

MADLEY BROOK PRIMARY SCHOOL

Headteacher candidate information



WELCOME TO MADLEY BROOK SCHOOL

A very warm welcome from Madley Brook Primary School, and thank you for your interest in our Headteacher vacancy. We are looking for a strong yet supportive and caring leader to take our school forwards and deliver our vision with energy, positivity and enthusiasm.

Madley Brook is a River Learning Trust (RLT) academy, with whom we enjoy an excellent working relationship.

We are fortunate to have an extremely strong and loyal staff team. Several staff have remarked it is the strongest and most supportive they have experienced in their careers. Staff wellbeing has been a key priority of the school for a number of years, and this team ethos really shone through as we navigated the unprecedented challenges of Covid.

Our parent community is very engaged and we generally enjoy strong parent-school relationships. Our active PTA enables us to provide many 'extras' that really enrich our curriculum delivery – examples include theatre trips and coding equipment.

As a parent myself, I am extremely proud to lead our active and supportive local governing body. We have built a close, healthy and productive relationship with the school, and have been recently commended on our efficacy. At the time of writing we are consulting on a renewed strategic vision centred around two core themes:

- Excellence in curriculum development and delivery
- Making Madley Brook the primary school of choice for parents

Our horseshoe-shaped building was purpose built in 2003 to house two schools: Madley Brook and Springfield Special School. Our classrooms are just over the corridor from Springfield's, and we share a wide variety of extra resources including a sensory room and indoor swimming pool. This unique setup provides a truly integrated and inclusive environment that benefits our whole school community.

As Headteacher at Madley Brook you will also work closely alongside the Headteacher and staff at Springfield, and sit on their governing body.

Pre-application visits to the school are strongly encouraged. This will give you the opportunity to meet with staff, children and governors. Visits can be arranged via the school office.

I am also available for an informal chat before submitting your application. Please book at https://calendly.com/edwardkay/headteacher.

We look forward to welcoming you to Madley Brook!

Edward Kay

Chair of Governors

INFORMATION



About us

At Madley Brook, our aim is to value each pupil, and to provide learning opportunities that will develop the whole child. We will encourage children to have limitless aspirations and a passion for learning, to enjoy life and above all, have a sense of fun.

Shared values

Inclusivity and integration are central themes for the school, which is co-located with Springfield Special School. Madley Brook and Springfield schools share a set of core values which are part of the fabric of school life:

Respect - Aspiration - Equality - Responsibility - Positivity and Perseverance - Self-belief - Caring - Honesty

Vision

Working alongside the River Learning Trust, the school is committed to providing the best possible educational experience.

The school's strategic vision has a clear focus on excellence in curriculum development and delivery. At Madley Brook, the curriculum is designed to inspire enthusiasm for learning, instil curiosity and support pupil well-being and happiness. It enables us to build strong relationships and a sense of community, and to celebrate diversity. Through the strategic vision, the aim is to continue to build upon this.

The Bronze Barrow

The Bronze Barrow is the name for the site that opened in 2003 which accommodates both Madley Brook Primary School and the primary aged pupils at Springfield Special School.

The Bronze Barrow offers pupils a unique school community where pupils from both main-stream (Madley Brook) and those with profound and complex special needs (Springfield) learn together, play together and grow together in a way that celebrates the qualities each child has to offer.

The Bronze Barrow community offers a wealth of opportunities for staff to learn and work together. It is essential for everyone to support collaborative working and to understand the needs of each school.

Bronze Barrow ethos

The needs of many pupils with SEN cannot be met solely in either a special school or a mainstream school. Madley Brook and Springfield schools share the advantage of being able to offer educational opportunities to enhance each other.

The amount of time spent in either school at any time reflects the needs of the individual child.

We aim to value all children as individuals and encourage each child to establish areas in which they can succeed.

We acknowledge that everyone in life is not the same but we all have the right to be accepted. We encourage everyone to work alongside each other in a harmonious and supportive way.

We aim to be an inclusive site where everyone is welcomed and accepted into our community.

We aim for a consistent approach to the children in all aspects of their learning, coupled with open communication with parents.

Management

To ensure clear communication and the smooth running of the Bronze Barrow, the Senior Leadership Team of both schools liaise closely and meet once per half term, and Headteachers meet weekly with the Joint Facilities Manager.

The Admin Team work for both schools. Both Headteachers are governors for the other respective school.

There is a joint Co-Location Working Group, and an Integration Coordinator from each school.

Class teachers are encouraged to meet regularly throughout the year to discuss possible opportunities for integration, either individually, or as a group or class.

We aim to:

• Ensure the successful integration of Springfield and Madley Brook pupils

• Celebrate and promote the advantage of an integrated education

• Demonstrate how integration can be successful and meaningful for all pupils

• Celebrate the achievements of all pupils

Our approach to integration develops tolerance and understanding, promotes independence, broadens and extends academic ability, promotes peer integration and friendships, builds self-esteem and confidence, and much more.



WITNEY AND THE LOCAL COMMUNITY

Witney is an historic market town on the edge of the Cotswolds. Close to Oxford, it has a bustling high street and twice weekly market.

The school is located to the north of the town on Madley Park, an attractive modern estate with beautiful green spaces.

It is a short walk from the school to the centre of town along Madley Brook towards the River Windrush.

The school has developed positive partnerships with a growing community of local people, groups, schools and businesses who are committed to enhancing the areas in and around the school.

A new planting garden has been built outside the KS1 classrooms, and the school library has recently been transformed into a vibrant and welcoming space.

Thanks to community fundraising, a local park has been rebuilt.



RIVER LEARNING TRUST

ABOUT RLT

River Learning Trust (RLT) is a multi-academy trust responsible for a number of primary and secondary schools and a school centred initial teacher training (SCITT) provider within Oxfordshire and east Swindon.

OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our three shared principles.

Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and that our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles.

We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

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.

WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles. These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

THE POWER OF PEOPLE

High performing organisations have the right organisational culture, effective processes and well-trained, motivated colleagues in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development. This role provides an excellent opportunity to impact development and improvement across all of our schools.

RIVER LEARNING TRUST

OUR SCHOOLS AND SCITT

We currently educate around 12,000 pupils and have around 1,700 colleagues working in the Trust. The SCITT trains some 110 trainees across around 40 schools in Oxfordshire

SECONDARIES

Chipping Norton School
Gosford Hill School
Kingsdown School
The Cherwell School
The Marlborough CofE School
The Oxford Academy
The Swan School
Wheatley Park School

PRIMARIES

Beckley CofE Primary School
Charlbury Primary School
Cutteslowe Primary School
Edith Moorhouse Primary School
Garsington CofE Primary School
Horspath CofE Primary School
Larkrise Primary School
Madley Brook Primary School
Middle Barton Primary School
New Marston Primary School
Rose Hill Primary School
Sandhills Primary School
Seven Fields Primary School
Tower Hill Primary School
Witney Community Primary School
Windrush CofE Primary School
Wolvercote Primary School

SCITT

Oxfordshire Teacher Training

TEACHER SCHOOL HUB

Oxfordshire Teaching School Hub
(Based at The Cherwell School)

Please visit our website: www.riverlearningtrust.org. Here you will find more information about the Trust, our history, our schools and SCITT, our approach, and our people. In particular please read our Report to Stakeholders: December 2021

JOB DESCRIPTION

Title of post: Headteacher

Salary: Group 2 (leadership scale 15-21)

Contract type: Full time, permanent

Accountable to: Local governing body

Responsible for: Leadership of the school, collaboration with the co-located Springfield School, collaboration with other River Learning Trust (RLT) personnel and school leaders

The Headteacher:

- leads Madley Brook School, providing energy and direction to drive improvement and excellence throughout the school
- ensures all pupils and staff receive the best experiences and opportunities to develop during their time at Madley Brook
- is responsible for the overall organisation, management and conduct of the school and standards achieved
- works collaboratively with the Head of Springfield co-located school to ensure effective management of both schools, fostering the development of a sense of community, celebrating diversity and encouraging respect by both staff and pupils
- leads by example, with integrity, confidence, a sense of fun, kindness, creativity, focus and resilience
- is a member of, and participates proactively in the work of, the RLT Education Board
- fulfils the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD), giving regard to the principles set out in the National standards of excellence for headteachers as published by the Department for Education (DfE)
- ensures the school's compliance with relevant legislation, including but not limited to that relating to safeguarding, health and safety and teaching and learning
- secures the long term success of Madley Brook by taking the school in new directions, responsive to local and national priorities
- is the accountable officer of the school and the key contact at Madley Brook for RLT and the Department for Education

School Organisation, Strategy and Development

Working with the LGB, the Headteacher:

- sets, communicates and maintains the school's values and ethos
- formulates the school's vision and longer-term plans and provides strategic leadership towards their achievement

The Headteacher, securing the support of the LGB:

- sets the school's principal objectives in its annual development plan
- establishes plans to achieve those objectives
- ensures monitoring and reporting of progress towards the achievement of the school's objectives
- develops, motivates and manages the staff team
- plans, directs, monitors and reports the use of financial and other resources

Teaching and Learning

The Headteacher:

- leads and manages teaching and learning in the school, working with the Senior Leadership Team (SLT) and LGB to identify, model and develop excellent teaching consistently, throughout the school
- builds and maintains a learning environment in which pupils' behaviour is exemplary
- encourages curiosity and enthusiasm for learning, building confidence and resilience, with high expectations of all pupils and staff
- works with the SLT and LGB to determine, organise and implement an imaginative and relevant curriculum and its assessment
- systematically monitors and evaluates the quality of all teaching and learning in the school, setting challenging, realistic targets for improvement
- fosters a culture of, and trains staff in, giving, requesting and receiving feedback
- prioritises the closing of attainment and progress gaps for identified groups, including pupils in receipt of Pupil Premium funding
- oversees and protects the provision of appropriate, high quality teaching and learning for pupils with special educational needs and disability
- understands the factors likely to affect pupils' learning, analyses these in the context of the school, and helps staff to develop appropriate strategies to promote positive learning behaviour
- takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils

Leadership and Management of Staff

The Headteacher:

- develops and maintains respectful relationships with staff, acting with integrity, care and fairness
- delegates effectively, giving SLT members and other staff responsibility and supporting them to lead throughout the school
- line manages and conducts the appraisals of all

members of the SLT in an open, professional way and trains other leaders to do likewise
- ensures appraisal objectives are set for all staff and that these are linked to both pupil achievement and personal development
- regularly reviews the effectiveness of the staff structure
- leads necessary change thoughtfully, winning staff over and 'bringing people with them'
- promotes and monitors staff well-being
- sets clear expectations regarding standards of conduct by staff

Communication

The Headteacher:

- is a skilled oral and written communicator
- speaks to pupils in a way that makes them feel valued and involved in the life of the school
- communicates clearly with all staff, using appropriate methods, ensuring that no one is left out
- keeps parents and carers informed and engaged through high quality communications that celebrate the life of the school
- maintains a strong visible presence that builds supportive relationships between the school and parents and carers
- ensures communication relating to disciplinary matters, including fixed term exclusions, is clear, concise and understood by parents and carers
- approves access to and monitors content on the school website and social media feeds
- maintains lines of communication with senior RLT staff and submits reports to the Trust as requested
- represents the school in the surrounding community, making and maintaining contact with neighbours, organisations and influential individuals to the benefit of the school

Accountability

The Headteacher:

- is accountable for the overall performance of the school
- ensures that staff recognise that they are accountable for the success of the school and are clear what their role is, and holds them accountable for their performance against appraisal targets
- engages in rigorous and realistic self-evaluation
- demonstrates a healthy work-life balance to the staff team
- is regularly visible in and available to the school community
- responds to contact from parents in a professional, timely manner

Management of Resources

The Headteacher:

- works with the Finance Officer (FO) and LGB to develop a balanced budget designed to meet the school's objectives
- plans a sustainable staffing structure
- understands the school's financial performance and position and, assisted by the FO, articulates this to others including LGB and RLT
- creatively sources additional funding for the school
- ensures the school's assets are safeguarded and appropriately maintained
- develops long-term resource plans addressing any need for new facilities or renovation
- works in collaboration with the Head of Springfield co-located School to ensure shared facilities and resources are appropriately managed and maintained
- links budget planning to the requirements of the school's curriculum
- takes responsibility for the school's pupil premium strategy and ensures spending for the benefit of pupils in receipt of pupil premium funding, and its impact, is accurately recorded

Health, Safety and Discipline

The Headteacher:

- is responsible, with other staff and LGB, for keeping children safe at Madley Brook
- creates a culture of health and safety (H&S) compliance, of risk awareness and of danger reduction
- ensures the school's behaviour policy is fit for purpose and is consistently applied
- monitors and reports behavioural incidents
- ensures the school's anti-bullying policy and procedures are fit for purpose and regularly addresses bullying through appropriate whole-school activity
- after making every reasonable effort to avoid them, takes responsibility for any permanent exclusions
- ensures recommendations in H&S audit reports are acted upon and that H&S compliance is included in the appraisal targets of key staff

Professional Development

The Headteacher:

- has overall responsibility for Madley Brook staff members' professional development
- plans resource allocation and staff training on the basis of needs identified in appraisals and the school's objectives
- maintains wide, current knowledge of education and school systems and pursues continuing professional development
- models continuing professional development in their own career
- contributes to the LGB's process of self-evaluation, helping to identify governors' skills gaps and training needs and suggesting improvements to LGB processes

Person Specification – Essential

Criteria	Qualities
Qualifications	Qualified teacher status (QTS)
Experience	Senior leadership experience: Deputy / Assistant Headteacher • Evidence of: • Being an excellent classroom teacher at primary level • Successful track record in achieving whole school excellence in attainment and progress • Ability to deal with complexity and uncertainty • Leading, managing or making a substantial contribution to the effective management of change within the school • Successful implementation of strategies to improve teaching and learning • Using a robust pupil tracking system to monitor performance of pupils, and to support with developing an appropriate curriculum • Effective teaching, assessment and target setting • Working with parents, carers and guardians • Working with pupils across the age range • Working effectively with governors • Ability to ensure a value-driven school and curriculum
Skills and knowledge	Up-to-date knowledge of developments in education, including teaching and learning and current developments in curriculum design Ability to demonstrate an understanding and application of school improvement and effectiveness principles and best practice Knowledge and understanding of how the principles and practices of high-quality appraisal and professional learning for all staff are linked to school improvement Ability to analyse and interpret data, identifying trends, evaluating and applying findings to measure and evaluate, and account for the school's performance to a range of audiences Ability to lead, motivate, develop and inspire staff and to encourage pupil and parental engagement Up-to-date knowledge of safeguarding requirements and ability to oversee a strong and cohesive safeguarding and wellbeing strategy for the benefit of children and staff Knowledge of Equal Opportunities and Data Protection legislation, and health and safety and employment law A good understanding of SEND with a commitment to a culture of inclusion, diversity and access Strong understanding of: • How children learn • Assessment • School improvement process • Ofsted framework and requirements • Strategic curriculum development • Developing and implementing strategies for improving the quality of teaching and learning for all pupils • Effective use of ICT to support teaching and learning

Criteria	Qualities
Personal qualities	A passion for education and a commitment to improvement and development Excellent organisational skills to prioritise, plan and organise own work, while coordinating and providing professional direction to the work of others Visible, confident and energetic Approachable and caring manner with excellent communication (including written, oral and presentation skills) and interpersonal skills Commitment to provide an appropriate work / life balance for self and others with the mental and physical wellbeing of all members of the school as a key priority Able to inspire fun and enjoyment of working and learning within the school Demonstrable commitment to collaborative working in and beyond the school Ability to • Demonstrate integrity • Demonstrate authority and a presence which inspires confidence and trust • Think strategically, creatively and to prioritise • Delegate tasks and responsibilities and empower others to carry vision • Create and secure commitment to a convincing vision for the school • Foster an open and fair culture • Work under pressure and able to meet deadlines

Person Specification – Desirable

Criteria	Qualities
Qualifications	National Professional Qualification for Headship (NPQH) Leadership and Management training or qualification Evidence of significant CPD
Experience	Headteacher experience Experience of leading and delivering an ambitious school improvement plan Successful management of inclusion and SEND provision Experience of using research to support and challenge practice Working within a multi-academy trust Sourcing and delivering funding applications to widen the school curriculum Evidence of: • Leadership role in achieving Good or Outstanding Ofsted grade • Experience of managing a school with a similar profile to Madley Brook school • Leading performance management, continuous professional development and sustained school improvement • Effective budget management
Skills and knowledge	Knowledge of appropriate educational legislation and regulations Able to utilise the strengths and skills of the community, parents and carers to help enrich children and staff within our school Capable of strategic financial planning and budget management to ensure best value for money Deep knowledge of the strategic importance of EYFS and learning through play



Madley Brook's younger pupils told us they think their next headteacher should be:

Good at listening, helpful, caring, honest, bold, patient, good at languages, friendly, good at making pancakes, a piano player, fun, good at football and exercise, and, above all, someone who always has a bath

Madley Brook School, Cedar Drive, Witney, Oxfordshire, OX28 1AR