



HEADTEACHER APPLICATION PACK

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WELCOME LETTER FROM THE CHAIR AND CHIEF EXECUTIVE OF THE MILL ACADEMY

Dear Applicant,

Thank you for your interest in the post of Headteacher at Finstock Church of England and Queen Emma's Primary Schools. We hope this application pack and the information available on our websites will give you the essence of what our unique and successful schools are about and a real understanding of the role, and our Trust.

We are looking for someone who is passionate about education, in its widest sense, to lead our schools and who will share our values and commitment to excellence in teaching and learning.

As part of our drive to raise standards, our focus is improving the quality of the teaching and learning.

At our schools, it is our expectation that all pupils are taught well.

We expect every teacher to be a good teacher – no child deserves less!



Our Aims

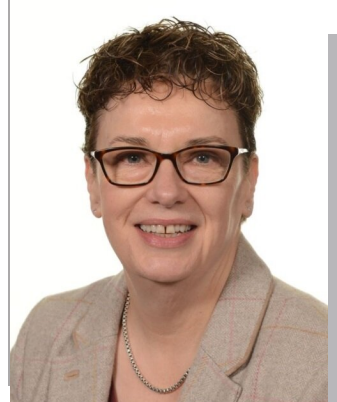
- We aim to ensure that all pupils make progress using our 'catch up' and 'keep up' strategies.
- We aim to use feedback to identify and close the gap between what they can currently do and what we would like them to be able to do.
- We aim to make the right decisions, for the right reasons, influenced by evidence-based research.
- We aim to provide an inclusive environment for all of our pupils.
- We recognise and celebrate the achievements of our pupils.
- We aim to establish and maintain an effective partnership with families and the wider community.

We aim to learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is frequently shared.

We look forward to hearing from you if you have the personal qualities we are looking for and the drive and enthusiasm for education to lead our primary schools and their pupils forward on the next stage of their journeys.



Claire King
Chair of the Board of Trustees



Wendy Hemmingsley
Chief Executive

THE MILL ACADEMY TRUST VISION

Our Vision

We believe that every child has the right to go to a good school and that every child should have the opportunity to transform their life, whatever their starting point. Our vision is to transform lives and to enable individual schools to grow, develop and serve their communities, whilst also ensuring a strong ethos of support, challenge and collaboration across our Trust. We believe that everyone involved with the Trust should have the opportunity to shine.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration. We also challenge ourselves to be even better, every day. We are not content with always doing what we've always done. The new educational landscape requires new ways of thinking, leading and operating: ***'Progress is impossible without change, and those who cannot change their minds cannot change anything.'*** **George Bernard Shaw**

This is a hugely exciting time for our family of schools. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many children.

The Trust currently has schools based in or near Witney and all have been judged as 'Good' or 'Outstanding' in their latest Ofsted Inspection. As a Trust, we are clear about the importance of achieving long-term sustainability for our schools.



THE MILL ACADEMY TRUST VALUES

Our Values

The MILL Academy name and logo communicates the values of:

Motivate

Inspire

Learn

Lead

The graphic, in the shape of a mill, represents the starting point of this home-grown trust, the town of Witney, Oxfordshire, famous for its mills.



We have five 'big' questions that underpin 'the way we do things around here':

1. Are we securing equity?
2. Is our leadership driving improvement?
3. Is our curriculum irresistible?
4. Are we research informed?
5. Are we managing resources effectively?

Since the formation of our Trust in October 2015, our approach has been to ensure sustainable school improvement. We have worked hard to achieve our successes so far and our journey continues.

'Life's most persistent and urgent question is, "What are you doing for others?" ' Martin Luther King

BENEFITS OF BEING A SCHOOL LEADER IN THE MILL ACADEMY TRUST

From the inception of our multi-academy Trust, it was important to us to ensure our central support team was set up in such a way to deliver the maximum benefit to our schools both financially and in terms of saving time and effort. We want to give our leaders the space to fully focus on their school, teaching and learning practices, pupil and staff development and community engagement. To facilitate this, the central support team takes the responsibility to lead on all non-teaching elements of school business, estates and operations.

The central team budget also allows for school improvement support, resources, training and coaching. New school improvement initiatives or projects are often initially explored via central funding. The Trust's Director of Education directly supports all schools in their quest for improvement and development – advising, coaching, mentoring and challenging.

We recognise all schools can be at different points on their journeys and have differing needs so we do not top-slice budgets or restrict utilisation of central services. We do make a central recharge to our schools and this is based on the needs of the school and their usual consumption of central services but is also affordable in line with their budget.

The central support team provides finance, budgeting, procurement, HR and payroll, estates and facilities management, business services, IT and Communications and marketing and design. We procure and deliver services which are aligned across our Trust but still meet the individual needs of our schools. Some of our staff are based at individual schools, others in the central team offices, but all are able to provide support and absence cover for their colleagues at any school. Headteachers and leaders in our Trust family can be assured of a supportive, professional and responsive service from our central team.



KEY INFORMATION

Queen Emma's Primary School

Age Range	4 to 11
Ofsted rating	Awaiting outcome of inspection on 16 th April 2024 Good (Last inspection: 12 th September 2018)
Number of pupils	194 (School capacity: 315)
Pupils with an SEN Education, Health and Care Plan	5.1%
Pupils with SEN Support	17.5%
Pupils eligible for free school meals at any time during the last 6 years	25.25%
Pupils whose first language is not English	20.1%
Year 1 - Phonics	82%
Key Stage 1 – Reading	45%
Key Stage 1 – Writing	18%
Key Stage 1 - Mathematics	35%
Key Stage 2 – Reading	49%
Key Stage 2 – Writing	62%
Key Stage 2 - Mathematics	49%
School website	http://www.queen-emmas.oxon.sch.uk/

QUEEN EMMA'S PRIMARY SCHOOL

Queen Emma's Primary School sits at the heart of our local community. We prioritise personal, social development and well-being alongside our irresistible knowledge curriculum. We are truly inclusive; no child held back, no child left behind. We ensure our children's needs are met whilst developing their independence and resilience.

The Queen Emma's Way

The vision is that Queen Emma's Primary School will be one of the best performing schools in the country, both academically and in terms of well-being. We want a school with a culture of compassion – where children and staff want to belong. We want to play a prominent role in the community by supporting not only our children, but their families too. We want to grow our school in size, expertise and strength. We will continue to be research informed – our decisions will be informed by research but we will do what's right for our context. We want to continue to lead on local and national initiatives and open our doors to colleagues from other schools to share best practice. Whilst we strive for academic success, we will ensure that our pupils are emotionally and physically ready to learn.

Our school site is magical! We have an outdoor gym, the daily mile, netball courts, football pitches, a vast outdoor space for our children in Early Years, vegetables patches and our very own forest. Our staff are an amazing team who are relentlessly bothered about the well-being and growth of our children.

Our curriculum principles

Our curriculum is an explicit and deliberate guarantor of equality. Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for the next stage of education. Our ambitious curriculum is designed to give all learners the passion for individual and communal pursuit of wisdom. We ensure that our curriculum gets children reading and keeps them reading using the Read, Write Inc programmes. Children are taught the right maths to ensure they're building on prior knowledge. Oracy runs through our curriculum like a golden thread to ensure we explicitly teach vocabulary and focus on speaking and listening. All children will have access to our broad and balanced curriculum.



KEY INFORMATION

Finstock Church of England Primary School

Age Range	3 to 11
Ofsted rating	Outstanding (Last inspection: 23 rd January 2024)
Number of pupils	26 (School capacity: 105)
Pupils with an SEN Education, Health and Care Plan	3.8%
Pupils with SEN Support	19.2%
Pupils eligible for free school meals at any time during the last 6 years	15.3%
Pupils whose first language is not English	3.8%
Year 1 - Phonics	0% (2 pupils)
Key Stage 1 – Reading	50%
Key Stage 1 – Writing	100%
Key Stage 1 - Mathematics	100%
Key Stage 2 – Reading	100%
Key Stage 2 – Writing	86%
Key Stage 2 - Mathematics	71%
School website	https://www.finstock.oxon.sch.uk/

FINSTOCK CHURCH OF ENGLAND PRIMARY SCHOOL

Finstock Church of England Primary School sits at the heart of the village and plays an important role in the local community. We have good links with our local church and we endeavour to help all of our children develop their understanding of the Christian faith.

We have high expectations and work hard each day to live out our Christian Vision to provide all children with the highest level of academic curriculum and pastoral care, with opportunities for spiritual growth and intellectual enquiry. We pride ourselves on our happy, friendly and caring atmosphere.

At Finstock each child grows knowing that they belong to our school family and that our school family belongs to them. This knowledge fosters a pride in their school and its achievements, and an understanding that each individual is a very important part of the whole.

Finstock Church of England Primary School is a small school with a huge heart. We are extremely proud of our commitment to providing the highest quality learning opportunities for our pupils. We are a hard-working and dedicated team with a strong moral purpose.

The Finstock Way

In a world where the algorithms are set to provide us more of the same, we see education's role as providing our children with something different. We believe that teaching is profoundly moral and worthwhile; we breathe in our children in a morning and exhale them in the afternoon, ensuring they know what came before and are enabled to be part of something greater. At Finstock Church of England Primary School our curriculum will whisper "you belong, you are one of us".

At Finstock, we feel incredibly fortunate to be able to create a personalised education for each of our pupils. Having small numbers in the school allows us to ensure we identify gaps in knowledge, understanding and skills and place students in homogenised groups to close those gaps effectively. This strategy prevents children from having interventions at other times of the day and missing out on a broad

and balanced curriculum. Whilst we strive to ensure all children are working at, or above 'age-related expectations' (ARE), we know that prerequisites must be embedded before moving on. We extend the school day for some of our pupils to pre-teach before school and post-teach after school.

Our curriculum principles

Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. We are truly inclusive; children are grouped in fluid and flexible progress groups to ensure no child is left behind. We believe that all children are entitled to the arts and the outdoors. Oracy wraps around our knowledge-rich curriculum; we explicitly teach the physical, linguistic, cognitive, social and emotional strands throughout our curriculum. We believe that children deserve an education rich in wonder and memorable experience, where creativity and curiosity flourish, alongside the purposeful acquisition of knowledge and skills. We believe this helps children become well rounded, happy individuals, ready to succeed in an ever-changing world.

JOB DESCRIPTION

Responsible to: The Trust CEO

Leadership scale: L15 - L21

This Job Description reflects the Headteacher's Standards issued in October 2020. These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

Core Purpose and responsibility

The Headteacher's main role is to provide highly effective, professional leadership for the schools which secures their continuing success and improvement, ensuring high-quality education for all pupils and the highest standards of learning, achievement and care.

Ethics and professional conduct

The Headteacher is expected to demonstrate consistently high standards of principled and professional conduct and to uphold the Seven Principles of Public Life at all times.

Legal requirements

The Headteacher is required to carry out all the statutory duties in the School Teachers' Pay and Conditions Document para 46.1, 47.1 and 47.2, the contractual framework and the professional responsibilities outlined in sections 48 and 49 of the STP.

1. School Culture

- Sustain the school's ethos, vision and strategic direction in partnership with the Trustees and the school community.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold and deliver ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.
- Promote and support the well-being of pupils and staff.

2. Teaching

- Sustain high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- To monitor classroom practice, where necessary demonstrate good practice, and to be responsible for the evaluation of the overall quality of teaching in the school.

- To lead the learning and teaching within the school through excellent practice. As the lead professional, the Headteacher would be expected to lead by example.
- Ensure effective use is made of formative assessment.

3. Curriculum And Assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

4. Behaviour

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy which is understood by parents and carers.
- Implement fair, consistent and respectful approaches to behaviour management.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

5. Additional And Special Educational Needs And Disabilities

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

6. Professional Development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally-recognised career and professional frameworks and programmes to build capacity and support succession planning.

7. Organisational Management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Prioritise and allocate resources appropriately, ensuring efficiency, effectiveness and probity, according to the school's aims, objectives and development plan in consultation with staff and the Trust Executive Team.
- To monitor the utilisation of the school's budget plan as set by the Trust and feed into the Trust's future financial planning for the school in line with the school development plan.
- Ensure the school maintains a safe environment for pupils, staff and visitors, ensuring effective health and safety practices are embedded in the school and work with the Trust's Business Services Team to ensure compliance and awareness of responsibilities in accordance with the health and safety policy.
- With the support of the Academy HR team, to be responsible for the appointment of teaching and support staff in line with agreed budget plans and establishment and to ensure levels of performance necessary to achieve the agreed aims and objectives of the school.
- To manage staff performance throughout the year, paying due attention to workload.
- To provide coaching, mentoring, and support for continuous professional development to ensure that teaching and leadership practice is leading edge.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to managing and mitigating risks with due regard to the Trust's risk management policy and review the school risk register in conjunction with the Business Services Manager.
- In conjunction with the Trust's DPO, ensure compliance with the principles of data protection in accordance with the General Data Protection Regulations (GDPR) and the Trust's Data Protection Policy.

8. Continuous School Improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

9. Working In Partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community.
- Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support.

- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

10. Governance And Accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Note

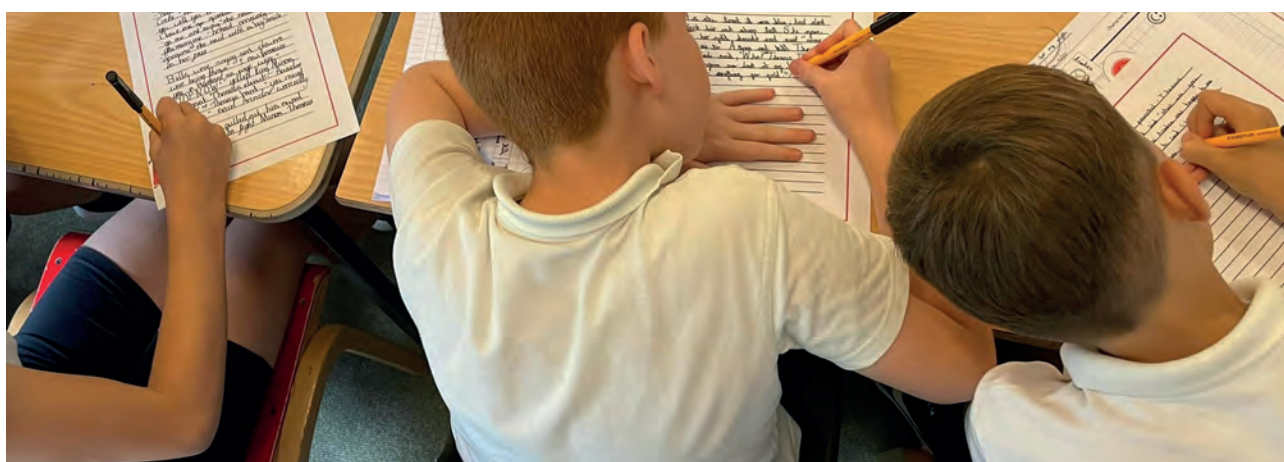
The above represents key priorities and accountabilities for the role of Headteacher and is not an exhaustive list. This Job Description is current at the date shown, but in consultation with the successful applicant may be changed should the Trust decide to develop in the future.



PERSON SPECIFICATION

	CRITERIA	MEASURED BY				
		ESSENTIAL	DESIRABLE	APPLICATION	INTERVIEW PROCESS	REFERENCES
A	QUALIFICATIONS AND EXPERIENCE					
1	Honours Degree or equivalent	x		x		
2	Qualified Teacher Status	x		x		
3	Relevant higher degree or equivalent		x	x		
4	Evidence of commitment to continuous professional development relating to school leadership and management and curriculum / teaching and learning	x		x	x	
5	Substantial, successful, relevant and recent teaching experience in a primary school	x		x	x	x
6	Successful experience of raising standards for all pupils, including vulnerable groups, with clearly demonstrable outcomes	x		x	x	x
7	Knowledge and understanding of safeguarding requirements and good practice	x		x	x	x
8	Knowledge of recent developments in the National Curriculum	x		x	x	
9	Experience of supporting children with Special Educational Needs in an inclusive environment	x		x	x	x
10	An understanding of the role of parents as partners in education	x		x	x	x
11	A commitment to, and evidence of, promoting diversity and equal opportunities within the workplace, classroom, curriculum and employment practice	x		x	x	x

	CRITERIA	MEASURED BY				
		ESSENTIAL	DESIRABLE	APPLICATION	INTERVIEW/ PROCESS	REFERENCES
B	SKILLS AND ABILITIES					
12	A proven track record in ensuring the highest possible standards in teaching and learning	x		x	x	x
13	Good understanding and application of effective pedagogical approaches and evidence-informed practice	x		x	x	
14	The ability to lead, influence and manage change	x		x	x	x
15	Successful experience of positive behaviour management and developing a pupil-focused, inclusive and effective, learning environment so that all pupils can excel	x		x	x	x
C	PERSONAL QUALITIES					
16	Has high expectations and personal integrity with the ability to promote and sustain the values, culture and ethos of a school	x		x	x	x
17	Is articulate and approachable with excellent interpersonal communication skills both verbally and in writing	x		x	x	x
18	Is able to manage, inspire, encourage and empower staff	x		x	x	x
19	Is an excellent, reflective practitioner with high-quality teaching skills and high expectations for pupils' learning and attainment	x		x	x	



HOW TO APPLY

Visits to the Schools

You are very welcome, and encouraged, to visit the schools at the following times:

- 1 Thursday 2nd May - 11am**
- 2 Tuesday 7th May - 11am**
- 3 Thursday 9th May - 1pm**

We will provide a minibus to move between the two school sites with the visit starting at Queen Emma's Primary School. Please allow up to 2.5 hours for the visit to both sites.

Please contact Jo Corrigan, ASCL Consultant on 07557 114082 or email Jo.Corrigan@ascl.org.uk if you wish to visit the schools.

Application Form

To apply for the post of Headteacher, all interested parties must complete The MILL Academy Trust Application Form. CV's will not be accepted. Please do not enclose a copy of your CV with your Application Form. Please ensure you have captured what you wish to share on the Application Form.

The completed form should be sent in confidence to: **Jo Corrigan**, ASCL Consultant at jo.corrigan@ascl.org.uk A personal statement and covering letter are not required.

References

In order to aid the process, please ensure that your referees are aware of your application and that they are able to provide a prompt reference, if contacted.

Application closing date

12 noon, Monday 13th May 2024

Shortlisting date

15th May 2024

Interview date

23rd May 2024

Information about the post

This appointment is supported by ASCL's Leadership Appointment Service. If you feel inspired and excited to find out more about this fantastic opportunity, please contact Jo Corrigan by email at jo.corrigan@ascl.org.uk Please include a contact number and suggested times to call back.

LIVING AND WORKING IN OXFORDSHIRE

Oxfordshire

Oxfordshire is a ceremonial county in South East England. The county is bordered by Northamptonshire and Warwickshire to the north, Buckinghamshire to the east, Berkshire to the south, and Wiltshire and Gloucestershire to the west. The city of Oxford is the largest settlement and county town.

Oxfordshire includes parts of three Areas of Outstanding Natural Beauty. In the north-west lie the Cotswolds; to the south and south-east are the open chalk hills of the North Wessex Downs and the wooded hills of the Chilterns.

The county has two universities, and the 'dreaming spires' of the University of Oxford are among the reasons why Oxford is the sixth most visited city in the United Kingdom by international visitors.



Witney

Witney is a market town founded on the banks of the River Windrush, situated on the edge of The Oxfordshire Cotswolds. It is the largest town in the district of West Oxfordshire and has a population of roughly 27,000.

Witney established itself as an important wool town and still has a healthy business community with a thriving high street and shopping centres with a great mix of quality independent traders and High Street names.

The town's unique blend of history, culture and shopping make it a very popular destination for visitors.



Finstock

Finstock is a village and civil parish of around 800 inhabitants, located about 5 miles north of Witney and approximately 15 miles north-west of Oxford. The parish is bounded to the north-east by the River Evenlode, to the south-east partly by the course of Akeman Street Roman road and on other sides by field boundaries. The surrounding countryside is beautiful and provides the perfect location for an afternoon stroll, or something longer if you have the time.

Finstock supports a lively community life with a popular village pub, an 'outstanding' primary school and a busy village hall with a wide range of regular events and activities.