



Head of Cheney School Application Pack



Welcome from Chairs of Governors and Trustees

Dear Applicant,

On behalf of the students, parents, staff, governors and trustees, we would like to thank you for your interest in the role of Head of Cheney School. The post will be vacant in September 2020.

Cheney School has been part of the life and education of Oxford since 1797. The school's success is built on both traditional values and progressive thinking. We have high expectations of all students and place a very high value on making sure every student reaches their full potential. Academic excellence and nurturing personal development are the cornerstones of our work here at Cheney School. This means that many of our students go on to study at the best universities across the country, are well equipped for their futures and are committed to making a difference to the world and the communities we live in.

We believe in facilitating our students' personal development by offering a wide variety of co-curricular opportunities and by delivering excellent pastoral care to support them through their school life. Our museum status provides enriching experiences to our school community and beyond, Duke of Edinburgh, sports and creative arts are particularly strong features of the extensive offer to students.

Our school ethos is built on the key principle of providing an exciting learning environment where enthusiastic and skilled staff engage with all students. You are very welcome to visit Cheney School and see it in action.

The governing body works closely with the school; there is a supportive relationship, and one where challenge is welcomed to enable the school to build on its existing foundations. The school also has the benefit of support from the Trust's central team so that senior leaders have high quality expertise to support them with their focus on leading the educational development of the school.

The school benefits from an ambitious team of senior staff, and has experienced middle leaders who have helped to create a culture that lays the foundation for increased rates of student attainment and progress. Relationships between staff and students were commented on as a strength in the Ofsted report of 2018. Since then the work with the sixth form has further accelerated a culture of older students leading by example so that our sixth formers are great role models in the wider school community.

All our staff are committed to ensuring that our students become more resilient and further extend their potential to be the very best that they can be. Our teachers and support staff work closely together and are committed to their own professional development.

We are looking for a strong and inspirational leader with considerable experience in leadership and management, to lead the school in the next stage to secure the ambitions we have for our unique school community. The individual will need to be:

- A child-centred leader who is committed to delivering the very best outcomes for the children at the school;
- Able to inspire confidence amongst staff and students;
- Enthusiastic, aspirational, entrepreneurial and resilient;
- Able to lead further the progress and attainment of our most vulnerable students;



- A good listener with an ability to work with others in a diplomatic and sensitive way;
- An advocate of the Supportive of the school's vision and values.

We believe that this post is an excellent opportunity for the right person. We welcome visits from prospective applicants. To make an appointment to visit the school please contact Lisa Adams, HR Assistant, at: vacancies@cheney.oxon.sch.uk To discuss the role further please contact Jolie Kirby, CEO, at: JKI@csat.academy or on: 07365275554

We look forward to meeting you.

Yours sincerely,

Richard Stamper

Richard Stamper
Chair of Governors

Liz Tyler-Bell

Liz Tyler-Bell
CEO of CSAT

About Cheney School

- We have 1527 Students on roll
- We celebrate diversity with over 30 different ethnicities and over 60 languages spoken in our school community
- Our results in 2019 placed us in the top 500 schools in the UK
- 29.5% of students in receipt of Free School Meals

The Successful Applicant

We require a Head who has the drive and ambition to secure excellent outcomes for every child and particularly for our most vulnerable children. Our Ofsted inspection report from April 2018 (see at: [Ofsted Report](#)) provides applicants with a good indication of our progress and next steps to secure an 'outstanding' rating.



Job Description

This job description is subject to the general conditions of service for a Headteacher as set out in the current School Teachers' Pay and Conditions document.

Responsible to: Local Governing Body of Cheney School and the Trustees of the Community Schools Alliance Trust

Responsible for: All staff, students and visitors to the school

Line managed by: Chair of Governors

Salary range: L30 (£83,757) – L36 (£97,013)

Duties and Responsibilities

Strategic purpose

The post holder shall be responsible to the local board of governors for the overall leadership and management of the school. Leading governors and colleagues in the development of strategy, policy and planning. In particular establishing rigorous school policies to ensure that students and the wider community receive the highest standard of education and provision, and that demanding, measurable targets and objectives are set for staff.

Strategic direction and development of the school and trust

The Head of School will:

- Work with the local governing bodies to develop a strategic view for the school in their communities and analyse and plan for the future needs and further development of the school;
- Provide vision and direction to secure effective teaching, successful learning and achievement by students and sustained improvement in their spiritual, moral, cultural and physical development to prepare them for the opportunities, responsibilities and experiences of later life;
- Ensure that a School Development Plans, based on robust self-evaluation, are in place and are delivered and impacts on school' improvement;
- Enable the local governing bodies to challenge and support the school' effectively so that weaknesses are tackled decisively and statutory responsibilities are met, by providing timely and relevant information on:
 - Progress against School Development Plan
 - Student attainment, progress and achievement and the quality of education
 - Action arising from any recent reviews
 - Student safeguarding, bullying, exclusions, well-being and attendance
 - Such other matters as the governing bodies needs to be informed about in order to be effective
- Propose to the Trust Finance and Resources Committee a balanced budget that meets the needs and addresses the priorities within the School Development Plans;
- Ensure creativity, continuous improvement and the use of appropriate technologies to achieve excellence and a broad curriculum, equipping students well for their next stage of education/training/career;
- Account to the Trust Education Performance and Achievement Committee with regard to the curriculum model adopted by the school and their achievements in terms of academic attainment and progress;
- Promote the vision and values of the school.



Leading, learning and teaching

The Head of School will:

- Work with staff and the local governing bodies to secure and sustain effective learning throughout the school;
- Monitor and evaluate the quality of teaching and standards of students' achievement, using benchmarks and rigorous analysis of data to identify priorities for school development and set targets for improvement and setting targets for improvement;
- Monitor, evaluate and review classroom practice and promote improvement strategies;
- Devise and implement a creative curriculum that fosters the academic, social, physical and emotional development of every child;
- Set high expectations and stretch targets for students and staff;
- Have regard to the preservation and promotion of the school' vision and values;
- Embody excellent leadership together with confident, clear and sensitive oral and written communication skills;
- Work in partnership with staff, the wider community and other service providers to maintain and extend the curriculum and to sustain a rich diversity of co-curricular opportunities.

Leading and managing staff

The Head of School will:

- Plan, allocate, support and evaluate the work undertaken by all staff ensuring clear and appropriate delegation of tasks and devolution of responsibilities;
- Work closely with the administrative staff to ensure the smooth running of the school;
- Put in place effective means of communication with staff that provides them with the information needed to support them in carrying out their duties effectively;
- Implement and sustain effective systems for the management of staff performance;
- Support subject leaders in the development of core and non-core subjects;
- Be responsible for leading the staff performance appraisal process ensuring it is balanced and robust;
- Ensure that opportunities exist for further training and development identified as part of the performance review process;
- Ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to all relevant standards;
- Demonstrate strong commitment to their own professional development.

Managing the school

The Head of School will:

- Work with governors and colleagues to recruit staff of the highest quality;
- Deploy and develop all staff effectively in order to maintain the highest quality of education;
- Manage and organise the premises efficiently and effectively to ensure they meet the needs of the curriculum and health and safety regulations;
- Undertake responsibilities as defined in the school' Health and Safety Policy;
- Ensure that appropriate risk assessments are undertaken before sanctioning and participating in any potentially hazardous activity.

Accountability

The Head of School will:



- Provide information, objective advice and support to the local governing bodies to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money;
- Attend meetings and report to the local governing bodies on the discharge of the Head of School's functions and the affairs of the school;
- Continue to develop the culture of the school so that all staff recognise that they are accountable for its success;
- Present a coherent and accurate account of the schools' performance in a form appropriate to a range of audiences to enable them to play their part effectively;
- Ensure that parents are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the schools' targets;
- Report to the governors annually on the performance management of teachers at the school.

Community

The Head of School will:

- Be the external face of the school in the community, ensuring good communication between the school and everyone with whom they work;
- Build school cultures and a curriculum which nurtures relationships with the community through effective communication;
- Maintain an outward-looking perspective through creating learning experiences for students with the wider community, locally, nationally and internationally.

Safeguarding children and safer recruitment

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

The Head of School plays the lead role in this within the school and the Head of School post is subject to enhanced DBS disclosure.

The Head of School will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment are adopted by the local governing bodies and are fully implemented and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor and unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

Person Specification

Essential	Desirable
Qualifications and experience	
<ul style="list-style-type: none"> • Undergraduate degree 	<ul style="list-style-type: none"> • NPQH



<ul style="list-style-type: none"> • Qualified teacher status • A continued commitment to own professional development • Experience as a headteacher/ deputy headteacher of a same phase school/academy • Teaching experience within the designated age range • Experience of child safeguarding issues and successful use of measures that promote and ensure the safeguarding of children 	<ul style="list-style-type: none"> • Relevant further degree • Further relevant professional studies • Experience of more than one school/academy • Experience of managing multiple/complex organisations
Leading strategically	
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Models of effective leadership and organisational structures. • New technologies and their potential impact. • Strategic planning processes, tools and techniques. • Ways of achieving stakeholder and community engagement. • Leading change, creativity and innovation. <p>Skills:</p> <ul style="list-style-type: none"> • Think strategically, analytically and creatively. • Build capacity and achieve sustainability. • Deal with complexity and uncertainty. 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Developments in education at local, national and global levels. <p>Skills:</p> <ul style="list-style-type: none"> • Demonstrate political acumen.



<ul style="list-style-type: none"> • Build a vision and communicate a clear purpose and sense of direction. • Anticipate, lead and manage change. • Use research to support and challenge practice. • Inspire, challenge, motivate and empower others to attain challenging outcomes. • Celebrate achievement and acknowledge excellence. • Model the vision and values of the school. • Work strategically with the governing board. 	
<p>Leading teaching and learning</p>	
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Methods to ensure the specified teaching standards are harnessed and maintained by all teaching staff. • Curriculum design and management. • Principles of quality learning, teaching and assessment including school review and self-evaluation. • Use of external support and expertise. • Behaviour and attendance management. • New technologies to support learning and teaching. • Strategies for improving 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Ways of applying effective practice and research evidence to improve outcomes. • Political impact of external, community or family factors on learning. <p>Skills:</p> <ul style="list-style-type: none"> • Capitalise on appropriate sources of external support and expertise.



<p>outcomes and achieving excellence for all.</p> <ul style="list-style-type: none"> • Tools for data collection and analysis. <p>Skills:</p> <ul style="list-style-type: none"> • Design, develop and deliver the curriculum. • Demonstrate equality and diversity in teaching and learning. • Achieve the best possible learning outcomes for all. • Use developmental models for teaching and learning. • Engage parents in students' teaching and learning. • Manage and use performance data. • Deploy technology to support teaching and learning. • Develop and use effective assessment and moderation systems. • Understand whole school culture of best practice in teaching and learning. • Understand flexible and comprehensive learning opportunities for all students. • Evaluate, review and develop systems and structures. 	
---	--



Leading the organisation

Knowledge and understanding of:

- Employment market, effective recruitment, deployment and management of staff.
- Technology to enhance organisational effectiveness.
- Strategies to maximise contributions from the workforce.
- Accountability frameworks.
- Legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks.
- Strategic financial planning, budget management and principles of best value.
- Organisational development, planning and implementing change.

Skills:

- Seek expertise and advice from within and outside the school.
- Delegate, collaborate and distribute leadership.
- Manage others within an accountability framework.
- Create an environment which enables people to perform at their best and underpins effective employee relations.
- Manage the schools' financial, human and physical resources.
- Establish structures and

Knowledge and understanding of:

- Development of and access to school buildings and facilities.
- Project management techniques.

Skills:

- Manage industrial relations.



<p>systems so operational decisions are based on informed discussion.</p> <ul style="list-style-type: none"> • Develop and sustain a safe, secure and healthy school environment. • Create a working environment which takes account of workload and work-life balance. 	
<p>Leading people</p>	
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Significance of interpersonal relationships, including impact on teacher performance and student learning. • Performance management, continuous professional development and sustained school improvement. • Building motivation, including the importance of celebrating achievement. • Own performance, ways of obtaining feedback and how to improve. <p>Skills:</p> <ul style="list-style-type: none"> • Develop self-awareness, self-management and self-confidence and use effectively. • Listen, reflect and communicate effectively. • Give feedback and provide support to improve performance. • Hold people to account and challenge under 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Building and sustaining a learning community within a diverse workforce. • Support and development systems for individuals and teams. <p>Skills:</p> <ul style="list-style-type: none"> • Experience in negotiation, managing conflict, and providing appropriate support.



<p>performance.</p> <ul style="list-style-type: none"> • Develop a culture of learning and continuous professional development. • Receive and act on feedback to build on strengths and improve personal performance. • Create a culture which encourages ideas and contributions from others. • Foster an open, fair and equitable culture. • Motivate, develop, empower and sustain individuals and teams. • High standards of personal and professional conduct. 	
<p>Leading in the community</p>	
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Multi-agency work (including the team around the student), benefits and risks of multi-agency working. • Collaboration and partnership working (including school, home, community and business partnerships). • Wider curriculum beyond the school and opportunities it provides. • Diversity and community cohesion issues. <p>Skills:</p> <ul style="list-style-type: none"> • Establish and engage in partnerships, including 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Extended service provision, commissioning and contracting. • The diversity of professional cultures and ways of working. • Strengths, capabilities and objectives of other schools, services and agencies. <p>Skills:</p> <ul style="list-style-type: none"> • Take a leadership role within and across the community. • Engage in school-to-school collaboration and contribute to leadership in the wider education system. • Contribute to achievement of



<p>working with multi-agency teams.</p> <ul style="list-style-type: none"> • Consult, engage and communicate with staff, students, parents and carers to enhance student's learning. • Engage in cross phase working and transition issues. • Collaborate and work within and across the community. • Engage the community in systematic evaluation of the schools' work and act on outcomes. 	<p>community cohesion.</p> <ul style="list-style-type: none"> • Broker and commission services.
---	--



Job Advertisement

Head of Cheney School, Oxford

Are you an enthusiastic, student-centred, aspirational leader who is committed to inspiring and supporting learners, staff and the wider school community to build on the successes of a large secondary school? Our students and staff are looking for a Head of School who is an inspirational and strong leader, who is warm and considerate but is also strong and willing to stand up for the best interests of both students and staff.

About our school:

Cheney School is a popular, high-performing school located in the heart of Oxford serving a diverse community of students who are eager to learn and to be challenged. You can read the outcome of our most recent Ofsted inspection here: [Ofsted Report](#)

During the school day students are provided with a dynamic learning environment which is enriched by the talents, skills and expertise of all our staff, parents and the local community. Outside the school day, we provide a wide range of co-curricular activities including numerous sports and creative arts clubs.

What will you bring to our staff team?

- The experience and ability to lead, inspire and challenge a skilled and committed staff team to deliver outstanding outcomes for the students at Cheney School;
- Ongoing development of a challenging and supportive climate for learning where every student can achieve their true potential;
- The knowledge and skills to identify and meet diverse student needs in varied, creative and innovative ways;
- Knowledge, skills and strategies to further develop good and outstanding teaching for the benefit of all students;
- Commitment to promoting the vision and values of the school so that all feel valued as individuals and can contribute to creating a community which honours all people.

In return, we can offer you:

- A great opportunity to lead a dynamic, diverse and large secondary school;
- Students with positive attitudes to learning, who are hard-working, caring and proud to attend their school;
- The support of dedicated and caring school colleagues and a governing body committed to delivering the very best for students;
- A salary reflecting both your experience and the size of the school;
- The support of a strong and skilled administrative support team;
- Membership of a comprehensive Healthcare Benefits Plan.

Salary range: L30 (£83,757) – L36 (£97,013)

Application and selection process

Further information and school visits:



To discuss the role further please contact Jolie Kirby, CEO, at: JKI@csat.academy or on: 07365275554. Pre-interview visits to Cheney School are very much encouraged. To arrange a visit please contact Lisa Adams, HR Assistant, at: vacancies@cheney.oxon.sch.uk

Please complete our [online application form](#). This will open in a new window.

If you have any questions about the application form or the recruitment process do not hesitate to contact us at: vacancies@cheney.oxon.sch.uk

Safeguarding:

The Community Schools Alliance Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. The successful candidate will be subject to an enhanced DBS check before taking up the post, along with pre-employment safeguarding checks.

Deadline:

Closing date for applications: **8am, Monday, 30 March 2020**

Shortlisting:

Shortlisting will take place on **Monday, 30 March 2020**. Shortlisted candidates will be informed of the range of activities that will form the selection process in advance of their interview.

Interviews:

There will be an assessment day on **Thursday, 2 April**, followed by interviews in the morning on **Friday, 3 April**.

