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BUCKS SCHOOLS TRUST



Appointment of Head Teacher Information for Candidates

Start date: September 2023

Woodside Junior School
Mitchell Walk, Amersham HP6 6NW

01494 725897

office@wsd.odbst.org

Headteacher: Mrs Dorota Milner

Deputy Headteacher: Mrs Julie Harrison

Chair of Governors: Mrs Jenny Faulkner

<https://www.woodsidejunior.co.uk>
[Oxford Diocesan Bucks Schools Trust \(ODBST\) Home](#)



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This document provides candidates with information on the appointment of a Head Teacher at Woodside Junior School, Amersham.

Job Title: Head Teacher
Start Date: 1 September 2023
Salary: L12 -L18 (Fringe)
Hours: Full time
Contract Status: Permanent

The ODBST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. Post holders are subject to appropriate vetting procedures and a satisfactory Disclosure and Barring Service (DBS) Enhanced check.

The ODBST is an Equal Opportunities Employer.



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Welcome from the Chair of Governors and Chief Executive of ODBST

Dear Candidate,

Thank you for your interest in becoming the Head Teacher of our school. The vacancy has arisen because our loved and valued Head has decided to retire at the end of this academic year.

Woodside Junior School is a very successful school with an excellent reputation in the local community. It is regularly over-subscribed. We provide a happy, caring, and positive learning environment within which all children feel safe, confident, and able to achieve their full social and academic potential. We want our children to learn to be the best they can be. We want them to be **Inquisitive, Resilient, Proud, Collaborative, Responsible and Positive**. These are our core learning values and are reflected in everything we do.

Woodside School has an enthusiastic and dedicated team of staff, who work hard to provide the very best education for the children. We aim to provide a rich and relevant curriculum, underpinned by the National Curriculum, which offers a very broad range of learning experiences, inside and outside of the classroom, for every child. Academic results are well above national averages.

We are looking to appoint an inspirational Headteacher with vision, excellent leadership qualities and an inclusive style of management, who will enable our school to maintain its excellence and to play a full part in the Oxford Diocese Buckinghamshire Schools Trust of which Woodside School is a part.

At the back of this pack, you will find the instructions on how to apply, together with the dates for the various stages of the selection process. Please ensure that you respond as requested, as we have designed the process to make our review of all the evidence simple and easily accessible.

Applicants who are eventually short-listed will receive more information about the format and timetable of the interview day. If you would like to visit the school before applying, please contact Gillian Nickless, our Business Manager, on 01494 725897. She will be happy to arrange a date and time for you.

We look forward to receiving your application.

Sulina Piesse
Chief Executive Officer, ODBST

Jenny Faulkner
LGB Chair, Woodside School



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About Woodside Junior School

Woodside Junior School is a 2 form entry school. Our PAN is 240, we currently have 241 children in school, 126 boys and 115 girls. 22.4% of our children have English as an additional language and a total of 22 languages are spoken in school. Percentages for PPF and SEND are below national averages.

Woodside School is a high achieving school with results at the end of KS2 consistently well above national averages. We have a well-established culture of continuous learning and school improvement, with a committed and happy teaching staff.

Our Vision and Values

We want our children to learn to be the best they can be. We want them to be Inquisitive, Resilient, Proud, Collaborative, Responsible and Positive. These are our core learning values. Above all we want every single member of our Woodside community to show kindness and treat others the way they would like to be treated themselves. We share the values of the ODBST which we became a proud part of in 2019.

We seek to provide an environment where all children feel happy, secure and where they enjoy and appreciate the rewards of learning. We recognise that every child has particular abilities and aptitudes and work to ensure that every child has the opportunity to develop them in our school. All children receive an education of excellent quality, where all areas of their development are individually met and celebrated. This includes being taught the importance of a healthy lifestyle. Our school provides a stimulating learning environment, which allows children to develop their physical, academic and creative skills.

Our Facilities

The school, built just over 60 years ago, was designed by the world-famous partnership of David and Mary Medd and has listed building status. Their building and design philosophies can be seen clearly in the structural features of Woodside Junior School - a respect for scale and well-being, a building designed around children. The school is a single storey building on a generous site in a quiet residential area. Each year group has 2 large classrooms, shared breakout areas, lockers and toilets and direct access to the outdoors, including the courtyard gardens.

Outside, the school has two level playgrounds, a playing field with newly installed Daily Mile surfaced running track and a wooded area where Forest School takes place.

Woodside Junior School provides wrap-around care in "The Hideout Zone" for the pupils at the school, offering a safe, caring, and friendly environment before and after school hours. The Hideout Zone provides quality care in a spacious and stimulating setting which is located in a separate annex to the main school building. The club is run by Woodside School staff.

Governors and Friends

We aim to encourage and develop relationships with our local community so that there is a close



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liaison between the community and the children in our school. The school is an integral and important part of the local community and the surrounding area.

The Woodside Junior School Local Governing Body

At Woodside School we have a very active, supportive, and committed team of Governors. They meet at least twice a term as a whole Local Governing Body, either during the evening or after school. Our Governors always welcome ideas or suggestions from parents, pupils, and other members of the community.

The Woodside School Parents and Friends Association

The PTA is an essential part of our school community - a group who volunteer to organise and run social and fundraising events for the parents and children, in order to raise money for the school and ultimately, enrich the learning environment of the children. They bring the community together; are fun and rewarding; and the children love getting involved. There's an extraordinary variety of events on offer; from discos, film nights, seasonal fairs and quiz nights; to raffles, Break the Rule days and so much more.

A Snap Shot of Woodside Through Photos and Recent Parent/Carer Surveys



"Woodside is such a lovely school and all the staff are fantastic."



"I am very happy with Woodside and feel listened to and supported. My son is happy and enjoys learning and loves going into school."



"Woodside has been amazing for [name of individual child] and his development over the last 4 years, truly wonderful school, teachers and staff."



"All school members are fantastic, great support and my child is super happy at school."



"We have always been very happy with the care and education our child receive at Woodside and thank the staff for their hard work and dedication."



"Woodside is a great school and whenever I volunteer I'm always really struck by how polite the children are (always saying hello/holding doors open)."



"Woodside is a fantastic school, I feel so lucky that my children got places there. The teachers are so kind and caring. It is great that there is always a teacher on the gate at drop off/pick up to speak to if needed and communication via Dojo also works really well."



"I am very happy with Woodside and feel listened to and supported. My son is happy and enjoys learning and loves going into school."



"We are really happy with the school and how our son is developing. It's good to hear his confidence is growing (from parent consultation) and lovely to see and hear how much he enjoys learning at Woodside. Thank you to all the staff."



"My son has loved his first year at Woodside. Thank you for all you have done to make him feel so comfortable and happy. He has skipped into school everyday!"



"Thank you again for the wonderful provision you provide."



"My children have always been very happy to go to school, the staff are welcoming and supportive, and take a keen interest in the children, both in their activities in and out of school."



"Thank you so much for everything you do at Woodside, it is a wonderful place to learn and we are so happy with the school."



"I can't thank you enough for everything you do so wonderfully! The school is brilliantly run and I'm so grateful both my children have been able to enjoy their school years at Woodside."



"The teachers I have met.. and the office staff are all very friendly, helpful and down to earth. Thank you for all you do for our kids."



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About the Oxford Diocesan Bucks Schools Trust (ODBST)

ODBST is a Diocesan Multi Academy Trust (MAT) established by the Oxford Diocesan Board of Education (ODBE) in September 2017 to provide an organisation for schools seeking to become an academy within a MAT within the Buckingham episcopal area (which covers Buckinghamshire and Milton Keynes). It is a mixed MAT; any school is able to apply to join:

- voluntary controlled, voluntary aided, academy or community;
- primary or secondary;
- mainstream or special;
- self-converter and sponsored;
- free Schools

ODBST supports its unique schools to excel. The vision is for our schools to be afforded as much autonomy as possible, with maximum devolved powers from the Board of Trustees. Each academy is supported to strive for excellence, with a dedicated core team in partnership with the Oxford Diocesan Board of Education.

Our Vision and Values

“Empowering our unique schools to excel”



We aspire for every pupil and adult to ‘experience life in all its fullness’ (John 10:10). Each of our schools has a unique character of its own and we will work to ensure that this vision embraces all our pupils and adults, regardless of background and belief.

We empower our schools to deliver a broad, enriched and exciting curriculum, coupled with a shared zest for life and learning.

We have identified 4 core values: Inclusivity, Community, Service, Empowerment that resonate with what we believe the ODBST Learner and Leader should follow. They reflect the values that are central to our schools and the diocese. Through our values, we aim for excellence for everyone in our Trust. Building on the uniqueness of our pupils, families and school communities, we strive to enable everyone to develop and thrive intellectually, socially, culturally and spiritually.



At ODBST this means that everyone is accepted and supported, regardless of faith or culture. We will strive for everyone to be given every opportunity to reach their potential. We believe everyone is unique and everyone matters.

Many pupils and staff in our schools will come from diverse home backgrounds and our pupils will be at different stages of their own academic and spiritual journey during their time in school.

All pupils will receive support, guidance and challenge so that they are motivated, ambitious and courageous individuals who seek to be the best they can be. We embody the experience of an inclusive community, where we share our gifts, where the emphasis is on what we can contribute, rather than on what we might receive and where we give to each according to need.

"Our differences are our strength as a species and as a world community" Nelson Mandela

At ODBST we work in unison with all our families. Together we learn, love, achieve and flourish. Within our family of schools, each individual is encouraged to discover and grow their talents to their fullest potential. We believe by encouraging, inspiring and building each other up we secure the best outcomes for every member of our community.

We believe quality relationships and partnerships are a central element of interdependence: all are needed and valued and each person is important. We will work together to support each other so that everyone can make a contribution and everyone feels included. We encourage everyone to have a sense of pride in their community and the wider world.

"The minute we become an integrated whole, we look through the same eyes and we see a whole different world together"
Azizah Al-Hibri





service



We encourage everyone to look after themselves and others around them. We encourage children in our schools to seek the common good in all that they do through acts of kindness. ODBST believes that our gifts and talents are to be used in ways that will improve the lives of themselves and others. We help children to develop skills that will allow them to participate fully and contribute positively to the social and cultural life of modern Britain, maximising opportunities for our children to serve their school and local community. We create a culture where serving one another and the wider community is celebrated and seen as an important mark of character development. We regularly invite visitors to our schools who are making a difference to society through their service and courageous advocacy, to inform and inspire us and to present positive role models with ethical and moral integrity for us to follow.

"The best way to find yourself is to lose yourself in the service of others" Mahatma Gandhi

At ODBST we will encourage everyone to trust in their own capabilities and to recognise their potential. We want to challenge ourselves to be the best we can be – even when this becomes hard. We will do this by leading by example, supporting and guiding one another, celebrating accomplishments, providing opportunities for all, developing confidence, resilience and perseverance in both our children and our adults. We will encourage curiosity with a mindset of continuous improvement and personal growth. We want our pupils to be able to say, 'I am special because..... and I am learning to excel at.....'

"There is no gate, no lock, no bolt that you can set upon the freedom of my mind" Virginia Woolf





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Our ODBST values in action

Our inclusivity value will be seen in action when our differences become our strength and achievement.

Our community value will be seen in action when pupils and adults are learning, loving, achieving and flourishing together.

Our service value will be seen in action when pupils are seeking the common good in all that they do.

Our empowerment value will be seen in action when our pupils are able to say, 'I am special because..... and I am learning to excel at.....'





ODBST Shared Services

Shared services are funded through a service charge from each school's General Annual Grant (GAG) to provide the ongoing support for ODBST schools to run effectively. Being part of the ODBST means schools have access to a dedicated team of professionals providing expertise in all of the following areas:

School Improvement

- A bespoke package of up to six school improvement support visits provided by ODBST Officers and advisers and consistent and robust data collection and monitoring
- At least further three school improvement visits from ODBST officers, paid support from other ODBST school or external specialist support where schools are underperforming
- Supporting the development of collaborations
- Attendance at Headteacher & other senior leader Interviews
- Brokering of leadership support
- Headteacher mentoring and coaching
- Leadership support for OFSTED inspections
- School Effectiveness Partner support for Section 5 Ofsted Inspections– this includes support for post inspection Statement of Action
- Headteacher performance management for those schools that require improvement, or which are in a category
- Compliance checks and contracts
- Professional learning and development including termly Subject Leader training and annual Leadership conferences for School Leaders and Governors
- Respond to central and local government consultations and provide support for schools to engage in these
- Develop and consult on statutory trust wide policies and provide guidance and templates on other policies for LGBs and support materials to ensure compliance of schools with statutory requirements
- Unlimited 1:1 telephone and email access to advice from experienced ODBST advisers
- Safeguarding checks
- Setting of Headteacher PM objectives and bi-annual review

Governance

- Provision of phone/e-mail support to clerks, governors and Headteachers in ODBST schools
- Provide guidance to local clerks on meeting structure, agendas and other local governance templates
- Carry out reviews of governance/compliance as appropriate



- Provide guidance on the recruitment of new governors and support the processing of Trustee and foundation appointed governors
- Hold accurate records of all governors within the Trust
- Support with advice on governance compliance of school websites and GIAS
- Guide clerks and governing bodies of prospective ODBST schools through the conversion process and any steps required on the route to becoming an academy
- Provide resource support to clerks and governors through the Governor Hub site
- Support the induction of new governors by offering and signposting training, plus delivery of termly and other bespoke training to governors
- Provide support on the scheme of delegation and term of reference

Finance & Operations

- Individual school bank accounts enable local monitoring of cashflow and flexibility with purchasing
- Schools use the same financial IT system for budgeting and financial monitoring
- Annual external and internal audit requirements are centrally managed, including pension audits
- A support network for school business managers, including training
- The Shared Services Team supports schools with the requirements of the Academy Trust Handbook
- One Gift Aid account with HMRC to recover gift aid claims, one registration for the Trust
- Centralised VAT recovery on behalf of the schools, again one registration
- SRMSAT submitted by Trust based on data from the common finance system
- Support for GDPR, H&S, Procurement (including economies of scale across multiple schools), Net Zero programme, risk management (support & advice on risk registers, capital projects, maintenance and sourcing funding, contract management, access to legal services and advice, RPA advice, systems advice)

Human Resources

- Support with the TUPE and onboarding process for existing staff
- Support from our team of HR professionals who know each school and are able to provide consistent advice and guidance on all aspects of HR (policies, recruitment, restructures, disciplinary, appraisal etc.)
- Centrally appointed payroll provider
- My New Term recruitment software for applicant tracking and candidate attraction
- Trust (through its centrally appointed payroll provider) issue employment contracts, at the request of schools who lead on local recruitment
- Membership of the Teacher Pension Scheme and Local Government Pension Scheme ensures staff retain pension benefits



- Well-being ambassador group, well-being helpline and resources (Health Assured)
- Additional HR support for employee relations issues
- Quality assurance checks on single central records and employee files
- Provision of HR CPD
- Management of the apprenticeship levy and apprenticeship training providers
- Provision of HR policies that are regularly reviewed and compliant with UK employment law

Data Protection

- ODBST has one registration with the ICO on behalf of all its schools and one central Data Protection Officer.

Health and Safety

- Our professional Health & Safety Competent Advisor engages regularly with schools to assure their legal duties, statutory requirements are carried out, offer training, ensure the school is safe and secure, and undertake an annual site inspection.

Admissions

- The Trust Board is the admission authority, and the policy is written for schools centrally
- Support for School Admissions and Appeals is provided by the Diocese for our Church and non-Church schools

Capital Projects

- Large-scale capital projects are funded through School Condition Allocation (an allowance managed by the Diocese on behalf of the Trust) rather than through an annual application process into the DfE
- Devolved Formula Capital continues to be managed by the Local Governing Body, but is required to be authorised through the approved purchasing limit guidelines

Why join the ODBST Team?

As an employee of the Oxford Diocesan Bucks Schools Trust, you will work with inspirational colleagues who are focused on delivering a broad, enriched, and exciting curriculum, coupled with a shared zest for life and learning. We are an inclusive employer that embraces diversity and encourages everyone to discover and grow their talents to be the best they can be.

Mentorship

As part of our strategy for developing sustainable leadership in our schools, ODBST offers the support of a headteacher mentor as part of the support programme to all headteachers who are new to headship or new to the ODBST. We have a vibrant group of Headteachers within our schools who work closely together in a number of ways to develop a high-quality offer for all as well as giving each other space to talk and to consider pertinent issues at length. We meet together formally once every half term but Headteachers get together more often than that informally and enjoy the benefits of working within a family of schools.

Training Opportunities

To support your development, we offer a highly regarded Continuous Professional Development (CPD) programme which includes training and network meetings to support governors, leaders, teachers, and support staff across our Trust. We hold an annual ODBST conference for senior leaders and work with our sister Trust, the ODST, for an annual conference with them also. In addition, as a member of staff you will have access to online training that covers areas such as Health and Safety and Data Protection.

Our CPD programme is constantly evolving based on feedback received, with new events being added all the time.

Career Development

We have established an “Aspirant Leaders” programme for those aiming to be our school leaders of tomorrow. The programme is facilitated by experienced leaders and provides a forum to explore the types of topics and scenarios that senior leaders face on a daily basis.

As a growing Multi-Academy Trust, we have an increasing number of opportunities for staff to grow and experience different school settings as they progress their career, whilst remaining within the ODBST family.

Health and Well-being

The health and well-being of our staff is of paramount importance to us, and we are committed to a healthy work life balance for our employees. To demonstrate our commitment, we are proud to have signed up to the Department for Education’s Staff Well-being Charter and established a well-being ambassador group with the primary aim of enhancing staff well-being across the trust. We have open channels of communication to ensure our employees know



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where to turn for support. We encourage well-being suggestions from our staff and ensure all ideas are listened to and considered.

We have a monthly well-being newsletter for staff and an Employee Assistance Programme in place which offers staff a 24-hour confidential telephone line with support on a range of different topics, including health, bereavement and finances. In addition, we provide access to a well-being app and web portal where employees can access a range of resources, such as a mood tracker, mini health checks and healthy eating advice.

Pension Scheme

As an ODBST employee, support staff have access to the Local Government Pension Scheme and teaching staff have access to the Teachers Pension Scheme. You don't pay tax or national insurance on your contributions and the ODBST adds a generous employer contribution. All staff are entitled to opt-out of the pension scheme should they wish to do so.



Headteacher Job Description and Person Specification

The DfE's 'National Standards of Excellence for Headteachers' gives details of the generic role and professional responsibilities of the Headteacher. You should be familiar with these.

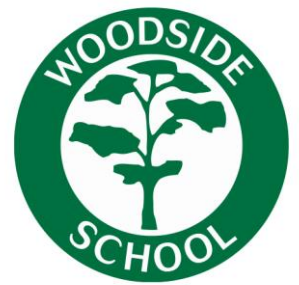
Within that framework, the school's Local Governing Body and the ODBST are seeking to emphasise the following:



JOB PURPOSE

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

- providing a strong, clear, inspiring and widely shared vision for its future and positive, incisive strategic direction and leadership to become a high achieving school with sustainable success;
- ensuring the highest possible quality of education, range of opportunities and standards of attainment for all children;
- developing and managing the school efficiently and effectively, recognising and overcoming its weaknesses, building on its strengths, innovating and securing prolonged developments and improvements;
- building an inclusive ethos which is welcoming to families of all faiths and none;
- embedding the school in the local community, and engaging children, parents and staff as a community of learners.



JOB DESCRIPTION

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

Leadership and Strategic Direction

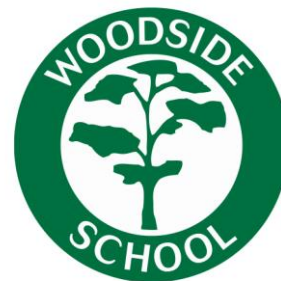
- Ensure that a clearly articulated vision for the school is shared, understood and acted upon by everyone.
- Give clear leadership, educational direction and professional guidance through actively engaging Governors and staff to develop and implement agreed aims and policies through the school's Strategic Development Plan.
- Provide a strong and positive ethos reflecting commitment to high achievement, a safe and effective learning environment, good relationships, and equality of opportunity for all children.
- Create, lead and work closely with a well-motivated, collaborative and supportive staff team, whose talents are valued, shared, utilised and celebrated to the benefit of each other and the children.
- Embed an enabling culture with distributed leadership and responsibility.
- Ensure the school provides educational excellence based on a supportive inclusive ethos, the valuing of its staff, its quality of education, the standards achieved, the engagement and contentment of its children and the involvement of its parents and community.

Learning and Teaching

- Provide a happy 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 curriculum requirements and the wider curriculum for the direct and full benefit of children and their learning.
- Foster excellent practice and high expectations and standards across the full age and ability range.
- Ensure there are effective monitoring, tracking and informed understanding and use of children's progress and achievements.
- Continue to develop assessment so that it guides formative teaching and learning
- Work with and develop the role of the School Council.
- Provide a safe, well-maintained, attractive and stimulating school environment.
- Develop and maintain strong programmes of extra-curricular activities.
- Lead assemblies, and as appropriate teach classes as an aspect of your commitment to the children and the school.

Management and Accountability

- Provide effective developmental management of the school to achieve appropriate outcomes in external evaluations eg OFSTED.
- Ensure that Safeguarding Arrangements are a key priority within the school at all times.



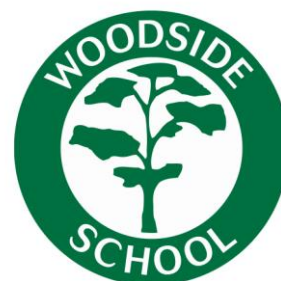
- Evaluate accurately and consistently the school's performance and identify priorities and means for improvement.
- Effectively use educational data to inform practice and decisions in management and teaching.
- Lead and manage the annual planning, monitoring, budgeting and evaluation procedures in 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 improving practice.
- Ensure that clear, suitable and effective accountability procedures are enacted and that there are means to report periodically to all stakeholders.
- Inform, advise and assist the Local Governing Body and attend its meetings.
- Ensure the effective management of all data protection, health, safety and well-being matters, including safeguarding, in line with school and national frameworks.

Development

- Facilitate and initiate new ideas and encourage developments in the curriculum, teaching and learning.
- Use Information and Communications Technologies 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, which supports the priorities of the school and its pupils and provides 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, ODBST and the services and agencies which support education.
- Co-operate and work with relevant agencies to protect children, with special regard to Safeguarding and Child Protection agencies.
- 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

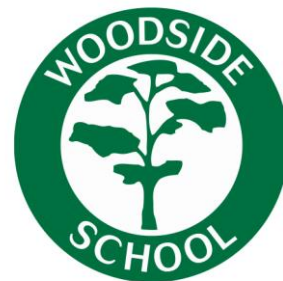
These criteria will be the basis for the short-listing and interview process. Applicants are requested to take account of them when applying.

A = Application

I = Interview

R = Reference

A. Qualification and Experience	Essential Desirable	How to be assessed
You will have: A Degree and Qualified Teacher Status (with graduate or postgraduate study relevant to primary education).	E	A/R
Significant and recent experience of successful primary teaching in schools with rich social and cultural diversity.	E	A/R
Effective leadership and change management experience with the ability to demonstrate tangible improvements achieved from guiding a school through a period of transition.	E	A
If not already a Headteacher working towards NPQH.	D	A/I/R
A record of recent professional development that prepares for this post	E	A/I
B. Qualities, Skills and Capabilities		
You should have: A passionate and informed commitment to children's development and their engagement with schooling,	E	A/I
Experience of the development of inclusive practice for all members of the school community.	D	A/I
The drive and ability to take up the role of leader, provide clear direction, promote the vision and values	E	A/I
The skills to manage development and change, take positive risks, and enthuse and motivate others, inspiring continual improvement.	E	A/I



Evidence of successful inspection by Ofsted	E	A/I/R
A strong understanding of the tools for assessment, data collection and the ability to monitor, analyse and evaluate pupil data to continuously improve the impact of the school.	E	A/I/R
A strong understanding of the factors which drive pupils' personal development, developing responsible, respectful and active citizens so they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	E	A/I
A clear understanding of how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils	E	A/I
The ability to develop a strong sense of community and vision for the school and its facilities, involving partnership with parents, the local community and other bodies.	D	A/I
The ability to identify, prioritise, monitor, analyse, evaluate and manage financial and human resources to achieve educational goals.	E	A/I
The ability to understand and make positive use of the rich social and cultural diversity within the school and the surrounding community.	E	A/I
Excellent interpersonal skills and be approachable for all members of the school community, skilled in listening to views and ideas, sharing these and enabling decision-making, so as to provide the best for the children, staff and parents.	E	A/I
Good, consistent contact and communication skills, written and oral, with everyone.	E	A/I/R
Resilience, perseverance and optimism in the face of difficulties and challenges.	E	A/I/R
An absolute commitment and dedication to the protection and safeguarding of children, social justice, equality and excellence.	E	A/I/R



The ability to inspire, challenge and empower others to attain higher goals.	E	A/I
A commitment to continuous professional development of yourself and others.	E	A/I
C. Knowledge and Understanding		
You should possess:		
The ability to communicate a clear vision for the school and how it will develop over the next five years, knowing and implementing what is required for the school to continue to develop as a high-achieving school.	E	A/I
A well-informed understanding of children's learning and a passion for leading learning and teaching	E	A/I/
Ways to enhance high standards, enabled through careful monitoring, evaluation and target setting with staff and Governors.	E	A/I/R
An outstanding knowledge and understanding of the nature and teaching of the primary curriculum, with a clear sense of the role, value and vitality of the wider curriculum including PSHE, Citizenship and RSHE.	E	A/I
Knowledge and the ability to create and implement a Strategic Development Plan securing continuing school improvement.	E	A/I/R
Evidence of the management of the performance of staff, setting and measuring targets and reporting on salary implications.	E	A/I
In-depth knowledge and experience of child protection and safeguarding procedures; the head will be the DSL for the school.	E	A/I
Understanding and the ability to motivate, inspire and enable all staff to carry out their respective roles to the highest standard through performance management and continuing professional development.	E	A/I



A good understanding of health and safety legislation and the ability to actively promote the safety and well-being of pupils and staff.	E	A/I
Knowledge and the ability to provide objective support and advice to the Local Governing Body, to enable it to meet its responsibilities.	E	A/I
Understanding and the ability to ensure that parents and carers are well informed about the curriculum and about the contribution they can make to achieve their children's progress and attainment.	E	A/I
Understand the strategic importance and use of Information and Communication Technologies in teaching, learning, management and communications.	D	A/I



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Selection Process

Guidance for Applicants

These notes are intended to help you make the best application possible.

The information you provide will help us understand how you meet the requirements of the role and so helps us to short-list candidates for interview. Our shortlisting decisions are based solely on the information you supply in your application so that we can ensure fairness.

Please refer to the job description, person specification and our vision and values. It helps us if you can relate your knowledge, skills and experience to the points in the person specification.

You must include your complete work history in your application, including any times where you were not working and the reasons for this.

School Visit

We encourage all applicants to visit our school before submitting their application. Please contact the school to make arrangements.

Safeguarding

Woodside School provides a safe and secure environment for pupils to learn. The school, its Governors and the Trust are committed to safeguarding and promoting the welfare and safety of children and young people and operates a strict Safeguarding Policy, with procedures being rigorously and consistently applied. The Headteacher will be required to demonstrate a commitment to promoting and safeguarding the welfare of children and young people and to become the Designated Safeguarding Lead (DSL) for the school.

DBS Checks

In line with our safeguarding and child protection policy, all employees and volunteers working in specific roles at ODBST will be subject to satisfactory clearance being obtained from the Disclosure and Barring Service. The check will be undertaken as part of the appointment process with the successful candidate.

Equal Opportunities

ODBST is a fair employer promoting equal opportunities, which do not disadvantage any person on the grounds of a protected characteristic. We are committed to providing clear and transparent guidelines and complying with our legal obligations under the Equality Act (2010).

We will use the information provided by you in the Equality and Diversity section of your application form to monitor our equal opportunities policy and practices. This part of the form will be separated from the main application form and will not be taken into account in the selection process.

Background Checks

Applicants are asked to provide the name and contact details of two referees on their application form. References will normally be taken up for short-listed candidates prior to interview. If you do not wish us to contact your current employer before interview, please indicate this clearly on your form. Any offer of employment is subject to receipt of at least two satisfactory references.

The Trust will carry out online searches on short listed candidates. Searches carried out will be done so in accordance with current data protection legislation on the basis of public task for the purposes of safeguarding. Information which is found to suggest the person is unqualified for the role, poses a safeguarding risk or risks damaging the reputation of the Trust will be investigated through discussion with the applicant and will form part of the overall information on which to base the hiring decision.

We are required to check that anyone taking up employment with us has the legal right to work in the UK. Short-listed applicants will normally be asked to provide documentary evidence to support their entitlement to work in the UK prior to any offer of employment being made.

In addition, the successful candidate will be asked to complete a range of safer recruitment checks including a health assessment; proof of qualifications and professional memberships; identity and address checks and if the role requires, a driving check.

This post is covered by the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 because it is a post which involves working directly with children or young people and the applicant is required to declare any criminal convictions (or cautions or bind-overs) including those which are “spent”. The amendments to the Exceptions Order 1975 (2013, 2020) provide that certain spent convictions and cautions are ‘protected’ and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website: [Guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975](#)



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Data Protection

The information you provide as part of your application will be used in the recruitment process. We will hold your data securely with access restricted to those involved in dealing with your application and in the recruitment process. Once this process is completed the data relating to unsuccessful applicants will be destroyed after six months. If you are the successful candidate, your application form will be retained and form the basis of your personnel record. Full details are available in our privacy notice for job applicants, which is available here:

[ODBST Job Applicant Privacy Notice](#)

Applications and Closing Date

Applications should be made using our online application process via the Trust or school's website: [Oxford Diocesan Bucks Schools Trust - Vacancies \(odbst.org.uk\)](https://odbst.org.uk) by the closing date detailed.

Applications that come through alternative channels or in alternative formats will not be considered.

Interview and Selection Day

This will take place on **Thursday 27th April 2023**. Shortlisted candidates will be advised of the range of tasks and activities that will make up the selection process. You will be asked when invited to interview to confirm your availability to attend this day.

Thank you for your interest in Woodside School and the Oxford Diocesan Bucks Schools Trust.

