



# Faringdon Infant School



## Headteacher Candidate Pack



Faringdon Infant School, Lechlade Road, Faringdon, OXON SN7 8AH  
[www.faringdoninfantschool.co.uk](http://www.faringdoninfantschool.co.uk) Email: [office.2561@faringdon-inf.oxon.sch.uk](mailto:office.2561@faringdon-inf.oxon.sch.uk)  
Tel: (01367) 240655



Pack contents

• Chair of Governors' Perspective	Page 3
• Headteacher's comment	Page 4
• Our School	Page 5
• Our new Headteacher	Page 7
• Curriculum	Page 9
• Behaviour and Children's achievements	Page 13
• Vision	Page 15
• Job description	Page 17
• Person Specification	Page 20
• Application and Selection Process	Page 23
• Faringdon Academy of Schools	Page 24



### **Chair of Governors' Perspective**

The governors thank you for your interest in becoming our new Headteacher. This opportunity has arisen because our Headteacher, Heather Hambidge, is retiring this summer, having been at Faringdon Infant School for eleven years. We believe that this is an exciting opportunity and that the successful applicant will be joining a happy and welcoming school.

So what can we offer you? This is a time of huge change for Faringdon Infant School and we are at the beginning of a transformation into a full primary school within the next four years, provisionally by 2020. This will be on a new site and the successful candidate will be responsible for leading the planning of that transition, alongside the governing body with the full support of the Faringdon Academy of Schools.

Of course, the present is just as important as our future plans and the school has grown from 190 to over 290 pupils in a decade. Faringdon Infant School is a warm, friendly and nurturing environment where the children are enthusiastic and love to learn. We are lucky to have very experienced and dedicated staff, with teachers who bring a range of interests to the classroom and a strong senior management team.

We are seeking to appoint a Headteacher who can bring a fresh, dynamic perspective to the role. This person should meet the National Standards of Excellence for Headteachers to build upon current good practice. They should be an approachable, compassionate, strong and supportive leader, who is passionate and knowledgeable about the pursuit of outstanding teaching and learning in schools, and loves working with children. Our new Headteacher must not be afraid of a challenge and is capable of managing the upcoming transition to a full primary. This will include managing the school's stakeholders whilst at the same time maintaining educational excellence.

The school is at the heart of the local community and the new Head teacher will maintain and extend links beyond the school as well as working with the other schools in the Academy, particularly Faringdon Junior School. Our new Head teacher will be a great communicator with children and parents alike and engage parents and carers in their child's education.

We actively encourage you to visit the school to see the pupils and staff at work and understand all that FIS has to offer. Our Deputy Headteacher, Laura White, and I will be very happy to show you around and answer any questions you may have. Please contact the school office to make an appointment on 01367 240655.

We look forward to hearing from you and receiving your application by the closing date of Wednesday 20th April 2016. The interviews for this post will be held on 26th and 27th April 2016.

Roger Cox



### **Headteacher's comment**

It has been a huge privilege to have been part of the growth and development of Faringdon Infant School over the last eleven years. "Laughing, Learning, caring and succeeding for life" has been the guiding light for all that we do and sums up perfectly my time here.

The strength of the school has always been the school community; we pride ourselves on being a welcoming school. I have worked with amazing staff and governors who have always put the children and their family's needs first so that each child's individual journey through our school has been one of great personal development, achievement and empowerment for future success. Our families are highly supportive of the school and its values.

Over the years, we have developed an engaging and meaningful curriculum with the purpose of exciting children about their learning and "hooking" them in to achieving well. Our teaching and learning features "Wow" days, "Fantastic Finishes" and dedicated days or weeks such as Science Days and International Weeks.

Developing a love of books and reading has been at the heart of our school as the ability to read well is so important for future success. This includes our curriculum teaching being centred around quality texts. A highlight of our school year is "Book Week" which involves dressing up, visiting other classes for work related to different books and entering competitions such as "dress a vegetable as a story character". This year children and parents designed story boxes related to their favourite book; the results were stunning. We see this as crucial to run alongside the more formal teaching of reading and phonics.

Learning outside the classroom has also been a high priority. The opportunities to use our lovely grounds to enhance the curriculum are exploited at every turn; from outside time in the Foundation Stage to Woodlanders (our version of Forest Schools) and Environment Day. The culmination of this is the Year 2 residential at Hill End which is a highlight of the final year at our school for our children. And of course there is physical development. The age of our children means they are full of energy and vitality. We have harnessed this through the Sports Premium Grant to ensure we invite a wide range of coaches into school to develop and widen children's interest in fitness and sport.

I am always delighted to see how far a child develops, achieves and gains in confidence and sheer enjoyment of learning during their time at Faringdon Infant School. From their first success at the "Sleepy Shepherd" Christmas performance in Nursery to the final Year 2 Leavers Play, I see huge progress.

I have been very proud to lead Faringdon Infant School and wish the next headteacher every success in the future as it transitions to a primary school and into a brand new school building.

I look forward to meeting you and showing you around the school.

Heather Hambidge



### **Our School**

Faringdon Infant School (FIS) is a happy, vibrant and caring infant school for children aged 3-7. We have a Nursery year – Sunflower – which provides an excellent foundation for children moving into Reception year. We have high expectations of learning and behaviour with a happy, stimulating and challenging environment and welcome families and carers as partners in their child's education and development. We are one of very few schools in the County offering separate Infant School facilities, giving our School its own special identity and atmosphere to teaching of 3 – 7 year olds. The majority of children from FIS are admitted to Faringdon Junior School at the beginning of year 3. We have an established program to enable the children to transfer to the Junior School in a happy and positive manner.

We aim for our pupils to:

- Be highly motivated learners
- Embrace their learning through curiosity and creativity
- Be happy, value and respect themselves, others and their environment
- Achieve their individual potential in all areas of the curriculum
- Be equipped with life skills for the modern world
- Strive to give their best academically, emotionally, socially and spiritually

We place a high value on the collective performance of our children. We are proud of their performance which you can review at:

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137992>

We are also part of the Faringdon Academy of Schools which provides an invaluable source of support to FIS which includes regular Head teacher meetings with the Executive Head of the Academy, David Wilson. This combined with an active and supportive local governing board, allows the school to continue to develop and raise its expectations as to educational performance.





## Our site

FIS is situated on the edge of the historic market town and occupies a beautifully landscaped site, which includes a wood that was planned and planted by children and staff. The main building dates from 1872 and serves as a large hall. We have 11 classrooms including a purpose built nursery class. We are lucky to have an extensive school site offering excellent resources for learning and playing. The children have access to iPads, two laptop trolleys, classroom based PCs and interactive whiteboards. Our school library is well-stocked. The school playgrounds are extensive with several hard play areas, some individual class "gardens", large outdoor apparatus, a wooden fort and a large grass playing field all surrounded by mature trees and hedges.





### **Our New Headteacher**

FIS is looking for someone who has the capability of bringing together the staff, pupils and parents to create a warm, positive and dynamic learning environment. It is very important that the transition from Infant to Primary school is as smooth as possible for all concerned. Therefore our new Headteacher must ensure that FIS is at the forefront of the changes and engages the school stakeholder's to ensure the needs of the school are met. FIS wishes to continue its improvement of educational standards with the goal of becoming an Outstanding school.

### **Standards**

Our new Headteacher will have high expectations of his/herself and their school. They should demonstrate either an existing ability to maintain a school at the highest of standards or show experience of delivering significant school improvements.

### **Relationships**

It is very important that our new Headteacher is able to foster relationships with the staff, pupils, parents, wider community, governing board and the Academy to ensure the best interests of FIS are met at all times.

The children would like someone who:

- Is visible around the school and enjoys spending time in the classrooms
- Is hard working
- Is happy
- Is caring
- Encourages pupils to do their best
- Is keen to dress up and enjoys end of term parties

The staff would like someone who:

- Has experience of leading Early years and Infant education
- Has a clear vision and direction about Early years and Infant education
- Is passionate and enthusiastic about supporting both staff and pupils
- Has a good understanding of SEN and the challenges our pupils can face
- Is able to balance learning and enjoyment
- Is a team player
- Is firm but fair and approachable with a good sense of humour



The parents would like the following:

“For me a Headteacher should be approachable, with a flair for bringing out the best in their staff and the children. A good sense of humour is ideal for dealing with small children and school should be a place where they feel safe, are keen and enthusiastic about learning and want to go back tomorrow.”

“Someone who can motivate the staff to get the best out of every single pupil regardless of their ability and background.”

“My children like it when the Head gets involved in the classroom - either teaching or joining in with activities.”

“I would like to see a Headteacher who can lead the school to become recognized as Outstanding. Good communication skills will be vital as the changes take place to the school, especially when it becomes a split site. I want to know what is happening to my child in a timely fashion.”

“Good leadership skills, understanding and empathetic towards staff, pupils, parents and carers. Someone who is looking for a challenge to bring excitement and new beginnings into the school. Someone who is kind and considerate.”

“An inspirational communicator and leader, passionate about outstanding teaching and committed to developing a teaching staff who give children every possibility of a bright future.”





## **Curriculum**

The curriculum is determined by the aims of our school and the requirements of the National Curriculum i.e. Foundation Stage and Key Stage 1 (age 4-7). We plan our teaching activities annually to provide a comprehensive coverage of the curriculum requirements, adapted as appropriate to each class and individual children's needs. This long term planning is supported by more detailed term by term plans which contain specific areas of focus followed by weekly plans to prepare in detail.

Children are taught predominantly in their class groups although we use a mixture of teaching styles. We have a highly skilled team of teaching assistants who work closely with our teachers to support the literacy and numeracy sessions, children with special educational needs and other curriculum areas.

We are committed to inspire a lifelong love of learning through a broad and rich curriculum. We offer children exciting, meaningful and engaging experiences that develop their knowledge and skills to become happy, confident and enthusiastic learners.

Our dedicated and passionate staff provide creative and personalised learning opportunities within stimulating environments, both inside and outside, to meet the interests and needs of the children within our growing community.

We recognise our curriculum will continually change and evolve as our children, staff, community and school structure also evolve. Through these changes we strive to keep the children's learning, progress, enjoyment and achievement at the forefront and heart of our school.

### **Mathematics**

We follow the national curriculum when teaching mathematics. We subscribe to an online learning resource, Abacus, that pupils can access at home to help develop their mathematical skills.

### **Literacy**

We follow the national curriculum and pupils have daily lessons involving reading, phonics, writing, spelling, speaking and listening. Each classroom is equipped with an extensive range of books to suit each reading level. The school library is well stocked and has story stacks for classes to borrow. We subscribe to an online learning resource, Bug Club, that pupils can access at home to help develop literacy skills.





## **Information and Communication Technology (ICT)**

We have iPads, laptops and PCs which children use across the curriculum in their own classrooms, where they learn new programmes and skills.

## **Curriculum Themes**

Each term pupils work on a particular theme through which the main curriculum is delivered. By this method we ensure our curriculum allows for creativity and learning is purposeful with clear links across the curriculum.



## **Healthy Schools Programme**

Our programme focuses on the health and well-being of our pupils. A healthy snack is available each morning break time and compliments a wide and varied lunchtime menu. We encourage children to have access to drinking water throughout the day. Children are encouraged to exercise and the school has developed the Golden Mile initiative to measure fitness. Outdoor activities such as Woodlanders are also very popular with students, parents and staff.

## **Values Based Education**

Intrinsic to our teaching in the school is values based education. The emphasis is on developing positive relationships, values and attitudes to learning. Values are introduced through Reflective Candles (Environmental, Tolerant, Caring, Happy and Healthy) and are reinforced through Personal Social and Health Education time. Through this the pupils consider real life situations and reflect on their own behaviour and responses. Good attitudes to learning are developed through a growth mindset approach using the learning muscles to promote the necessary skills for success. Our values support our aim of being outstanding.

## **Collective Worship**

We undertake a daily act of collective worship, either through school assemblies or in class groups in Key Stage 1. The worship is broadly of a Christian character although we do also reflect the beliefs and values of other religions in the world. Reception children participate in the assemblies on Fridays.



## Educational Visits

Visits to places of interest and visitors to the school provide a valuable extension of the work carried out in the classroom. The Year 1 pupils recently visited the Cotswold Wildlife Park to gain an understanding of animals in different habitats in line with their term theme of Hot and Cold Countries. A yearly visitor to the school is the "Bug Lady" who always impresses the children with her knowledge and collection of creepy-crawlies. These visits also provide good opportunities for development and strengthens the knowledge and understanding in all Year groups.



## Residential Visits

Every year the Year 2 pupils attend a two day residential based locally at Hill End, Oxfordshire which is the first night away from home for many children. It is a great opportunity to cement relationships with their fellow pupils and teachers and also to develop new skills and their independence. Year 1 pupils also benefit from a day visit to the same site which is good preparation for their overnight stay the following year.



## Special Educational Needs

We aim to provide the appropriate support and resources to meet the special educational needs of our pupils. This includes children with learning difficulties, physical difficulties as well as those with emotional or social difficulties. We have a dedicated part-time SENCo and a specialist reading teacher to assist our pupils.





## Parents as Partners

We recognise parents and carers as an important part of their child's education and seek to establish warm and friendly relationships with parents and carers. In Foundation Stage we actively invite parents to 'stay and play' with their children to see how their children learn and get them to buy in to their children's education.

## Assessment and reporting to parents

Our assessment programme is continuous throughout the year involving all aspects of the curriculum. Foundation Stage involves initial benchmarking of development levels and this is reported to parents via Parents Evenings and an end of year report. Assessment in Year 1 and Year 2 has more emphasis on core subjects of Mathematics, English and Science.

## Extra-Curricular Activities

### Woodlanders

We have a very active Woodlanders programme run for the Foundation Stage. The school grounds are perfect with the woods at the bottom of the school field, making it a very effective outdoor classroom. This is quite a unique situation for an infant school of this size.



### Sports Clubs

Each term after-school sports clubs are run to give children access to a wide range of different sports. Some are run by the staff and some are run by outside experts for which we use the Sports Premium Grant.

Other clubs that are run by the teachers and support staff include IT, Craft, Choir, Games and Reading groups. Years 1 and 2 also have 6 swimming lessons per year which take place at Faringdon Leisure Centre.

### School Council

Children meet periodically with a senior member of staff to discuss matters that are important to them. Year 2 children are currently working on developing an outside area.



## **Behaviour**

We expect outstanding standards of behaviour from everyone in school. It is our belief that we should help children learn that they are responsible for their own actions and that they should respect others. We have a whole school policy and approach on the management of behaviour.

Bullying in any form is totally unacceptable. We are always vigilant about bullying and actions are taken to immediately address any instances. We also use 'Golden Time' as an incentive for children to be well behaved. Golden Time allows the pupils to benefit from free play or special activities on a Friday afternoon. Children in Key Stage 1 can also receive Headteachers Golden Time awards, leading to the end of term Golden Party which celebrates excellent behaviour.

## **Children's Achievement**

### Learning Muscles

The children are introduced to eight Learning Muscles during their time at Faringdon Infant School. These are the learning attitudes required to be successful learners with a 'growth' mind-set. The characters and the learning muscles they represent are introduced through assemblies, stories and in class. Children are celebrated in various ways when they demonstrate the learning attitudes at school. There are different characters attached to each Learning Muscle.

In Nursery the children are introduced to:

Cooperation - Andy Ant; Curiosity - Maggie Meerkat; Have a go - Mo the Cheetah

In Reception the children continue to develop the Learning Muscles they have met before and a further two Learning Muscles are introduced:

Don't give up – Raj the Robot; Enjoy Learning - Monty the Monkey

In Key Stage 1 the children are introduced to the final Learning Muscles to complete our 'growth' mind set.

Concentration - Olga Owl; Imagination - Daisy Dinosaur; Keep growing - George the Giant

The children enjoy making links between the characters and their learning. In Key Stage 1 the children are celebrated on a Monday for showing they have a 'growth' mindset. Children are nominated 3 times a year to receive Headteacher awards for developing a particular Learning Muscle really well.





## Community Links

We have regular contact and visits from the local churches, and community police officers.

### Friends of FIS (FoFIS)

Faringdon Infant School actively encourages two way communication and parental involvement in school life, considering it to be fundamental to the success of the school and its pupils. FoFIS is a social and fundraising committee. It has been set up to support school activities and help raise funds for numerous school projects through arranging social events such as school discos, cake sales, non-school uniform days and the summer fair.





### **Vision**

Our vision is for every child to become the best that they can and to develop the attitude, confidence and skills to be an active citizen in an ever changing world. We want each child to develop to be an outstanding learner who is:

- A caring person
- A tolerant person
- A healthy person
- A global person
- An environmental person
- A happy person
- An active learner with a 'growth mindset', we want each child to develop 'learning muscles'

We aim to be a friendly, nurturing and welcoming school:

- Where learning is fun, challenging, active and rewarding
- Where individuality and diversity are valued and time is given to each child
- Where we are all proud of who we are and where we live
- Where positive attitudes and values are fostered
- Where a quality learning environment is important both inside and outside

***Our vision is for every child to become the best that they can and to develop the skills, attitude and confidence to be an active citizen in an ever changing world.***

Where we are  
all proud of who  
we are, where  
we learn and  
where we live.

Which is  
friendly and  
welcoming to  
all.

**Our  
Learning  
Community  
will be a  
place..**

Where  
positive  
attitudes and  
values are  
fostered.

Where  
individuality and  
diversity are  
valued and time  
is given to each  
child.

Where learning is  
fun, active,  
challenging and  
rewarding.



**Laughing, Learning, Caring and  
Succeeding for Life...**

Where a quality  
learning environment  
is important both  
inside and outside.

enjoy  
learning

are  
imaginative

concentrate

have a  
go

don't  
give up

cooperate

**We will  
develop  
learners  
who...**

keep  
growing

are curious

Where a strong  
learning partnership  
is fostered between  
home and school.

caring

**We will  
develop  
active  
citizens who  
are ...**

environmentally  
aware

tolerant

healthy &  
active

happy

globally  
aware



## **Job Description**

### **Main Purpose**

- Visionary leader who inspires and motivates colleagues to provide outstanding results and learning
- To lead the school as it transitions to a full primary. The overall vision for primary education in Faringdon will ultimately involve two, 2 form entry schools. The second of these schools is to be built by 2020. The transition from Infant school to a joined primary school should not be underestimated as it will initially involve the children of FIS at two sites.
- To have respect and trust throughout the school and the Academy to deliver improvements
- Work closely with staff and governors to ensure children are eager to learn and reach their full potential
- To have high expectations of themselves as well as colleagues, parents and pupils
- Is a clear thinker and an excellent communicator
- To be visible, welcoming and friendly to continue the nurturing environment which FIS is widely acknowledged to be.

### **Main Duties and Responsibilities**

In addition to the Conditions of Employment for Head teacher laid down in Part 9 of the School Teachers' Pay and Conditions Document 2008 (section 2, paragraphs 57 to 64), the Head teacher provides strategic leadership of the school and has overall accountability for direction, standards achieved and quality of provision.

- Securing long term success of the school
- Building leadership capacity and providing leadership opportunities at all levels
- Maintaining and raising achievements and standards
- Leading the school within the context of 'Every Child Matters'
- Active member of the Academy Leadership Team

### **Key Accountabilities**

- Work with the Executive Head teacher and governors to develop and maintain the strategic vision and promote values and ethos of staff, pupils, parents and community to ensure all are involved committed and engaged
- Translate the Academy and Faringdon Infant School Vision into agreed objectives and plans
- Ensure individual staff accountabilities are clearly defined, understood and agreed
- Effective management of school budget
- Present coherent, up to date and accurate accounts of the school performance in an appropriate format to a range of audiences including governors, Ofsted and others.



### **Shaping the Future**

- Be willing to innovate, take on new challenges and be a leader in the field of education
- Delivery of change management and stakeholder management regarding the future transition of the Infant School into a Primary School and onto a new site.

### **Leading, Teaching and Learning**

- Ensure outstanding teaching and learning and provide inspiration and strong strategic leadership
- Drive a continuous focus on pupils' achievement using data and benchmarks to monitor and evaluate progress
- Promote an exciting and challenging curriculum to inspire pupils to learn and achieve desired results
- Ensure that differentiated learning strategies are in place to support SEN and stretch those who are Able and Ambitious

### **Developing Self and Working With Others**

- To lead, motivate, challenge and support staff to sustain improvement
- Treating people fairly to maintain positivity throughout the school
- Effective planning to support and evaluate the work of team and individuals
- Actively engage with other schools to support joint learning for the transition for pupils

### **Maintain the Organisation**

- Manage the school's financial and human resources effectively to achieve the school's goals and priorities
- Participate in the recruitment and selection of the highest quality teaching and support staff who are willing to contribute to the ethos of the school
- Create an inspiring, professional work environment consistent with school values and aspirations

### **Strengthening Community Links**

- Ensure a range of community based learning experiences
- Create and maintain effective partnerships with parents and governors to support and improve pupils' achievements and personal development.
- Support and engage with the PTA
- Ensure that parents and pupils are well informed about the schools direction, priorities, curriculum and pupils' attainment and progress
- Build a close working relationship with the home school link worker.



### **School Buildings and Site**

- Ensure effective supervision and security of the school building, contents and grounds
- Maximise the potential of the site for stimulation of learning, sport and play
- Ensure all employees work within the Health and Safety at Work Act 1974

### **Safeguarding**

- Have regard for safeguarding and promote the welfare of pupils to follow child protection procedures
- Promote equal opportunities across the school



### Person Specification

<b>Qualifications and Training</b>	
Qualified Teacher Status	<b>E</b>
Evidence of further professional development relevant to the post	<b>E</b>
Evidence of the ability to successfully acquire and apply new skills and knowledge in a professional	<b>E</b>
NPQH	<b>D</b>
<b>Experience and Knowledge</b>	
Experienced in the delivery of school improvement or maintaining the highest of standards	<b>E</b>
Recent and substantial experience in post as a Head or Deputy within the Primary phase	<b>E</b>
A record of successful Teaching and Curriculum experience	<b>E</b>
Experienced in the management of personnel	<b>E</b>
Knowledge of current educational developments and their implications	<b>E</b>
Knowledge of the Ofsted framework and recent changes	<b>E</b>
Knowledge of principles and practice of EYFS and KS1; worked in schools that include both phases	<b>E</b>
Knowledge of principles and practice of KS2	<b>D</b>
Experienced in financial management at a senior level	<b>D</b>
Effective ICT skills	<b>D</b>
<b>Personal Qualities (Leadership style, Motivation and Drive, Commitment)</b>	
A commitment to providing a learning environment which is engaging and fulfilling	<b>E</b>
Demonstrates emotional intelligence and self-awareness	<b>E</b>
The strength to challenge and manage performance	<b>E</b>
Ability to set targets, meet deadlines and be resilient and calm under pressure	<b>E</b>
Demonstrates an enthusiastic and collaborative approach	<b>E</b>
Adaptable to changing circumstances and new ideas	<b>E</b>





Firm but fair (nurturing) approach to staff and pupils	E
An excellent communicator who communicates effectively and timely	E
Is able to create and maintain an environment which promotes good behaviour, discipline and celebrates success	E
Is adaptable to changing circumstances and new ideas	E
Good sense of humour	D
<b>Shaping the Future</b>	
Evidence of ability to build, communicate and implement a shared vision and strategic plan	E
Committed to setting and achieving ambitious and challenging goals and targets	E
Experience of initiating, implementing and evaluating change and development	E
<b>Leading, Teaching and Learning</b>	
Evidence of delivering strategies for raising achievement	E
Is able to use data, benchmarks and feedback to monitor and evaluate the quality of teaching, progress of pupils and identify trends	E
Evidence of creating a culture where all pupils can achieve and are engaged in learning	E
<b>Developing Self and Working with others</b>	
Demonstrates the ability to build and motivate strong teams to carry out their respective roles to the highest standard	E
Can evidence working with other schools to share best practice and support transition through the key stages and understands why this is important	E
Ability to receive feedback	E



<b>Managing the Organisation</b>	
Experience of undertaking staff performance reviews and acting on any issues that arise	<b>E</b>
Evidence of supporting CPD and providing opportunities for growth	<b>E</b>
Experience of setting and managing budgets, including setting priorities for expenditure, allocation	<b>D</b>
Evidence of working effectively with school governors	<b>D</b>
Evidence of effective communication mechanisms to ensure governors and others are provided with accurate and timely information	<b>D</b>
<b>Strengthening Community Links</b>	
Is able to build and maintain effective relationships that enhance the provision within the school	<b>E</b>
Can demonstrate the ability to ensure parent involvement and that they are well informed about the curriculum, pupil attainment and progress	<b>E</b>
Actively draws on the richness and diversity within the school community to enhance learning opportunities	<b>D</b>
<b>School Buildings and Site</b>	
Understands the guidelines and regulations in respect of Health and Safety	<b>E</b>
Can demonstrate the ability to use the school site to promote stimulating learning environments	<b>E</b>
Has experience in planning for and acting on any required repairs, maintenance and improvements	<b>D</b>
<b>Safeguarding and Equal Opportunities</b>	
Evidence of a commitment to promoting the welfare and safeguarding of children	<b>E</b>
Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the school	<b>E</b>
Understands the importance of ensuring that all children and staff feel safe and included	<b>E</b>
Experienced in the role of designated CP officer	<b>D</b>



## **Application and Selection Process**

### Application Submission

Applicants can apply by email to: [academyhr@fcc.oxon.sch.uk](mailto:academyhr@fcc.oxon.sch.uk).

Please complete the online application form, ensuring that your Relevant Skills and Experience response demonstrates your alignment with the vision, ethos and values of Faringdon Infant School and is a good fit with the Person Specification. The closing date for applications is Wednesday 20th April 2016 at 5pm. You will be contacted to confirm receipt of your application. If you do not receive an email or a phone call, please contact the office.

### Selection Procedure

A shortlist of candidates will be drawn up on Thursday 21<sup>st</sup> April. Successful candidates will be invited to a 2-day selection process on the 26<sup>th</sup> and 27th April 2016 to undertake a mixture of practical teaching, interviews and presentations as part of the selection process.

### Safe Recruitment

FIS is committed to safeguarding and protecting the welfare of children and expects all staff and volunteers to share this commitment. As part of our recruitment process all successful candidates will be subject to Disclosures and Barring Service checks along with other relevant employment checks.

### On the day of interview

All applicants will be required to bring in a minimum of 3 pieces of identification which verify their name, date of birth and current address. The following are acceptable:

- Valid passport, Birth Certificate or driving licence OR
- Marriage certificate, Birth Certificate, NHS Card, NI card
- Additional proof of address – we need at least 2 (recent utility bill, council tax bill)

Appointments are also subject to the receipt of satisfactory references. Reference will be sought from the previous employer and any gaps in employment history followed up.

Data protection. You should be aware that the information you provide will be stored at FIS and will only be used to process your application. It will not be passed to any other application.

## The Faringdon Academy of Schools

Faringdon Infant School is a part of the Faringdon Academy of Schools.

The Faringdon Academy of Schools was established on 1st April 2012, originally with 3 schools but has now expanded to include 8 schools. It is an exciting organisation built around collaboration, aiming to be outstanding in all that it does.

There is only one secondary school in the Academy, Faringdon Community College (FCC), and all the other schools are part of the FCC catchment area.

All the Headteachers within the Academy are members of the Academy Leadership Team and this is led by the Academy Executive Headteacher. This group focuses on teaching and learning, academic standards, curriculum development and also organising collaborative activities such as sports tournaments and transition arrangements.

The Academy also has a central team, led by the Academy Business and Finance Director, coordinating a number of services such as finance, facilities management, HR and IT systems.

The Academy seeks to add value to all of its schools through close partnership working.

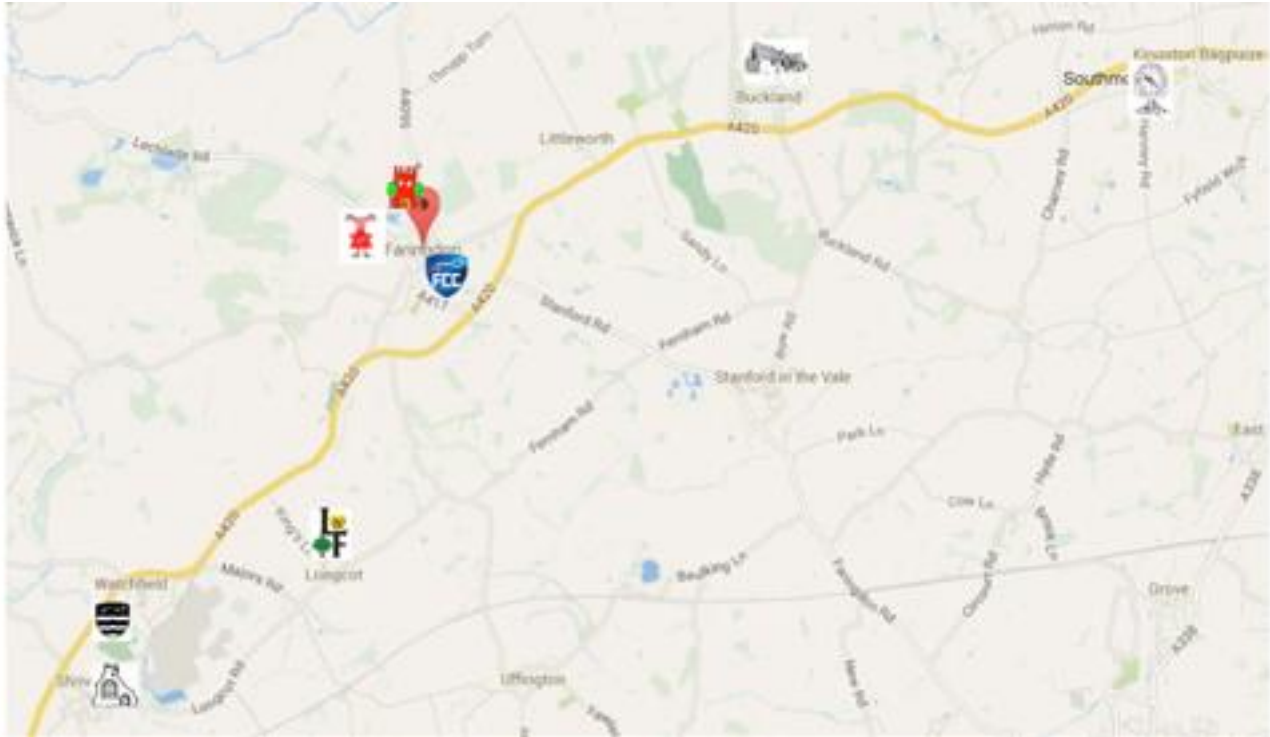
All of the eight schools in the Academy are embedded within their own communities and retain their own distinctive character and identities, including their own uniforms, logos and web sites.

### ***Faringdon Academy of Schools Vision:***

*"Our Academy will create a seamless educational experience for our students across all key stages to develop responsible, capable and confident young people who are active citizens in the 21st Century. We will achieve outstanding progression and maximise pupil achievement in all Academy schools through a rich and motivating curriculum. The Academy will be recognized by our staff, parents and the local community as providers of a safe, creative and ethical environment reinforced by a vibrant Community Dimension. Overall, we will ensure that the Academy proactively adds value to each partner school so that the sum is always greater than the individual parts".*

Mr David Wilson  
Executive Headteacher

## FAS (Faringdon Academy of Schools)



Faringdon Community College - [www.fcc.oxon.sch.uk](http://www.fcc.oxon.sch.uk)

Faringdon Infant School - [www.faringdoninfantschool.co.uk](http://www.faringdoninfantschool.co.uk)

Faringdon Junior School - [www.faringdonschool.co.uk](http://www.faringdonschool.co.uk)

Buckland Primary School - [www.bucklandprimarieschool.org.uk](http://www.bucklandprimarieschool.org.uk)

John Blandy Primary School - [www.johnblandyprimary.org.uk](http://www.johnblandyprimary.org.uk)

Longcot and Fernham Primary School - [www.longcotandfernhamschool.co.uk](http://www.longcotandfernhamschool.co.uk)

Shrivenham Primary School - [www.shrivenhamschool.co.uk](http://www.shrivenhamschool.co.uk)

Watchfield Primary School - [www.watchfield.oxon.sch.uk](http://www.watchfield.oxon.sch.uk)

## Faringdon Academy of Schools – Strategic Objectives & Key Indicators

### Realising potential through partnership

Our aim is to be the best multi-school academy in southern England			
Performance Indicator	Target Date	Sub-Cttee Lead	Op Lead
All Academy Schools to be judged as 'Outstanding' - as graded by Ofsted or by the Academy using Ofsted criteria.	Sept 2018	P&S	Exec Head
<b>EYFS:</b> 65%* to achieve a "Good level of development". <b>KS1:</b> 100%* of students to achieve age related expectations at end of Year 2. <b>KS2:</b> 100%* of students to achieve age related expectations at end of Year 6. <b>KS4:</b> 100%* of students to achieve GCSE level 4 (equivalent to grade C) in English & Maths. <input type="checkbox"/> Value added at end of Year 11 to be "Significantly High". <b>KS5:</b> Achieve overall value added Grade 3 (ALPs)  Note *All % targets are by exception; eg, named students (perhaps some on SEN register for learning difficulties etc) can be discounted from the calculation.	Sept 2016 onwards	P&S	Exec Head
Quality of teaching and learning: 100%, by typicality, in each school to be good or better, with the exception of NQTs.	Sept 2016 onwards	P&S	Exec Head
Attendance of 96% or better in all schools	Sept 2016 onwards	P&S	Exec Head

We want to achieve seamless progression across all key stages			
Performance Indicator	Target Date	Sub-Cttee Lead	Op Lead
Implement a common system to measure attainment and progress across all schools.	Sept 2015	P&S	Exec Head
Encourage a rich and motivating curriculum acknowledged through student and parental 'voice' feedback; and independent verification. 80% of stakeholders very satisfied.	Sept 2016	P&S	ALT

Maximise engagement with students, their families and the local community to achieve a vibrant community dimension			
Performance Indicator	Target Date	Sub-Cttee Lead	Op Lead
Grow the Academy Community Strategy, including development of all key partnerships and interactions, to create community cohesion across all FAoS schools - moderated through PR&C committee.	July 2015	PR&C	ALT
Annual report on the Academy's delivery of the Community strategy provided to the Academy Board	Easter annually	PR&C	Chair PR&C





Build a viable and sustainable long term strategy for Faringdon Academy of Schools			
Performance Indicator	Target Date	Sub-Cttee Lead	Op Lead
Refine the Academy Master Planning Proposals to meet the demand for pupil places for all academy schools in tune with the local Neighbourhood Plan	Milestone April 2015	S&FM	Business & Finance Director
Grow FAoS to maximise the benefit of the academy programme for all schools within the local community.	Milestone April 2016	Resources	Business & Finance Director
Together with FAoS schools, develop a FAoS personnel structure that is both viable and in sympathy with the changing national and local educational climate	Sept 2015	Resources	Business & Finance Director
Ensure that our Academy proactively adds value to member schools			
Performance Indicator	Target Date	Sub-Cttee Lead	Op Lead
Academy Board to subjectively assess the quality of approved 'Added Value Projects' being successfully implemented each year; through assessment by Local Governing Bodies and the annual summer conference. Noted in Board minutes	Annually July	Chairman via Summer Conference	Exec Head
Local Governing Bodies to develop their networking and identify opportunities to collaborate across Academy schools to drive economies of scale. Feedback to FAoS Board	Sept 2015	Chairman via LGB Chairs Forum	Chairman