

Headteacher Recruitment Pack



Persevere, Achieve and be Aspirational

Orchard Fields Community School
Edmunds Road
Banbury OX16 0QT
February 2025

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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 Wednesday 19th March 2025 at 12pm.

Letter from the Chair of Governors

Dear Applicant,

Thank you for your interest in the Headteacher vacancy at our school.

Orchard Fields School is a larger than average primary school located on the Bretch Hill housing estate in Banbury. The estate contains a high proportion of social housing. The school has a high percentage of families needing support, and the school receives a large number of social care agency referrals and safeguarding checks. Parts of the area around the school are ranked within the 20% most deprived in England and 30% of the children in the area are defined as living in poverty compared to 12% for Oxfordshire as a whole. The area is the third lowest earning neighbourhood in Oxfordshire.

I have been privileged to have been associated with the school for over twenty years and during that time have seen it develop into the excellent learning environment we now have. This has been due in large measure to the leadership of our now retiring headteacher and her staff. Governors are looking to appoint someone to continue this journey and build on the present successes.

School life at Orchard Fields is centred around the welfare and well-being of our children. The aim is to provide them with a safe, secure environment where they can share any worries and concerns with caring adults. As well as wrap-around care a free breakfast club is offered to all children to ensure they are ready for the school day ahead. A wide range of extra-curricular activities are available, and many children participate in after-school clubs.

Our ungraded Ofsted inspection in November commended the school in many areas, and did not highlight any deficiencies. We expect the next graded inspection to confirm the views of Governors and staff that our school is exemplary.

Governors look forward to welcoming our new Headteacher and can offer them:

- A loyal, supportive staff – most have been at the school for many years;
- A full-time, non-teaching deputy head;
- Children who are kind, polite and courteous (Ofsted November 2024);
- Children's behaviour that is exemplary (Ofsted November 2024);
- A modern, well-resourced, purpose-built school with extensive grounds;
- Sound finances;
- An exceptionally well-designed curriculum (Ofsted November 2024);
- Welfare and Attendance Officers;
- Statutory results well above National and County averages.

If you have not already done so, please read our latest Ofsted report, and come and visit. Our school office manager, Mrs Julie Turner, will be delighted to arrange an appointment for you.

We look forward to receiving your application.

Martyn Simmonds

M. S. Simmonds
Chair of Governors.



Key School Information

Type of School	Community School and Nursery
Age Range	2-11
Date School Established	2002
Location	Banbury, Oxfordshire
Budget	In surplus
Leadership structure	Headteacher (non teaching), Deputy Headteacher (non-teaching), Phase Leaders for Early Years, KS1 and KS2 and Office Manager
Number of teaching staff	20 Class Teachers, 5 HLTAs, 14 TAs
Number of children on role	421
Average class size	29
Overall attendance 2023-2024	93.40%
% SEN	25.60%
% EAL	24.50%
% PP	40.90%
2024 KS1 and KS2 Results	www.orchard-fields.oxon.sch.uk/2562/sats-results
Latest Ofsted report	www.orchard-fields.oxon.sch.uk/2563/ofsted



Our School's Mission Statement:

Our mission is to:-

- Unlock our children's potential for success through an inspiring, systematic and consistently planned curriculum in a nurturing and caring environment.
- Develop an ethos of perseverance which enables our children to have aspirational goals for their futures.

Our Vision:

We aim to be an understanding school at the heart of our local community which through excellent teaching and learning enables our children to thrive and achieve success.

Our School's Ten Aims Are:

- to give children the skills to become enquiring independent learners
- to ensure children demonstrate good behaviour for learning
- to encourage children to be the best that they can be
- to work in partnership with parents and the community
- to promote excellence, enjoyment and pride in children's learning
- to have high expectations of all children regardless of ability
- to provide and promote equal opportunities for all
- to care for and respect one another so children are safe and happy
- to deliver a broad and balanced curriculum for all children
- to ensure excellence in teaching and learning

Our School Motto is:

Persevere, Achieve and be Aspirational



Books and Brunch for Reception
parents and children

Orchard Fields Community School



Banbury is a historic market town in North Oxfordshire, on the edge of the Cotswolds, famous for its iconic Banbury Cross, busy canal and connections to the English Civil War. Set on the banks of the River Cherwell and known for its traditional 'Banbury Cakes,' the town offers a mix of historic sites, scenic countryside and a local market.

Orchard Fields Community School is one of four schools on Bretch Hill, which is a housing estate built in the 1960's to house the North London overspill. It was originally a council estate, but today many of the houses are owner-occupied and the remainder by a housing association. The large Princess Diana Park is adjacent to the school.



Children's wishes ...for our new headteacher

They should want to
protect our school
and us

I would like a headteacher
that is kind, fair and caring

They should know how
to stand up to people

They should care
about other people

They should believe
everyone is important

They should be able
to settle arguments

They should believe school
should be a happy place



Staff wishes ...for our new headteacher

Someone who values the staff and all that we do, and ensures that there is a healthy work/life balance for all.

I'd like someone who appreciates all cultures and understands the hardships of this area.

Doesn't micro manage and has faith in the current staff

A strong character who is willing to uphold high standards.

Someone who will use opportunities to interact with the children eg. On the playground at break/lunch times/in the dinner hall.

A person who values and aims to manage staff workload

We have a good thing going at our school and I don't think we need someone to make drastic changes - just someone who will complement our existing strengths.

Someone who is firm enough to stand their ground with the challenges that are presented and supports their staff when needed.

Someone who is aspirational for the pupils, understands the value of the varied experiences that staff provide for the children here (through trips and the other 'extras' we do) and why these life experience are particularly important for our children.

Strong desire for inclusivity



Parents' wishes ...for our new headteacher

Someone who ensures my children feel safe at school at all times.
(Reception)

Someone who upholds the education standard of the school, working hard everyday to make it better (Reception)

Someone who leads with compassion and is inclusive to all children.
Someone who realises that a child's success is built on having a good relationship with the child rather than just enforcing rules and that every child is different. (Year 6)

A head teacher who is honest, trustworthy and treats all children equally. (Reception)

The new head teacher should be approachable, embracing an open door policy (year 6)

A good headteacher should be someone who sees children as individuals who need guidance to be the best they can be, regardless of their history. A respectful, approachable leader. (Year 3)



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 and the conditions of service for school teachers in England and Wales as supplemented by the county council's locally negotiated conditions.

Responsible to: The Governors of the school and the Local Authority

Responsible for: Teaching and support staff of the school

Shaping the Future

- Works closely with the governing body and others to ensure that the school vision and strategic plan are effective and pertinent to the development plan for the school. They should be clearly articulated, shared, understood and acted upon effectively by all.
- Works with parents and the wider school community to translate the vision into agreed objectives and operational plans which promote and sustain continual school improvement and a sense of team ownership.
- Demonstrates the vision and values in everyday work and practice.
- Motivates and works with others to create a shared culture and positive climate.
- Ensures creativity, innovation and the use of appropriate new technologies and initiatives to achieve excellence.
- Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large.
- Monitors, evaluates and reviews the effects of the policies, priorities and targets of the school in practice and takes action if necessary.

Leading Learning and Teaching

- Secures and sustains teaching practices that will integrate the Early Years, KS1 and KS2 into an effective Primary educational offering.
- Ensures a consistent and continuous school-wide focus on pupils' achievement, using data and appropriate benchmarks to monitor progress in every child's learning.
- Ensures that learning is at the centre of strategic planning and resource management.
- Establishes creative, responsive and effective approaches to learning and teaching that are sustainable and appropriate to the evolving needs of the socio-economic dynamics of the community



- Ensures a cultural and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrates and articulates high expectations and sets challenging targets for the whole school community.
- Implements strategies that secure high standards of behaviour and attendance.
- Determines, organises and implements a diverse, flexible curriculum and implements an effective assessment framework.
- Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitors, evaluates and reviews classroom practice and standards of achievement and attainment.
- Promotes improvement strategies.
- Uses benchmarks to challenge underperformance at all levels and ensures that effective corrective action and follow-up are undertaken when necessary.

Developing Self and Working with Others

- Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Builds a collaborative learning culture with parents and other education providers, within the school and the partnership and actively engages with other organisations to build effective learning communities.
- Develops and maintains effective strategies and procedures for staff induction, professional development and performance review.
- Ensures that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status, the Career entry Profile and standards for induction.
- Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledges the responsibilities and celebrates the achievements of individuals and teams.
- Develop and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory.
- Regularly reviews own practice, sets personal targets, and takes responsibility for own personal development in conjunctions with school improvement personnel and Governing body.
- Manages own workload and that of others to allow an appropriate work/life balance.

Managing the Organisation

- Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school.
- Works with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided.
- Advises the governing body and implements decisions in relation to staffing.
- Advises the governing body on the adoption of effective procedures to deal with the competence and capability of staff.



- Ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
- Manages and organises accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations.
- Makes arrangements, if so required, for the security and effective supervision of the school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the maintaining authority.
- Undertakes responsibilities as defined in the LA's Health and Safety Policy and/or such Health and Safety Policy as the governing body may have determined.
- Ensures that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity.
- Manages, monitors and reviews the range, quality, quantity and use of all available resources in order to improve the quality of education, improves pupils' achievements, ensure efficiency and secure value for money.
- Ensures that staff are encouraged to attend INSET which increases their knowledge and understanding of cultural diversity and racism and how racism can be combated in a classroom setting.
- Advises governors on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control.
- Manages the school's financial and human resources in keeping with the FMSIS in order to ensure effectiveness and efficiency in achieving the school's educational goals and priorities.
- Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money as laid out in SAP.

Securing Accountability

- Fulfils commitments arising from contractual accountability to the governing body.
- Develops a school ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with performance management review timelines as issued by the LA.
- Uses a range of evidence, including national data and own schools performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.
- Works closely with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
- Develops suitable quality assurance systems, including school review, self-evaluation and performance management and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflects on personal contribution to school achievements and takes account of feedback from others.

Strengthening Community

- Develop communication flow with the wider community to build upon all stakeholders' confidence and understanding of the primary school.
- Builds a school culture and curriculum that takes account of the richness and diversity of the school's communities.
- Ensures learning experiences for pupils are linked into and integrated with the wider community in order to further community cohesion.
- Provides a range of community-based learning experiences.
- Collaborates with other agencies in protecting children and providing for the academic, spiritual, moral, social, emotional whereby all children with physical or learning challenges can be welcomed and supported appropriately.
- Creates and promotes positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seeks 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.
- Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operates and works with relevant agencies to secure the best outcomes for every child.
- Works with the heads of other local schools to develop a vision for working in partnership together for the benefit of all.
- Works with the head of The Sunshine Centre to ensure a seamless provision of resources and services that meet the needs of the local community.

Safeguarding Children & Safer Recruitment

- Safeguards and promotes the welfare of children and young people as required under the Education Act 2002 and subsequent legislation.
- Is a Lead/Deputy Designated Safeguarding Lead and ensures that there are always several members of staff with specialist training.
- Ensures there is always a Designated Safeguarding Lead on the school site at all times.
- Displays the Designated Safeguarding Leads (with a photograph) on duty in the reception area of school every day.
- Is responsible for ensuring the Designated Safeguarding Leads training is always up to date and compliant with statutory safeguarding policy.
- Ensures that all safeguarding policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Allocates sufficient resources and time to enable the Designated Safeguarding Lead person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Enables all staff and volunteers, as well as parents and outside agencies to raise concerns about poor or unsafe practice in regard to children, and ensures that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.



Person specification

	ESSENTIAL	DESIRABLE
Education/Training	<ul style="list-style-type: none"> • Qualified Teacher status • To have held a H/T (or similar senior leadership) role for at least 2 years • Evidence of continuing professional development through course attendance 	<ul style="list-style-type: none"> • Management and Leadership Training • NPQH or other similar professional qualification • DSL training
Relevant Experience	<ul style="list-style-type: none"> • Recent active teaching experience • Experience of leading a senior team • Understanding of, and ability to manage, a delegated budget • Experience of liaising with outside agencies regarding safeguarding issues • Capacity to understand and provide for the whole range of pupils' needs and abilities • Experience of achieving positive outcomes when dealing with challenging situations using a restorative approach • Experience of working in an area of deprivation and understanding the challenges this brings • A proven track record of raising standards in teaching and learning • Experienced in performance management and staff recruitment procedures 	<ul style="list-style-type: none"> • Teaching experience across the whole primary range • Experience of a school with a nursery unit. • Experience of devising strategies for ensuring inclusion and diversity • Experience of leading a school aspiring to be outstanding • Knowledge of SEND needs, protocols, procedures and systems
Relevant skills and attributes	<ul style="list-style-type: none"> • Effective communication skills, written and oral, to a variety of audiences • To be able to work with, support and challenge staff to continue to raise standards across the school • Ability to devise and utilise strategies to improve attendance levels • Ability to foster links with the local community including faith groups, and with other schools, locally, nationally and internationally • Ability to promote achievement, good behaviour and discipline • Effective team leader • Dedication to spending time with staff and pupils, having an open-door policy and being highly visible in and around the school • An understanding of and commitment to promoting and safeguarding the welfare of pupils • A resilient personality! 	<ul style="list-style-type: none"> • Experience of effective working with staff, parents and Governors • Ability to complete the school's journey to outstanding.



Person specification

Our selection process will assess rigorously all candidates' suitability and their commitment to safeguarding children. This will include:

- Identifying gaps and anomalies in career histories;
- Asking referees specific question about:
 - Number of days of unauthorised absence;
 - Reasons to doubt candidates; honesty, trustworthiness or reliability;
 - Whether candidates are currently the subject of any form of disciplinary or competency inquiry or warning;
 - Any disciplinary offences relating to children including any in which the penalty is "time expired";
 - Any child protection concerns.

We reserve the right to contact referees to check out any concerns arising from the application, reference or interview.

- Testing candidates; understanding and commitment to safeguarding children;
- Examining original certificates of professional qualifications and proof of identity that includes a photograph.
 - **Failure to produce the necessary evidence at the start of the interview procedure will debar candidates from going forward to the interview.**

Application process

Safeguarding

Orchard Fields is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) check. Reference checks will be performed prior to interview.

School visit

We encourage all applicants to make a school visit, which can be arranged by contacting Julie Turner at the school office.

Applications

Please complete the application form which is available online or contact the school office for a copy.

Closing date

Applications must be received by 12pm on Wednesday 19th March 2024. Emailed applications should be sent to office.2055@orchard-fields.oxon.sch.uk

Interviews

These will take place over two days on Monday 24th March and Tuesday 25th March 2025. 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 both days.

Appointment timescales

Our current Headteacher is leaving at the end of this school year. Our intention is that our new Headteacher will take up the post by September 2025.

Pay scale

We are a Group 6 School. The pay scale for this post is L27 to L33.

Contact information

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