



LONGFIELDS PRIMARY SCHOOL AND NURSERY

**HEAD TEACHER APPLICATION PACK
APRIL 2023**

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WELCOME FROM THE CHAIR OF GOVERNORS

I am delighted that you are interested in the vacancy we currently have for a Head Teacher at Longfields Primary School and Nursery.

On behalf of the Governors, I do hope that the information in this pack will encourage you to apply with the confidence that the post will be a positive step in your career.

Our school is known for its warm and friendly atmosphere where every child is valued and included as an individual.

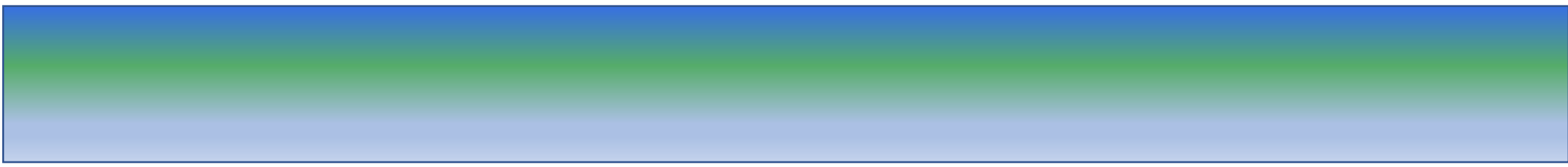
Our Ofsted inspector reported Longfields is a happy school where everyone is welcomed and feels included. Pupils enjoy learning and playing together, and everyone understands the school's values of 'respect, honesty and perseverance'."

We are very fortunate in having professional staff, committed to providing the best for the children in their care.

What we are looking for above all else is someone who is committed and passionate about education and wants to make a difference.

If this describes you, do please come and visit us. You will be made very welcome and will be able to see at first-hand what an exciting opportunity this position offers at what is, in my opinion, a very special school.

Yours sincerely,
Tom Futter (Chair of Governors)



AN INTRODUCTION TO LONGFIELDS PRIMARY SCHOOL AND NURSERY

Longfields Primary and Nursery School is in Bicester, Oxfordshire.

Bicester is a historical market town, garden town, and civil parish in the Cherwell district of north-eastern Oxfordshire in south-central England that also comprises an eco-town at North-East Bicester and self-build village at Graven Hill. Its local market continues to thrive and located on Sheep Street a 5 minute walk from our school.

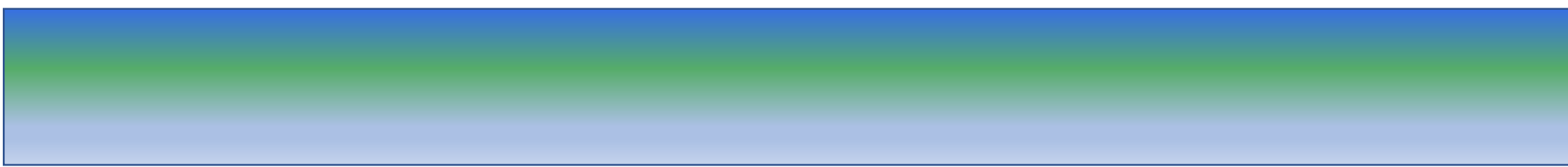
The school sits in large grounds allowing for a MUGA, Forest school designated area with orchard area, vegetable plots and a newly built Forest School Classroom and separate shelter for outdoor learning. We also have an outdoor courtyard.

Our Cabin club offers a Breakfast Club and After School Care providing high quality out-of-hours care within a safe, secure and friendly environment. The club is specifically aimed at meeting the needs of families attending Longfields Primary School.

The school has a very active and supportive PTA hosting, film nights, discos, Christmas Market, Summer Fete and our leavers prom for our Years 6's.

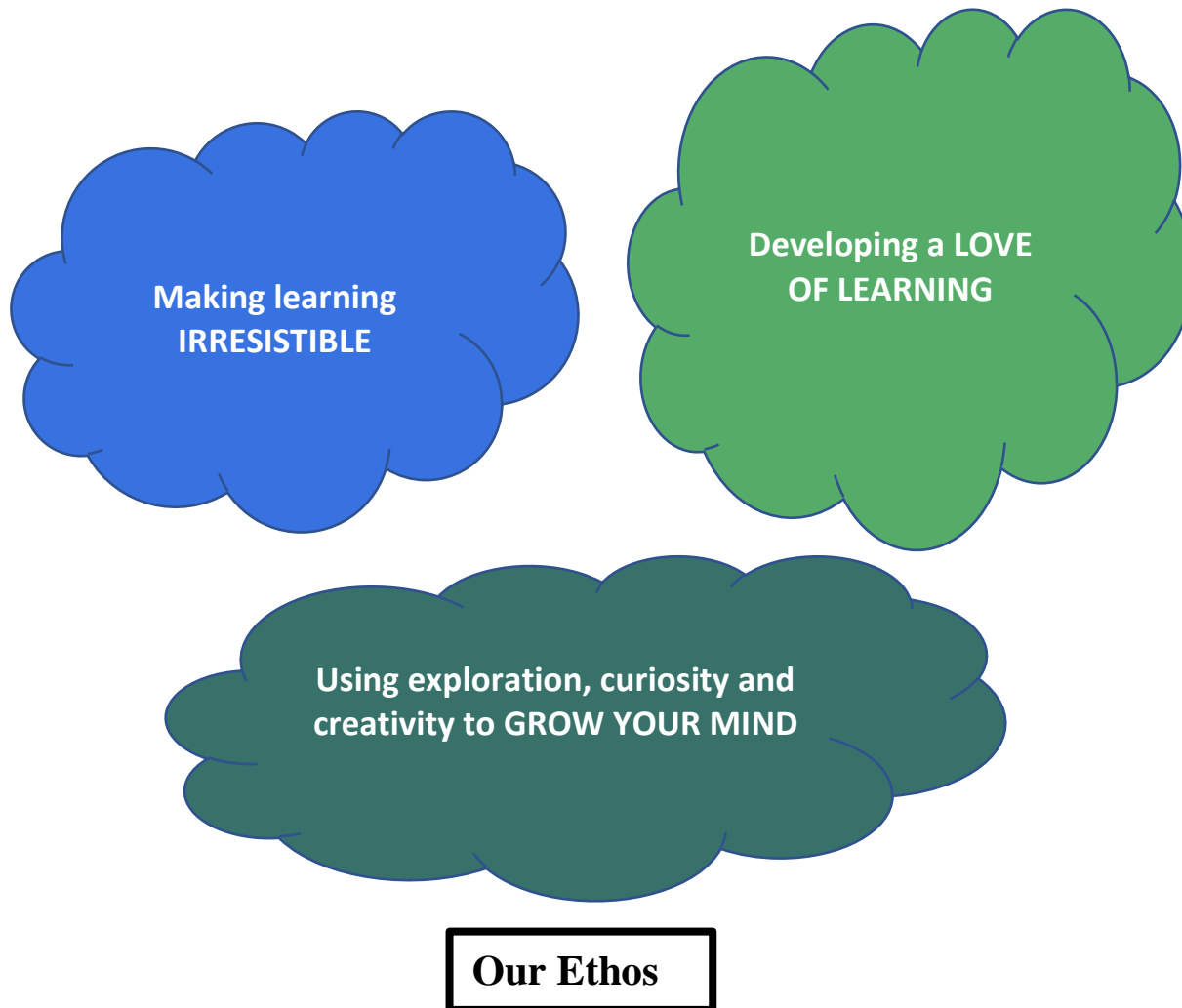
Currently we have over 400 eager and keen to learn, well behaved and care for each other children.

However, come and visit our school to really get to know us.



Values and Ethos

We aim to provide an exciting curriculum which brings out the best in every child, builds on their strengths and enables them to develop a lifelong love of learning.



What parents say about us

98%

Said that our child
does well at this
school

99%

Said the school lets
me now how my
child is doing

100%

Said that our child
feels safe at this
school

98%

Said that our child is
happy at school

99%

Would recommend
Longfields to others

96%

Said the school
makes sure pupils
are well behaved

Ofsted

Longfields Primary School and Nursery was inspected in February 2022. The overall outcome of the school continued to be **Good**.

What is it like to attend this school?

- Leaders are aspirational for all pupils, including disadvantaged pupils and those pupils with special educational needs and/or disabilities (SEND).
- Pupils appreciate the experiences that enrich their learning, such as the strong links the school has with national and local theatre companies.
- Pupils are proud of the leadership roles they hold, such as play leaders and school councillors. They enjoy taking part in fundraising activities.
- Pupils behave well. They are polite and well-mannered. Pupils play and learn in a calm and orderly environment.
- There is an atmosphere of mutual respect and fairness.
- Pupils feel safe because staff care for them and look after them well.
- Bullying seldom happens and pupils know that it is unacceptable. However, if bullying does happen, pupils are confident that teachers will sort it out quickly.

What does the school do well and what can it do better?

- Leaders have designed an ambitious curriculum that supports pupils, including those with SEND, to achieve highly.
- They have organised learning so that pupils, including children in the early years, build on what they already know.
- Teachers have secure knowledge of subject content, which they use to deliver most learning effectively. They are clear about what pupils should be learning and when this should happen.
- In most subjects, teachers revisit previous learning as a matter of routine. They carefully check how much pupils know and remember. This helps pupils to remember earlier learning and deepen their knowledge and understanding over time. For example, in mathematics, pupils practise recalling multiplication facts regularly. They learn the correct mathematical vocabulary so that they can explain their reasoning precisely. As a result, pupils in Year 6 can explain how their fluency with multiplication tables and inverse operations helps them to tackle algebraic problems. However, in a small number of subjects in key stage 2, teachers do not always check how much pupils know and remember precisely enough. They do not always adapt the curriculum sufficiently to help all pupils learn as well as they could.
- Learning to read is a top priority. Leaders have thought carefully about how they have structured the reading curriculum, starting in the Nursery. They have adapted the reading curriculum to reflect the interests, languages and cultures of all pupils at Longfields. As soon as children join the school in the early years, they start to develop their phonic knowledge. Pupils practise their reading frequently. They are supported by highly skilled staff. The books pupils read are matched closely to the sounds that they know. Pupils who fall behind with their reading are identified quickly by staff. These pupils receive effective support to help them to catch up.

- Opportunities for pupils' wider development are well established. Pupils take part in local sporting events, for instance, through their support for the national women's football team at Wembley Stadium. All pupils are taught strategies for keeping mentally and physically healthy. For example, all pupils in the school have completed first-aid training. Pupils have opportunities to meet local professionals to talk about their career aspirations. As a result, they are well prepared for the next stage of their life journey.
- Staff have high expectations for pupils' behaviour. Pupils work hard in class. They listen carefully to their teachers. This sensible behaviour helps everyone to get on with their learning.
- Leaders ensure that pupils with SEND are identified early and are supported effectively. Staff are knowledgeable and they understand how to meet the needs of these pupils. Leaders work closely with a range of external agencies, and parents and carers, to ensure that pupils with SEND benefit from the help that they need.
- Governors know about all the aspects of the school's work. They ask leaders for a range of important information, for example about the curriculum and about safeguarding. This information helps governors to know what the school does well and where things need to improve. Leaders carefully balance their desire for further improvements with consideration of staff's well-being. Staff appreciate this.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training in a range of safeguarding matters. They know how to recognise signs of abuse or neglect in pupils. Leaders make sure that all staff know how to report any concerns they have about a pupil's welfare. Leaders and staff have good relationships with parents and with a range of external agencies. This enables them to get extra help for families who need it. The curriculum helps pupils to learn how to keep themselves safe. For example, they know how to use the internet safely, and know about the dangers of sharing personal information.

For the full Ofsted report please click [here](#)

For the full school Response please click [here](#)

Head Teacher Job Description

Post - Head Teacher

Scale- Leadership Scale L18 - L24 (£67,351 - £77,237)

Responsible to - The Governing Body

The successful candidate will be required to carry out the following duties.

Ethos

1. To promote a culture in which all pupils/staff are valued and encouraged to be active participants in the teaching and learning process.
2. To develop a quality framework through its policy and operational documents to meet the school's vision for the future.
3. To turn the strategic vision for the school into a stretching but achievable School Development Plan, communicating and implementing that plan with focus and determination.
4. To promote and safeguard the welfare of children. As the DSL you will need to provide excellent leadership for all areas of safeguarding. You will be responsible for excellent record keeping that could be picked up by someone else either in your absence or at times of audit or investigation.
5. To make sure that the school is a stimulating and safe place to be for the pupils/staff and all those who visit the premises, ensuring that health and safety standards are always met.
6. To set high standards for attendance, attainment and achievement, maximising potential for all pupils.
7. To promote and maintain a high standard of behaviour throughout the school, through good teaching and learning, supported by clear policies and practices which promote independence, responsible attitudes, and positive relationships.
8. To sustain and build on the positive inclusive ethos within the school in which individuals feel valued and where personal endeavour and responsibility are encouraged.
9. To develop confidence and to set an example of professional standards and leadership.
10. To promote a suitable system of pastoral care for all children and staff, including liaison with parents/carers/guardians and outside agencies.
11. To represent, build and celebrate our developing and changing community, engaging parents/carers/guardians in the education of their children.

Inclusion

12. To identify and provide for the specific needs of all pupils including all those with special educational needs and disabilities (SEND), considering current legislation.
13. To ensure that the school's equal opportunities policy is followed.
14. To provide a culture of mutual respect and understanding.
15. To promote equality of opportunity in the appointment and promotion of all staff.

Curriculum

16. To support the entitlement of pupils to a broad and balanced curriculum by ensuring equality of access to the whole curriculum for all current and potential future pupils.
17. To maintain and regularly review a timetable which fully meets the requirements of Early Years Foundation Stage Curriculum and the National Curriculum in Key Stage 1 and Key Stage 2.
18. Ensuring progression and continuity of a wide curriculum is offered throughout the school.
19. To take account of the needs and aptitudes of all pupils through appropriate curriculum planning and evaluation to ensure high standards and optimum achievement for each pupil, minimising disadvantage of any kind.
20. To promote an enriched curriculum developing the existing range of extended activities in order to support achievement.
21. To communicate the curriculum with parents/carers/guardians and pupils to ensure that individual aims and progress are achieved.

Pupils

22. The Head Teacher is required to ensure that child protection policies and procedures are adhered to as required by law and county policy.
23. To set high expectations for every child in the school and to ensure all pupils achieve these standards, through a curriculum which is designed to produce enjoyable and exciting development and learning.
24. To address the individual needs of pupils including SEND and more able pupils which is reflected in planning, assessment and marking.
25. To identify, provide for and challenge the more able pupils in the school.
26. To continue to develop and maintain effective systems of planning, assessment and record keeping, and communications with parents/carers/guardians and children, to ensure that individual aims and progress are achieved.
27. To identify and provide for the specific needs of all children, taking account of current legislation to support the Governing Body in carrying

out its responsibilities.

28. To set high expectations for pupil behaviour, ensuring the school's behaviour policy is applied consistently and fairly at all times.

Teaching

29. To lead on and to ensure excellent teaching throughout the school, delivering a modern and exciting curriculum.
30. To ensure high quality teaching and learning, through a rigorous and supportive programme of monitoring and evaluation.
31. To regularly monitor and develop effective classroom practice appraising the quality of teaching throughout the school, to ensure high standards are achieved and maintained.
32. To commit time, as appropriate, to teaching and classroom contact and to lead on, promote and encourage the development of good practices through school based education and training.
33. To work alongside staff to promote and facilitate teamwork.
34. To undertake a flexible teaching commitment.

Staff

35. To continue to develop a highly skilled and effective staff team, who are committed to "getting the very best" out of every child in the school.
36. To ensure effective and continuous professional development for staff.
37. To lead and develop an effective senior management team and to inspire, motivate, encourage and manage the whole staff team.
38. To manage the appointment of teaching and support staff, in collaboration with the Governing Body as appropriate, to ensure that appointees can have the potential to achieve the agreed aims and objectives of the school.
39. To lead and motivate staff to ensure that they have access to suitable advice, education, and training appropriate to their professional needs and those of the school as identified in the School Development Plan and through self-evaluation.
40. To support all staff in carrying out their responsibilities effectively through regular performance management and review to ensure appropriate targets are set. Ensuring the provision of suitable training within the context of the policy for performance management.

Organisation and Management

41. To be responsible for the day-to-day management of the school and delegation to SLT as well as working together with the School Improvement Officer.
42. To move the school forward, overseeing some existing extended school provision and any associated relationships, within the framework of the aims of the school, and to lead and co- ordinate the staff to achieve those aims, in the context of the School Development Plan, or self-evaluation, in full consultation with the governing body.
43. To implement and review the short, mid and long term development plans for the school.
44. To continue to maintain and review effective systems of planning, assessment, record keeping and communications with parents/carers/guardians to ensure that individual aims and progress are achieved.
45. To manage and monitor financial and all resources (both human and material) effectively and efficiently, linked to the priorities of the school ensuring all financial conditions and requirements are met.
46. To ensure sound management of the school's finances in line with SFVS and upkeep of the school premises and infrastructure.
47. To model effective time management, organisation and prioritisation.
48. To monitor and review the work and organisation of the school to ensure effective implementation of policy and practice with the focus on raising attainment.
49. To take the lead on all aspects of health and safety insuring a safe school environment.

The Governing Body

In consultation with the Governing Body,

50. To review the School Development Plan, underpinned by sound financial planning, to set a clear vision and direction for the school; identify priorities and targets and determine how best to achieve high standards.
51. To continue to build and maintain a strong and vibrant school community, ensuring positive and productive relationships with the Governing Body, parents/carers/guardians and the wider local community.
52. To provide appropriate and timely information and advice to the governors, consulting them where necessary, assisting them in the discharge of their duties.
53. To continue to work with the governors keeping them fully informed of the use of the school's resources ensuring the effective use of all finance.

- 54. To continue to develop excellent working links between staff and governors.
- 55. To ensure that governors are welcomed into the school and encouraged to participate in school life as well as attending regular governors' meetings.

Parents/Carers/Guardians and the Community

- 56. To maintain and continue to promote a sense of family right across the school and the wider local community, thus providing mutual respect and support between pupils, staff, parents/carers/guardians as well as the wider local community.
- 57. To secure the commitment of the wider community to the school by developing and maintaining effective networks.
- 58. To maintain effective methods of consultation and communication, and to keep parents/carers/guardians fully informed about all matters relating to the education of their children, seeking to extend parents' knowledge of and involvement in the school.
- 59. To manage effectively the positive two-way relationship linking home and school in a supportive working partnership, in order to ensure parents are encouraged and valued in promoting children's learning.

Other Schools

- 60. To ensure that the school continues to promote effective links with local schools and BLIP (Bicester Learning In Partnership). Continuing the excellent links with the network of Head Teachers within the Bicester Area.
- 61. To further develop, promote and maintain effective links with nursery.
- 62. To maintain and develop links with the many other organisations and groups which provide support or offer opportunities to the school.

Person Specification – Head Teacher Longfields Primary School

	Essential or Desirable
Qualifications <ul style="list-style-type: none"> • Qualified teacher status • Degree level qualification or equivalent • Designated Safeguarding Lead (DSL) qualification 	 E E E
Leadership and Management <ul style="list-style-type: none"> • Proven record of strong sustained successful senior leadership as a Head Teacher/Deputy Head teacher in a primary school • Experience of successfully leading an effective whole school improvement project which has impacted positively on pupil attainment and on teaching and learning • Knowledge and understanding of strategic, curriculum-led financial planning and budget management • Taking a lead role in preparing a school for an OFSTED inspection • Ability to establish, lead, and develop a high performing team, with a culture striving high expectations and continuous improvement • Demonstrating a strategic leadership style that is characterised by courage, integrity, creativity and resilience • A clear understanding of, and commitment to, promoting and safeguarding the welfare of children, with up-to-date knowledge and understanding of legislation and good practice • Experience and understanding of SEND provision and associated legal duties • Experience of leading within a school that includes a nursery provision 	 E E E E E E E E D

	Essential or Desirable
Strategic Development <ul style="list-style-type: none"> • Ability to take a lead role on working with the Governing Body to develop a collaborative vision for the school, which embraces excellence, high standards and inclusion • Is up to date with OFSTED frame work and is able to self evaluate robustly in order to maintain/improve our position • Ability to translate our vision into an ambitious development plan and implement it robustly and successfully • Demonstrable record of working collaboratively with school governors to identify improvement areas, analysing and interpreting relevant data in order to accurately prioritise objectives for school development and to raise standards • Experience of pre-emptive, proactive management and capacity for creative thinking and problem solving • Experience of financial leadership of the school and of making effective use of resources, including pupil premium funding and identifying opportunities to secure additional resources • Be proactive in promoting the school, making good use of all available communication channels. • Demonstrable commitment to succession planning and team development 	E E E E E D E
Teaching and Learning <ul style="list-style-type: none"> • Excellent understanding and experience of monitoring, use of data and the effective assessment of teaching and learning to drive improved performance and achievement. • In-depth knowledge and understanding of EYFS, KS1 and KS2 phases 	E E

<ul style="list-style-type: none"> • Champions inclusion and values the pupil voice to provide all children with the opportunity to succeed and realise their full potential • Record of delivering a rich and creative curriculum, accessible to all children, with an understanding of how they learn best. Able to articulate models of effective practice • Excellent understanding and experience of securing highly positive behaviour and attitudes • Experience of teaching across all three key stages within the primary age range 	<p>E</p> <p>E</p> <p>E</p> <p>D</p>
<p>Personal Skills and Attributes</p> <ul style="list-style-type: none"> • Holding and articulating clear and ambitious vision, values and moral purpose, demonstrating optimistic personal behaviour, and positive relationships and attitudes • Understanding how to empower all pupils and staff to excel • Able to quickly form strong, positive working relationships with staff, parents and carers, pupils, governors, Local Authority, and the wider community and work collaboratively for optimal outcomes • Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff and parents • Ability to drive schoolwide improvements with a thoughtful, caring, and sensitive approach, maintaining personal wellbeing, and that of all staff • Implementing, managing and evaluating change in a creative and collaborative way • Up to date knowledge and understanding of current educational policy, research and landscape • Demonstrated ability to foster an environment of mutual trust respect and collaboration 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>

<ul style="list-style-type: none"> • Excellent time management and organisational skills, including the ability to delegate with clarity, multi-task and work to deadline • Awareness of own strengths and areas for development, and demonstrable record of promoting continuous professional development • Good sense of humour and a genuine passion for our school community • An approachable, active listener, who welcomes constructive feedback as an opportunity to support further improvement both personally, across their leadership team and the whole school 	E E E E
School Specific Needs <ul style="list-style-type: none"> • Understands the importance of creating an inclusive and ambitious learning culture where children are inspired to achieve • Proven experience of strengthening a school's position at the heart of the community 	E D

Application Process

Please submit your application using the application form, with a supporting letter of no more than 2 sides of A4 when typed.

This should tell us how you satisfy the personal specification.

Please return your completed application form and supporting letter by noon on **20th April 2023**. Email to office@longfields-primary.org

Interviews will take place on 24th and 25th April 2023.

We will be applying for references as soon as your application is received, this may be sought from: Your Chair of Governors / Headteacher/Your Local Authority. If this causes any concerns please mention this in your application email.

Please call Laura or Karen in the school office to arrange a visit or for further information.



Safeguarding

"Longfields Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment."

The Governing Body and Staff of Longfields Primary and Nursery School takes seriously its responsibility under section 11 of the Children Act and duties under "working together" to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements exist within our setting to identify and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

We work hard to ensure that our school provides a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

- Our Safeguarding Policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:
- "Working Together to Safeguard Children" 2022
- "What to do if you are worried a Child is being Abused" 2015
- "Keeping Children Safe in Education" 2022
- Oxfordshire Safeguarding Children Board

How to contact us

Longfields Primary School and Nursery
Longfields
Bicester
OX26 6QL

Tel: 01869 252386

Email: office@longfields-primary.org

Website: <https://longfields.sch.life>

Link to Vacancy: <https://longfields.sch.life/Page/Category/vacancies>

