



# Information Booklet

Oxford Diocesan Schools Trust

School Effectiveness Partner

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Dear Applicant,

Thank you very much for your interest in the Oxford Diocesan Schools Trust. This is an exciting point in our history to consider joining us at a senior level.

As we enter our seventh year of operation we have gone from a small, start-up organisation to a strong and established Trust, employing c.1140 staff and serving in excess of six thousand pupils, across two counties. Having been the fastest growing MAT in England two years ago, we have now reached the point in our evolution where we are keen to continue to grow but in a gentle and sustainable fashion. Standards are rising in our schools; we have a number of schools very keen to join us, and our finances are stable. We therefore have the luxury of being able to evolve and deepen as an organisation, building on a lot of good practice and looking to improve continuously. We want to ensure that our expanded organisation continues to be committed to our vision and all our staff model our values, whilst delivering excellent education in an increasingly challenging financial environment.

There is plenty of challenge in this role for the right candidate. We have some brilliant headteachers, who can be supported to contribute to other schools' development; we have a solid internal infrastructure, but after six years, we will benefit from a fresh look at some of our processes, policies and procedures; we have a school in Special Measures and four schools judged as Requiring Improvement, as well as lots of good and outstanding schools, so we have much still to learn and achieve.

The central team is one of the strongest I have ever worked with. I am really proud of their dedication and their achievements. We benefit from a close relationship with the Oxford Diocesan Board of Education and other Diocesan staff and share office space with them, so we have access to a wide group of professionals with whom we interact. We are looking for an effective, reflective practitioner to join me in leading the organisation; someone with resilience, heart, humour and a passion for education.

I hope you will consider a future with us; this newly created role in our organisation will give you a real opportunity to develop further in your own senior 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 the children and young people in our ODST schools.

I do hope you will feel you are right person to help lead us forward and we look forward to receiving your application.

A handwritten signature in black ink, appearing to read 'Anne Davey', with a stylized flourish at the end.

**Anne Davey**  
**Chief Executive Officer**

## Trust Overview

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 32 schools across Oxfordshire and the Royal Borough of Windsor and Maidenhead. We have significant primary expertise and capability, with all our 32 schools covering at least some part of the Primary phase; we have one Middle (deemed Secondary).

Our Trust schools' Ofsted ratings are as follows:

- |                        |    |
|------------------------|----|
| • Outstanding          | 8  |
| • Good                 | 19 |
| • Requires Improvement | 4  |
| • Special Measures     | 1  |

Since its foundation, ODST has sponsored four failing schools, three of which are now rated Good by Ofsted. The fourth, though still rated inadequate, has improved its combined KS2 outcomes by 9 percentage points in 2018 compared to 2017 and we are confident that it will no longer require Special Measures before the end of 2019. All four schools judged to be Requiring Improvement are being intensively supported and are all showing signs of significant improvement, and we are confident that all will be judged Good at their next inspection. As such, we are proud of our track record of improving schools.

ODST organises its schools into five geographical hubs, which supports school-to-school collaboration and promotes professional development at school level, as well as supporting our vision for a community of schools that work together for the common good.

We have a pipeline of schools wishing to join ODST in the near future and plan to continue to grow in size at a sustainable rate over the next three years. We are also expecting to accept at least one secondary school into the Trust within eighteen months.

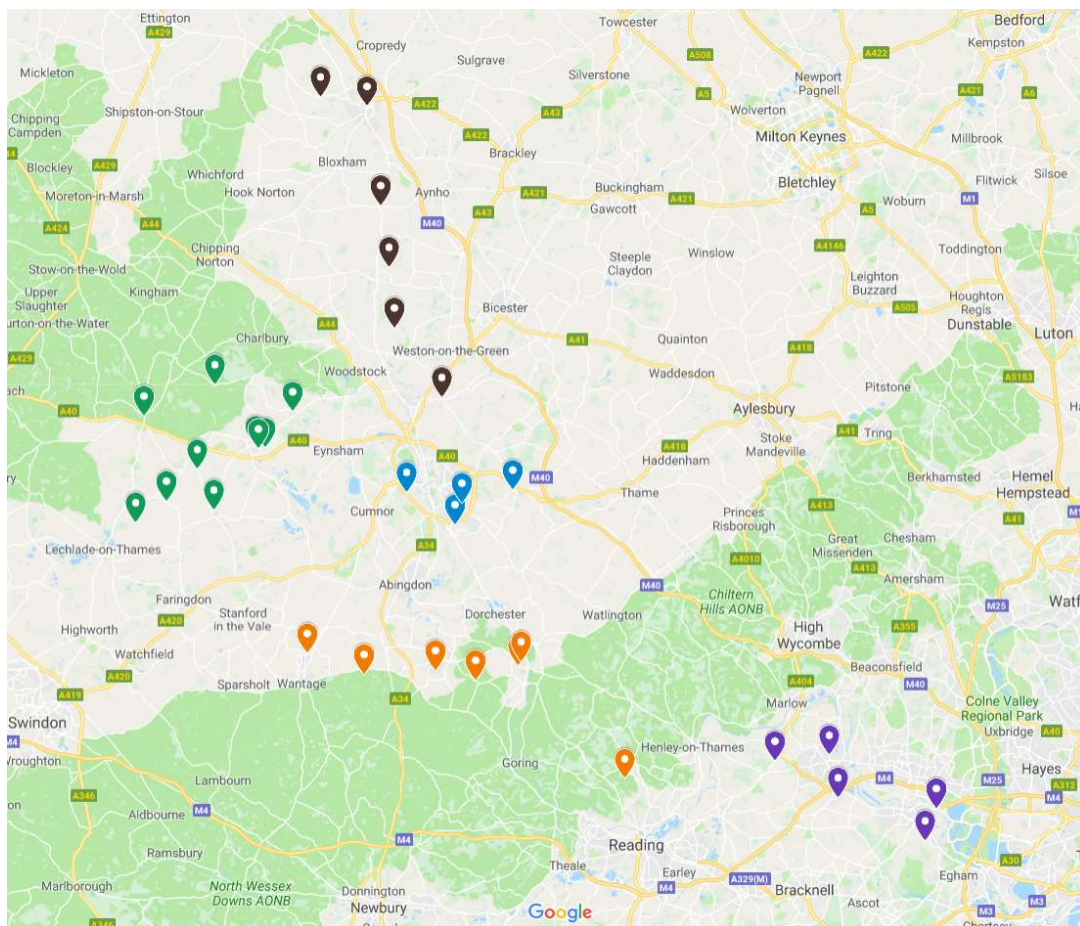
ODST is open to schools in the geographical areas of Oxfordshire and historic Berkshire; the Diocese of Oxford, which we were founded to serve, also covers Buckinghamshire and Milton Keynes, but they opened a second MAT - The Oxford Diocesan (Bucks) Schools Trust - in 2017 to cover those areas and thereby hopefully ensure sufficient capacity to meet demand. ODST works collaboratively with its sister MAT, and some aspects of our provision to schools are delivered jointly (for example, our leadership conferences.) Both MATs are open to both church and community schools.

The central ODST staff team is based in modern, purpose-built, open plan offices in Kidlington, on the outskirts of Oxford. There is staff parking available and the office is accessible by public transport. We have staff café and a chapel on site. We share our working environment with ODBE (The Oxford Diocesan Board of Education – the body responsible for the Christian character of Church of England schools in Oxfordshire, Buckinghamshire, Berkshire and Milton Keynes) and with many others working for the wider Diocese, including the Bishops of Oxford and Dorchester.

The central team comprises c.20 employees. We are made up of a finance team, an HR team, school improvement team as well as administrators and the CEO. We work closely with ODBE staff who provide all our capital bid and project management services on a contractual basis; our school improvement team works with the ODBE school improvement advisers to deliver the best possible support to schools.



## ODST Schools by Hub



### Oxford Hub

- Dr South's Primary (Islip)
- John Henry Newman Academy (Littlemore)
- North Hinksey CE Primary
- St Christopher's CE Primary (Cowley)
- Wheatley CE Primary

### West Oxon Hub

- Bampton CE Primary
- The Batt CE Primary (Witney)
- The Blake CE Primary (Witney)
- Brize Norton Primary
- Burford Primary
- Leafield CE Primary
- North Leigh CE Primary
- St Christopher's CE Primary (Langford)
- St Mary's CE Infants (Witney)
- St Peter's CofE School (Alvescot)

### North Oxon Hub

- Deddington CE Primary
- Dr Radcliffe's Primary (Steeple Aston)
- St Mary's CE Primary (Banbury)
- Tackley CE Primary
- Wroxton CE Primary

### Royal Borough of Windsor & Maidenhead Hub

- Burchetts Green CE Infants (Maidenhead)
- St Mary's CE Primary (Datchet)
- Holyport CE Primary (Maidenhead)
- St Luke's CE Primary (Maidenhead)
- St Peter's Middle School (Old Windsor)

### South Oxon Hub

- Fir Tree Juniors (Wallingford)
- Grove CE Primary
- The Hendreds CE Primary
- Kidmore End CE Primary (nr Henley)
- South Moreton Primary
- St Nicholas CE Infants (Wallingford)
- Northbourne CE Primary

## 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.

We strive to live out these values at both whole Trust and school level, using these to underpin our strategy and guide our decision-making.

This vision is designed to guarantee learners have the key academic skills they need to progress to the next phase of their education and be successful, productive members of the local community.

Our **Inclusive** approach ensures that ODST schools meet the needs of all pupils; some highlights include:

- Our caring, child-centred ethos with a focus on mental health and wellbeing supports especially vulnerable learners
- Excellent Special Educational Needs (SEN) provision led by an experienced ODST SEN Co-ordinator (SENCo) ensures timely provision of EHCPs (Education, Health and Care Plan) where appropriate, supports class teachers to plan and deliver the right lessons for their pupils and helps all pupils achieve their potential
- Curriculum topics are carefully identified and resources sympathetically sourced to ensure pupils of all abilities, backgrounds and family circumstances are supported to feel valued and therefore flourish.

Our belief in **Empowerment** is evidenced by our commitment to local decision making; for example our curriculum policy, which devolves responsibility for curriculum planning to individual schools, thereby ensuring that local needs are met; that staff and pupils are free to flourish in an environment which develops their individual strengths and that cements the differences in each of our unique learning environments.

Our established links with the local church **Community** give us an outstanding starting point for local community engagement which encourages children to think about others and serve.

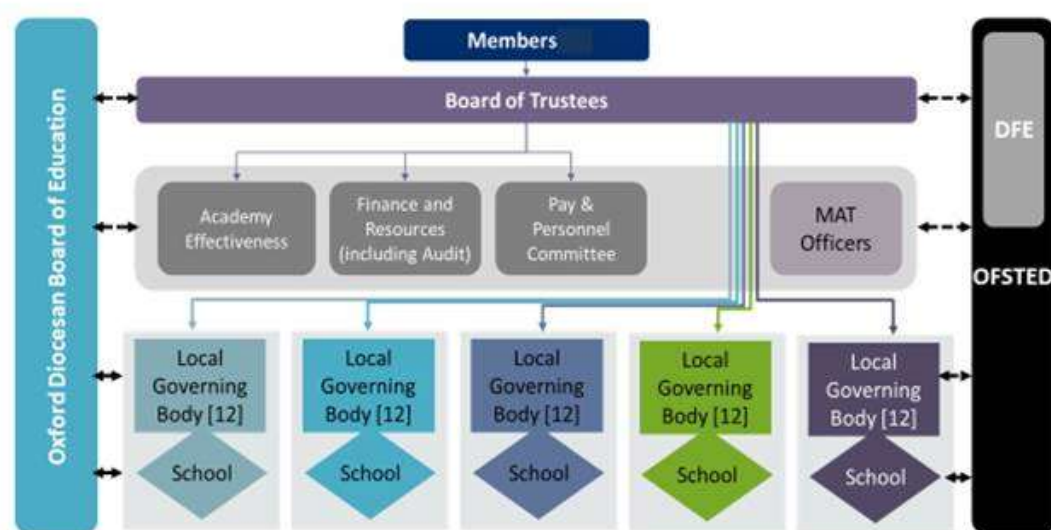
Central to the ODST offer to pupils is our vision for **Abundant Living**. We are committed to a curriculum which engenders life-long curiosity and love of learning, in a culture of openness and creativity. We ensure our schools are places where children can be challenged intellectually and learn to take appropriate risks, safe in the knowledge they are known and loved. This is demonstrated by the selection of topics which are appropriate to the community and interesting, but the activities planned are structured so as to offer

challenge to pupils at different levels and with differing strengths and needs. The impact of this is measured using our whole trust assessment system, with a focus on the progress of groups to ensure we meet our aims. We are proud of our schools' enthusiasm for teaching the whole child, for continuing to place an emphasis on enrichment subjects such as music, art, drama, sport and foreign languages alongside core subjects and for the pastoral care and nurture that is at the heart of all our schools.

Our emphasis on **Service** enables all our pupils to consider their place as a global citizen, and the curriculum will include elements which encourage responsible stewardship of the environment, empathy and care for others and help all pupils play an appropriate part in their local community and its activities.

## Our Organisational Structure

The basic structure of the Board of Trustees is as follows:



ODST has an expert and experienced Trustee Board which governs the work of the organisation, ensuring educational excellence, financial success and employment of an effective and well-supported work force, in line with the organisation's core vision. The Board usually meets 5 times per year, and also holds an annual strategy day with Members to discuss key issues, priorities and strategies for the future.

Our strategic work is managed through a network of committees, which meet regularly throughout the year.

Finance Committee To monitor the work of the Trust in terms of its financial control.

Pay & Personnel Committee To make appropriate recommendations on pay and personnel matters to the Board of Directors of ODST.

Academy Improvement Committee To ensure academic effectiveness of all our schools and Christian distinctiveness permeates all aspects of school improvement.

Curriculum & Ethos Committee To monitor the spiritual and pastoral care of all members of our academy communities, ensuring that leaders are supported and trained. To monitor curriculum advice and guidance.

Audit Committee	To assist the ODST Board in fulfilling its oversight responsibilities with particular reference to strategic financial reporting, internal control, risk management and external audit.
Nominations Committee	To identify new trustees to join ODST. To conduct regular skills audits of trustees and identify training requirements.

Each committee has a lead officer allocated from our senior team, who works with the chair to prepare agendas and provide appropriate information. Senior officers are invited to attend Board meetings on a regular basis.

The ODST trust board is comprised of the following individuals (see overleaf):

<b>Kathy Winrow</b> <b>(Chair of Trustees)</b>  <b><i>Expertise: School Improvement and Governance</i></b>	Over 20 years' experience as Headteacher of an outstanding secondary school in Bracknell Forest; former National Leader in Education; former Lead Inspector-Adviser on School Leadership in Hampshire; Kathy has been a registered Ofsted Inspector and held regional and national positions in education. Formerly also the Accounting Officer of an Academy Trust; currently member of the CoE General Synod and trustee in a number of other organisations.
<b>Sir Clive Booth</b> <b>(Chair, Finance Committee)</b>  <b><i>Expertise: Finance, HR and Governance</i></b>	Former senior civil servant (HMI); former vice-chancellor and chief executive of Oxford Brookes University; current chair of an environmental charity and president of Oxford Civic Society; published author on education policy and charity governance. Previous governor experience within 2 schools; chair of the Teacher Training Agency (from 1997-2003); chair of the Nurse's Pay Review Body (1997-2004); he conducted a major review for the Home Office of Policy Pay Negotiations in 2007 and he is an editorial review board member of the Oxford Review of Education
<b>Anne Davey</b> <b>(CEO, ODST)</b>  <b><i>Expertise: Education, Governance and Finance</i></b>	Currently CEO for ODST (since 2012); Diocesan Director of Education for the Anglican Diocese of Oxford for 7 years; held various leadership roles within Salisbury Diocese and Oxford Diocese; 25 years' teaching and leadership experience in schools; ex secondary Headteacher in Bristol Cathedral School; deputy head of The School of St Helen and St Katharine in Abingdon (2000-2004); former career in retail management.



**Steven Barber**

*Expertise: **Education and Safeguarding***

Former Safeguarding Adviser at Diocese of Oxford; over 20 years' experience of working as Social Worker within three London Boroughs; former chair of 3 local Safeguarding Children Boards (West Berks, Reading & Wokingham); committee member and former Trustee of British Association for Adoption and Fostering; former Special Terms Inspection for Social Services Inspectorate of the Department of Health.

**Dr Priscilla Chadwick**

*Expertise: **Education and Governance***

Former Principal of Berkhamstead Collegiate School, and first female chair of the Headmasters' Conference (HMC); serves on a number of independent and state governing bodies. Priscilla is a published author, with particular interest in church schools and religious broadcasting; chair of the Dioceses Commission; and a member of the Church of England's National Board of Education. Priscilla authored the CofE's "The Church School of the Future" report (March 2012), she is a former Dean of Educational Development at South Bank University and current Chair of Governors at Wren Academy in London.

**Rev'd Canon Brendan Clover** (Chair, Curriculum & Ethos Committee)

*Expertise: **Education and Governance***

Currently Senior Provost of The Woodard Schools, which is a family of 45 schools in England and overseas including independent, state maintained and academies, including Bloxham School in Banbury; formerly Dean of Emmanuel College Cambridge, and Canon Precentor of Bristol Cathedral from 1999 to 2006.

**Fiona Craig**

*Expertise: **Education, Governance and School Improvement***

Currently Director of Education, ODBE. Fiona has extensive experience as Headteacher of a SM school, which she led out of SM in 6 months, and to outstanding in 2 years, tripling the school roll and taking the school from budget deficit (-£76k) to surplus (£130k). She oversees all aspects of the ODBE (283 schools, 16 MATs and 9 local authorities). She has former experience within Oxfordshire County Council's School Improvement Team where she led the successful improvement of schools of concern (from 2009-2011)

**Rev'd Dr Megan Daffern**

*Expertise: **Education***

Megan is Chaplain at Jesus College in Oxford, as well as being a researcher in the Faculty of Theology and Religion at the University.

**Jo Fageant**

*Expertise: **Education***

Former Educational Adviser in Berkshire; former Assistant Director ODBE; Principal RE Adviser with ODBE; highly experienced trainer and inspector for SIAMs (Statutory Inspection for Anglican and Methodist schools).

**Rt Rev'd Colin Fletcher**

*Expertise: **Governance and Community***

Colin has been Area Bishop of Dorchester in the Diocese of Oxford for 18 years, in service to the Oxford Diocese and especially the residents of Oxfordshire for 18 years; as well as being a well-known figure to those working at all levels in local government, he is actively involved in the wider community (e.g. as Chairman of the county-wide Stronger Communities Alliance).

**Joanna Moriarty**  
(Chair, Pay & Personnel Committee)

*Expertise: **HR Management and Governance***

Currently works in recruitment in the third sector, focused on board and chair appointments; former senior leadership at Society for Promoting Christian Knowledge (SPCK) – a publishers within the charitable sector. She is a National Leader of Governance, and former Chair of Governors of Kidmore End Primary School, now an ODST school; currently an elected member of the Oxford Diocesan Board of Education and sits on the board of two other charities.

**Chris Wheaton**

*Expertise: **Finance***

20 years' experience in financial analysis, currently within the Energy Sector; currently Foundation Governor at The Hendreds CE Primary, and Chair of Finance Committee; former charity volunteer; experienced conference speaker and media commentator across TV (e.g. BBC News, CNBC etc) and press (Financial Times, WSJ)



## Ensuring Academic Success

### Curriculum

The curriculum cycle in each ODSST school is locally determined but monitored centrally to map full coverage of the topic ranges and national curriculum objectives for each year group. At whole school level, this curriculum approach works as well for mixed age classes as for single year groups; ODSST schools are more or less equally divided into those which group pupils into single age year groups and those which choose to combine. We believe that a local approach to curriculum planning enables our schools to serve their diverse communities in the most appropriate way. This also encourages excellence and helps the Trust be a great place to work – as teaching professionals are empowered to be creative, meet the specific needs and capture the interests of the pupils they have in their class.

### Assessment

ODST uses six data points throughout the school year to check and monitor the progress for all children in our schools. Following these assessment points, school leaders meet with class teachers as part of pupil progress meetings to check and discuss progress and attainment of the pupils in their class. This ensures meaningful dialogue around individual pupils and pupil groups allowing for strategies and interventions to be discussed and arranged driving progress and attainment in our schools.

### Attendance

In 2017-18, pupils in our ODSST schools averaged at least 96% attendance. Attendance is a priority in all of our schools and the Trust has a robust process to work with schools where attendance is below our expectations. We are proud of, for example, the improvements in the John Henry Newman Academy (Littlemore), which had an overall attendance of 94.6% in 2016-17 to 95.2% in 2017-18.

We fully recognise that for children to learn effectively they must attend school every day and all of our schools are supported to ensure this message is promoted through their attendance policy and as part of the culture of the school.

### School Improvement Support

ODST has a very strong package of support, development and challenge for its school leaders and governors. We have a robust and consistent process for tracking and measuring pupil performance across the primary age range and use this to monitor the progress and attainment of pupils at various critical stages in their learning.

As part of our planned school improvement support across the Trust, schools are internally categorised during the annual visit cycle (purple, green, yellow, amber or red.) This allows our SI team and school leaders to engage in a discussion 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.

Target Tracker is a complete assessment education software package supporting entry, analysis and sharing of pupil progress and attainment data through Early Years and Key Stages 1 and 2. It includes complete support for the National Curriculum subjects and is used by over 1 in 4 primary schools in England.

This system allows teachers, leaders, governors and trust officers access to data at a range of levels. There is a clear and consistent expectation for progress across the schools which allow us to evaluate the effectiveness of learning in each school. The Trust has set data-drop dates for its schools which ensure that information is available for school leaders and trustees on a half termly basis. The school improvement team use this system to set targets, track and benchmark progress and attainment across ODSST schools; pursuing discussions around school and year group discussions as part of our regular contact and visits to each school.

The agreed work pattern for schools in the Trust consists of not fewer than six regular visits to each of our schools. Visit 1 is a target setting meeting involving both Headteachers and governing body representatives. The format for this is focused on outcomes for Good Level of Development (GLD) in the early years, phonics tests results, KS1 and KS2 outcomes involving forecasts of progress and attainment basing these on prior attainment assessments.

Responsibility for assessing and evaluating pupil outcomes is a part of regular training and support for our schools' leaders. This is done through regular conferences, governor training and network learning events for subject leaders. In each school this means that the Headteacher is accountable for the assessment information and its evaluation. LGB members are expected to have regular access to this information and the school improvement team regularly accesses and interrogates school assessment outcomes when monitoring schools.

In setting school specific targets as well as in its routine for school improvement, our work focuses on the key groups where underachievement has been identified nationally:

- disadvantaged pupils
- pupils with SEN

alongside the needs of other pupil groups.

Schools and our school improvement team engage in focused meetings around these pupil groups to ensure that differences diminish, and good progress is achieved. Target setting for these pupils is the key to raising aspirations and ensuring all opportunities for learning are taken. Communication with parents/carers supports this process and allows new strategies and interventions to work in conjunction with quality first teaching to reduce gaps and accelerate progress for these pupils. ODST's approach to target setting and assessment is underpinned by a well-formulated policy for engagement with children and families, allowing good progress and attainment to be achieved in all our schools.

### Performance management and 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. Our vision for **Abundant Living** extends as much to employees as to pupils; our 2018-19 development plan intends to further extend this aspect of the Trust's work to place us as market leading and ensure we are an employer of choice in Oxfordshire.

ODST has an effective and evolving programme of CPD that is accessible to the relevant professionals:

- **Headteacher & Senior Leaders:** Access to termly Headteacher conferences (the last was focussed on PSHE and inclusion, the next will have a focus on HR); 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 Witney partnership schools as well as schools from farther afield that may more closely mirror the demographic of West Witney;
- **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.

## School Governance

ODST is committed to the provision of local governance via Local Governing Bodies (LGBs) in our schools. We believe we are strongest when we combine local commitment and knowledge with the professional support of the central team. Our ODST schools have a standard Scheme of Delegation which allows for a maximum of 12 LGB members. All LGBs are committees of the Board of Trustees and contain variations in their composition to enable both designated CE schools and community schools to achieve the appropriate balance of local engagement from the church where appropriate, local parents, other members of the community and school staff.

All governor appointments are underwritten by the Trust's requirements to have people in place with the appropriate skills, experience and having due regard to succession planning. LGB members are sourced locally in close consultation with LGB chairs and ratified by the Academy Improvement Committee of the Board of Trustees, with reference to the National Governance Association's (NGA) competency framework for governance. LGB members undertake an annual audit to self-evaluate against the key competences of strategic leadership, accountability, people, structures, compliance and evaluation.

ODST has a highly effective governor support package and all our LGB members are given access to the ODBE's "Excellence in Governance" programme, as well as bespoke training delivered to individual LGBs and hubs.

## Ensuring Inclusivity

The values of the Trust as an inclusive place of work and education where Christian values are modelled but never imposed and where those of all faiths and none are welcomed, are regularly supported through, for example, our leadership conferences, governor briefings and regular hub meetings; as well as in all model policy documentation, the annual handbook etc.

Our HR management system monitors employment diversity against the local demographic context and trustees monitor recruitment data regularly to ensure that the Trust is as diverse and welcoming an employer as possible, and that pupils have the widest range of adult role models in our schools.

ODST schools are regularly monitored to ensure they comply with the Prevent Duty by officers of ODST via focused work with Headteachers on a rolling basis, scrutinised by a committee of the Board of Trustees. Regular training is carried out by the Trust which Headteachers and governors attend. Our officers ensure that all our schools are compliant in areas such as safeguarding, reporting back to the trustees, and model policies and guidance documents are produced for schools to support this. These are available on request.

The welfare of pupils is paramount in ODST schools. Through the support and challenge of a dedicated schools' adviser who has not less than 6 days of support for each ODST school, and a reporting mechanism back to trustees, the Trust takes all reasonable steps to ensure all our schools do their best to safeguard children. We work to achieve an inclusive, welcoming atmosphere which starts with administrative staff answering the phone or greeting visitors in a positive way. All school leaders receive training and support on effective management; and ODST schools are strongly encouraged to, for example, ensure the range of reading materials on offer to pupils reflects the diversity of life in modern Britain.

Links with local church and community groups enable us to build cohesive communities using the school facilities as a hub for the local community, including parent and toddler groups, youth groups and church meetings. We have a significant track record in engaging the local community with and in our schools, ranging from significant local fund-raising for school trips to including older members of the community volunteering as readers at KS1, the local knitting circle knitting story figures for Reception class, older volunteers supporting gardening club, members of the Chinese community teaching Mandarin to KS2 pupils, and so on.



Our commitment is to a delegated model within a clear and accountable framework for schools. Our established controls in ODST ensures schools' effectiveness, but the level of devolved decision-making to local leaders and governors ensures each school is brilliant in its own way and reflects the strengths and needs of its community. Our schools have a wholly inclusive philosophy and education is driven by our vision of a school community that works for the common good and strives to serve others as well enabling individuals to achieve their personal goals. ODST has a deep commitment to the provision of LGBs; providing a clear connection between each school and its community.



## Financial & HR Matters

### Finance

Financially the Trust is robust: for the year ended 31<sup>st</sup> August 2017, the total funds of the Trust were £11,885,239 (2016: £9,649,953). The net current assets of the Trust (excluding the fixed assets and the defined benefits pension scheme liability) were £3,124,312 (2016: £2,496,491).

The good financial health of the Trust is further illustrated by the positive cash flow (cash balance at the 2017 year-end of £3,435,339). Our very strong and experienced finance team manage and update a rolling 12-month cash flow forecast to ensure we continue to maintain this positive position.

ODST is in demand from maintained schools as an academy trust, and we have increased considerably in size in the last two to three years. In order to continue to be effective in a growing organisation, the Trust has reviewed and strengthened the internal financial controls operating at both individual school and central MAT level. There has been additional recruitment to the central staffing team, and we are highly confident we can support both the new free school and additional maintained schools that wish to join us during 2018-2020.

We are pleased to report that all 32 schools will be in positive balance at the end of this financial year. We have robust financial budgeting and financial procedures in place which are monitored, in accordance with DfE guidelines, on a monthly basis with regular reports to the Trust's Finance Committee, which is chaired by Sir Clive Booth. Moving into 2018/19 we have been able to submit a balanced budget of over £32m for the Trust to the Education & Skills Funding Agency (ESFA). Forward projections indicate we will be able to maintain this healthy financial position, though budgeting is tight, owing to challenging government funding levels for schools. We achieve this success from a culture of delivering excellence through a value-for-money approach, husbanding limited resources in an effective way and ensuring a curriculum-led approach to financing.

ODST has been in receipt of School Condition Allocation (SCA) since 2016-17. In 2017-18 the allocated budget was £775,000, and we have successfully completed 20 projects in 13 schools, including the expansion of St Peter's CE Primary (Alvescot) to full primary with the associated building works.

Our SCA allocation in 2018-19 is £1,214,550 (with £1,108,019 as "pure" SCA, and £106,531 designated as healthy pupil funding). This funding has been allocated to 37 projects to be delivered across 20 of our schools.

ODST is responsible for a growing family of schools and their finances, and we have a highly effective team of staff working alongside those schools towards our common aim of achieving excellent financial management and accountability in support of outstanding teaching and learning.

All our ODST schools have access to the following in pursuance of that aim:

- We provide two customised and integrated software packages – Orovia BPS for budget planning, and PS Financials for financial administration and management.
- Our schools benefit from access to on-line banking through Lloyds Corporate Online.

We support our school finance staff with on-site visits from an experienced and highly qualified member of ODST's central finance staff, telephone and email enquiry services, regular meetings and training events at which information and best practice solutions are shared and problems aired, and we support schools with procurement issues to obtain best value for money.

ODST produces a Financial Procedures Manual which is issued to all schools to ensure our school-based finance and administrative staff adhere to the processes and procedures in place. This delivers robust and effective financial management in all our schools. In addition, a financial calendar is available for all schools to monitor their work tasks and ensures appropriate scrutiny.

Key performance indicators for our schools include budget setting and monthly budget monitoring. Schools are expected to submit a balanced financial budget by mid-May for the year ahead. The central finance team works with the schools to achieve this. Each school budget is reviewed at school level by the Headteacher, the finance/resources committee and then the full LGB; once approved, they are submitted to the ODSF finance committee and final sign-off is by the Board of Trustees. A consolidated budget return for the Trust is submitted to the EFSA in July.

## Human Resources

The central HR team supports both centrally employed officers and schools; they are in regular contact with schools, both by phone and face to face, and provide support and guidance in a wide variety of areas. This includes:

- **Recruitment:** providing model job descriptions, supporting the advertising of roles, advice and procedural guidance in the appointment of teachers on the leadership pay scales;
- **Contracts of Employment:** all contracts of employment are issued centrally alongside update letters for those whose T+C's change (e.g. annual statement for teachers);
- **HR System support:** provision of training and support for new schools/ key staff in I-Trent;
- **Employee Relations:** providing guidance/ support in all aspects of employee relations including appraisal, disciplinary, probation, performance management and capability, maternity and best practice staffing structures etc.
- **Change Management:** supporting projects such as restructures and TUPE's (e.g. nursery or cleaning staff)
- **Staff Development:** the delivery of training workshops at Trust level, or more tailored learning support at local level where needed;
- **Payroll:** co-ordinating the processing of Payroll through I-Trent;
- **Policies & Guidance:** provision of policies, guidance, procedures and other documentation;
- **Pensions:** co-ordination of all pensions returns and administration;
- **HR Updates:** provision of quarterly HR update and communication of any relevant changes (e.g. pay awards)

## Application Process:

For an informal discussion, please contact:  
Sharon Mullins (Principle Schools Adviser) on 07391 016902 or Mark Jones (HR Manager) on 01865 208278.

Closing date is 9.00 am on Monday, 17<sup>th</sup> September 2018.

Interviews will be scheduled for week commencing 24<sup>th</sup> September.

Completed applications should be sent to: ODSF HR Team at Church House (Oxford), Langford Locks, Kidlington, OX5 1GF or returned by e-mail to [recruitment@oxford.anglican.org](mailto:recruitment@oxford.anglican.org)

**Please do not submit a CV in place of a completed application form. CVs may be submitted as an accompanying document.**



<b>Job Title:</b>	School Effectiveness Partner (to start Jan 19)
<b>Hours:</b>	37 hrs per week (1.0 FTE)
<b>Employer:</b>	Oxford Diocesan Schools Trust (ODST)
<b>Line Manager:</b>	ODST Lead Education Officer/Deputy CEO
<b>Key relationships:</b>	Contact and liaison with staff within ODST (centrally and in schools) and within the Oxford Diocese Board of Education (ODBE)

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### Job Purpose

The post holder is to carry out the professional duties of a School Effectiveness Partner and is expected to contribute to the achievement of the ODST's mission and ministry in education by sharing responsibility with the School Effectiveness Team and the CEO for the highest standards of education and the development of core values in ODST schools and academies.

### Principal Accountabilities

Support and lead the development of ODST schools as providers of high quality educational standards  
Play a key role in the effectiveness of ODST Services and operations  
Participate in the formulation of ODST Education Policy

### Duties & Responsibilities

#### 1. Support and lead the development of ODST schools as providers of high quality educational standards by:

- Contributing to improving standards within schools through the provision of School Effectiveness advice such as analysis of performance data, performance management of head teachers, providing professional development, coaching, mentoring, carrying out school reviews, action planning and monitoring etc.
- Support the development and maintenance of effective school improvement systems and strategies to ensure any underperformance (both academically and in other ways) in schools is identified early on and appropriate actions are taken promptly.
- Challenge and support schools to increase progress and raise standards via accurate analysis of all available data and support the outcomes of Ofsted inspections and, where appropriate, SIAMS inspections, through work to improve self-evaluation and developing leader's skills.
- Supporting, advising and challenging head teachers, governors and staff of ODST schools, through regular personal visits and other means of communication, in order to promote and develop the distinctiveness and effectiveness of ODST schools.
- Providing in-service training for head teachers, staff and governors on a range of subjects, with a focus on establishing an effective and Christian response to the key issues in current educational thinking.
- Liaising with senior leaders and school governors in cluster/hub groups, including community schools, to foster effective internal ODST and inter-school links.
- Contributing to the development of appropriate resources to support the work of schools.

- Where appropriate providing advice and support to head teachers and governors to enable effective Church school self-evaluation using the National Society Toolkit or other means, especially before and after SIAMS inspections.
- Advising governing bodies during the appointment of head teachers, liaising with local authority colleagues as appropriate.

**2. Contribute to the effectiveness of ODST Services and operations by:**

- Ensuring effective communication with other members of the ODST team through written visit notes, verbal updates etc. to ensure all aspects of work are recorded in a timely fashion and can be supported by others in their own work.
- Facilitating new opportunities for ODST schools from local, regional and national education partnerships, strategies and programmes.
- Supporting the development of ODST's resources for schools.
- Contributing to sound financial management of ODST by effective financial planning of activities such as training.
- Contributing to the ODST strategic priorities as identified in the strategic plan.
- Maintaining a good understanding of relevant legislation and government policy relating to the structures and leadership of schools.
- Appropriate liaison with other diocesan departments to support the work of the wider Diocese.

**3. Participate in the formulation of ODST Education Policy by:**

- Working with the Director of Schools and other officers in ensuring that ODST's policies are up-to-date, relevant, developmental and supportive.
- Ensuring that ODST's policies are understood and shared with school leaders and governors, clergy, diocesan partners, local authorities, community schools and inspectors.
- Contributing to the work of ODST committees as appropriate.

## **Planning & Organising**

The post holder will:

- Regularly visit each ODST school designated to him/her by the Director of Schools to assist and advise on a range of matters that are raised by the head teacher, concerning the leadership and management of the school and the operation of its education tasks, reporting and recording such visits in a timely fashion.
- Analyse the effectiveness of ODST schools and provide advice and challenge in situations to develop 'excellent' schools and develop academic and spiritual, moral, social and cultural outcomes.
- Advise governing bodies in relation to the appointment of head teachers and some senior staff, liaising with LA officers where appropriate; attending governors' meetings to assist in the preparation of job descriptions/person specifications, together with the process of short listing and interviewing.
- Provide advice and support, including training, for the provision of leadership training and in areas such as collective worship and the spiritual, moral, social and cultural development of pupils, in collaboration with other members of the diocesan team.
- Provide advice and support to head teachers and governors before and after an inspection.
- Represent ODST on LA or other committees where required.
- Such other duties/attendance at meetings as the Director of Schools may reasonably request.
- The post holder will agree the priority of the tasks across the range of the work in conjunction with the Director of Schools.



## Contact with Others

The post holder will on a day to day basis be accountable to the Director of Schools in all matters and will liaise with ODST colleagues and stakeholders, head teachers, chairs, governors, Board members, local authority officers/advisors, registered inspectors, DfE officers, building professionals, clergy and officers of other boards within the wider Diocese.

**Note:** The current main duties and responsibilities of this post are outlined in this job description. The list is not meant to be exhaustive. The need for flexibility, shared accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's banding and whenever reasonably instructed. Whilst the post-holder will report to the Director of Schools of ODST on a day to day basis, they will ultimately be accountable to the Board of Trustees of ODST.

Christian principles underpin the way the organisation runs and its partnership with schools and academies and the post-holder must be committed to the organisation's vision and values.

## Person Specification

## Professional Standards - knowledge, skills and competencies

	Essential	Desirable
<b>Qualifications:</b>		
<ul style="list-style-type: none"> <li>Educated to Degree level or equivalent</li> <li>Qualified Teacher status</li> <li>Qualified Ofsted Inspector</li> </ul>	✓ ✓	✓
<b>Knowledge and Skills:</b>		
<ul style="list-style-type: none"> <li>Ability to understand and disseminate complex pieces of legislation and Codes of Practice</li> <li>Ability to think creatively, to work strategically, and to anticipate and solve problems</li> <li>Excellent communication skills</li> <li>Excellent classroom practitioner with knowledge of EYFS, Key Stages 1, 2 and SATS tests</li> <li>Understanding of national expectations of attainment, floor standards and expectations of pupil progress</li> <li>The ability to self-motivate, prioritise and plan and organise</li> <li>Honesty, personal integrity and ethical decision making; taking responsibility for actions and consequences</li> <li>The ability to secure and maintain good working relationships with colleagues and make an excellent contribution to team working; builds and maintains good relationships with others</li> <li>Good understanding of education regulations, management and other issues affecting schools</li> <li>Good presentation skills</li> <li>Evidence of ongoing professional development</li> <li>ICT literate and willing to embrace new technologies</li> <li>Full clean driving licence holder with access to the use of a vehicle</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	
<b>Relevant Experience:</b>		
<ul style="list-style-type: none"> <li>Proven track record as a headteacher or senior leader in a primary school or in recent advisory/consultancy work</li> <li>Proven experience of building and maintaining effective relationships with a wide range of stakeholders</li> <li>Experience of collaborating and networking with others locally and nationally</li> <li>School improvement experience whether within a school or at an advisory level</li> <li>LLE experience</li> </ul>	✓ ✓ ✓ ✓	✓

## General Information

<b>Remuneration</b>	In the range of L13 to L16 on the National Leadership Group Pay Scale
<b>Hours of work</b>	37 hours per week, Monday to Friday. Due to the nature of the role there may be some requirement to attend evening meetings
<b>Place of work</b>	Nominally based in Church House (Oxford), OX5 1GF with travel to ODST schools and other locations expected
<b>Holidays</b>	33 days annual leave inclusive of public holidays and one fixed closure day
<b>Pension Provision</b>	Eligible for membership of the LGPS or Teachers' Pensions (where an existing membership or deferred rights are held)
<b>Other information</b>	Due to the nature of the role, the postholder will need to hold a full driving licence with access to a vehicle. The post is also subject to a satisfactory DBS clearance at enhanced level

## ODST Organisation Structure – Extract

