational pathway.





JOB DESCRIPTION HEADTEACHER

Oakwood is an inclusive 11-16 community school serving Horley and surrounding areas.

Mission Statement

Achieving Excellence
Together

Job Purpose

To provide strategic vision and professional leadership for the school, creating, maintaining and developing the conditions which enable students and teachers to achieve outstanding learning so that the school's aims and objectives are implemented in accordance with the policies of the governing body and national and local education policy

Salary

Group 7 L32—L39

Reporting to

Governing Body

Duties and responsibilities of the Headteacher - National Standards

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

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

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 and 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



JOB DESCRIPTION HEADTEACHER (continued)

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

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 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

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





JOB DESCRIPTION HEADTEACHER (continued)

Organisational management

- ◆ Ensure the protection and safety of pupils and staff through effective approaches to safeguarding including Prevent, 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

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

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

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 relationships 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

PERSON SPECIFICATION—HEADTEACHER

Oakwood School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In order to meet this responsibility, we follow a rigorous selection process. This process can be provided in more detail if requested. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure and Barring System (DBS)

Qualifications

- ◆ Qualified Teacher Status
- ◆ Evidence of further professional development
- ◆ NPQH (optional)

Experience

- ◆ Successful leadership and management experience in at least one school
- ◆ Proven experience of leading at a whole school level and ensuring the achievement of excellence.
- ◆ Experience of the strategic management of human and financial resources at a senior level.
- ◆ Knowledge of outstanding Key Stage 3 and 4 principles and practice, and proven experience of development of successful links with Key Stage 2 and 5 providers.
- ◆ Experience of initiating and managing significant change with a track record of achieving planned outcomes.
- ◆ Knowledge and understanding of motivating and managing the performance of effective teams.

Professional knowledge and understanding

- ◆ Demonstrate an understanding of local challenges and national trends and be able to formulate an appropriate response in order to develop the success of the school.
- ◆ Demonstrate an understanding of the quality of education, teaching and assessment to ensure all students have the opportunity to access and progress through an outstanding curriculum.
- ◆ Display an understanding of values development within the broader curriculum to build a school community in which every young person feels safe, valued and respected and with a sense of themselves as local, national and international citizens who care for others and the environment.
- ◆ Knowledge of monitoring and evaluating performance consistently across the school and use of school self-evaluation in order to raise achievement at every level and for every student.
- ◆ Understanding of tools for the interpretation, analysis and use of data to improve the effectiveness of learning and outcomes.
- ◆ Understanding of strategic financial planning and budgetary management to ensure the sustainability and development of the school.
- ◆ Knowledge of best practice and procedures for safeguarding children and young people.
- ◆ Understanding of educational inclusion to ensure every young person is able to pursue excellence and achieve their best.
- ◆ Knowledge and experience of regulatory and inspection framework at leadership level.

PERSON SPECIFICATION—HEADTEACHER (continued)

Skills

- ◆ Inspire and lead change, to ensure all stakeholders contribute to carrying the school vision forward.
- ◆ Communicate effectively orally and in writing to develop strong and effective interpersonal relationships.
- ◆ Think creatively and strategically to anticipate and solve problems.
- ◆ Formulate a vision and strategy for the school and engage the whole school community.
- ◆ Drive improvement and challenge underperformance.
- ◆ Develop, implement and sustain strategies for raising achievement and excellence for all students and staff.
- ◆ Motivate, challenge and influence others to achieve excellence.
- ◆ Develop and empower individuals and teams including developing and sustaining strong and effective leadership.
- ◆ Understand the benefits of and how to harness new technologies.
- ◆ Deal sensitively with people and resolve conflicts.

Professional Qualities

- ◆ Committed to the development and maintenance of strong and effective relationships with staff, parents/carers, students, governors and the community.
- ◆ Positive, enthusiastic outlook, embracing and managing risk and innovation.
- ◆ Demonstrate respect and empathy towards others.
- ◆ Resilience, perseverance and optimism in the face of difficulties and challenges.
- ◆ The ability to ensure the school community works in a positive way to identify what is good and celebrating it.
- ◆ The ability to be decisive, consistent and focused on solutions.
- ◆ Commitment and dedication to safeguarding, equality and excellence.
- ◆ Commitment to developing collaborative partnership working and networking with other professionals, within and beyond the school.
- ◆ Capacity to be flexible, adaptable and creative.
- ◆ Committed to the continuing professional development of self and others within the school.
- ◆ Committed to a collaborative school vision of achieving excellence together that sets high standards for all and welcomes and secures the support of others in achieving it.

INFORMATION ABOUT APPLYING FOR THE POST



Please complete an application form and forward it by e-mail to Julie Gibson, PA to the Headteacher

Address: Oakwood School
Balcombe Road
Horley
Surrey
RH6 9AE

e-mail - recruitment@oakwood.surrey.sch.uk

For further information or points of clarification please contact Julie Gibson on 01293 874302

Information about the post and an application form are available from the school website
www.oakwood.surrey.sch.uk .

To apply, please complete the application form and a supporting letter of application. Please indicate (on no more than two sides of A4) how you feel your experience to date has prepared you for this post and what skills and personal qualities you believe you would bring to the school.

The closing date for applications is Monday 20th February 2023 at midday.

We expect to shortlist and invite candidates for interview on Tuesday 21st February 2023 when they will also be informed of the interview format.

Interviews will be held on Wednesday 1st March 2023, with a second interview for successful candidates on Thursday 2nd March 2023.

Pre-application visits are welcome by arrangement during the week commencing 6th February. Please contact Julie Gibson to arrange a convenient time and date.

The information enclosed in this pack will support you in understanding the context of the school and its priorities and we also direct you to our website for further information.

Please also note the following:

- ◆ Look very carefully at the job description and person specification for this position as your application must relate to them.
- ◆ CVs will not be accepted.
- ◆ Include details of your references, one of whom should be your current or most recent employer and another should be someone who is able to comment on your performance at work or from a position of responsibility, not as a peer.

Thank you for your interest.