



CHIPPING NORTON
SCHOOL



HEADTEACHER
CHIPPING NORTON SCHOOL



FROM THE GOVERNORS

Thank you for your interest in the post of Headteacher at Chipping Norton School. Our current Headteacher is leaving after seven years and we are seeking to appoint an inspirational professional to lead the school in our continued pursuit of a great education for the young people in our community.

The school serves Chipping Norton and surrounding rural areas, with 1,025 students on roll, of whom 175 are in the sixth form.

Our large, open campus on the edge of town has outstanding facilities and a mix of traditional and modern buildings in excellent condition, with major refurbishments of our sixth form centre and dining areas having taken place in recent years.

Our sports facilities are exceptional, both in school and at the leisure centre immediately next door. They include a gymnasium, sports hall, MUGA, dance studio, squash courts, swimming pool and fitness centre.

Chipping Norton School (CNS) is at the heart of the local community, with highly supportive parents and other stakeholders.

Ours is a school where learners are motivated and inspired; where curiosity is sparked; and where we strive to be the best that we can be.

The school has seen significant, sustained improvement over the past decade, something recognised by Ofsted, most recently in ungraded (May 2023) and graded (September 2024) inspections.

We are particularly proud of our ability to develop young people from all backgrounds and help them realise their full potential. Disadvantaged children, in particular, have felt the benefit of the last decade's changes.

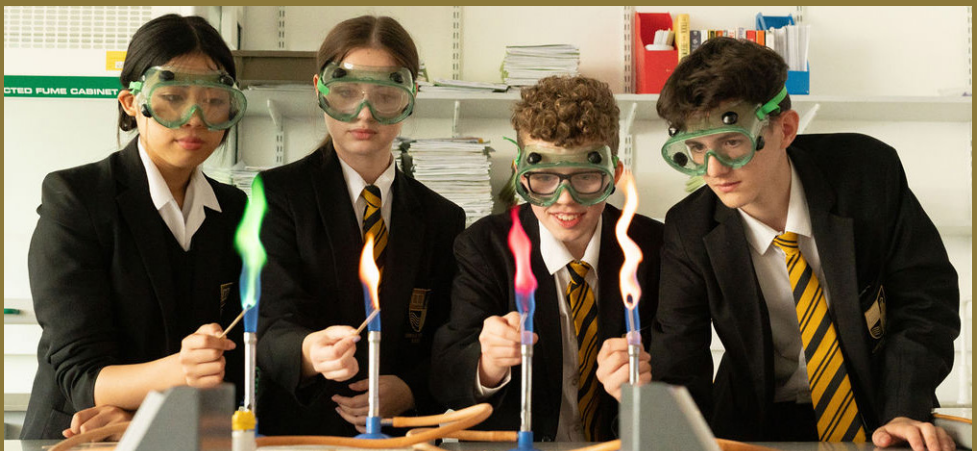
CNS joined River Learning Trust (RLT) in 2017 and we are proud to be part of a community of school leaders with shared values.

The level of challenge is high, but is far exceeded by the levels of support in all aspects of school leadership and management.

If you have a track record of successful and sustainable practice and believe you have the drive and ability to lead our school, we would encourage you to apply.

We look forward to working with and supporting the successful applicant.

If you would like a conversation about the role, email Paul James, CEO, on pjames@riverlearningtrust.org. For a tour pre-application, email Bev Martin, HR Manager, on bmartin@chippingnortonschool.org



OUR SCHOOL

We are a school that embraces the belief that we can always be better tomorrow than we are today. We are restless in pursuit of a great education for every single student and this is why our vision is that everyone achieves and that everyone belongs.

We know that achievement relies on students' sense of belonging and their connectedness to one another and all that is on offer at our school.

This explains our commitment to the pastoral care and personal development of all students in order for them to be holistically successful: socially, emotionally and academically.

The importance of high-quality pastoral care is never underestimated here. We firmly believe students achieve their full potential if they are happy, safe, supported and enjoy school life.

We work hard to develop the whole person and strive to nurture resilient, responsible, caring citizens who have respect for themselves and others.

Our experienced staff are proud to deliver high-quality education that ensures students are fully prepared for the challenges ahead.

The majority of our student body is White British (85%) and 19% of our students are eligible for the Pupil Premium. Some 19.4% of our students are on our SEND register, including 3.2% with EHCPs. Our PAN is 180 and our year groups currently hold between 165 and 180 students.

We have a strong and established relationship with local primary schools through the Chipping Norton School Partnership (CNSP). We take part in a variety of events through CNSP and there is a high level of collaboration between Headteachers.

Our extra-curricular offer is strong, with the neighbouring leisure facilities central to this. Available activities range from orienteering and digital music production, to trampolining and karate/self-protection. Find out more by visiting our website.

We work hard to develop the whole person and strive to nurture resilient, responsible, caring citizens who have respect for themselves and others.







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: L30-L36
- Contract type: Full time, permanent
- Accountable to: Local governing body

RESPONSIBILITIES

As the lead professional in our school, you will build and share a clear vision for a vibrant and inspirational educational community which expects and nurtures the best in everyone.

You will lead by example, supporting high-quality professional development for all. You will secure a climate of tolerance, inclusivity and respect, with standards of exemplary behaviour and aspirational achievement.

QUALITIES AND KNOWLEDGE

The headteacher will:

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for our students.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards the school's students and staff, the trustees and staff of the River Learning Trust, and towards parents, governors and members of the local community.
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context

- Communicate compellingly the school's vision, and drive the strategic leadership, empowering all students and staff to excel.

STUDENTS, STAFF AND WIDER COMMUNITY

The headteacher will:

- Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling clear responsibility and accountability in staff for the impact of their work on students' outcomes.
- Secure excellent teaching through a clear understanding of how students learn and of the core features of successful classroom practice and curriculum design.
- Establish an educational culture of professional learning, integrity and openness as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.
- Actively listen to and take account of the views of stakeholders, including students, staff, governors, parents and carers, in shaping the vision for the

school and the experience of those within the school community.

- Work constructively within the local community to ensure the school has a positive reputation and to develop community links to the benefit of students and staff.

SYSTEMS AND PROCESS

The headteacher will:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
- Establish and maintain rigorous, fair and transparent systems and measures for managing the performance of all staff, valuing excellent practice, addressing any under-performance, and supporting staff to improve.
- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision-making.

THE SCHOOL-LED SYSTEM

The headteacher will:

- Create an outward-facing school which works with other schools, local partnerships and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all students.

- Contribute actively to the high performance of all schools in the River Learning Trust, playing a constructive role in the Education Board and in working with colleagues from other schools in the Trust.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
- Challenge educational orthodoxies in the best interests of achieving excellence, and meeting the needs of Chipping Norton students.
- Contribute to shaping the current and future quality of the teaching profession through high-quality training and sustained professional development for all staff and working effectively with the wider Trust.
- Inspire and influence others, both within and beyond schools, to believe in the fundamental importance of life-long education.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance.

This Job Description outlines the responsibilities of the post and does not describe in detail all the duties required to carry them out. It will be reviewed annually or as changing circumstances require.

Chipping Norton School is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance.

Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.

PERSON SPECIFICATION

QUALIFICATIONS AND PROFESSIONAL EXPERIENCE

You will:

- be a qualified teacher with a demonstrable commitment to continuing professional development
- have a track record of sustained success and positive impact as a senior leader in secondary education
- have experience of leading the achievement of improved results and outcomes
- have experience of curriculum development and the implementation of high-quality teaching strategies which enrich and extend learning
- have experience of implementing effective strategies for supporting positive student behaviour and meeting pastoral needs
- have experience of effective methods of consultation and dissemination to develop and communicate vision, values and policies

PROFESSIONAL AND TECHNICAL KNOWLEDGE

You will be able to demonstrate:

- widespread knowledge of current educational issues and their impact
- expertise in effective teaching and learning
- a sophisticated understanding of school improvement and change management
- a detailed knowledge of curriculum change and development processes
- knowledge and understanding of effective strategies for supporting and improving student behaviour, engagement and achievement
- a thorough knowledge and understanding of safeguarding procedures and practices
- proficiency in critical self-evaluation, including highly effective use of school data and information
- an understanding of budget formulation and management
- a recognition of excellence in education

PERSONAL SKILLS AND QUALITIES

You will have a proven ability to:

- inspire and motivate staff, students and parents
- look forward and lead change positively, openly and collaboratively
- establish priorities and manage dilemmas
- analyse and resolve problems, arriving at fair and acceptable decisions
- devolve responsibility to colleagues with clear mechanisms for empowerment, monitoring and review
- communicate clearly and cogently through all media
- challenge constructively and be open to challenge
- work collaboratively and strategically with governors

IN ADDITION YOU WILL BE SOMEONE WHO:

- has integrity
- has a passion for education and a commitment to comprehensive principles and inclusivity
- is visible, approachable, confident and energetic
- can demonstrate authority and presence
- demonstrates the school's values and standards by example
- thrives on challenge and finding solutions
- is consultative but will make decisions and be accountable for them
- maintains a sense of humour as well as a sense of direction





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