



# Oakfield Infant and Junior Schools Federation

Executive Head Teacher Recruitment  
Application Pack





## Letter from the Chair of Governors

Dear Applicant,

Thank you for your interest in this key role at Oakfield Infant and Junior Schools Federation.

We are seeking an exceptional candidate to continue the work of Executive Head Teacher Janet Jacques, who is retiring in summer 2020 having successfully established the Federation. We have always recognised that development of the Federation is a continuing and iterative process which we see as 'Two Schools - One Journey.'

Paramount in our schools' vision is the emotional and physical wellbeing of all our children and we are proud to have achieved the prestigious Well-being and Rights Respecting Awards. These set the context for our diverse, enriching and exciting curriculum. As a Forest School set in superb grounds, we can offer the adventure of imaginative first-hand experiences both indoors and outdoors, to promote reasoning and resilience.

We are seeking an inspirational, strategic and creative leader with proven success in managing change and working collaboratively in such an environment, so that children experience friendly and seamless progress through the schools, benefitting from the synergies that a Federation can offer.

A supportive and committed Governing Body that encourages training in all areas of school life and welcomes innovation, to provide a highly effective and motivated team able to serve both the children and the wider community.

To start in your contribution to our shared journey, you are invited to an informal visit to the schools to see for yourself the unique opportunity we offer. Please contact Sharon Gair (Admin) on 0191 487 0354 or [SharonGair@Gateshead.Gov.UK](mailto:SharonGair@Gateshead.Gov.UK) to book a visit.

The closing date is Thursday 19<sup>th</sup> March  
Shortlisting will take place on Tuesday 24<sup>th</sup> March  
Interviews will be on Wednesday 22<sup>nd</sup> and Thursday 23<sup>rd</sup> April.

We look forward to receiving your application.

Yours sincerely

**Les Milne**  
**Chair of Governors**  
**On behalf of the Governing Body of Oakfield Infants and Junior School Federation**

## Oakfield Infant and Junior Schools Federation Vision Statement

We promote a positive culture where emotional and physical wellbeing are paramount.

We provide a welcoming, nurturing community into which all may happily come.

Our aim is for each child to reach their full potential, to be confident, keen and resilient learners who are well-prepared for their next steps in life.

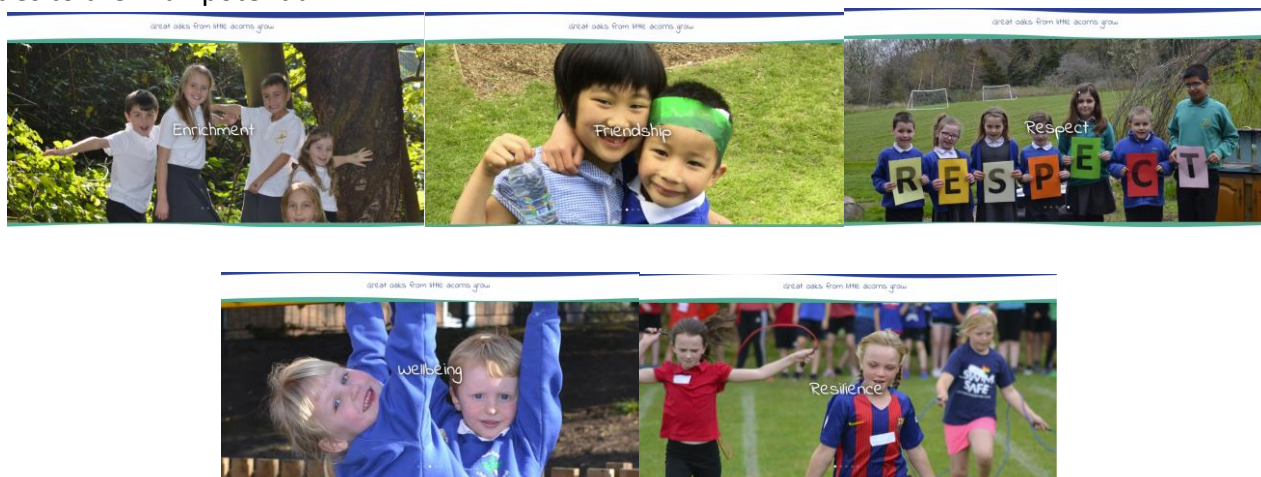
### Ethos and Values

At our schools we provide a welcoming, happy, caring and safe community.

We work in close partnership with parents, carers and the wider community to provide high quality educational opportunities and experiences of school life.

We provide a carefully planned curriculum and well-structured environment in order to offer a high quality education that is broad, rich and exciting for all pupils.

By supporting and challenging every child we aim to help each of them to develop their individual skills and abilities to their full potential.



### Wellbeing

Children's emotional and physical wellbeing are paramount to our schools' vision. We have designed and planned our curriculum to promote positive mental and physical health, as we believe that without this, children cannot thrive and learn.

### Resilience

We offer opportunities to promote resilience through problem-solving and reasoning in a range of indoor and outdoor contexts. Children are encouraged to take risks, persevere, value and learn from first hand experiences and embrace challenge.

### Respect

We are proud to be Rights Respecting Schools. Being Rights Respecting Schools helps our children to grow into confident, caring and respectful young citizens in school, in the community and in the wider world. Through our diverse curriculum children learn about their own rights and the importance of respecting and supporting the rights of others. We provide experiences that help pupils to value their local and global environment and to understand their responsibilities towards sustainability.

## **Friendship**

We pride ourselves on being an inclusive community where diversity is valued and celebrated. Our curriculum encourages children to work collaboratively and gives them the confidence and self-belief to lead happy and fulfilled lives.

## **Enrichment**

We offer a wide range of experiences which ensure every child receives a full and rich curriculum. We ensure that our children benefit from a full range of academic, spiritual, moral, social and cultural activities. Our children are keen and enthusiastic learners and well-prepared to take an active role in society

For a wealth of information about our school and the latest newsletters, please visit our website [www.oakfieldschoolsfederation.org](http://www.oakfieldschoolsfederation.org)

## **Our Children's Voice!**

### **Our children would like:**

Someone;

- who is kind, nice, caring, responsible, firm but fair, friendly, approachable, happy, polite, thoughtful, generous, helpful, motivational, a good listener, sensible, clever, visible
- who is respectful to all and understanding of children and of their different needs
- who gives appropriate consequences but does not shout, as this may damage confidence
- who has a sense of humour (but not too much); a good balance
- who is good at making decisions and does not mind doing lots of paperwork
- who can go quickly from school to school
- who wants children to learn and enjoys being with children.

Someone who will;

- ask us if we are ok
- work as a team
- share our interests and hobbies, find out about us and show an interest
- give us attention and extra care when we need it
- show us patience
- tell us about themselves, so we get to know them
- speak in a loud voice in assemblies
- keep the exciting moments; still let visitors come in; keep and build upon our school trips, sports events and competitions; keep toy day; keep themed days/weeks and themed homework; continue outdoor activities
- give us praise and recognise our achievements
- keep activities/systems for older and younger children working together across the schools
- discuss interesting topics and subjects, local and global e.g. recycling
- involve the children in all aspects of school life and in future projects and initiatives
- be confident and be willing to give things a go
- will make some changes, but not too many!

## Life in Gateshead

The borough of Gateshead stretches almost 13 miles along the south bank of the River Tyne and covers 55 square miles, making it the largest of the five Tyne and Wear authorities. Gateshead is very close to Newcastle, the major urban centre in the North East and has strong transport links to the city, the rest of the North East, and England. The borough has undergone rapid transformation in recent years with major physical redevelopment.

There is much to discover in Gateshead, from iconic and stylish buildings, extraordinary landmarks and a vibrant, lively art scene to exciting events, blooming parks and beautiful countryside. Gateshead is fast becoming one of the biggest cultural quarters in the country capturing the imagination of the world with The Angel of the North - Britain's largest sculpture, The Gateshead Millennium Bridge - the world's first tilting bridge, BALTIC - the ambitious Centre for Contemporary Art, and The Sage Gateshead – the regional music centre designed by Lord Foster.



Gateshead truly is a diverse and exciting place to live and work.

## education**Gateshead** Raising Achievement for All



Developing school staff is one of our most important goals – we believe the school team is the cornerstone to success. We are committed to offering a wide variety of exciting and stimulating training courses and conferences that are underpinned by current research and initiatives. Our dedicated and high quality inspectors, advisors, consultants and trainers have a wealth of knowledge and expertise in their chosen fields.

We have a wide range of training programmes in a variety of subjects that are delivered centrally. These are clearly focused on major priorities in schools and informed by the latest research and current initiatives. We try hard to let you know what's new and effective in education.

We share a clear, common purpose with you to do the very best for children and young people, their families and their communities. We have significant collective experience of teaching, leading and managing schools, training and professional development, and carrying out Ofsted inspections. We are at the cutting edge of educational developments and practice through our innovative research programme and our direct involvement with many initiatives. We have established excellent links and relationships with local, regional and national policy and decision makers. Our support networks mean that if we cannot help, we will find someone who can.



There is a thorough programme of events to support newly appointed Headteachers in their first and second years, it includes:

- Visits to a wide range of schools throughout the borough: small schools, large schools, forest schools, special schools, new schools and schools housed in older buildings.
- Question and answer, information gathering sessions with officers from safeguarding, referral and assessment, finance, audit and insurance, human resources, governance and premises.
- Support of a Headteacher mentor during the first year who is experienced in all aspects of school leadership.

*“The world of Headship can be a particularly daunting confusing one. In gaining a Headship in Gateshead, however, I was fortunate enough to access a wealth of support and expertise through the Induction Programme for Newly-Appointed Senior Leaders. Gateshead’s programme includes an array of sessions focusing on key aspects of school leadership: safeguarding, premises management, finance, HR, governance, admissions and more. The sessions – which are expertly crafted by a team of authority professionals – are delivered in a range of school settings, with current serving Headteachers laying bear their school communities, openly sharing their experiences of school leadership and offering advice to participants. For me, the induction programme served beautifully as a bespoke package of professional development, as well as a helping hand throughout some of the more challenging aspects of the job, and a wonderful opportunity to meet with colleagues and share experiences – positive and otherwise – in a supportive and encouraging environment.”*

*Joe Wheatley – St Mary’s Primary School*

*“Gateshead leadership induction programme is excellent. Each month essential topics were covered, which provided knowledge of not only the systems in Gateshead, but also key people. I looked forward to these sessions as they were enlightening and gave me the opportunity to network with other new Headteachers and Deputies. I loved the fact we were able to look around other schools and ask experienced Headteachers countless questions. As a newly quailed teacher in Gateshead some years ago, I had the very best support and was not disappointed to find that on my return to Gateshead, the quality of the service is still second to none.”*

*Tracy Musgrove  
St Oswald’s RC Primary School*

**education**Gateshead, the very best for our children and young people.





## Advertisement

Oakfield Infant and Junior Schools Federation is situated in a beautiful setting in Low Fell in Gateshead. Our schools have a happy, positive, friendly and inclusive atmosphere with an ethos based on equality, high expectations and treating everyone with respect and dignity.

The Governing Body is seeking to appoint a driven but caring Executive Head Teacher who can offer inspirational leadership and who can motivate colleagues and children alike. We are exceptionally proud of our schools and want someone who will continue the exciting journey of bringing them together to drive forward the Federation.

We are looking for a Headteacher who:

- Has proven success when leading a primary school
- Will be approachable and visible, have excellent communication skills and will work collaboratively with governors, staff, parents and the wider community
- Will be passionate about the wellbeing of all staff and children, whilst maintaining high expectations of achievement and behaviour
- Is resilient, creative and committed to the future success of our schools
- Values children as individuals with personal strengths and needs and who strives to meet those needs

You will also be a strategic thinker and planner and have a clear understanding of performance data and the focus points to maintain standards across school. You will support and inspire staff to deliver an exciting and engaging curriculum.

We are proud to offer:

- Wonderful children who are happy and eager to learn and who will brighten your day.
- A dedicated, hardworking and enthusiastic staff team who genuinely care about the school.
- A unique school setting with grounds which offer a range of outdoor education opportunities including our Forest School.
- A fully committed governing body who are very supportive of the school's leadership team.
- Strong and effective links with the Local Authority.

Informal visits are welcomed. Please contact Mrs Gair (School Administrative Officer) on 0191 4870354 or [sharongair@gateshead.gov](mailto:sharongair@gateshead.gov) to arrange an appointment.

The closing date for applications is **noon on 19<sup>th</sup> March**.

Shortlisting will take place by **Tuesday 24<sup>th</sup> March**.

Interviews will take place on **Wednesday 22nd April and Thursday 23<sup>rd</sup> April**.

If you would like to have an informal discussion about the post please contact Jane Sutton on 0191 4338618.



## EXECUTIVE HEAD TEACHER

### Oakfield Infant and Junior Schools Federation

#### JOB PROFILE

<b>Overall</b>	To meet the requirements of a headteacher as set out in the School Teachers' Pay and Conditions Document, school and local authority policies.
<b>Responsible to</b>	School governing body and Strategic Director Children, Adults and Families.
<b>Strategy</b>	In consultation with staff, governors and children to create and maintain the ethos, values and aims of the schools.
	To have high expectations and lead by example.
	To work with the governing body to determine the strategic direction and successful realisation of the federation.
	To keep under review the work and organisation of the schools and continue to evaluate the effectiveness of the curriculum in the light of children's needs, national and local priorities.
	In consultation with staff, governors and children to draw up and implement a school improvement plan.
	To ensure implementation of key statutory policies, including equal opportunities, anti-discrimination, special educational needs and disability and to promote an understanding of the diversity of life in Britain and of fundamental British values.
	To provide clear strategic direction for the schools, which achieves the highest quality educational provision across all three key stages including personal, social and academic outcomes.
	To ensure that the schools benefit from a rigorous self-evaluation framework which substantially contributes to improved outcomes in both schools.
	To take the lead and advise the governing body in the recruitment and appointment of staff.
	To ensure that current educational initiatives are incorporated effectively within both schools' drive for improvement.
	To build and maintain secure, caring, welcoming, happy, stimulating and challenging learning environments.
	Attendance at and participation in meetings relating to the curricular administrative, organisational, pastoral and managerial arrangements for the schools.
<b>Finance and Resources</b>	To plan, manage and monitor the use of finances and resources effectively to achieve the aims of the schools.
<b>Curriculum and Learning</b>	To lead the educational development of the school and ensure that each child's educational programme meets their individual needs.
	To monitor and evaluate the standards of teaching and learning and children's progress across both schools.
	To provide for the emotional, social and personal development of children to complement their academic development.
<b>Staffing</b>	To work with other senior leaders to coach staff to develop their teaching skills based on areas of development identified in observations.
	To manage and motivate all staff to ensure the curriculum is delivered effectively.
	To provide opportunities for continuing professional development for all staff.
	To lead and support the leadership team individually and collectively.
	To manage the performance of all staff in line with statutory requirements and delegate responsibilities where appropriate, ensuring the highest quality of



	performance.
<b>Liaison</b>	To work closely with the governing body to ensure the schools operate effectively and efficiently, leading to highly effective provision across both schools.
	To develop positive relationships with parents, the local authority, other schools and the local community.
	To arrange for parents to be given regular information about the curriculum, progress of their children and other matters affecting the schools.
	To work effectively with other professionals to ensure the best possible skills and resources are available for all children in order to maximise their potential.
	To provide regular reports to the governing body on the impact of the work of the school.
	To provide opportunities for developing inclusive practice for both children and staff in partnership with relevant organisations.
<b>Premises</b>	To create welcoming, safe, stimulating and suitable environments in which children, staff and visitors feel comfortable and which are conducive to learning.
<b>Personal Development</b>	To engage actively in performance management and continuing professional development to ensure professional skills are kept up to date and developed.

The Job Description is current at the date shown, but in consultation, may be changed by the governors to reflect or anticipate changes in the job commensurate with the grade and job title.

The Executive Headteacher will be expected to comply with any reasonable request from the governors to undertake work of a similar level that is not specified within this job description.

## Oakfield Infant and Junior Schools Federation

Attribute	Essential	Desirable
<b>TRAINING AND QUALIFICATIONS</b>		
Qualified Teacher Status.	X	
Degree or evidence of professional qualification in education.	X	
Higher Degree, or evidence of further study.		X
Post-entry Curriculum or Management Qualification.		X
National Professional Qualification for Headship (unless existing HT with some years of experience).		X
Recent participation in a range of relevant in-service training.	X	
<b>EXPERIENCE OF TEACHING AND SCHOOL MANAGEMENT</b>		
Leadership experience at headteacher, deputy head or equivalent level (minimum 5 years for latter two).	X	
Experience of working in or leading federated schools.		X
Proven management skills and a record of positive achievement.	X	
Minimum five years' experience in a school for children of primary age (in more than one school/key stage).	X	
To have experience of inclusive education practice within a school.		X
To have effectively managed whole school change, for example introduced a new initiative or procedure, developed a strategy which impacted significantly upon children's learning, and delivered in-service training.	X	
To have had involvement with preparing and monitoring budgets.	X	
To have had involvement with school improvement planning process, (particularly school self-evaluation process, Ofsted inspection, monitoring and evaluating the effectiveness of actions).	X	
To have involvement of working with a governing body.	X	
To have experience of implementing or monitoring safeguarding practice within a school.	X	
<b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b>		
<i>Applicants should be able to demonstrate a good knowledge and understanding of the following areas relevant to primary education:</i>		
Children's educational and personal development.	X	
School leadership and management.	X	
Curriculum and assessment, including subjects and cross- curricular aspects.	X	
Effective teaching and learning strategies.	X	
School improvement strategies.	X	
Local and national policies, priorities and statutory frameworks.	X	
Role of governing body.	X	
The operation of school federations	X	
<b>Attribute</b>	<b>Essential</b>	<b>Desirable</b>
<b>PERSONAL SKILLS AND ABILITIES</b>		
<i>Applicants should be able to provide evidence that they have the necessary personal skills and abilities required by the post:</i>		

Excellent communication skills, both written and verbal.	<b>X</b>	
Highly effective interpersonal skills.	<b>X</b>	
Ability to motivate, enthuse and develop all members of the school community.	<b>X</b>	
Ability to think strategically and lead collaboratively	<b>X</b>	
Effective and efficient organisational skills including timekeeping.	<b>X</b>	
<b>OTHER REQUIREMENTS</b>		
Application forms should be completed in full.	<b>X</b>	
Letters should be word processed.	<b>X</b>	
Letters should address the criteria identified in the person specification and be relevant to the school.	<b>X</b>	
<b>CONFIDENTIAL REFERENCES AND REPORTS</b>		
<i>Written reference(s) only.</i>		
Confirming professional and personal knowledge, skills and abilities referred to above.	<b>X</b>	
Positive recommendation from current employer.	<b>X</b>	