

# Headteacher

## Oxhey Wood Primary School



# Recruitment Pack

Full Time

# Contents

## **WHAT YOU NEED TO KNOW ABOUT US**

Welcome from the Chief Executive Officer  
Headteacher Job Description  
Headteacher Person Specification  
Oxhey Wood Primary School  
The Agora Learning Partnership Vision and Aims  
The Together Strategy  
Employee Benefits  
The Recruitment Process

## **WHAT WE WOULD LIKE YOU TO SHOW US IN YOUR APPLICATION**

What skills, knowledge and experience do you have?  
Are you the right person for our organisation and team?  
What is your evidence base and track record?



# Welcome from the Chief Executive Officer

Dear Applicant,

I am delighted that you are interested in finding out more about the position of Headteacher within the Agora Learning Partnership. This position offers the successful applicant an exciting opportunity to lead Oxhey Wood Primary School.

Oxhey Wood is one of the ten Academies that form the Agora Learning Partnership; an organisation where collaboration and partnership are believed to be the key to success. The Agora Learning Partnership is a place where we 'work together, learn together and succeed together'.

At the Agora Learning Partnership, children are placed at the heart of all decisions that are made; it is also a place where school leaders make 'local decisions for local children' to ensure the needs of the children are met.

School leaders are well-supported by a dedicated central team, to ensure they can focus on their schools, the children and providing a high-quality education for every child.

## The Role

Oxhey Wood is a highly inclusive school, where every child is valued. It is a place where every member of the staff team is committed to raising educational standards and delivering the highest quality of education. The success of the school has been formally recognised in the most recent Ofsted inspection reports found [here](#).

This role will appeal to someone who is ambitious for all children and passionate about supporting children to flourish through the provision of a high-quality, enriched curriculum that is relevant and meaningful.

If you are a dynamic senior leader who sees themselves making local decisions to meet the needs of children, whilst playing a positive role in our Partnership overall, then we look forward to receiving your application.

I hope you find the information in this recruitment pack useful; however, you may like to find out more about the role. I am more than happy to talk through this opportunity. School visits prior to application are also warmly welcomed. Please feel free to contact me on [HR@agoralearning.co.uk](mailto:HR@agoralearning.co.uk) to arrange either of these.

I look forward to hearing from you.

Kind regards

Rebecca Daulman  
Chief Executive Officer

# Headteacher Job Description

This job description may be varied at any appropriate time, following a period of consultation with the employee. It may also be reviewed annually in conjunction with the appraisal process and planning for the next academic year.

|                |  |
|----------------|--|
| Line manager   | Chief Executive Officer                                |
| Responsible to | Chief Executive Officer and the Academy Governing Body |
| Location       | Oxhey Wood Primary School                              |

## Core Purpose of the Role:

The Headteacher will:

- Provide dynamic and professional leadership for the Academy, which helps to secure its ongoing success and improvement whilst ensuring a high-quality education for all the children
- Work to provide leadership, vision and strategic direction for the Academy to ensure the highest quality of education for all children, reflected in its standards of learning and achievement
- Appropriately develop and empower staff, resulting in the Academy running smoothly and effectively
- Take advantage of opportunities for collaborative working and use them to drive school improvement

## Duties and Responsibilities – Specific:

|                           | The Headteacher will:   |
|---------------------------|---|
| School Culture            | <ul style="list-style-type: none"> <li>• Create a positive culture where:               <ul style="list-style-type: none"> <li>➢ Children are placed at the centre of all decisions</li> <li>➢ Staff and children thrive</li> <li>➢ Positive and respectful relationships are promoted</li> </ul> </li> <li>• Work with the Academy Governing Body to determine, in consultation with local stakeholders, a vision and set of values which underpins, promotes and is consistent with the overall ethos of the Trust, and which also maintains the distinctive character of the Academy and the needs of the school community</li> <li>• Ensure that staff understand the Academy vision and values and that they consistently adhere to them in all aspects of their work</li> <li>• Create and maintain a robust culture of safeguarding in the Academy and ensure all statutory responsibilities are met as outlined in the Trust's policy for child protection</li> </ul> |
| Teaching                  | <ul style="list-style-type: none"> <li>• Ensure that the children receive high-quality teaching delivered by well-trained and knowledgeable staff, who use assessment effectively to ensure the needs of children are met and positive outcomes are achieved</li> <li>• Champion creative, responsive and effective approaches to teaching and learning</li> <li>• Maintain and develop effective systems of planning, assessment and record keeping, sharing effectively with parents/carers and children</li> </ul>   |
| Curriculum and Assessment | <ul style="list-style-type: none"> <li>• Support and empower school leaders (including subject leaders) to:               <ul style="list-style-type: none"> <li>➢ Put in place a robust, challenging and appropriate curriculum intent and plans for its implementation that fulfil the expectations of the Primary National Curriculum as a minimum and Trust-wide curriculum priorities</li> <li>➢ Work with teachers to deliver the curriculum intent and monitor the impact of its implementation on engagement, behaviour and outcomes</li> <li>➢ Monitor the impact of the curriculum; reporting findings to other parties as required</li> </ul> </li> <li>• Monitor and evaluate the overall effectiveness of the curriculum and related assessment; work with school leaders to achieve rapid improvement in development areas</li> </ul>   |

|   |   |
|---|---|
| Behaviour   | <ul style="list-style-type: none"> <li>• Provide staff and children with a safe, orderly and inclusive environment, where diversity is celebrated and valued</li> <li>• Achieve high standards in pupil behaviour and engagement</li> </ul>   |
| Additional and Special Educational Needs and Disabilities | <ul style="list-style-type: none"> <li>• Ensure the expectations for children with additional needs, including those deemed vulnerable and those with special educational needs and disabilities, are both ambitious and inclusive, resulting in all children being able to access the curriculum and the needs of all children being met</li> <li>• Ensure statutory requirements with regards to the following are met: <ul style="list-style-type: none"> <li>➢ Special educational needs and/or disabilities</li> <li>➢ Children deemed vulnerable.</li> <li>➢ Diversity, equity and inclusion</li> </ul> </li> </ul>   |
| Professional Development                                  | <ul style="list-style-type: none"> <li>• Be the 'lead learner' in the school</li> <li>• Recruit, retain and deploy excellent staff to achieve the vision and goals of the Academy.</li> <li>• Prioritise and plan the professional development opportunities for staff to drive school improvement, drawing on the skills, knowledge and expertise of staff, internally and from across the Trust.</li> <li>• Ensure that the Trust and local Academy policies on pay and appraisal are followed and that all staff have challenging performance objectives and appropriate development to help them meet those objectives.</li> <li>• Implement strategies that address the workload and wellbeing of staff.</li> <li>• Ensure staff are clear about: <ul style="list-style-type: none"> <li>➢ Their roles and what makes them successful.</li> <li>➢ The importance of the relationship between them and the broader school community, including parents</li> </ul> </li> <li>• Develop leadership capacity at all levels</li> </ul>  |
| Organisational Management                                 | <ul style="list-style-type: none"> <li>• Work with staff to ensure the activities are well-managed on a day-to-day basis.</li> <li>• Establish, oversee and evaluate the effectiveness of systems, processes and policies to ensure the Academy operates effectively and efficiently</li> <li>• Construct an annual and a five-year budget that aligns with the priorities in the Academy Improvement Plan</li> <li>• Operate within the agreed Academy budget and generate additional income.</li> <li>• Ensure the staffing structure is able to deliver the priorities in the Academy Improvement Plan and the expectations of the curriculum</li> <li>• Manage the schools financial and human resources effectively, working in conjunction with Governors, to achieve the school's priorities</li> <li>• Manage local capital projects, in collaboration with the Trust's Central Team</li> <li>• Comply with statutory obligations and mitigate key risks to the Academy</li> <li>• Identify key risks to the Academy, including the specialist Resource Provision and the Primary Support Base, and maintain risk registers</li> <li>• Ensure data protection processes are compliant with data protection legislation</li> <li>• Ensure IT is used effectively to improve outcomes for children and support the smooth running of the Academy</li> </ul> |
| Continuous School Improvement                             | <ul style="list-style-type: none"> <li>• 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</li> <li>• Develop an annual Academy Improvement Plan, in conjunction with the Academy Governing Body, which addresses the Academy's priorities for development, including improvements in educational outcomes, and that takes into account and is consistent with overall Trust improvement priorities</li> <li>• Ensure the careful and effective implementation of improvement strategies leads to sustained Academy improvement over time</li> <li>• Prepare the Academy for inspection and take action to meet the expectations of the current Ofsted framework</li> </ul>   |
| Working in Partnership                                    | <ul style="list-style-type: none"> <li>• Establish and maintain positive and professional working relationships with colleagues within the Academy and beyond, for example, within the Trust</li> <li>• Partner successfully with other schools/academies (including within the Trust) and organisations in a climate of mutual challenge and support</li> <li>• Work with the Academy Governing Body to seek the views of pupils, parents and staff and ensure that views are taken into account, where appropriate, when</li> </ul>   |

|                               |   |
|-------------------------------|---|
|                               | developing improvement plans and/or policies and procedures <ul style="list-style-type: none"> <li>• Communicate with staff, parents and the community and network widely in the best interests of the Academy</li> <li>• Promote, with staff, the importance of partnership working with parents and families</li> </ul>   |
| Governance and Accountability | <ul style="list-style-type: none"> <li>• Engage positively with the Academy Governing Body and the Trust's Central Team</li> <li>• Understand the role and responsibilities of the Academy Governing Body, the Trust's Executive and the Board of Trustees with regards to the accountability measures in place within the Trust and its Academies</li> <li>• Implement Trust and Academy Governing Body decisions and develop the agreed vision</li> </ul> |

## Duties and Responsibilities – General:

The Headteacher will:

- Uphold the ethos of the Trust
- Assist in achieving the Trust's vision and aims
- Support the implementation of the Trust's strategic plans
- Contribute positively to creating a productive and happy working environment
- Establish and maintain professional and effective working relationships as a member of the Trust
- Work effectively with colleagues as a member of the Trust, taking individual and collective responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying
- Participate as required in meetings and training with colleagues in respect of duties and responsibilities of the role as part of the Trust
- Take responsibility for their own professional development and play a full and active part in the appraisal process
- Adhere to all Trust-wide policies and procedures, including those detailed in the Academy Trust Handbook and the Trust's Scheme of Delegation
- Maintain confidentiality at all times in respect of Academy and Trust-related matters and prevent disclosure of confidential and sensitive information
- Undertake any other duties of a similar level and responsibility as required by the Chief Executive Officer



# Headteacher Person Specification

## Headteacher

| Requirements of the Post  | Essential | Preferred | Source                       |
|---|-----------|-----------|------------------------------|
| <b>Qualifications</b>   |           |           |                              |
| Qualified teacher status  | •         |           | Application                  |
| Degree  | •         |           | Application                  |
| Evidence of further relevant qualifications, such as a master's degree or National Professional Qualification (for example, NPQH)             |           | •         | Application                  |
| <b>Experience</b>   |           |           |                              |
| Senior leadership experience in an educational setting  | •         |           | Application, interview, task |
| <b>Experience of:</b>   |           |           |                              |
| Creating a positive culture   | •         |           | Application, interview       |
| Leading and managing teams  | •         |           | Application, interview       |
| Staff recruitment, appointment and induction  | •         |           | Application, interview       |
| Working with a range of external professionals and organisations to achieve organisational aims   | •         |           | Application, interview       |
| <b>Knowledge and Skills</b>   |           |           |                              |
| <b>Knowledge of:</b>  |           |           |                              |
| Current developments in the educational landscape, including in relation to curriculum  | •         |           | Interview, presentation      |
| The school improvement cycle and successful school improvement strategies   | •         |           | Interview, presentation      |
| What constitutes an effective curriculum and excellent teaching and learning  | •         |           | Task                         |
| A trauma-informed approach to working with children   | •         |           | Interview, presentation      |
| Best practice and procedures for safeguarding children and supporting children with special educational needs and/or disabilities             | •         |           | Application, interview       |
| Risk management   |           | •         | Presentation                 |
| <b>Able to:</b>   |           |           |                              |
| Lead and manage an organisation and people effectively  | •         |           | Interview, task              |
| Provide dynamic and professional leadership   | •         |           | Interview, presentation      |
| Lead organisations, including by articulating and communicating clear vision and values created in response to consultation with stakeholders | •         |           | Interview, presentation      |
| Create and implement strategic plans  | •         |           | Application, interview       |
| Drive change based on a sound strategic vision  | •         |           | Presentation                 |
| Demonstrate a track record in successful school improvement and improving children's outcomes   | •         |           | Application, interview       |

|  |   |   |  |
|--|---|---|--|
| Work with school leaders to identify strengths and weaknesses in a curriculum and drive improvement  | • |   | Task                                       |
| Use existing, new and emerging technologies to support improvement   | • |   | Application, interview, presentation       |
| Build positive and professional relationships with colleagues  | • |   | Task                                       |
| Support and empower colleagues to lead and manage, taking account of their wellbeing; delegate where appropriate, whilst ensuring accountability measures are in place | • |   | Application, interview                     |
| Draw on collaborative working opportunities to support school improvement  | • |   | Task                                       |
| Provide support, including training, to a range of stake holders   | • |   | Application, interview                     |
| Take the necessary steps to safeguard children   | • |   | Application, interview                     |
| Create a safe, orderly and inclusive environment for children and staff, where diversity is celebrated and valued  | • |   | Task                                       |
| Positively promote and achieve equity and inclusion  | • |   | Application, interview                     |
| Implement essential policies, processes and procedures across an organisation and ensure these are consistently adhered to   | • |   | Interview                                  |
| Set and monitor budgets, ensuring these have the greatest impact on school improvement   |   | • | Application                                |
| Act as a professional and positive ambassador  | • |   | Presentation, task                         |
| Prioritise workloads and work to given deadlines   | • |   | Task                                       |
| Work well under pressure and cope with the unexpected  | • |   | Application, interview, presentation, task |
| <b>Personal Qualities and Attributes</b>   |   |   |  |
| Child-centred and ambitious for all children   | • |   | Interview, presentation, task              |
| Leads by example   | • |   | Task                                       |
| Excellent communicator (both verbally and in writing)  | • |   | Interview, presentation, task              |
| Emotionally intelligent and committed to the well-being and development of the 'whole' child and staff   | • |   | Interview, presentation                    |
| Team player and excellent collaborator   | • |   | Interview, presentation                    |
| Effective organisational skills  | • |   | Presentation, task                         |
| Solution focussed  | • |   | Task                                       |
| Committed to safeguarding children and young people and promoting their welfare  | • |   | Application, interview                     |
| Committed to equal opportunities   | • |   | Task                                       |
| Committed to ongoing professional development opportunities  | • |   | Application                                |



# Oxhey Wood Primary School

Oxhey Wood Primary School is a two-form entry school located in South Oxhey, Watford, catering for children from Nursery through to Year 6.

The extensive school grounds feature two playgrounds—designated for each key stage—as well as ample open field spaces, providing an ideal environment for outdoor learning and play.

At Oxhey Wood, the staff pride themselves on being able to offer an inclusive school community, where every child is valued. The dedicated staff team is committed to raising educational standards and delivering the highest quality of education. Each classroom is staffed by a qualified teacher and a teaching assistant, ensuring that all children receive personalised attention and support. All staff highly value the partnerships they build with parents and the local community, recognising the importance of collaboration in fostering a positive learning experience.

The curriculum at Oxhey Wood is knowledge-based, designed to help children acquire a broad understanding across various subjects. The engaging half-termly themes facilitate cross-curricular learning and are complemented by a range of enrichment opportunities that make the curriculum relevant and meaningful to the children.

Ofsted recognised Oxhey Wood as a 'good' school in January 2022, noting that the children are well cared for and enjoy school life. Inspectors specifically highlighted the school's efforts in creating a supportive community where each child is included and valued. Ofsted also recognised the importance of the ambitious and diverse curriculum, designed to foster a love of reading and equip children with the skills they need for the future.

Oxhey Wood has been part of the Agora Learning Partnership (a multi-academy trust) since its inception in September 2017. The Agora community 'work together, learn together and succeed together' in order to give all of the children in the Trust academies the best possible education and learning opportunities.



# The Agora Learning Partnership's Vision

|   |  |
|---|--|
| Work Together, Learn Together, Succeed Together |  |
| Together  | In ancient Greece, the word 'Agora' was used to describe a public open space used for assemblies and markets; Agora, a place where people could be together. As such, working together and learning together are fundamental to achieving our vision.  |
| Children  | At the Agora Learning Partnership, we believe in the power of collaboration to improve the life chances of children and young people, whilst enabling them to flourish and achieve the very best outcomes in all aspects of school life and beyond. This belief underpins the vision for our organisation.   |
| Staff   | For such collaboration to be a success, our staff will have a variety of skills, knowledge and expertise; supported through the connection and development of our staff groups, Partnership-wide. We strive to be the employer of choice, so that we can recruit, develop and retain talented individuals who are suited to the schools and the children they serve.   |
| Schools   | Furthermore, we aspire for carefully planned collaboration, with the Partnership and beyond, to be the driving force for school improvement and strive for a self-improving, self-sustaining system. We believe this, alongside our 'local decisions for local children' approach, will support ongoing improvement in schools and will result in the children and young people we serve being offered a first class, enriched education that is fully inclusive; we will meet the needs of every child, preparing them for future life. |
| Community                                       | We understand that each of the Partnership schools has a unique identity. We will continue to work hard to engage with each school community to ensure the needs of each school community are met. Also, throughout our whole Partnership, we will work to provide a welcoming, safe and respectful environment; an environment where diversity is embraced and celebrated and where there is equity of opportunity for all.   |

# The Agora Learning Partnership's Aims

|           |   |
|-----------|---|
| Together  | <ul style="list-style-type: none"> <li>To work together to improve the life chances of children</li> </ul>  |
| Children  | <ul style="list-style-type: none"> <li>To enable all children to flourish and achieve the very best outcomes in all aspects of school life and beyond</li> </ul>  |
| Staff     | <ul style="list-style-type: none"> <li>To be the employer of choice to recruit, develop and retain talented individuals</li> </ul>  |
| Schools   | <ul style="list-style-type: none"> <li>To achieve ongoing school improvement by implementing the Partnership's self-improving and self-sustaining system, underpinned by collaborative-working opportunities</li> </ul> |
| Community | <ul style="list-style-type: none"> <li>To continue to implement a 'local decisions for local children' approach in order that all children receive a first class, enriched education that is fully inclusive</li> </ul> |

# The Together Strategy

## What?

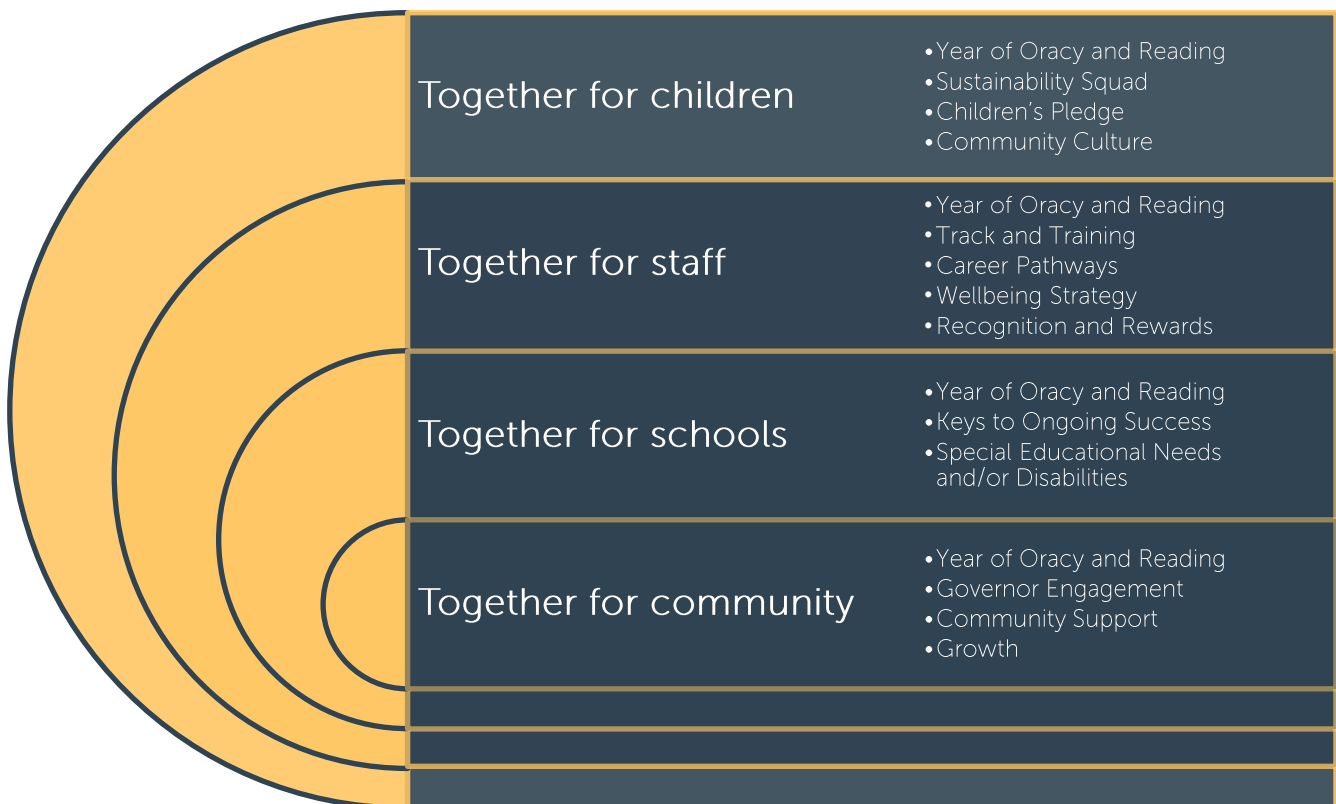
In September 2021, the Agora Learning Partnership launched the Together Strategy. The Strategy details how everybody across the Partnership will work together to secure Trust-wide improvement. The core purpose of the strategy is to enhance, and not replace, the individual work of schools and assist in improving the life chances of the children and young people within and across the Partnership... ultimately helping them to flourish and achieve the very best outcomes in all aspects of school life and beyond.

## How?

The Together Strategy contains detail about the strategies that will be employed to achieve ongoing Trust improvement. These strategies are related to four focus areas – Together for Children, Together for Staff, Together for Schools, and Together for Community. A strategic plan has been developed to drive the implementation of these strategies.

## When?

Implementation of the Together Strategy strategic plan commenced in September 2021, the plan has been reviewed and updated annually since that time. The plan continues to be the driving force for Trust improvement.



# Employee Benefits

**We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. As your future employer we place importance on these aspects too.**

- Salary: L18 – 24 £77,051 – £89,033 incl fringe – dependent on experience.
- Support from a highly skilled central team
- Access to continuous professional development opportunities
- Supportive, friendly, and professional working environment
- A Trust commitment to staff wellbeing and work life balance
- Strong partnerships and networks
- An inclusive culture, where diversity is valued and celebrated and equity for all staff is promoted



At the Agora Learning Partnership, we believe that collaboration is essential if we are to achieve our quest to improve the life chances of all the children in our care. We feel **passionately** that for collaboration to be successful, relationships must be both positive and respectful. Furthermore, all children and adults associated with our Trust must feel **accepted** and **liberated**; we firmly believe that everyone should be free to be who they want to be – they should be proud of their talents and interests and have their own thoughts, beliefs and ideas, which they can confidently promote and share. The Agora Learning Partnership is a place where discrimination is not tolerated; instead, we celebrate the diversity in people and value the positive impact all the children and adults in our Trust community have on our organisation.

We also recognise that we are responsible for ensuring that all children and adults within the Partnership can flourish and reach their full potential. To achieve this, we employ a range of strategies to help secure equity for all, where adaptations to the Trust offer are made in order to achieve this. Ultimately, this empowers people to feel fully included and able to play a positive role within the Partnership.

This aspect of the Partnership's ethos and culture is imperative to its success and to the success of the staff and the children, during their time in the Trust and as they venture into the wider world. The children are developing the skills and the character they need to succeed in a wonderfully diverse world-wide community.

# The Recruitment Process

|                     |  |
|---------------------|--|
| <b>Closing date</b> | Tuesday 1 <sup>st</sup> April 2025. 10am     |
| <b>Shortlisting</b> | Wednesday 2 <sup>nd</sup> April 2025         |
| <b>Interviews</b>   | Tuesday 22 <sup>nd</sup> April 2025, all day |

The Agora Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful appointments are subject to receiving satisfactory employment checks including references and a satisfactory Disclosure and Barring Service (DBS) Enhanced check. This post is exempt from the Rehabilitation of Offenders Act 1974.



# What we would like to know

Please read the job outline and person specification to complete the online application form and supporting statement on My New Term, covering the questions below, by the closing date.

Please see the websites below for further information:

[Agora Learning Partnership](#)

[Oxhey Wood Primary School](#)

## What skills, knowledge and experience do you have?

Considering the job description and person specification for the post, how well do you match what we are looking for in terms of your skills, knowledge and experience?

There may be skills, knowledge and experience that you have which do not fit neatly into our job outline. Are there ways in which you think you can bring additional skills, contacts or knowledge that the Trust may find useful?

## Are you the right person for our organisation and team?

Please look at the list of personal attributes included in the person specification, which we think would be valuable for the post-holder. Tell us why you think you would be a good match for our organisation.

## What is your evidence base and track record?

What would you like to tell us that demonstrates the measurable impact of your work that you are most proud of?

