



**OLDFIELD
SCHOOL**



HEADTEACHER APPLICATION PACK

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Dear Candidate,

Thank you for your interest in the post of Headteacher at Oldfield School. Our current Headteacher of 7 years, Steven Mackay, is retiring at the end of this academic year and he leaves Oldfield a much happier, fairer, better- equipped and maintained school than the one he inherited in 2016 and, thanks to his inspiring leadership, one which now has a thriving Sixth Form.

We have always aspired to provide a fulfilling place for our staff to work to ensure a continuous and consistent focus on student achievement and development while ensuring that the school and its students play an important role in the local community.

We now seek someone who has the ability and vision to take Oldfield on its next stage of development: maintaining this culture, sustaining and improving our academic excellence in ever more challenging times and a continually changing educational landscape. We are a single academy trust in a strong financial position and we work closely with our neighbouring schools through the Bath Educational Trust; a partnership of local secondary schools who collaborate on teacher training, a shared CPD programme and school leadership networks. Our student body come from Bristol and South Gloucestershire as well as Bath, giving us a cohort that is unique in the area.

Our strategic objectives for the next five years are underpinned by the following 'Pillars' around which the whole school objectives of the annual school improvement plan are structured:

Curriculum

Pastoral Care and Inclusion

Community Relationships

Resources

Academic Excellence

Leadership

Your role would be to play a key role in developing the long term strategic plan alongside the governing body in all these areas as well as implementing it effectively while ensuring high levels of engagement and support from the school community.

You would be supported in this by:

- A dedicated governing body who are engaged and determined to support you in providing an exceptional education which allows all our students to learn, inspire and succeed;
- An inclusive ethos that attracts a vibrant and diverse range of students ensuring that we are consistently over-subscribed;
- An experienced, creative and committed staff team;
- A supportive parent community and School Association;
- Strong links and partnerships with other schools in the Local Authority;
- Access to a tailored CPD programme as well as other staff benefits.

We are located on an attractive site on the edge of Bath; a vibrant heritage city frequently voted one of the best places to live in the United Kingdom.

I look forward to receiving your application



Tahir Darr

Chair of Governors

Aims and Values

To Inspire

To Learn

To Succeed

Our ethos has always been the same: to provide an exceptional education.

We provide an environment that challenges all students and fosters ambition.

Our students have respect for themselves, each other and their school and are well prepared to face the world as compassionate, confident, resilient young people.



We are very impressed with the 'we're all on the same side' attitude that is so evident throughout the school. While many schools claim to be 'inclusive', this school truly is... of everyone

Parent Year 7 student

Letter from Head Student

Dear Applicant,

I am pleased that you are considering applying to the post of Headteacher at Oldfield School. As a school that prides itself on student consultation, Oldfield has asked me to share my personal experiences and perceptions from the perspective of Head Student. Although Oldfield offers a diverse and large wingspan of students, I feel that my outlook is representative of school life across the board. Thus, I hope that potentially acting as a mouthpiece for students here at Oldfield School is of upmost importance to your potential role.

Oldfield enables students to embrace their own definition of “success”. Upon arriving at the school, we are presented with a litany of academic and practical subjects that both broaden our intellectual horizons, and present us a wide array of routes for our future careers. The school has always recognised that careers and interests can go beyond academia, which is catered for with an equal weighting for all students. Of course, the “successes” of the extra-curricular clubs and societies that we are offered also allow students to thrive- the sense of community at Oldfield is ultimately enriched by the salience of the arts, sport, and deeper academic support. I can truly say that all of these aspects have created a culture to (most importantly) enjoy education and align with the school’s aspirational ethos, “to inspire, to learn, to succeed”.

The support network at Oldfield is of particular importance to me and students throughout the school. Teachers and pupils alike are accepting and help us grow into well-rounded, decent individuals. On a more formal level, Oldfield takes care in its mental health services for those who require additional help. As previously mentioned, the clubs and societies at the school are vital to the wellbeing of pupils, which is reinforced by the countless events, trips and competitions all year round- even begrudging teenagers genuinely revel in these opportunities.

Personally, Oldfield has guided me through adolescence by giving me a formidable group of friends who have all achieved a version of “success” before leaving next year. I am proud to be a student at this school and I am grateful for the opportunities that it has provided me with.

Thank you,

Joe Eden-Bull



HOW TO APPLY

Applications should be made by completing the school's application form via either Eteach or TES outlining within it in no more than 2 sides of A4 why you think you have the experience and skills to be successful in this role.

The application documents can also be found on our website and applications by email to recruitment@oldfieldschool.com are welcome. The closing date for this post is 11.59 pm on Sunday 12th February 2023. Selection will take place over two days on Wednesday 1st March and Thursday 2nd March 2023.

You are very welcome to visit Oldfield. This can be arranged via the Head's PA, Rachel Bromiley r.bromiley@oldfieldschool.com. Steven Mackay, the current headteacher, has kindly agreed to make himself available for tours during the following times:

- Tuesday 24 January 0930 – 1030
- Tuesday 24 January 1210 – 1310
- Thursday 26 January 0900 – 1000

Sam White of ASCL's Leadership Appointment Service will be providing professional support to the Governing Body throughout the selection and appointment process. Please copy him into any correspondence with the school sam@samwhite.live. If you feel inspired to find out more about this exciting opportunity, and would like an informal conversation, please contact Sam on 07712187693 for further information.

We welcome applications regardless of age, disability, gender, ethnicity or religion. Our school is also committed to the protection and safety of its students. The successful applicant will be required to undertake an enhanced DBS check.

Nature of the school and location

Oldfield School is a successful, high attaining 11-18 mixed comprehensive with 1247 students located in the historic city of Bath. The school campus is on the outskirts of the north-west of the city and we benefit from a large, semi-rural setting with excellent transport links for students and staff. The school has an attractive, open and dispersed site. A notable feature is the location of teaching rooms and our sixth form in Penn House, this is an 18th century Georgian manor house.

Our school has an excellent reputation locally and in the wider community for academic achievement and the quality of its pastoral care and support. The school has an ability profile which is in line with the national average, with a comprehensive intake which reflects the diversity of the local community. The most recent Ofsted inspection was in January 2020, when the school was judged to be good in all areas. A feature of the inspection report was the inclusive nature of the school and the sense of community felt by staff and students. Inspectors commented that staff were overwhelmingly positive about the support that they receive from leaders and on how friendly and welcoming the school is for staff.

Oldfield is a school where staff development is an essential feature. The teaching and support staff at the school are an excellent team who work well together to provide opportunities for students to achieve or exceed their potential. The needs of our students are paramount and this is recognised by all staff, who have a common view that only the best is good enough. We have a commitment to sharing good practice in developing leaders, teachers and support staff.

The school has a successful and popular sixth form of 159 students. We offer a wide range of A Level courses and opportunities for our sixth form students and all faculties offer A Level courses. A Level classes are relatively small, which provides a personalised learning experience for our students.

Curriculum

The curriculum for Key Stage 3 follows the National Curriculum. Students study either Spanish or French throughout Key Stage 3 with the more able studying both languages. A wide range of courses additional to the core subjects are offered at Key Stage 4. Students are encouraged to study humanities and languages and the great majority do so. There is setting in ability groups in Key Stage 3 and Key Stage 4 where appropriate. Almost all Key Stage 4 examination entries are GCSEs, Year 10 and 11 students typically study 9 or 10 GCSEs. Subjects are organized in six learning areas with the leaders of learning line-managed by SLT.

Pastoral Care

Students remain in the same tutor group throughout their school career. The Heads of Year are responsible for the pastoral care of around 200-224 students from Years 7 to 11. The pastoral leaders are supported and line managed by a member of SLT. We also have a House System to encourage a sense of community. The four houses are led by a Head of House and there are regular interhouse competitions and fund raising events.

Resources and Accommodation

The provision of high quality resources is a priority for the school. There are specialist teaching rooms for all subjects and most teachers have their own teaching room. ICT facilities are excellent with specialist ICT teaching rooms as well as comprehensive ICT facilities in many general teaching rooms. The school is very well maintained, ensuring that learning spaces of the highest possible standard is a priority.

Oldfield School is a fantastic place in which to work. Students are keen and helpful and staff are enthusiastic and dedicated to bringing about the highest quality learning outcomes for our students.



Oldfield really is an amazing school, fabulous teaching, the extra miles you all go to, the fantastic extra curricular activities, brilliant communication. I could go on and on and on.

Parent Year 13 student

Key Information

Status	Single Academy Trust
Last Ofsted	January 2020
Ofsted Judgement	Good
Forms of entry	8
Type of school:	Coeducational and inclusive
Age Range	11-18
Number of Students on Roll	1247
Number of Students in Sixth Form	159
Number of Students with EHCPs	48
Percentage of EAL Students	5%
Percentage of FSM Students	18%
Percentage of Pupil Premium Students	24%
School Website	http://www.oldfieldschool.com/



Keep being brilliant! I'm truly sad that being a part of Oldfield has come to the end for us.

Parent Year 13 student

Job Description

Position:	Headteacher
Responsible to:	Governing Body
Grade:	Leadership scale L 33 to L 39 (£97,734 - £113,153 per annum)
Disclosure Level:	Enhanced DBS with barred adult and child lists

Core purpose

- To provide professional leadership and management of Oldfield School, a co-educational single academy trust while upholding and demonstrating the [Seven Principles of Public Life](#) at all times (known as the Nolan Principles);
- To promote a secure foundation from which to achieve high standards in all areas of the school's work.

To achieve success, the Headteacher will:

- Provide vision, leadership and direction, while always acting in the best interests of the school's students;
- Share knowledge, skills and approaches to improve provision for all students in the school;
- Promote excellence in teaching and learning, leading by example to continually improve standards and ensure a continuous and consistent focus on students' attainment and holistic development;
- Lead innovation in education, ensuring the school is responsive to the changing environment and that the skills, learning and aspirations of children and young people are developing and enhanced at all key stages;
- Engender the confidence of colleagues in order to develop high aspirations and commitment to the school's mission among all staff;
- Work to develop curricula informed by current knowledge and best practice to equip all students for the demands of the 21st century in a safe and productive learning environment;
- Ensure the standing and respect of the school in the education community and participate in joint collaborative developments;
- Deploy and be accountable for resources to achieve school priorities and future growth;
- Ensure excellent financial management and development of new sources of income;
- Evaluate school performance and identify priorities for continuous improvement;
- Carry out day-to-day management, organisation and administration.

Duties and responsibilities attached to this post are as follows:

Managing the Organisation

- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities;
- Ensure that policies and practices take account of national and local circumstances, policies and initiatives;

- Manage the school's financial resources, human resources and infrastructure effectively and efficiently to achieve the school's goals and priorities while employing probity in the use of public funds;
- Retain, recruit and deploy staff appropriately and manage their workload to achieve the vision and goals of the school;
- Explore and develop new sources of income for the school;
- Manage and organise the school environment efficiently and effectively to ensure that it meets the requirements of the curriculum and health and safety regulations;
- Establish and promote cohesive team working among all staff;
- Implement successful performance-management processes for all staff in accordance with agreed school policies;
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money;
- Ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care;
- Ensure rigorous approaches to identifying, managing and mitigating risk;
- Use and integrate a range of technologies effectively and efficiently to manage the school;
- Fulfil all statutory duties as accounting officer for the Academy Trust.

Strategic Direction and Shaping the Future

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community;
- Work within the school community to translate the school's vision into agreed objectives and operational plans which will promote and sustain high school attainment, school improvement and ensure that these are measured;
- Develop a strategy for the school's infrastructure to ensure that it is aligned with the school's objectives and operational plans, such as the most effective and efficient use of the school's site;
- Enhance opportunities through partnerships between parents and carers, students, staff, the local and wider community, other schools, HE and FE partners, the LA, voluntary organisations, other public bodies and employers;
- Develop and promote the Oldfield brand in line with the school's vision and values.
- Acknowledge and build on the diversity, values and experience of the school and its community in all aspects of strategic planning;
- Demonstrate the school's vision and values in everyday work and practice;
- Motivate and work with others to create a shared culture and positive, inclusive environment.

Curriculum and assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught;
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities;
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum.

Behaviour

- Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students;

- Ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy;
- Implement consistent, fair and respectful approaches to managing behaviour;
- Ensure that adults within the school model and teach positive behaviours.

Leading learning and teaching

- Ensure a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every child's learning;
- Ensure that learning is at the centre of strategic planning and resource management;
- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn;
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains;
- Ensure effective use is made of formative assessment;
- Ensure a culture and ethos of challenge and support where all students can achieve success and take responsibility for their own learning;
- Demonstrate and articulate high expectations and set stretching targets for the whole school community;
- Implement strategies which secure high standards of behaviour and attendance;
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework;
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students;
- Monitor, evaluate and review classroom practice and promote improvement strategies;
- Challenge under-performance at all levels and ensure effective corrective action and follow-up.

Professional Development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs;
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development;
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

Additional and special educational needs and disabilities

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities;
- Establish and sustain culture and practices that enable students to access the curriculum and learn effectively;
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate;
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Governance and accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility;

- Establish and sustain professional working relationship with those responsible for governance;
- Ensure that staff know and understand their professional responsibilities and are held to account;
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Continuous school improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement;
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context;
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Strengthening community

- Build a school culture and curriculum which take account of the richness and diversity of the school community;
- Create and promote positive strategies for challenging all behaviour and structures which promote inequalities in respect of race, creed, gender, sexual orientation;
- Ensure learning experiences for students that are linked to the wider community;
- Ensure a range of community-based learning experiences;
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families;
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development;
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community;
- Co-operate and work with relevant agencies to protect children;
- Self-evaluation of all the above will be carried out as a continual process.

The postholder will carry out any other duties that might be considered to be commensurate with the post, as required.

This job description contains the key priorities and accountabilities for the role of headteacher, it is not an exhaustive list nor does it describe in detail all the duties required to be successful in the role. This Role Description is current at the date shown, but in consultation with the successful applicant, may be changed should the Trust decide to develop in the future.

The postholder will at times have access to information of a confidential nature and it is essential that the successful applicant is aware of the need for discretion.

The postholder will at all times carry out duties and responsibilities with due regard to the Governors' support of and commitment to Equal Opportunities Policies.

The postholder will be expected to undertake any appropriate training to assist them in carrying out any of the above duties.

The postholder will be required to promote, monitor and maintain health, safety and security in the work place. This will include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.

Person Specification

Selection Criteria		Essential	Desirable	How Assessed
A	Education/ Qualifications & Professional Development			
1	Qualified teacher.	E		A
2	Honours Degree or equivalent qualification.	E		A
3	Relevant higher degree and/or National Professional Qualification for Headship (NPQH)		D	A
4	Evidence of continuing professional development at Headteacher/ Deputy Headteacher level and/or in preparation for Headship..	E		A
5	Substantial experience of teaching in secondary education.	E		A,I
B	Professional Qualities, Knowledge and Experience			
6	Successful strategic leadership as a Headteacher, or Deputy Headteacher to achieve improvement in a secondary school(s)	E		A,I,R
7	Evidence of the application of strategies to review, evaluate and improve outcomes.	E		A,I,R
8	Understanding of quality teaching and learning and assessment procedures.	E		A,I,R
9	Proven track record in leading, monitoring and managing staff including delegating effectively and implementing and managing change.	E		A,I,R
10	Knowledge of statutory requirements and experience of child protection, Safer Recruitment, safeguarding procedures and Prevent.	E		A,I,R
11	Understand the strategic role of the Governing Body and enable them to carry out their responsibility as part of the outstanding leadership of the school.	E		A,I
12	Knowledge and understanding of the key legal issues relating to the leadership of a school including: equal opportunities, race relations, disability, employment, health and safety and public relations.	E		I
13	Hold and articulate clear values and a moral purpose in promoting and delivering those values through the culture and ethos of the school.	E		I,R
14	Experience of leading collaborative partnerships outside of school and working closely with our community.		D	A,I,R
15	Knowledge and understanding of strategic financial planning and budgetary management.	E		A,I,R
16	Experience in the use of a range of robust data sources to monitor and track individual and whole school performance, and their effective use in raising standards and addressing weaknesses to drive forward school improvement.	E		A,I,R

Selection Criteria		Essential	Desirable	How Assessed
17	Experience of working with and advising the Governing Body to enable clear and transparent communication and to enable governors to make informed decisions		D	A,I,R
C Pupils and Staff				
18	Be able to respond, to parents/carers, students, staff, Governors, stakeholders and the wider community, with empathy.	E		A,I,R
19	Drive ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of individual, team and whole-school accountability for the impact of their work on student outcomes.	E		A,I,R
20	Demonstrable ability to lead a team that promotes positive well-being for staff and students.	E		A,I,R
21	Successful experience of curriculum development to improve student outcomes and provide an appropriate curriculum based on an excellent understanding of how students learn and the core features of successful classroom practice.	E		A,I,R
22	Committed to the continuing learning of all members of the school community through continuing professional development and the coaching of others.		D	A,I
23	Experience in staff recruitment and supporting staff new to their role.	E		A,I,R
24	Experience in promoting and developing experiences and activities to develop well-rounded students who are prepared for life beyond school.	E		A,I,R
D Accountability				
25	Experience and evidence of driving school improvement through effective appraisal, recognising high performance and challenging underperformance where necessary.	E		A,I,R
26	Proven successful experience of systematic, rigorous school self-evaluation to inform school improvement planning.	E		A,I
27	Knowledge of regulatory and inspection frameworks.		D	I
28	Ability to effectively respond to external factors, such as change in national or local policy.		D	A,I,R
E Personal Qualities and Professional Attributes				
29	Strong and inspirational leadership, underpinned with the skills to motivate effective team working whilst being open to challenge.	E		A,I,R
30	A passion and vitality for teaching & learning and working with young people.	E		I,R

Selection Criteria		Essential	Desirable	How Assessed
31	An understanding of the diverse needs of all students to deliver equity and a vision of excellence that sets high standards for every student.	E		A,I
32	A clear rationale and commitment for behaviour management and a proven track record of supporting the effective implementation of behaviour management strategies.	E		A,I,R
33	A positive role model for students and staff.	E		I,R
34	Possess excellent communication skills, written and oral, for a variety of audiences.	E		A,I
35	The ability to create and maintain effective partnerships with parents, staff, and governors.	E		I
36	Demonstrable capacity to work with emotional resilience whilst remaining calm under pressure.	E		I
37	Able to think strategically, analytically, and creatively, in anticipating and solving problems.	E		I

A	Application form /supporting letter	I	Interview	R	References
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PLEASE NOTE: The Selection Panel will use the criteria above to shortlist. Only those applicants who demonstrate that they meet all the essential criteria to the Panel's satisfaction will be invited to interview.



Current Senior Leadership Responsibilities

	Headteacher	Deputy Headteacher Achievement	Deputy Headteacher Pastoral	Assistant Headteacher Pastoral	Assistant Headteacher Teaching and Learning	Assistant Headteacher Inclusion	Assistant Headteacher Sixth Form	Business Manager
Responsible for:	Overall strategy and vision for improvement / SIP Monitoring effectiveness of provision / SEF Whole school external accountability SLT roles and responsibilities Finance Governance Policies Curriculum design and staffing Local and wider community representation Union relations Exclusions Prospectus PR and Marketing OSA	Raising Achievement Lead Curriculum Reporting Data Student targets Year 9 options Timetable Activities week IT network & curriculum Duties	Pastoral Quality Assurance Behaviour for Learning Sanctions Attendance Alternative Provision BASE Managed Moves	Pupil Premium More able Rewards Student voice Prefects House System Extra-curricular	T & L Quality Assurance CPD Staff Induction ECTs & ITT Trips and Visits Cover Calendar	Safeguarding SEND Student wellbeing HERS / Mental Health Anti-bullying PSHE Year 7 transition / primary liaison Designated teacher for LAC Staff wellbeing	Sixth Form Careers, WEX & WRL UCAS Exams	Finance Facilities and Site Personnel and HR Administration SCR Health and Safety
Line Management	SLT Business Manager Head's PA Marketing and Events	Leaders of Learning Data Manager IT Manager Digital Learning Coordinator	Heads of Year 7-11 AP Manager Assistant Heads of Year Curriculum Access Team Education Welfare Officers	Heads of House Sustainably Coordinator	Training Manager (ITT/ ECT). Cover Supervisors	SENCO Pastoral Support Officer Medical Officer	Head of Year 12 Sixth Form PA Careers Advisor Pastoral Support Officer	Site Team School Office Finance Office HR Clerk
Policies	See policy schedule	See policy schedule	See policy schedule	See policy schedule	See policy schedule	See policy schedule	See policy schedule	See policy schedule
Curriculum link		English/Maths/Science/ MFL/PE			Humanities/ Creatives		Social Sciences	
Pastoral link			Y7-11				Years 12 & 13	
Events	Year 7 BBQ Primary School Link events	Information evenings Options evening Activities Week	Year 11 events	Celebration Evenings Oldfest	Open Evening / Days	Year 6 -7 transition events	Sixth Form Open Evening Careers Fair	
Governance	FGB CC PSW FA	FGB CC	FGB PSW	PSW	CC	PSW	CC	FA PSW
Budget/s	Whole School		AP /Attendance	Pupil Premium / MABLE/ Rewards	CPD Trips and Visits	Inclusion	Post 16 Bursary	Site and facilities SLA/C contracts