



CHARLBURY

PRIMARY SCHOOL



HEADTEACHER

CHARLBURY PRIMARY
SCHOOL



OUR SCHOOL

Thank you for your interest in applying for the headteacher position at Charlbury, a one-form-entry primary school that serves a fantastic community in the Oxfordshire Cotswolds.

Our school has undergone significant improvement since becoming part of River Learning Trust in 2019, and, very recently, had its first Ofsted inspection of this new era.

That this inspection went well was of little surprise to those who have been involved with the school in recent years.

At Charlbury, pupils are happy and are in an environment where they can flourish.

The school's expected behaviours of 'be the best you can be, do the best you can do' embody school life. Mistakes are allowed at Charlbury — it's the learning from them and the challenging of oneself that is the important part.

The core values of the school — compassion, integrity and community — are also continually evident.

Respect for others' opinions, honesty and collective responsibility have been lynchpins in the school's recent development.

The school is set in attractive, spacious grounds and is extremely well equipped — but

our people are the greatest assets that we have.

The staff care about the pupils and develop strong working relationships with them, finding ways to motivate and inspire.

When we asked pupils what they would like the new headteacher to be, they said they were hoping they would be:

- Someone we see in class, the playground, or when we arrive in the morning.
- Someone who makes you feel safe.
- Someone who is kind and fair.
- Someone who looks at you, smiles and asks how you are.
- Someone who runs pupil-led assemblies.
- Someone who does tea party marbles.

Residents will tell you that Charlbury is a special place to live, and Charlbury Primary School is a special place to be educated.

If you would like to talk through any aspects of the role and appointment process, or you have any questions about the school, then please contact me at kharrison@charlburyschool.org or call me on 07826 898496.

Kim Harrison
Chair of Governors



OUR COMMUNITY

Charlbury is a small but vibrant market town situated in the Cotswolds Area of Outstanding Natural Beauty. With easy access by road to Woodstock, Witney and Chipping Norton (all approximately seven miles), it also has rail links to Oxford in around 20 minutes (17 miles by road) and London in around 70 minutes.

There is a thriving, active local community, with residents kept informed and involved through the Charlbury website (www.charlbury.info) and the Charlbury Chronicle.

A plethora of organisations and societies (mainly run by committed volunteers) covers, among other interests, the arts, sports, history, churches, refugee support, climate and the environment.

And the town hosts a variety of popular events run by local volunteers, including an annual street fair, beer festival and the Riverside Music Festival. Wilderness Festival also comes to the neighbouring Cornbury Estate annually.

The town has an array of facilities for community use, including the new community centre (sports hall, library and cafe); Nine Acres Recreation Ground (football pitches, tennis courts, basketball courts and children's play area); the Corner House (Cornerstone community larder and bookshop); and the War Memorial Hall.

The school is an integral part of this active local community and holds 'community' as one of its core values. Charlbury pupils often undertake educational visits to Charlbury Museum, the parish church, local farms and wildlife reserves; while the school choir frequently performs at town events.

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RIVER LEARNING TRUST

River Learning Trust (RLT) is a multi-academy trust responsible for a number of primary and secondary schools and a school-centred initial teacher training (SCITT) provider within Oxfordshire and Swindon.

OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our three shared principles.

Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably; to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and that our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles.

We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

The schools and SCITT are united by their

commitment to the principles of the trust and a common belief in the benefits of everything that is gained by working together.

WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles. These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

THE POWER OF PEOPLE

High-performing organisations have the right organisational culture, effective processes and well-trained, motivated colleagues in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development. This role provides an excellent opportunity to impact development and improvement across all of our schools.





THE TRUST'S SCHOOLS

We currently educate around 14,500 pupils and have around 2,000 colleagues working in the trust. The SCITT trains around 110 trainees across some 40 schools in Oxfordshire, Berkshire and Wiltshire.

SECONDARY SCHOOLS

Cheney School
Chipping Norton School
Gosford Hill School
Kingsdown School
The Cherwell School
The Marlborough CofE School
The Oxford Academy
The Swan School
Wheatley Park School

PRIMARY SCHOOLS

Barton Park Primary School
Bayards Hill Primary School
Beckley CofE Primary School
Charlbury Primary School
Cutteslowe Primary School
Edith Moorhouse Primary School
Garsington CofE Primary School

Horspath CofE Primary School
Larkrise Primary School
Madley Brook Primary School
Middle Barton Primary School
New Marston Primary School
Rose Hill Primary School
Sandhills Primary School
Seven Fields Primary School
Tower Hill Primary School
Witney Community Primary School
Windrush CofE Primary School
Wolvercote Primary School

SCITT

OTT

TEACHER SCHOOL HUB

Oxfordshire Teaching School Hub
(The Cherwell School)



JOB DESCRIPTION

- Title of post: Headteacher
- Salary: L 14-20
- Contract type: Full time, permanent
- Accountable to: Local governing body

MAIN PURPOSE

The headteacher will:

- Provide inspirational, professional leadership for the school to deliver an outstanding education for all of the children
- Develop and sustain the school's ethos and strategic direction in partnership with the governing board and through consultation with the school community
- Monitor progress towards achieving the school's aims and objectives
- Establish and oversee systems, processes and policies so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop and implement strategies for school improvement that are realistic, timely and suited to the school's context
- Allocate financial resources appropriately, efficiently and effectively

APPROACH

In accordance with headteacher standards, the headteacher will:

- Build public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Establish positive and respectful relationships across the whole school community
- Act with good judgement in the best interests of the school's pupils

- Be approachable to staff, pupils and parents
- Show passion, positivity and enthusiasm
- Be ambitious for all pupils
- Be committed to teamwork and working collaboratively with the whole staff

DUTIES AND RESPONSIBILITIES

School culture and behaviour

The headteacher will:

- Create a culture and environment where pupils experience a positive and enriching school life
- Maintain high educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Use good communication skills with all members of the school community

Teaching, curriculum and assessment

The headteacher will:

- Sustain and develop quality first teaching across all subjects and phases, based on evidence
- Ensure the teaching of a broad, structured and coherent curriculum, underpinned by subject expertise
- Champion creativity within the curriculum and be committed to outdoor learning
- Promote curriculum leadership, supporting subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Use assessment effectively to inform strategy and decisions
- Use research to inform targeted teaching and learning

Meeting the needs of all children

The headteacher will:

- Promote an ambitious culture and practices that enable all pupils to access the whole curriculum
- Have high expectations for all pupils including those who are disadvantaged and those with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Managing the school

The headteacher will:

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Provide effective and sensitive leadership and management for staff, with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Respond calmly and effectively to all challenges the school might face

Professional development

The headteacher will:

- Keep up to date with developments in education
- Ensure staff have access to appropriate, high-standard CPLD opportunities
- Seek training and continuing professional development to meet needs

Governance, accountability and working in partnership

The headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school operates effectively and efficiently within the required regulatory frameworks and meets all statutory duties
- Work successfully with the River Learning Trust, and other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

PERSON SPECIFICATION

Criteria	Essential qualities
Qualifications & Training	<ul style="list-style-type: none"> ■ QTS ■ Degree or equivalent ■ Excellent knowledge of the National Curriculum and on-going educational developments ■ Recent and relevant CPLD ■ Experience of effective coaching, training and co-ordinating the professional development of colleagues ■ A thorough and up to date knowledge of safeguarding procedures.
Headship	<ul style="list-style-type: none"> ■ Experience of headship, deputy headship or assistant headship in a substantive or acting capacity. ■ Substantial and relevant teaching experience across the primary age range (DESIRABLE) ■ A resolute approach towards, and proven ability in, raising standards ■ Leading whole school improvement ■ Sound understanding of educational financial budget management ■ Experience and involvement in the school self-evaluation process including the assessment data, tracking pupils progress and target setting ■ Good track record of challenging, motivating and inspiring staff
Teaching & Learning	<ul style="list-style-type: none"> ■ A clear understanding of what constitutes a broad and balanced creative curriculum that meets the needs of the pupils. ■ Develops pupils' emotional well-being. ■ Proven ability to sustain and develop high-quality teaching and learning across the school to improve on outcomes for children. ■ Understanding of targeting resources to support pupils with SEND, disadvantaged pupils and those who are gifted and talented. ■ Have a good understanding of how assessment strategies are used to inform learning and monitor pupil progress. ■ Committed to promoting inclusion across the curriculum. ■ Commitment to an effective approach to the positive management of behaviour. ■ Experience of enabling disadvantaged pupils to achieve in line or better than their non-disadvantaged peers.
Personal & professional qualities	<ul style="list-style-type: none"> ■ Ability to lead and be part of a team. ■ To manage change and meet challenges. ■ Ability to form and maintain excellent personal relationships. ■ Ability to relate positively with pupils, colleagues and parents. ■ Confident to lead by example, motivating and inspiring pupils, staff and parents. ■ Communication skills needed to provide clear and accurate information as well as informed advice. ■ Be approachable, fair and consistent with good interpersonal skills. ■ Be highly visible and have a dynamic presence in the school. ■ Consult and negotiate effectively with interested stakeholders ■ The ability to manage and organise work effectively. ■ Confidence and commitment to direct, delegate and empower others. ■ Open to new ideas and opportunities. ■ Being able to engage and work in partnership with the wider community





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