



Information Booklet

Oxford Diocesan Schools Trust

Headteacher Vacancy – The Hendreds C of E Primary School



Oxford Diocesan Schools Trust
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The Hendreds C of E Primary School
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Telephone: 01235 833379
Email: Office.3250@hendreds.oxon.sch.uk
Website: www.hendreds.oxon.sch.uk

Dear candidate

Thank you for your interest in the role of Headteacher at The Hendreds C of E Primary School.

It's quite easy to describe what we are- a small village school with c. 140 pupils on roll (PAN of 20, single form entry), and an integral part of several thriving villages in our beautiful corner of south Oxfordshire. We have a fabulous group of pupils, and an equally fabulous team of staff, both teaching and non-teaching, who drove the school from "good" to "outstanding" in our last Ofsted inspection in November 2016, and who intend to stay outstanding. We also have sound finances and an active and forward-thinking local governing body who will robustly challenge you but also support you.

It's harder to describe who we are, though, so I suggest you make an appointment to come and see, and feel, for yourself.

The key point is this: the values and ethos contained in our vision for the school- "value who we are, and who we can become"- are a unique and enduring part of everyday school life. The school, through its pupils and staff, really do live these values, and it's important to us as governors that these values be maintained and strengthened. Our small school community works together brilliantly, and I believe our academic results show that we work with every pupil's educational needs, whatever they are ("value who we are"), to give them the best chance we can- and to give our staff every opportunity to grow and develop their skills too.

We'd expect you to support extra-curricular activities and push for improvement and innovation- we already have some great activities such as the Goblin car race, the Young Voices choir trip, and annual trips to Court Hill centre on the Ridgeway and Hadrian's Wall. These events show the ambition ("value who we can become") we have for our children, that they should have the very best education, both inside and outside the curriculum, that they possibly can. We'd also expect you to lead your team of staff from the front, to teach and be a teacher, not a manager. This is particularly important now as the school, like all schools, recovers from the impact of the pandemic on both our pupils and the wider community, and as we help our pupils tackle the challenges that the last 18 months have presented.

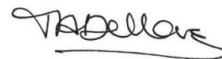
As a member of the Oxford Diocesan Schools Trust since 2013, you will have a central team who will work closely with you and who will share your ambitions to develop yourself and those around you. That will include a wide range of professional development opportunities, both formal and informal, and we will provide induction and support as you need it. In addition, we will want to draw on your strengths to support the development of others in due course. Underpinning these principles is our vision of the Common Good and we expect all our staff to model those values, whilst delivering excellent education.

ODST also provide a model in which the school retains a significant amount of delegated authority and as Headteacher you will therefore be empowered to work with the Local Governing Body to make the decisions you believe to be right for our pupils and our community whilst being supported to ensure you have the resources, skills and team to be able to do the job brilliantly.

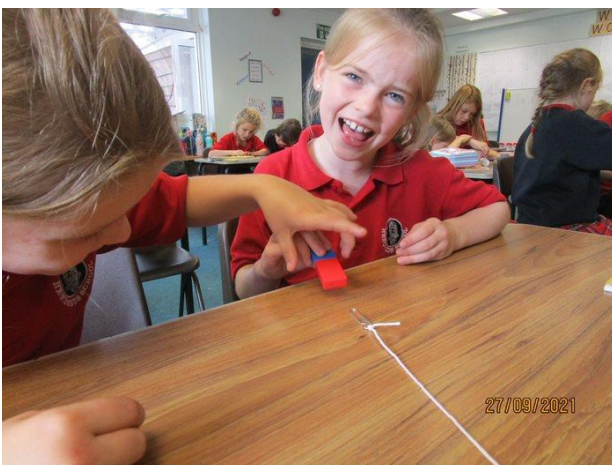
We hope you are excited by what you have read about our school and we warmly invite you to apply for the role. If you would like to visit the school before the closing date please contact xxx on xxx to arrange a visit.



Chris Wheaton
Chair of Governors
The Hendreds C of E Primary School



Anne Dellar
Chief Executive Officer
ODST





“value who we are, and who we can become”

About our school

We are proud of providing a safe and dynamic learning environment for all children from 4 through to 11.

Each child is given the opportunity to shine where they excel and to gain confidence where they lack it under the careful guidance and gentle care of the staff.

The range of activities enjoyed by the children is unusually diverse:

- Every child takes part in some form of sport, almost every day, from judo to gymnastics through to outdoor team sports and swimming, all taught by professional PE teachers;
- The children are immersed in music from the very start of Reception with music workshops, weekly class music sessions and church concerts. Every child will, at some stage in the school, have violin or cello lessons;
- All children are also involved in drama throughout their time in the school ranging from the traditional Nativity play to more demanding productions and workshops for the older children;
- The children spend as much time outside as possible throughout the year both during play times and teaching time with many class and school outings.



About the Role

Headteacher Job Description and Person Specification



The DfE's 'Headteachers' Standards' 2020 gives details of the generic role and professional responsibilities of the Headteacher. You should be familiar with these. Within that framework, the school's Local Governing Body and ODS are seeking to emphasise the following.

JOB PURPOSE

To develop further an innovative, happy and successful primary school by:

- Using the school's ethos -**value who we are and who we can become**- to provide an inspiring vision, and incisive strategic leadership for sustainable success;
- Ensuring the highest possible quality, depth and breadth of education, range of opportunities and standards of attainment for all children;
- Fostering and building on the Christian ethos of the school, as welcoming to families of all faiths and none;
- Developing and managing the school and its resources efficiently and effectively, building on its strengths of inclusivity and support of individual needs;
- Engaging children, parents and staff as a community of learners;
- Ensuring the school is rooted in its local community and has good relationships with other stakeholders.



As a Headteacher intent on taking forward this ambitious primary school your key accountabilities will be:

Leadership and Strategic Direction - Value who we are and who we can become

- Further develop the vision, values and ethos for the school and ensure it is shared, understood and acted upon by everyone (including pupils) and in particular focus on:
 - Valuing each child;
 - Fully integrating pupils with SEN, Pupil Premium, or other additional needs into the life of the school;
 - Improving social capital across the school.
- Give clear leadership, educational direction and professional guidance through actively engaging Governors and staff to develop and implement agreed aims and policies through the school's Strategic Development Plan;
- Create, lead and work closely with a well- motivated, collaborative and supportive staff team (both teaching and non-teaching staff), whose talents are valued, shared, utilised and celebrated to the benefit of each other and the children;
- Actually, I Can: Embed an enabling culture with devolved and shared responsibility for the development of all pupils;
- Ensure the school provides educational excellence based on: a supportive Christian ethos; the valuing of its staff; celebrating diversity; the quality of education; the standards achieved; the engagement and contentment of its children, and the involvement of its parents and the wider community.

Learning and Teaching

- Provide a positive and productive environment in which the care, well-being and fulfilment of the potential of each child is nurtured and valued;
- Ensure the successful implementation of the Early Learning Goals, curriculum requirements and the wider curriculum for the full benefit of children and their learning;
- Foster and continue excellent practice, high expectations and standards across the full age and ability range;
- Ensure there are effective monitoring and tracking procedures and informed understanding and use of children's progress and achievements;
- Provide a safe, well-maintained, welcoming, attractive and stimulating school environment;
- Lead assemblies and teach classes as an aspect of your commitment to the children and your leadership of the school.

Management and Accountability

- Ensure compliance with all statutory requirements such as safeguarding and health & safety. Ensure that clear, appropriate and effective accountability procedures are enacted and that there are means to report to all stakeholders;
- Evaluate accurately and consistently the school's performance identifying priorities and means for improvement and ensuring that feedback is both actively sought and actively implemented;
- Use educational data to inform practice and decisions in management and teaching;

- Lead and manage the annual planning, monitoring, budgeting and evaluation procedures in partnership with Governors and staff;
- Ensure efficient operational management of the school, its premises, finances and resources;
- Lead the recruitment, monitoring, evaluation and development of all staff, focused on high standards and continually improving practice;
- Inform, advise and assist the Local Governing Body and attend its meetings.

Health, Safety and Discipline

- Responsible, with other staff and LGB, for keeping children safe;
- Promote a culture of health and safety compliance, risk awareness and danger reduction;
- Ensure the school's behaviour/safeguarding policy reflects statutory requirements, is fit for purpose and is consistently applied;
- Monitor and report behavioural incidents;
- Ensure the school's anti-bullying policy and procedures are fit for purpose and regularly addresses any bullying through appropriate whole-school activity;
- After making every reasonable effort to avoid them, takes responsibility for any permanent exclusions;
- Ensure recommendations in H&S audit reports are acted upon and that H&S compliance is included in the appraisal targets of key staff.

Development

- Facilitate and initiate new ideas and encourage developments in the curriculum, teaching and learning methods, and extracurricular activities, and that these approaches reflect the values and ethos of the school;
- Use technology actively to benefit teaching and children's learning and to support the school's management systems and communications internally and externally;
- Ensure effective staff development and training, providing opportunities for each individual's personal and professional growth and for sharing these for mutual benefit;
- Demonstrate evident commitment to your own professional development.

Working with Others

- Forge and develop strong and supportive relationships and positive liaison with parents, governors, the community, other schools, ODST and the services and agencies which support education;
- Promote the development and effective use of links and partnerships beyond the school, including with community organisations;
- Represent the school positively at external events and meetings.



PERSON SPECIFICATION

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

A = Application

I = Interview

T = Task

R = Reference

A. Qualification and Experience	How to be assessed
<i>You will have:</i>	
1 A Degree and Qualified Teacher Status (with graduate or postgraduate study relevant to primary education).	A/R
2 A significant period of successful primary teaching experience.	A/R
3 Effective leadership experience with the ability to demonstrate tangible improvements.	A
4 If not already a Headteacher then working towards NPQH.	A
5 A record of recent professional development that prepares for this post	A
B. Qualities, Skills and Capabilities	
<i>You should have:</i>	
1. A passionate and informed commitment to children's development and their engagement with schooling, and to the development of inclusive practice for all members of the school community.	A/I/R
2. The drive and ability to take up the role of leader, provide clear direction, manage development and change, take positive risks, and enthuse and motivate others, inspiring continual improvement. Understanding and the ability to motivate and enable all staff to carry out their roles to the highest standard through performance management and continuing professional development.	A/I/R/T A/I
3. The ability to maintain a strong sense of community and the school's vision and its facilities, involving partnership with parents, other bodies and other stakeholders and to demonstrate the values and ethos of the school	A/I/R
4. The ability to identify, prioritise, monitor, evaluate and manage financial and human resources to achieve educational and pastoral goals.	A/I

5. The ability to understand and make positive use of the rich social and cultural diversity within the school and the surrounding community.	A/I/R
6. Good interpersonal skills and the ability to be approachable for all members of the school and wider community, skilled in listening to views and ideas, sharing these and enabling decision-making, therefore delivering the best outcome for the children, staff and parents.	A/T/I/R
7. Good, consistent contact and communication skills, written and oral, with everyone.	A/I
8. An approach that is respectful and in sympathy with the Christian foundation of the school.	
C. Knowledge and Understanding	
<i>You should possess:</i>	
1 The ability to communicate a clear vision for the school and how it will develop over the next five years, and to communicate the values and ethos of the school.	A/I
2 A well-informed understanding of children's learning, how teachers can best teach, and ways to enhance high standards, enabled through careful monitoring, evaluation and target setting with staff and Governors.	A/I/T/R
3 A good knowledge and understanding of the nature and teaching of the primary curriculum, with a clear sense of the role, value and vitality of extra-curricular activities.	A/I/R
4 Knowledge and understanding of the context of a Church of England school and of Christianity alongside awareness of and respect for other faiths.	A/R/I
5 Knowledge and the ability to create and implement a Strategic Development Plan based on effective self and team review, which identifies priorities and sets targets, ensuring that all children of all abilities are included, achieve high standards and make progress, increasing teachers' effectiveness, and securing continuing school improvement.	A/I/R
6 Knowledge and the ability to provide objective support and advice to the Local Governing Body, to enable it to meet its responsibilities.	A/T/I
7 Understanding and the ability to ensure that parents and children are well informed about the curriculum, progress and attainment, and about the contribution parents can make to achieve their children's and the school's goals and targets for improvement and development.	A/I/T
8 Understanding of the strategic importance and use of technology in teaching, learning, management and communications.	A/I

About ODST

The Oxford Diocesan Schools Trust (ODST) was founded in 2012. It currently consists of 38 schools across Oxfordshire and the Royal Borough of Windsor and Maidenhead and has significant primary expertise and capability, with all our schools covering at least some part of the Primary phase.

Our Vision

As an established Multi-Academy Trust, we are committed to our schools delivering an excellent education which meets the needs of all learners. We are proud of our track record of delivering improvements in schools experiencing challenge, and in supporting our strong schools to continue to develop and be in a position to share their expertise with others. Our vision for education centres on our sense of a community which works for the common good and our key values are identified as:

- **Inclusivity:** Our schools embrace equality of opportunity and a wholly inclusive approach to education. We believe every person matters.
- **Empowerment:** A fully functioning community is one where each person knows their own value and potential. Our job as educators is to enable that potential to flourish; to create a culture where children can be nurtured to be the best they can be. We believe this is best done by empowering each other to contribute the best we have to give.
- **Community:** Communities are important and flourish best when relationships are strong. We believe our schools and the people in them are a vital part of many different communities, all of which can be enriched as we work together.
- **Abundant Living:** We want our schools to be places where children are loved, nurtured and learn to live well. We believe all people should be enabled to fulfil their whole potential, not just professionally and academically, but also creatively, morally and spiritually.
- **Service:** Our schools are outward-facing communities where we all learn to serve others and contribute to the common good.

Each ODST school maintains delegated authority to make local decisions as we recognise that each is unique and can only meet the needs of its local community if that remains the case.

School Effectiveness Support

We have a very strong package of support, development and challenge for our school leaders and governors.

As part of our planned school effectiveness support across the Trust, our team and school leaders engage in a discussions regarding where the school's performance is currently in terms of pupil outcomes, quality of teaching and learning, and leadership. Our Local Governing Bodies (LGBs) are also part of this process and the subsequent monitoring.

The agreed work pattern for schools in the Trust consists of not fewer than six regular visits to each of our schools.

Continuing professional development (CPD)

We are very proud of the level of professional development offered to our staff, and believe we offer an excellent support package for staff at all levels in our organisation, to enable them to fulfil their potential, and thereby support children's learning in the best way. This includes bespoke support to specific schools and individuals and regional/ organizational initiatives such as the following:

- **Headteacher & Senior Leaders:** Access to termly Headteacher conferences; termly leadership briefings that include school improvement; the opportunity to work and share with a local hub of ODST schools that contains a significant number of existing partnership schools; secondments to support our school effectiveness team; access to initiatives through the wider Diocesan education team such as their performance, resilience and support programme;
- **Governors:** Termly leadership briefings and specific governor training arranged through either ODST or a sister organisation;
- **Teachers:** We have a well-developed series of network meetings held regularly in the Trust (e.g. for early years leads, for maths leads, for RE leads etc) led by a range of subject experts. This is provided as part of our SLA with the schools and also includes a cycle of moderation for mathematics and English;
- **Administrative staff:** Termly business manager meetings provide the opportunity for training and development and the sharing of knowledge and new procedures across the Trust.

Central team support

The central ODST staff team is based across offices in Wantage and Oxford comprising a finance team, an HR team, school improvement team and operational management team, as well as administrators and the CEO. We work closely together and with ODBE staff who provide all our capital bid and project management services on a contractual basis and additional pastoral support. School support, for each professional area, is not limited in any way so that we can ensure each school can access the support it needs when it needs it.





THE APPLICATION PROCESS

What to do next?

To arrange an informal visit to the school, and for further information about the role, please contact Bob Pattenden, ODST School Improvement Adviser, on 07423 109263 or e-mail bob.pattenden@oxford.anglican.org.

Applications should be made on-line by clicking 'view current vacancies' at <https://www.odst.org.uk/vacancies>. CV's will not be accepted in place of the electronic ODST application form.

The closing date for applications is 23:59 on Sunday 7th November.

A selection process for shortlisted candidates is scheduled to take place on 18th November.

This position has a start date of April 2022.

The legalities

The Hendreds C of E Primary School as a member of the Oxford Diocesan Schools Trust, is committed to safeguarding children and young people. All post holders in regulated activity are subject to appropriate vetting procedures and a satisfactory Disclosure and Barring Service (DBS) Enhanced check.

All schools in the Oxford Diocesan Schools Trust (ODST) are committed to equality and diversity and the safeguarding and wellbeing of all children and young people across the Trust. The Trust expects all staff and volunteers to share this commitment.

The Headteacher will be required to demonstrate a commitment to promoting and safeguarding the welfare of children and young people in the school and to become the Designated Safeguarding Lead (DSL) for the school.

From a GDPR perspective, the information you have provided will be stored on our secure database and will only be used to process your application. It will not be passed to any other organisation.