



CANDIDATE INFORMATION PACK  
HEADTEACHER  
RADLEY C.E. PRIMARY SCHOOL



April 2021



## Radley CE Primary School

'I come to give Life - Life in all its fullness"  
John 10:10



Dear Candidate

Thank you for expressing an interest in joining our school as our potential new headteacher.

It is an exciting time for our school with expansion coming which will allow us to build on the solid foundations the school community, staff and governors have worked hard to develop. We are proud of our children and the progress the school has made and invite you to help lead our next chapter.

Our Christian ethos encapsulated in John 10:10 is complimented with our vision and aims that you can find in this pack. Our approach can be summed up by all of us striving for excellence, in a vibrant, caring community where every child is valued, and their individuality and achievements are celebrated.

You will be able to read the views of our children, staff, parents and guardians in the pack that will help you become familiar with the school's personality, as well as what they think of the school and what they would like to see from the school in the future. You will also see that the school is really embraced by the local community, with support from all areas including the Parish Council and Radley College, a neighbouring independent school.

We are looking for a head teacher who, as well as having the skills and experience outlined in the person specification and job description, can bring passion and joy to the school community.

If this sounds like you and you are excited by our school and what you have read, we warmly invite you to apply for the role, details of which can be found in the 'how to apply section' of this pack. If you would like to visit the school before the closing date, hosted by a governor with an opportunity to speak to our existing headteacher, then please contact Jackie Crook on 01235 520814 to arrange a visit (subject to Covid 19 arrangements).

I look forward to receiving your application and wish you the best of luck.

Best wishes

Gareth Mulcahy

Chair of Governors - Radley CE Primary School



Radley C.E. Primary School

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## Vision and Aims of Our School

The vision and aims for the school provide guidance for the overarching strategy that the governing body oversees. Details of this can be found below.

**Vision** Jesus said, I come to give life - life in all its fullness - John chapter 10, verse 10

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Christian values, principles and standards lie at the heart of our education, summarised in our over-arching values of Relationships, Resilience and Respect.

**Aims** Our school will be a place where every child is valued, and their individuality and achievements celebrated.

All children regardless of differences in race, gender and faith will be respected, and encouraged to become responsible global citizens.

Children will be encouraged to develop positive reflective attitudes that lead to high personal and academic standards.

Our positive approach to behaviour will ensure that all children are given the opportunity to work and play in an enabling, safe environment.

An atmosphere of openness, trust and respect will be encouraged between the children, their parents and the wider school community to foster good relationships and to the benefit of the children's education.

We aim to create a stimulating, learning environment that nurtures curiosity, resilience, enthusiasm, awareness and industry.



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## About our school...



This is an exciting time for Radley CE (Voluntary Controlled) Primary School as we look forward to the expansion of our vibrant, happy half-form entry village school set in beautiful rural grounds. Integral to us is our particularly strong community spirit nurtured by close supportive ties with our local community of parents, other local schools, St. James' Church and the village itself.

The school buildings belong to several different eras, including the separate 'Old School' dating back to the 1870s. Our newest classroom was opened in 2009, and we look forward to further expansion as we move from half-form to one form entry (see 'we are expanding' section). We also have an outstanding foundation stage unit (FSU) which benefits from a beautiful large garden for our smaller children to play in and explore. The FSU offer the 30 hours of Nursery provision, and there are currently (September 2020) 9 children in receipt of this.

We are lucky to have an extensive playing field, which includes a Forest School site and an outdoor classroom when the weather lets us use it! We also have access to the village pond which our children can use as another outdoor area to expand their knowledge of nature and the environment.

We aim to provide an inclusive and broad curriculum which provides for children with a wide range of special educational needs, inspiring and challenging all children within a safe, stimulating learning environment.



The individual needs of each child are of the utmost importance, with some children having a personalised curriculum allowing them access to bespoke teaching and learning. The school's Special Education Needs Co-ordinator holds the National Award for SENCos and there is also a Nurture Room, which can be used as required.

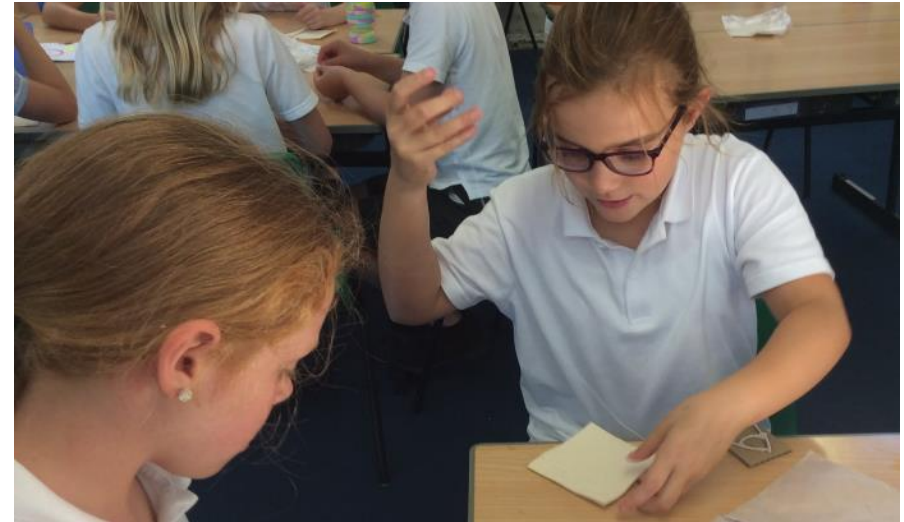
Finally, the School is twinned with Bakau Lower Basic school in The Gambia, Africa and our children keep in touch by exchanging PowerPoint presentations with news and photos along with questions to help everyone gain insight into a different country.



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## About our children...



We are proud of all our children and they tell us that they think the school is an “enjoyable place to be”, they “like it because everyone knows each other” and it is “safe – we feel safe”. They tell us that relationships in the school are good “The teachers are really nice and always there to help us” and also between pupils “even if we do fall out, we still get back together again.” We asked them what they wanted the school to be like in the future and their suggestions included “Big, peaceful, friendly”, “Full of happiness and excitement” and “Nice teachers like now”.

Pupil enjoyment and engagement in their learning is central to everything we do. In our last Ofsted report (February 2019 - see it [here](#)) the school was judged as ‘good’ and as ‘an inclusive, caring school, much esteemed by staff, parents and pupils’, with the Foundation Stage provision a ‘strength’ of the school.



As part of our aim to offer children responsibility and a voice within their own school, we are very proud of our School Council. In addition to a democratically elected Chair and Secretary, the School Council consists of elected representatives from each class, who all meet regularly to agree priorities for change within the school.

As of September 2020, we have 106 children on roll and 15 children in the Nursery, with the majority of children of White British background and the number of children from minority ethnic groups, or whose first language is believed not to be English, is small. The number of children eligible for Free School Meals is low, there are currently 7 Pupil Premium children on roll and children currently on the Special Educational Needs Register is broadly in line with the national average. We have three children with an Education, Health and Care Plan.

**Our foundation stage children would like ...  
“a new head to know about dogs, have a nice voice and be really, really nice, clever, helpful and lovely!”**



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## About our staff...

**“Class teachers and TAs have been phenomenal during lockdown. They deserve high praise for their continued motivation and motivating the children! “**

The experienced and amazing teachers and TAs are a real asset to the school. This is recognised from everyone from the students, school leadership, wider community, and the parents. In an anonymous survey to parents about the school provision during lockdown in January 2021, parents had high praise for all the teachers as well as the school and staff. Parents remarked about the "impressive" and "incredible job" of the staff during a difficult time and that "class teachers and TAs have been phenomenal. They deserve high praise." Parents were particularly impressed by the clear communication, and the live virtual interaction that was delivered. The teachers were praised for being "full of fun and joy" and the positivity of staff that impacted positively on the children. Parents felt "lucky to have our children be part of such a caring school."

The Senior Leadership Team (SLT) consists of the Headteacher and the Deputy Headteacher, who is also the Special Educational Needs Co-ordinator and part-time Key Stage 1 teacher. There is the equivalent of 4 full time teachers teaching the 4 classes: a Nursery and Reception Class (Windrush), a Year 1/2 (Cherwell), a Year 3/4 (Isis) and a Year 5/6 class (Thames). Two classes are shared between two part-time members of staff – Key Stage 1 (Years 1 and 2) and Lower Key Stage 2 (Years 3 and 4).



The staff are supported by the equivalent of 6 full-time Teaching Assistants who include those working in the Nursery and two who work as Special Educational Needs Teaching Assistants. The school also benefits from a School Business Manager and, in addition, the services of a bursar and IT consultant are employed on a regular basis.

The feedback from staff, when asked, highlighted that the school “offers a caring, nurturing environment encouraging all children to reach their potential” and they think that even though the school is doubling in size it is important that we do not lose the caring feel. In the future staff would like to see the school being “a place which continues to value and nurture every member of the school community, through changing times”



For the transition to a new headteacher a strong handover and good communication with all staff would be greatly appreciated by the staff.



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## Where we are...



The primary school is located in the heart of the village of Radley, located near to the River Thames on the north-east edge of Abingdon, about five miles south of Oxford. Radley is a place of great diversity of landscape and neighbourhood. There are areas of dense woodland in the north contrasting with open floodplains and gravel pits in the south, providing multiple opportunities for walking and exploring. The village of Radley is traversed by two major transport routes, the A34 dual carriageway, which connects the M40 London-to-Birmingham motorway to the south coast port of Southampton, and benefits from a railway station, with direct services to Oxford, Didcot, Reading and London as well as links to the Midlands and the west country

The vibrant village also benefits from its own pub, community shop, village hall and multiple groups and clubs which residents engage with. Radley also has a very proactive and supportive Parish Council who offer fantastic support to both the village and the school.

Our nearest town is Abingdon-on-Thames, The historic, modern market town set in rural Oxfordshire offers ancient streets, riverside walks, gourmet delights and annual festivals. The town is famous for its Bun-Throwing, a unique tradition which dates back over 250 years and is our way of celebrating major royal occasions.



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We are expanding...



Expansion of the school is needed to meet the forecasted demands of the growing population in the area with new housing developments including 240 new homes in Radley and 270 homes in south Kennington planned.

Building is due to start in the Summer of 2021 with the plan that all the new elements will be ready to use in time for September 2022.

The expansion will see the addition of four purpose-built classrooms, expanded nursery and reception, more nurture rooms along with an enlarged and refurbished school hall. The increased school hall has been possible through the support of both Radley Parish Council and Radley College and plans for community use outside of school needs are being formed. The plans also include expansion of our current playground area and increasing the size of our playing field.



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## We are a Voluntary Controlled Church of England School...



Radley Primary School is a Voluntary Controlled Church of England School, enjoying close links with St James' Church next door. Our two Foundation Governors include our rector, Reverend Rob Glenny. The school has a clear Christian vision shared by staff, parents, children and governors, and rooted in our vision statement: 'Jesus said, I come to bring life – life in all its fullness.' John 10, 10.

Christian values, principles and standards lie at the heart of the education offered to our children and are summarised in our overarching values of Relationships, Resilience and Respect.

We are committed to ensuring we develop the whole child and strive to deliver a broad and exciting curriculum which includes whole school themed weeks, visits and a variety of extra-curricular experiences. The school environment - foyer, main hall and reflection areas within each class - all reflect our Christian vision and values.

In our most recent SIAMS report in November 2019 (see it [here](#)) the school was judged as 'good.' The inspector found that 'Radley is a welcoming, caring and inclusive primary school,' and highlighted the Christian values of relationships, respect and resilience. The inspector also noted that staff morale is high, and that the behaviour of pupils is exemplary. 'They are polite, courteous and supportive of each other, thoughtfully discussing the importance of living well together. These good relationships are mirrored between adults in the school community, who are very good role models.'



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## Our school community...

**"...maintaining the feel of small village school but with ambition and equal opportunities for all pupils."**

The school community is a vital partner to the school, working together to help create an environment where our children can thrive. They feel that the school is "inclusive and friendly where children learn in a supportive environment" and "provides a caring community where individuals matter". Although some parents are concerned about how bullying is sometimes handled, they have "...been impressed with the school during COVID and hope the practical attitude continues as the pandemic abates". They would like to ensure that as we grow, we "retain sense of community and small school (even when numbers are larger) and continue/expand creative opportunities for children (art, music, science weeks, etc.)"

The school has the support of the Friends of Radley school group (FORPS) who fundraise for us and help secure resources to ensure we can offer great opportunities for learning as well as treats for the children.

Finally, we are close neighbours to Radley College, an independent boy's boarding school and benefit from great support from them to help the school.

**"The care and nurture of the children is so important, and also care and nurture for the staff"**



**"a new fresh dynamic head with vision and drive to lead the school forward, challenging and encouraging children to excel"**

**"It would be great to have more extra-curricular and after school clubs for working parents"**



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## Key facts about our school...

**School type:** Voluntarily controlled school

**Age range:** 3 to 11

**Religious character:** Church of England

**Number of pupils on roll (all ages, March 2021):** 121

The school is currently a .5 form but is expected to expand to a 1 form in September 2022.

**Ofsted rating:** Good (February 2019) see it [here](#)

**SIAMS Inspection:** Good (November 2019) see it [here](#)

### Attainment:

End Key Stage 2: Pupils meeting expected standard in reading, writing and maths in Year 6

	2017	2018	2019
<b>Radley CE Primary School</b>	80%	77%	33%
<b>Cohort size</b>	<b>15</b>	<b>13</b>	<b>12</b>
<b>Local authority state-funded schools</b>	61%	63%	65%
<b>England state-funded schools</b>	61%	64%	65%

Pupils achieving at a higher standard in reading, writing and maths in Year 6

	2017	2018	2019
<b>Radley CE Primary School</b>	27%	15%	8%
<b>Cohort size</b>	15	13	12
<b>Local authority state-funded schools</b>	9%	10%	11%
<b>England state-funded schools</b>	9%	10%	11%

End of Key Stage 1: Pupils meeting expected standard and greater depths in 2019

Subject	% of pupils meeting expected standard	% Pupils achieving greater depths
<b>English reading</b>	94%	41%
<b>English writing</b>	82%	18%
<b>Mathematics</b>	100%	24%

Early Years and Foundation Stage

**Reception: 94% of children reached a Good Level of Development in 2019**



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## How to apply...

We hope that what you have read about our children, our school and community you will be inspired to apply to be our next headteacher. In order for your application to be considered please follow the instructions below:

- Read through this pack thoroughly and use the person specification as the basis for your application
- Take advantage of a school visit prior to submitting your application if possible. To organise this, please contact Jackie Crook on 01235 520814 to arrange a visit (subject to Covid 19 arrangements). The visit can be hosted by a governor with an opportunity to speak to our existing head teacher
- Use the accompanying application form with this pack - CV's will not be accepted for this position
- Submit your application prior to 12 noon on Monday 3rd May 2021
- We plan to interview on the 20<sup>th</sup> & 21<sup>st</sup> May 2021



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## Person Specification

	Essential	Desirable
Qualifications and Training	Qualified Teacher Status	
	Recent and relevant training and study	NPQH
	Significant experience of senior leadership in a primary school	
What is our new headteacher like?	Is dynamic and believes in doing the right thing for children	
	Is open to new ideas and challenges	
	Is resilient and calm under pressure.	
	Is approachable, inclusive and supportive	
	Is inspirational and will nurture our values of relationships, resilience and respect	
	Is adept at building strong relationships with key external stakeholders	
	Is an excellent and clear communicator.	
Strategic and Cultural	Is able to develop a school ethos that fits the school's Christian vision to ensure educational excellence that allows children to grow and flourish	
	Will create an inclusive culture where pupils from all backgrounds experience a positive and enriching school life, and are well prepared for the next phase	
	Is able to ensure and promote the safeguarding culture and welfare of children at all times	Current DSL or safeguarding training beyond generalist
	Has a sound understanding of the statutory requirements of Safeguarding	
	Demonstrates strong pastoral skills	
	A proven track record in meeting the needs of the most vulnerable pupils	
	Is willing to embrace and utilise new technology	
	Will promote/can oversee a safe, orderly and inclusive environment	Experience of work on Health and Safety
	Can create a culture of high staff professionalism and develop effective, high performing teams across the school	
	Understands how to support the Governing Body in developing and communicating a clear strategic vision of how to continue to drive improvement in all areas of the school	
	Uses data to raise standards for all pupils	



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	Essential	Desirable
Teaching and Learning	Demonstrates a strong knowledge of the primary curriculum	
	Is able to develop a curriculum that is broad and ambitious and designed to give all learners, including the most disadvantaged, the knowledge and skills they need to succeed in life.	
	Understands how to ensure that teaching and learning practice are at the highest standard	
	Can implement an effective and robust assessment framework	
	Is an excellent teacher	
Leading and Managing Staff	Has the ability to develop a strategic vision to lead, inspire and motivate	
	Is able to deploy staff effectively and understands how to manage underperformance	
	Understands how to lead effective school self-evaluation to aid improvement	
Resources and Organisational Management	Can prioritise and allocate financial resources appropriately	
	Appreciates the value of effective marketing	
	Can establish and oversee systems, processes and policies that enable the school to operate transparently, effectively and efficiently	
	Can ensure rigorous approaches to identifying, managing and mitigating risk	
Working with Others	Can establish and maintain positive relationships with all stakeholders in the local community	
	Works effectively with the LA, the Diocese and with other headteachers	





## Job description...

### Core Purpose

- To lead on the Christian ethos of Radley School and on the school's ongoing development, fostering positive community values.
- To provide dynamic, strong and purposeful strategic leadership creating a culture of learning where expectations are high, clearly and consistently communicated.
- To empower and challenge all pupils and staff to thrive and excel.
- To ensure a safe and healthy environment, where pupils and staff thrive, and receive the care, guidance and support that they need.

### Key Responsibilities

#### Strategic and Cultural

- Meet the requirements of a leader in a CE school, ensuring that the Christian ethos of the school underpins the school vision, aims and objective
- Understand and employ the Ethics and Standards of the current Headteachers Standards.
- Ensure and promote the safeguarding and welfare of children at all times and have due regard for the wellbeing of all staff.
- Maintain and build on our culture where pupils experience a positive and enriching school life, and promote ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the whole school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism and support the development of effective, high performing teams across the school through the delivery of training and through coaching.
- Work with the Governing Body in developing and communicating a clear strategic vision of how to continue to drive improvement in all areas of the school, with robust self-evaluation.
- Ensure that data analysis and tracking are rigorous, and interventions have a positive impact on all pupils, including vulnerable groups.

#### Teaching and Learning

- Create a school ethos that fits the school's vision to ensure educational excellence that allows children to grow and flourish
- Develop a curriculum that is broad and ambitious and designed to give all learners, including the most disadvantaged, the knowledge and skills they need to succeed in life
- Ensure that teaching and learning policy and practice are at the highest standard
- Oversee the quality of learning and teaching through regular reviews within the school, ensuring the highest standards in professional conduct and practice, and in subject knowledge and skills
- Lead the effective use of data, with accurate performance indicators, to raise standards for all pupils, regularly reviewing tracking systems across the school
- Understand and implement an assessment framework that will provide accurate and timely information for parents, parents, teachers and governors
- Teaching commitment as agreed with the Governors.



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#### Leading and managing staff

- Exercise effective staff management, leading and motivating others at all levels
- Maintain and further develop the good working relationships among all members of the school community
- Establish strong systems for supporting staff well-being, leading by example in maintaining a good work-life balance.
- Maintain rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve through CPD and valuing excellent practice
- Create an ethos within which all staff are motivated and supported to develop their own skills and to support each other

#### Resources and Organisational management

- 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 that all Safeguarding and Health and Safety policies and procedures are up to date and followed fully
- Ensure that all other policies are in place and kept up to date
- Ensure rigorous approaches to identifying, managing and mitigating risk

#### Working with others

- Be proactive in establishing and maintaining effective relationships with all stakeholders and the local community
- Participate in local school headteacher groups and other networks

The post holder will also be expected to undertake any other tasks as reasonably required by the Governors to ensure the efficient and effective operation of the school.



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