



 THE CHURCH
OF ENGLAND
Diocese of Leeds

bdot
Bradford Diocesan
Academies Trust



**Oxenhope CE Primary School
Head Teacher
Information Pack**

Start Date: September 2020 or sooner

Closing date: 27th January 2020 at 9am

Interview dates: 25th & 26th February 2020

Contents

- Letter from the CEO of BDAT and Chair of Governors
- About Bradford Diocese Academies Trust (BDAT)
- Our Mission, Vision and Values
- Advertisement
- How to find us
- Job Description and Person Specification
- The Selection Process

Additional documents:

- School Prospectus
- Latest Ofsted Report

Welcome to Bradford Diocesan Academies Trust

Dear candidate

Post: Head Teacher at Oxenhope C of E Primary School

On behalf of BDAT and the Governors of Oxenhope Primary school, I would like to thank you for showing an interest in the above position at our school.

Oxenhope Primary school is part of BDAT Academies Trust. The school converted to an academy in 1st July 2016 and was inspected in July 2019 retaining its Good status. The post holder will be employed by BDAT.

Oxenhope Primary school is a caring and nurturing school with staff dedicated and committed to providing the best possible learning opportunities for our children. We have a number of visits out of school and visitors into school to enrich our curriculum and engage children in their learning.

By joining our team you will have the opportunity to be at the forefront of securing good and outstanding outcomes for our children and working with our school to give the best opportunities for everyone within it.

Visits to the school are warmly welcomed and encouraged. Please ring the Academy Trust Office on 01274 909120 and ask for Jilly Geering to make an appointment to see our school at work.

The application pack contains an application form, job description and personnel specification.

The closing date for applications is:

Shortlisting: Tuesday 28th January 2020

Interviews will be held on: Tuesday 25th & Wednesday 26th February 2020

Candidates selected for interview will be expected to teach at Oxenhope Primary School and may be seen teaching in their own school.

Online applications will be accepted and should be emailed to recruitment@bdat-academies.org.

Yours sincerely

Carol Dewhurst
Chief Executive Officer, BDAT

Anthony Blackwell
Anthony Blackwell, Chair of Governors
Oxenhope C of E Primary School

About BDAT

Oxenhope Primary School is an academy within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

General Information and Background

Bradford Diocesan Academies Trust (BDAT) is a Multi- Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford, as part of the Diocese of Leeds.

BDAT is a charity, governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at www.bdat-academies.org.

Our Mission Statement

"The Trust's mission is to provide an education of the highest quality within the context of Christian belief and practice." We believe every child only has one chance at a good education.

In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable our academies to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working.

Our Growth

BDAT was established in 2012 to support both primary and secondary Church schools needing support within an academy model. As of November 2019, the BDAT family of schools consists of 17 schools: thirteen primaries and four secondaries. To view our latest plan and priorities for 2020-2021, or for more information on BDAT, visit www.bdat-academies.org or visit #wearebdat.

Our Christian Ethos

BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the Academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor non-Church of England Academies, as well as those within the faith.

Our mission, vision and values

BDAT's mission is:

"to provide high quality education within the context of Christian belief and practice so that every child can fulfil their academic potential and accomplish their individual goals".

Our rationale or reason for doing this is:

"... because we believe that every child has only one chance at a good education".

Our vision is:

"That every student in a BDAT academy gets a happy and high quality education enabling competence, confidence and character to thrive; and that our Academies become the schools of choice in Bradford."

The Trust, our family of schools and our pupils are driven by a set of shared values which guide how we operate, how we teach and how we support each other.



OXENHOPE C of E PRIMARY SCHOOL
Cross Lane, Oxenhope, BD22 9LH

Head Teacher
Full Time, Permanent
Required for September 2020

Salary L13 – L19

The Governors at Oxenhope Primary School wish to appoint an inspirational Head Teacher for this rewarding leadership role. The school is seeking a strong leader and team player who will build on existing strengths to ensure the school achieves its ambitions for excellence and success at every level.

Oxenhope Primary school is a welcoming Church of England Primary School where the appreciation of others is encouraged and attitudes of tolerance, care, concern and self-respect are developed in a happy, safe and secure environment.

We need from you

- ✓ strong strategic leadership and management
- ✓ a strong commitment to achieving success through partnership and team work
- ✓ excellent interpersonal and communication skills
- ✓ drive, ambition and high expectations
- ✓ strong, innovative and creative leadership and management
- ✓ a commitment to learning and continuous improvement
- ✓ a passion for developing innovative approaches to the curriculum
- ✓ a passion for learning
- ✓ the desire and passion to initiate, lead and manage quick and effective strategies to support the development of the school and have impact on pupil outcomes

We can offer you

- ✓ engaged, happy and well-motivated children
- ✓ a dedicated staff team committed to our school and our children
- ✓ high levels of Trust and Governor support
- ✓ a welcoming, friendly and vibrant school
- ✓ a school that is part of a forward thinking Academy Trust
- ✓ a strong village and church

Visits to the school are welcomed but by appointment only. Please contact Jilly Geering (PA to the Director of Primary Education), via email: recruitment@bdat-academies.org

Closing date: Monday 27th January 2020
Shortlisting: Tuesday 28th January 2020
Interviews: Day 1 Tuesday 25th February 2020
Day 2 Wednesday 26th February 2020

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment.

All posts are subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS). Please see our Safeguarding and Child Protection policy on the BDAT website www.bdat-academies.org/bdat-business/bdat-policies/

How to Find Us

MAP



Oxenhope CE Primary School

Believe and Achieve

Cross Lane

Oxenhope,

BD22 9LH

Website: www.oxenhopeprimary.org.uk www.bdat-academies.org

Oxenhope Primary School Mission Statement

At Oxenhope CE Primary School our goal is to provide an environment allowing each child to reach their full potential within a caring, happy and secure community based on Christian belief and practice. Through active, inclusive teaching and learning for children we will work in partnership with parents to create a school where each individual has the opportunity to develop and achieve.

Ofsted Report 2019 (School Retains Good)

- Classroom routines are well established and relationships among the children and between adults and children are open and kind.
- Parents are encouraged to play a very active role in their children's learning.
- Subject leaders are a strength of the school.
- Staff, including teaching assistants are knowledgeable and skilled.
- Children love coming to school, they are keen to learn and do well.

The distinctiveness and effectiveness of Oxenhope Church of England Primary School are outstanding (SIAMS Report 2016)

- The Christian vision for the school is supported by all leaders and the local church and as a result, children flourish as individuals and most pupils make good progress.
- Christian values such as wisdom, peace, compassion and forgiveness underpin all aspects of school life and this results in strong, supportive relationships, children who are nurtured well, who feel secure and who are enthusiastic about their learning.
- Children show excellent enquiry skills and can express their ideas and opinions confidently. They respect the views of others, they take on responsibilities and are taught skills that enhance their learning capacity and help to equip them for life.
- The systematic monitoring and evaluation of the school's performance as a church school feeds into the School Development Plan and leads to ongoing improvement.

Head Teacher

Job Description

Purpose of the role

To provide professional leadership for the school in order to secure its success and improvement, ensure high quality education for all its pupils and improve standards of achievement.

Description of the role

Working with the Governing Body to:

- a. Lead by example to foster an open and transparent culture.
- b. Develop a collaborative Trust vision which embraces excellence, high standards and ensures inclusion, diversity and access for all.
- c. Translate the vision into an improvement plan and implement it successfully.
- d. Hold all staff to account for their professional conduct and practice.
- e. To be responsible for the internal organisation, management and control of the school.
- f. Manage finance and resources astutely to maximize their use and value.
- g. Develop and sustain effective relationships with the Trust to arrive at a shared vision for developing the school and to ensure effective governance.
- h. Build, develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils.
- i. Create an outward-facing school to work with other schools within the Trust to champion best practice.

Key Responsibilities of the Post

Qualities and knowledge

- a. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- b. Lead by example with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- c. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

- a. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- b. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- c. Hold all staff to account for their professional conduct and practice.

- d. Work with the staff to develop, organise and implement an appropriate curriculum for the school taking into account the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the school.
- e. Monitor and evaluate the standards of teaching and learning in the school and ensure that proper standards of professional performance are established and maintained.
- f. Develop a culture of coaching and peer support to enable teachers and staff to develop professionally and enable our children and community to succeed.
- g. Ensure that the progress of the pupils at the school is monitored, evaluated and effectively recorded. Analyse and use available school based and comparative data to assist in raising standards.

Systems and processes

- a. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- b. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- c. 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 Head teacher to account for pupil, staff and financial performance.
- d. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.

Self-improving school system

- a. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- b. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- c. Inspire and influence others within and beyond schools to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Developing Self and Others

- a. To use processes and put processes in place to generate a learning environment.
- b. To focus on the strengths and requirements of all individuals and enable them to further their skills and knowledge.
- c. To actively pursue their own development.
- d. To be self-aware and to role model continuous self-development.

Personnel Specification

PLEASE NOTE: When completing your application please demonstrate evidence of impact for each of the attributes below

Key: A = assessed at application I = assessed at interview T = assessed through selection test

	ATTRIBUTES REQUIRED
QUALIFICATIONS AND EXPERIENCE	<p>Essential</p> <ol style="list-style-type: none"> 1. Qualified Teacher Status (A) 2. Further relevant professional/academic study and evidence of continuous professional development (A) 3. At least three years of proven, strong, successful senior leadership and management experience in a primary school (A,I,T)
<p>SHAPING THE FUTURE</p> <p>Critical to the role of Head teacher is working with the Governing Body and others to further develop a shared, strategic vision and plan, which inspires and motivates learners, staff and all other members of the Academy and local community, and leads to the raising of achievement.</p>	<p>Essential:</p> <ol style="list-style-type: none"> 1. The ability to think strategically and take the leading role to develop, build on and communicate a shared vision and strategic plan which inspires and motivates the whole school community (A, I, T) 2. Evidence of successfully implementing, managing and evaluating change in a collaborative and sensitive way (A, I, T) 3. The ability to build on current strengths and initiatives and ensure a smooth transition that delivers continuous improvement (A, I, T) 4. A clear understanding of and enthusiasm for current issues in education and evidence of embracing, implementing and embedding new approaches/technologies which are relevant to teaching and learning (A, I, T)
<p>PUPILS AND STAFF</p> <p>To work with and through others, including our learners, staff, governors, parents and other members of the community to build a professional learning environment, which enables others to achieve.</p>	<p>Essential:</p> <ol style="list-style-type: none"> 1. Evidence of raising standards that have impacted positively on pupil attainment and teaching and learning (A, I, T) 2. Significant experience in evaluating and using data to plan and improve pupil performance (I, A) 3. A clear understanding of what makes good and outstanding teaching and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work (I, A) 4. A commitment to valuing, supporting and encouraging the professional development of all staff members (I, T)
SYSTEMS AND PROCESSES	<p>Essential:</p> <ol style="list-style-type: none"> 1. An understanding of how to create whole community accountability systems and implement them with the support of the leadership team to combine data from a range of sources in order to maximise the achievement of children (I,A) 2. Strong financial planning and management skills, with experience of making effective use of resources including the Pupil Premium (I, A) 3. A clear understanding of and commitment to promoting and safeguarding the welfare of children (A, I, T)
STRENGTHENING COMMUNITY	<p>Essential:</p> <ol style="list-style-type: none"> 1. Evidence of building and nurturing a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement (A, I, T) 2. A commitment to building and maintaining effective and positive relationships with parents, carers, governors, the wider community and other schools (I, T)
PERSONAL QUALITIES	<p>Essential:</p> <ol style="list-style-type: none"> 1. Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives (I, T) 2. Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff, governors and parents (A, I, T) 3. The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level (A, I, T)

<p>SECURING ACCOUNTABILITY</p> <p>Work with the Executive Principal to ensure the Academy's accountability to a wide range of groups, particularly parents, carers, governors and the LA; ensuring that learners enjoy and benefit from a high quality education, for promoting collective responsibility within the whole Academy community</p>	<p>Essential:</p> <ol style="list-style-type: none"> 1. Accepts accountability for the Academy's performance. (I) 2. Understands the need to take direction from the Governing Body and trust. (I) 3. Is prepared to work with the Governing Body to enable it to meet its responsibilities. (I) 4. Understands the need to maintain a safe and healthy environment for all users of the Academy. (I) 5. Understands a Primary Principal's responsibilities for safeguarding and equality (I) 6. Has high expectations of all teaching and support staff and is prepared to deal with any underperformance in a firm and fair way. (A, I) 7. Has experience of supporting or coaching underperforming staff. (A, I) <p>Desirable :</p> <ol style="list-style-type: none"> 1. Proven track record of securing accountability evidenced through Ofsted judgements 2. Successful experience of working with a Governing Body. (A,I)
<p>SECURING, MAINTAINING AND PROMOTING A SMSC THROUGH DELIVERY</p> <p>To secure an ethos which is explicit throughout the school vision and delivery in promoting Christian values and teaching, and in which each individual can explore their own faith and spiritual matters.</p>	<p>Essential:</p> <ol style="list-style-type: none"> 1. Has a commitment to promoting mission, vision and values of the Academy. (A, I, T) 2. Knowledge of recent initiatives for developing SMSC (A,I) 3. Ability to develop the distinctiveness of the Academy's Christian ethos and secure its contribution to children's learning experience and to be accountable in its inspection from external sources. (A,I)
<p>APPLICATION FORM AND SUPPORTING LETTER</p>	<p>Essential:</p> <ol style="list-style-type: none"> 1. Application form should be fully completed, accurate and legible (A) 2. The supporting letter should be no longer than two sides of A4 (minimum font size 11) (A)

Selection Process Guidance

Our aim is to ensure that we recruit the right person for the job. We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, sex, marital status, or sexual orientation. The person specification sets out the criteria used to assess candidates through the selection process.

We are committed to safeguarding our pupils and will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references. All potential employees are subject to an enhanced disclosure from the Disclosure and Barring Service.

Visits to the school

Visits to the school are warmly welcomed by prior arrangement, you will not be disadvantaged if you are unable to visit. Please contact Jilly Geering (PA to the Director of Primary Education), via email: recruitment@bdat-academies.org to arrange a mutual appointment. The visit will give you an opportunity to ask questions about the role and the school to assess if this is somewhere you would like to work.

Applications

Please ensure that all parts of the application are completed. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position. Applications can be submitted online, via email or via paper copy.

Shortlisting

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff and governors. We carefully check all applications for anomalies.

Candidates who best meet the person specification will be invited to an interview. We will notify you by telephone with e-mail confirmation to follow. If you have not heard from us within 3 days of the shortlisting date, you have not been successful at this stage.

References

We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or last, employer.

Interview Process

The interviews will be held over two days; day 1 will be held at the school and day 2 will be held at the BDAT Trust office. The interview will consist of several tasks and activities including

a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity on the first day.

Final Selection

Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

Offer of Employment

We will make a verbal offer of employment by telephone on the day of the interview and this will be confirmed in writing. Any offer is made subject to:

- References satisfactory to us
- A satisfactory DBS check
- Provision of proof of identity and qualifications

Time line

Closing date: Monday 27th January 2020 at 9 am

Shortlisting: Tuesday 28th January 2020

Interviews: Day 1 Tuesday 25th February 2020

Day 2 Wednesday 26th February 2020