



DEPUTY HEADTEACHER CANDIDATE INFORMATION



Thank you for your interest in the post of Deputy Headteacher at The Swan School, a new free school opening in September 2019 as part of the River Learning Trust.

When fully subscribed it will have approximately 1,200 students on the roll, of whom around 300 will be in the Sixth Form.

Our students will be drawn from a local catchment area and the school will be at the heart of the community. The school is opening to meet the rising demand for school places in the city.

Learning from the most successful approaches at the best schools, The Swan School will provide a uniquely challenging and structured experience in a caring and disciplined environment.

The ethos will be academic; we regard an excellent academic education as the entitlement of all young people, no matter what their background or previous experiences of learning.

Students will be inspired and nurtured, acquiring the knowledge and skills to think critically and creatively. They will learn to be confident, resilient and ambitious, and will have high expectations for their own achievements and their contribution to wider society.

To achieve these aims we will draw on practices proven to achieve them, including a longer school day and electives embedded in the curriculum. We will also have a family lunch where students and staff eat together to promote healthy eating, caring for others, maturity and conversation skills. Students will read and be read to and we will expect all students to work to the best of their abilities and have excellent attendance and behaviour.

The Swan School is a new build and as such will benefit from state-of-the-art facilities in Marston, Oxford, an area of natural beauty close to the centre of Oxford. While our new building is being constructed, the first year of the school will be in purpose-built temporary accommodation adjacent to The Cherwell School South Site, a short distance from our permanent home.

This is a rare and exciting opportunity to be part of the establishment of a world-class comprehensive school.

As the founding Deputy Headteacher, you will work closely with me to build the foundations of an outstanding school from the ground up – focusing on the vital, but often neglected, work with younger students without the distractions of urgent interventions in year 11 and year 13 – ensuring that all our students can achieve more than they ever achieved possible.

Working with highly skilled and motivated colleagues, this is a unique chance to develop your leadership skills by being involved in all aspects of running an excellent school. You will plan strategically and help to design a world-class curriculum and learning experience that will enhance the lives of students for years to come.

The successful candidate will share our ambitions for our students. You will relish the challenge of creating a new school that will be different to other comprehensive schools in the city. You will be a highly motivated team player, with a proven track record of leadership in education, and a reflective practitioner, keen to continue learning in order to achieve the best possible outcomes for our students.

If you have any questions or would like to speak to me about this post, please contact the River Learning Trust office via office@riverlearningtrust.org or on 01865 558727.

We very much look forward to hearing from you.

Kay Wood (Headteacher)



How will The Swan School be unique?



A Unique Curriculum

The curriculum at The Swan School will be tailored to provide a rigorous academic education. We will have the highest expectations of what students will learn and will encourage them to learn quickly and securely, while being sympathetic to all abilities.

We know that giving all young people access to knowledge through which they can be successful promotes social justice and ensures students have the full range of opportunities open to them in the future.

The subjects taught will be broadly traditional, but all students will be motivated to stretch students beyond what is normally expected in English, mathematics, sciences, a modern foreign language, history, geography and religious education.

Alongside this, and seen as of equal value, will be their learning in art, design and technology, and music, in which they will be taught to both appreciate the achievements of others and to develop their own creative abilities.

In all subjects, the emphasis will be on expertly-designed learning with high levels of structure. There will be absolute clarity for all on what students are expected to know and do at each point. No time will be spent on tasks that don't move students on.

This will also be evident in the provision of independent work - some of which will be completed in time at the end of the day, and some at home.

This will be purposeful, clear and useful, normally involving practice or learning by heart of material taught in lessons.

A longer day will also mean time for 'electives' every week. Electives are timetabled slots in which students choose from a range of enriching activities alongside the main curriculum. They are set to include specialised sport, music or drama, lectures and volunteering. In effect, they are a chance for students to explore existing passions and discover new ones.

Everyone at The Swan School will work hard, guided by the belief that, through effort and dedication, wonderful things can happen. Students will be expected to show commitment, self-discipline and responsibility in their studies. As a result, they will produce high quality work and learn to achieve more than they thought possible.

Their teachers and support staff will show the same level of dedication and thus experience the professional joys and satisfaction brought by helping young people to learn and grow.

Co-curricular Activities

Students at The Swan School will be able to access a wide range of activities outside the curriculum, helping them to develop confidence, curiosity and resilience, and ensure their development into well-rounded young people.

Whilst some activities will be chosen

by students through the electives programme, there will be a core programme of activities that all will complete. Because we are a new school, we are able to prioritise these activities and arrange the timetable and school day so that they are an entitlement for all, not an optional extra for a few.

To give an indication of our approach, we intend that every student in Year 7 and 8 will take part in a music or drama performance, either in our own performance space, or in one of the many beautiful venues in the city. All will be taught public speaking skills so they are able to talk with confidence in front of an audience. Furthermore, all students will learn to debate formally and will take part in competitions that will empower them to set out their views. Sport will be compulsory and regular, with every student playing in at least one team in the first year.

Students will be active participants in the school, local community and beyond. They will learn consideration and kindness, and contribute to society.

Support and Inclusivity

The Swan School will be an inclusive school, ensuring that all students learn well, no matter what their previous experiences of learning, background or circumstances.

Our experience in schools confirms that all young people can learn challenging content. Therefore, our approach to teaching students with SEND or other barriers to learning will be to ensure that classroom delivery and organisation is of the highest standard, and to intervene immediately when evidence shows that a student is falling behind.

If a student demonstrates lower than expected levels of literacy or numeracy in the early years, intensive teaching will be provided to ensure that this is, where possible, remedied. An outstanding learning support team and the extra-flexibility provided by the extended day will allow us to make sure that no student falls behind or does not make good progress. Good schools do not give up on students, and we intend to be a great school.

Family Lunch

Students and staff will sit and eat together every day to promote healthy

eating, caring for others, maturity and conversation skills.

This communal approach will help students to learn good habits, consideration for others, and how to engage in discussions with confidence. Breakfast and healthy snacks at break will also be available.

The School Buildings and Grounds

The Swan School will benefit from the most modern of facilities in wonderful new buildings in Marston.

This will include state-of-the-art accommodation, equipment and technology, plus a sports hall, activities studio, drama and music rooms, specialist art, design and technology spaces and much more.

The school is situated in an area of natural beauty close to the River Cherwell. The grounds themselves are designed to be an extension of this environment, with wood-clad buildings,

mature trees, natural hedgerows and wildflower areas.

Despite this rural feel, the location offers easy access to the centre of Oxford and the many opportunities for educational enrichment to be found there.

Location

The Swan's permanent site will be located in Marston, an area of natural beauty a short distance from the centre of Oxford.

The site is close to several other primary and secondary schools, with whom we will develop close and mutually beneficial working relationships.



Structure of the School

	2019	2020	2021	2022	2023	2024	2025	2026	2027
Year 7	120	120	180	180	180	180	180	180	180
Year 8		120	120	180	180	180	180	180	180
Year 9			120	120	180	180	180	180	180
Year 10				120	120	180	180	180	180
Year 11					120	120	180	180	180
Year 12			40*	40*	40*	120	120	180	180
Year 13				40*	40*	40*	120	120	180
Totals	120	240	420	600	780	960	1140	1200	1260

** Our intention is to open a Sixth Form prior to 2023 by working in close partnership with The Cherwell School*



The River Learning Trust is a multi-academy trust that is committed to working together to achieve excellence in education. RLT is responsible for a number of schools and a school-centred initial teacher training provider (SCITT).

Currently, RLT comprises five secondary schools, The Swan School in pre-opening, 12 primary schools, and the SCITT. Another two primary schools are due to join in 2019 with other secondary schools in discussions about the possibility of joining RLT. 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.

Further details about the Trust, including its history, names and location of schools, and details about the central team can be found on the RLT website: <http://riverlearningtrust.org>

The principles of the River Learning Trust are:

Everyone Learning; creating and taking opportunities that enhance

lives through evidence-based practice supporting adult and pupil learning

Commitment to Excellence; striving for the best educational experience through continuous improvement

Respectful Relationships; acting with care, integrity, and fairness in all we do

As a Deputy Headteacher in a RLT school you will benefit from the support, opportunities and leadership development provided by the Trust central team and colleagues in other schools.

Job Description

Title of Post: Deputy Headteacher

Contract Terms: Full time, permanent

Salary Scale: L20-24

Start Date: Flexible: June, July or September 2019

Accountable to: Headteacher

Purpose of the post

As Deputy Headteacher, your role will be to work closely with the Headteacher to establish the foundations of an outstanding school.

You will continue to develop and maintain these high standards, ensuring that all students receive an excellent education.

Key responsibilities

- To support and promote the vision and values of the school.
- To contribute to ensure the best experiences and outcomes for students.
- To work closely with the Headteacher to establish the foundations of an outstanding school, including the school's culture, systems, and structures.
- To plan strategically to ensure the long-term sustainability and success of the school.
- To develop, implement, and review school policies as designated.
- To find creative solutions to tackle challenges in the short/medium/long term
- To use a range of data effectively to drive improvement at school, subject, cohort and individual student level.
- To keep abreast of national initiatives/policy, and developments in educational research and best practice, using these to plan and review whole school strategies.
- To participate in (and lead where appropriate) school monitoring and self evaluation procedures.
- To work within the leadership team to help plan, organise, develop, monitor, evaluate, and review the school development plan.
- To contribute to action planning and target setting as appropriate.
- To use ICT to apply and organise procedures consistently and efficiently, with deadlines established and achieved.
- To maintain a high profile around the school and within the community, including supporting whole school events, e.g. musical concerts and productions.
- To actively promote the school within the wider community with a wide range of stakeholders.
- To actively support the safeguarding and well-being of all the community.
- To monitor, support and challenge the work of middle leaders.
- To line manage designated Heads of House, Heads of Faculty, and responsibility post-holders.
- To take financial responsibility for designated areas of management.
- To take an active role in managing and developing the behaviour of students.

- To be a team leader in the appraisal process.
- To develop and maintain relationships with external agencies, including the River Learning Trust, to achieve the best outcomes for students.
- To attend and play a leading role in leadership team meetings.
- To attend governor meetings and, as required, to provide reports to the governing body.
- To participate in and lead where appropriate the day-to-day organisation of the school, including school assemblies, duty rota and cover.
- To deputise for the Headteacher when required, making informed and well-judged operational decisions as needed.

Specific responsibilities

Specific responsibilities will reflect the strengths of the candidate and the needs of the team.

All roles will be subject to review at any time in consultation with the post-holder and there may be significant changes in responsibilities as the school grows to capacity.

In year one, specific responsibilities are likely to include:

- Design and maintenance of an engaging academic curriculum that equips students with the knowledge and skills for success in school and the wider world, allowing all students to make outstanding progress.
- Oversight of the co-curricular programme, including electives and independent study, to ensure that pupils are exposed to a range of appropriate enrichment and study opportunities.
- Development and implementation of the assessment and reporting systems to monitor the achievement of students, identify those falling behind and drive forward the progress of all.
- Promoting and developing high quality teaching and learning across the school to ensure the best possible outcomes for students.
- Quality assurance of school systems to ensure that they are effective and maximise the impact on students without creative unnecessary negative impact on staff wellbeing.
- Leadership of monitoring, evaluation and review systems to inform school improvement
- Oversight of behaviour for learning to ensure all students are able to learn to the best of their ability without disruption.
- Timetable design and implementation.
- Senior educational visits coordinator.

Person Specification

Criteria	Qualities
Qualifications	<ul style="list-style-type: none"> • Education to good honours degree level plus teaching qualifications.
Experience	<ul style="list-style-type: none"> • Sustained successful experience as a classroom practitioner across the age and ability range. • Successful experience of leading a whole school development priority. • Successful recent and varied management experience leading to enhanced student attainment and high quality educational provision. • Evidence of continuing professional development.
Skills and knowledge	<ul style="list-style-type: none"> • Supporting others to achieve outstanding teaching and learning. • Experience of raising the achievement of diverse groups of students across the ability range. • Experience of leading and managing effective and significant change. • Experience of planning strategically and leading a successful project from conception to completion. • Success at motivating staff to raise student performance and at enthusing them to develop new ideas and initiatives. • Knowledge and understanding of recent curriculum developments. • Knowledge and understanding of recent government initiatives and regulations. • Knowledge and understanding of new technologies and approaches in learning and teaching, as well as management and administration. • Understanding and experience of self review systems as a tool for school improvement. • Awareness and understanding of current educational issues. • The ability to delegate, consult and be decisive. • Experience of working under pressure and successfully managing competing demands and deadlines. • The ability to communicate effectively both orally and in writing, with a variety of audiences across the whole school and beyond. • An ability to work with, motivate and develop other staff. • An understanding of the role of leadership team members and the professional qualities required to fulfil the role effectively. • Experience in using data to promote achievement. • An ability to manage the performance of others and get the best out of those you manage.
Personal qualities	<ul style="list-style-type: none"> • An ability and willingness to empathise and listen, and to be self critical and reflective. • Enthusiasm, hard work, integrity, creativity, flexibility and resilience. • An understanding of, and commitment to, equal opportunities in the widest sense and a commitment to inclusive education. • A sense of fun as well as the ability to work hard and calmly under pressure. • A commitment to child protection in its broadest sense to empower learners and prevent harm.

SAFEGUARDING

The Swan School and the River Learning Trust are committed to safeguarding and promoting the welfare of all children 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 from current/latest employer) and evidence of the formal qualifications required for the role.

