



Information Booklet

Oxford Diocesan Schools Trust

Headteacher Vacancy - Christopher Rawlins CE Primary School

Dear Applicant,

Thank you very much for your interest in the role of Head Teacher at Christopher Rawlins CE Primary school within the Oxford Diocesan Schools Trust. This is an important role and we are looking for an exceptional person to join us.

Whilst we are a large family of mainly primary schools operating within Oxfordshire and Berkshire, we pride ourselves on being very different from the image you might have of working for a large multi academy trust.

Since forming in 2012 our ethos has been built on the principle of preserving the uniqueness of each ODST school, and its place in the local community, and we are wholly committed to maintaining that family feel. As such, our headteachers are empowered to work with their local governing bodies to make the decisions they believe to be right for their pupils and community and they are supported by the wider Trust family to ensure they have the resources, skills and team to be able to do the job brilliantly.

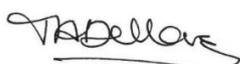
Christopher Rawlins joined ODST in February 2020. We are a medium sized school, in the village of Adderbury, which occupies a unique position within the community. We are very proud of the children, whose good nature and desire to learn define our school's character.

Working in an ODST school means you will work with colleagues who care passionately about children and with a central team who will support you and share your ambitions to develop yourself and those around you. We can offer you a wide range of professional development opportunities, both formal and informal; we will provide induction and support as you need it; and we will want to draw on your strengths to support the development of others in due course.

As an established and successful Trust, we have built on a lot of good practice as we seek continuously to improve. We want to ensure that our organisation remains committed to our vision of the Common Good and all our staff model our values, whilst delivering excellent education in what still appears to be a challenging financial environment.

ODST has developed a hub model to allow clusters of schools to work together to achieve a common goal. Our hubs are geographically based to allow for close collaboration and ease of face-to-face contact and mobility of both staff and students. Central team members are allocated to specific hubs so that you will always have a named contact and can develop a great working relationship with that team member.

I hope you will consider a future with us; this role will give you a real opportunity to develop further in your own leadership. You will almost certainly undertake tasks or solve problems you have not previously encountered, all the while contributing to the development of others and so make a difference to our children and young people. We look forward to receiving your application.



Anne Dellar, CEO



Ian Bailey, Chair of Governors

Key Information about Christopher Rawlins

The core values of the school are compassion, peace and service.

“The teachers at CRPS who have taught my son, who has SEN, have gone above and beyond to enable him to improve hugely in areas where he has struggled. They’ve been so supportive and invested in his progress.” Parent

“Christopher Rawlins is a school which prioritises the wellbeing and personal development of children as kind and responsible individuals. The skill and dedication of the teaching staff is really commendable and there is a good recognition of where a particular child might benefit from a different approach to learning. I’ve been impressed at how well my child’s teachers have understood how she ticks and how to motivate and bring out the best in her.” Parent



A letter of welcome from the Local Governing Body

Christopher Rawlins Church of England Primary School is a long-established part of a thriving village community in the North Oxfordshire countryside. Whilst the original school buildings are now part of the village's historical infrastructure, the current site, which has been recently expanded, reflects the ever-changing nature of the school's educational journey and its commitment to serving the community around it.

The children at CRPS are our most precious asset and they are proud to call themselves part of a friendly, inclusive and hard-working school. Supported by a passionate staff team and willing parents, they are very receptive to learning and enjoy the happy and safe environment which the school fosters. The range of development opportunities on offer both during the school day and as part of our extra-curricular programme demonstrate a community, as a whole, which is committed to building character education as well as academic progress.

As a church school, our relationship with St Mary's Church is both very strong and very important to us. Through the services held in both buildings, a strong RE curriculum and the supporting visits of members of the church community, our children are able to appreciate the origins of our core values – compassion, peace and service – and develop a clear sense of how these can be embraced and blossom in their everyday lives.

Our committed staff team has worked tirelessly over the past few years to navigate the pandemic with creativity and compassion, whilst managing new relationships and changing leadership both within the school and the trust, having joined the trust only months before the pandemic hit. Local Governing Body members work with a staff body which mixes great experience alongside our more newly qualified teachers, keen to learn from each other and always driving forward to promote progress and constant improvement for all.

At this stage in the school's journey, we are looking for a new leader to nurture all of these things about our school which are special, to support the ongoing advancement of learning, and to develop a clear strategy for securing Christopher Rawlins as a successful and happy school for everyone, with compassion, peace and service at its heart.

If, as an experienced leader, you are looking for the opportunity to build on the school's strengths and create a loving environment in which all stakeholders are enabled to contribute to its success, then please come and visit us to find out more.

Christopher Rawlins Local Governing Body



**CHRISTOPHER RAWLINS CE PRIMARY SCHOOL
HEADTEACHER JOB DESCRIPTION AND PERSON SPECIFICATION**

The DfE's 'National Standards of Excellence for Headteachers' gives details of the generic role and professional responsibilities of the Headteacher. You should be familiar with these.

Within that framework, the school's Local Governing Body and ODST are seeking to emphasise the following.

Job Purpose

To develop further an innovative, happy and successful primary school by:

- Developing a strong and inspiring strategic direction with a widely shared vision for the future
- Providing positive, incisive leadership for sustainable success
- Fostering and building on the Christian ethos of the school, keeping the school's core values - love, service and compassion - at the heart of all that we do
- Ensuring the highest possible quality, depth and breadth of education, range of opportunities and standards of attainment for all children
- Nurturing and managing the staff body to build on individual strengths and develop a collaborative and inclusive team ready to drive improvements across all aspects of the school
- Maintaining the school's established position within the community by promoting developing relationships and engagement with parents and local organisations
- Engaging children, parents and staff as a community of learners



Person Specification

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • DfE Qualified Teacher status • Evidence of relevant, recent professional development that prepares for this post • National professional qualification for headteachers or senior leaders or working towards this 	
Knowledge and Experience	<ul style="list-style-type: none"> • Substantial and proven successful primary teaching experience • An ability to demonstrate whole school impact • Significant knowledge and experience of primary education and the issues and challenges facing the sector • A broad understanding of the Ofsted framework and requirements • Up-to-date knowledge of safeguarding procedures and an understanding of the role's responsibilities with regards to safeguarding • Knowledge of the statutory frameworks and good practice for curriculum delivery and assessment • Experience of educating children with special educational needs within an inclusive classroom • Experience in more than one appropriate key stage • Experience of monitoring and evaluating performance and practice • High expectations of pupil behaviour and the effective use of behaviour management strategies • Knowledge and understanding of the context of a Church of England primary school and of Christianity alongside awareness of and respect for other faiths • A secure understanding of school finances and the principles of budget setting • Knowledge of GDPR and the requirements relating to a school • Experience of leadership and management of change 	<ul style="list-style-type: none"> • Experience of early years leadership • Leadership experience in more than one school
Skills	<ul style="list-style-type: none"> • Excellent ability to lead, manage, support and inspire colleagues, particularly through change • The ability to communicate thoughtfully, fairly and confidently to children, staff, parents and the wider community • The ability to build effective relationships with a wide variety of people- staff, learners, senior leaders, governors, parents and the wider community • Ability to hold people to account and to challenge under performance • The ability to provide objective support and advice to the governing body, to enable it to meet its responsibilities • Excellent analytical, problem solving, negotiating and decision-making skills • The ability to confidently analyse and use data to improve the quality of teaching and learning • The ability to create and implement a strategic school improvement plan, based on effective self-review which identifies priorities and targets ensuring that every child can be their best 	
Personal Qualities	<ul style="list-style-type: none"> • Is resilient with a strong belief and proven record of considering the wellbeing of self, staff and children • A genuine excitement to work in a diverse school where we can celebrate our differences • A desire to utilise the strengths of the wider community to enrich the school • An empathetic listener 	





Why ODST?

The Oxford Diocesan Schools Trust (ODST) is the largest Multi-Academy Trust (MAT) in Oxfordshire and is in the top 1% for size, based on number of schools, of MATs in England. It was founded in 2012, originally with 3 sponsored and 2 convertor schools.

ODST currently consists of 36 schools across Oxfordshire and the Royal Borough of Windsor and Maidenhead and has significant primary expertise and capability, with all our schools covering at least some part of the Primary phase.

Our Vision

ODST is committed to delivering an excellent education which meets the needs of all learners. We are proud of our track record of delivering improvements in schools experiencing challenge, and in supporting our strong schools to continue to develop and be in a position to share their expertise with others. ODST's vision for education centres on our sense of a community which works for the common good. The Trust's key values are identified as:

- **Inclusivity:** Our schools embrace equality of opportunity and a wholly inclusive approach to education. We believe every person matters.
- **Empowerment:** A fully functioning community is one where each person knows their own value and potential. Our job as educators is to enable that potential to flourish; to create a culture where children can be nurtured to be the best they can be. We believe this is best done by empowering each other to contribute the best we have to give.
- **Community:** Communities are important and flourish best when relationships are strong. We believe our schools and the people in them are a vital part of many different communities, all of which can be enriched as we work together.
- **Abundant Living:** We want our schools to be places where children are loved, nurtured and learn to live well. We believe all people should be enabled to fulfil their whole potential, not just professionally and academically, but also creatively, morally and spiritually.
- **Service:** Our schools are outward-facing communities where we all learn to serve others and contribute to the common good.

Each ODST school maintains delegated authority to make local decisions as we recognise that each is unique and can only meet the needs of its local community if that remains the case.

School Improvement Support

ODST has a very strong package of support, development and challenge for its school leaders and governors.

As part of our planned school improvement support across the Trust, our SI team and school leaders engage in a discussions regarding where the school's performance is currently in terms of pupil outcomes, quality of teaching and learning, and leadership. Our Local Governing Bodies (LGBs) are also part of this process and the subsequent monitoring.

The agreed work pattern for schools in the Trust consists of not fewer than six regular visits to each of our schools.

Continuing professional development (CPD)

ODST is very proud of the level of professional development offered to our staff, and believe we offer an excellent support package for staff at all levels in our organisation, to enable them to fulfil their potential, and thereby support children's learning in the best way. This includes:

- **Headteacher & Senior Leaders:** Access to termly Headteacher conferences; termly leadership briefings that include school improvement; the opportunity to work and share with a local hub of ODST schools that contains a significant number of existing partnership schools;
- **Governors:** Termly leadership briefings and specific governor training arranged through either ODST or a sister organisation;
- **Teachers:** We have a well-developed series of network meetings held regularly in the Trust (e.g. for early years leads, for maths leads, for RE leads etc) led by a range of subject experts. This is provided as part of our SLA with the schools and also includes a cycle of moderation for mathematics and English;
- **Administrative staff:** Termly business manager meetings provide the opportunity for training and development and the sharing of knowledge and new procedures across the Trust.

Central team support

The central ODST staff team is based in our office in Wantage comprising of a finance team, an HR team, school improvement team and operational management team, as well as administrators and the CEO. We work closely together and with ODBE staff who provide all our capital bid and project management services on a contractual basis and additional pastoral support. School support, for each professional area, is not limited in any way so that we can ensure each school can access the support it needs when it needs it.



The Application Process

What to do next?

To arrange a school visit, please contact Bob Pattenden, School Improvement Advisor, on 07423 109 263 or email Bob.Pattenden@oxford.anglican.org

Applications must be made on-line at <https://www.odst.org.uk/vacancies>

Closing date for applications is 9th October

Interviews for shortlisted candidates will be held on 19th October

The legalities

Christopher Rawlins, as a member of the Oxford Diocesan Schools Trust, is committed to safeguarding children and young people. All post holders in regulated activity are subject to appropriate vetting procedures and a satisfactory Disclosure and Barring Service (DBS) Enhanced check.

All schools in the Oxford Diocesan Schools Trust (ODST) are committed to equality and diversity and the safeguarding and wellbeing of all children and young people across the Trust. The Trust expects all staff and volunteers to share this commitment.

The Headteacher will be required to demonstrate a commitment to promoting and safeguarding the welfare of children and young people in the school and to become the Designated Safeguarding Lead (DSL) for the school.

From a GDPR perspective, the information you have provided will be stored on our secure database and will only be used to process your application. It will not be passed to any other organisation.

