Radley C of E Primary School



DEPUTY HEADTEACHER APPLICATION PACK

APRIL 2027

Jesus said, 'I come to give life - life in all its fullness.'
John 10:10



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Welcome from the headteacher

We believe that we can all live life in its fullness, and we are committed to creating an environment where all can thrive and reach their full potential.



Dear potential new Deputy Headteacher,

I am delighted that you are interested in joining our team and are taking the time to read this application pack, which I hope will give you a feel for our school context and ethos. I am incredibly proud to lead Radley Primary and its brilliant, vibrant community.

Although we have grown in size, we remain a close-knit, village school with a strong community ethos, underpinned by our vision and lived out daily through our 'Radley R's', a place where both our children and adults can all flourish, be inspired, valued and celebrated as individuals.

This is an exciting opportunity for a motivated and aspirational leader to join our wonderful team. The successful candidate will work closely with myself and our governors to secure the strategic direction and support the day-to-day operation of the school, while leading on the curriculum and ideally, continue the excellent provision for our children with SEND (although for the right person this is not a deal-breaker!).

Our new Deputy headteacher will start in April 2027. There's so much more to our school than I can tell you here! We would love for you to come and meet us to get a real feel, so please arrange a visit by emailing me on head.3238@radley-pri.oxon.sch.uk.

We look forward to meeting you,

Claire Thomas

Claire Thomas
Headteacher



About Us

Radley CE Primary School has been serving the village of Radley for over 150 years. Located between Oxford and Abingdon, Radley is known for its beautiful countryside, its riverside location and rich history, dating back to Roman times. The thriving village has seen a period of growth, consequently over the past five years the school has grown from 95 to 179 children – from a half (15) to a one-form entry (30) school with a nursery offering 60 part-time places. We currently have single year group classes except in Year 4 and 5. We will be single year group classes from September 2028 onwards.

To accommodate this growth, our school building was further expanded and developed and offers us an attractive, purposeful, well-resourced environment for learning which includes our newly opened school library, dedicated EYFS outdoor area, several breakout spaces and and extensive outdoor spaces, including a forest school, sports pitch, playground, sand pit and wildflower meadow.

Number on Roll

181

SEND

19.3%

SEND Support

15.3%

EHCP

3.7%

Targetted FSM

14.5%

EAL

15.5%

We have a dedicated team of hardworking staff who go over and above on a daily basis to ensure that all children and families receive the best we can offer. The Headteacher is ably supported by a small leadership team currently consisting of the Deputy Headteacher, SENCo and Early Years Leader. We are also close (physically and metaphorically) with St James the Great Church, regularly welcoming Rev Rob and the team into school.

We are situated across the road from Radley College with whom we have a strong and fruitful partnership, enabling us to enrich our curriculum in science, maths, art, and music and swimming. We also work in close partnership with other Abingdon schools through the Abingdon Schools Partnership.

Our Vision and Values

Jesus said, I come to give life - life in all its fullness.
John 10:10

We believe that we can all live life in its fullness, and we are committed to creating an environment where all can thrive and reach their full potential.

Our vision at Radley is to cultivate an environment where everyone can truly thrive. We believe a complete education extends far beyond academic achievement; while maintaining rigorous standards in core subjects, we equally champion creativity, critical thinking, and holistic development.

Guided by our core values - the 'Radley R's' - we translate our faith into everyday school practice:

Respect
"Show proper respect to everyone" – 1 Peter 2:17
We are an inclusive, welcoming community where every individual is celebrated, valued, and taught to appreciate diversity.

Responsibility
"Each one should carry their own load" – Galatians 6:5
We take ownership, develop character, and actively contribute as positive, conscientious citizens in our local community.

Resilience
"Let us run with perseverance the race marked out for us" – Hebrews 12:1
We embrace challenges, learn from our mistakes, and persist with confidence.

Relationships
"Be kind and compassionate to one another" – Ephesians 4:32
We are kind, supportive, have empathy for others and work collaboratively with others.

Through this rich framework, our vibrant community empowers us all to discover our unique talents, embrace lifelong learning, and make a positive impact on the world around us.





Job Description

Post: Deputy Headteacher
Salary: L5-L9
Hours: Full Time
Start Date: April 2027

The Deputy Headteacher plays a pivotal strategic and operational role in the overall leadership and management of the school, working in close partnership with the headteacher to drive continuous improvement, foster an inclusive ethos, and maintain high educational standards.

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.
The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.
This job description will be reviewed at least annually and any changes will be subject to consultation.

Core Purpose
This role will ideally combine two primary strategic responsibilities:

1. Curriculum Lead: Providing vision, direction, and oversight for an ambitious, coherent, and sequential curriculum from EYFS to Year 6.
2. SENDCo: Leading the strategic development and day-to-day implementation of the school's Special Educational Needs and Disabilities (SEND) provision, ensuring every child with additional needs is identified early, supported effectively, and achieves strong progress.

The Deputy Headteacher will be expected to:

- Provide highly effective strategic and operational leadership across the school.
- Work in partnership with the Headteacher and governors to establish and implement an ambitious vision and ethos for the future of the school.
- Play a lead role in the school improvement and school self-evaluation planning process.
- Lead by example when implementing and managing change initiatives, motivating and working with others.
- Have operational oversight and lead on organisational matters such as timetabling and cover.
- Deputise for the headteacher, ensuring full operational oversight when required.
- Enable all pupils to engage in education by providing leadership and support for children with Special Educational Needs and Disabilities, student welfare, safeguarding, and behaviour.
- Support staff in securing high quality teaching and learning across the school.
- Work closely with other leaders and class teachers to ensure that pupils from vulnerable groups access a high-quality curriculum and make good progress.
- Line manage and support staff with behaviour, pastoral support, family support, attendance, or safeguarding.
- Lead or support staff appraisal, coaching, and professional development.
- Teach when required and support the provision in Year 6.

Key Accountabilities



Safeguarding:

Fulfil the duties of the DDSL as detailed in Keeping Children Safe in Education (KCSIE) and the school's Safeguarding policies and procedures including:

- Act as a deputy designated lead (DDSL) for Safeguarding/Child Protection, to support the designated safeguarding lead (DSL) in the school.
- Promote a culture where safeguarding is everyone's responsibility and all staff act with professional curiosity.
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding, including contextual safeguarding.
- Maintain records of pupils of concern, in accordance with statutory guidelines.
- In the absence of the DSL, make referrals to LCSS, MASH and the Police as necessary and be a point of contact for outside agencies, as well as representing the school at multi-agency meetings.

Teaching and Learning, with a focus on Learners with Special Educational Needs:

Lead the development, implementation and evaluation of the school's SEND policy and Inclusion strategy:

- Manage and allocate targeted funding (including top-up funding and the SEND budget) for interventions, specialised resources, and support staff.
- Monitor the attainment, progress, and outcomes of pupils on the SEND Register to evaluate the effectiveness of school provisions.
- Liaise regularly with the nominated SEND Governor and headteacher to report on SEND performance, trends, and compliance.
- Lead and oversee the four-part cycle to identify needs early, implement targeted support, and measure progress.
- Coordinate, monitor and advise on Individual Learning Plans, Learning Passports, or Provision Maps created by class teachers.
- Lead the process for Education, Health and Care Plans (EHCPs)—including applying for EHCN assessments, managing multi-agency reviews, and conducting Annual Reviews.
- Advise class teachers on high-quality inclusive teaching strategies, reasonable adjustments, and adaptive planning.
- Identify training needs across the school and delivering (or organising) professional development on specific learning difficulties, neurodiversity, and inclusive practices.
- Plan and manage effective deployment of support staff and ELSA to maximise pupil independence and progress.
- Be primary point of contact for parents and carers of children with SEND, ensuring they are active partners in decision-making.
- Coordinate proactively with external professionals and specialists
- Submit evidence-based referrals to external agencies when a child requires specialist assessment or clinical diagnosis.
- Oversee smooth transitions for children entering Radley Primary from other settings in-year, and moving to other schools (including secondary school) ensuring information, records, and provision plans transfer seamlessly.

Key Accountabilities



Curriculum:

Provide high-level operational and strategic leadership for the whole school while driving the design, delivery, and impact of the curriculum:

- Establish and maintain a clear, ambitious, and highly inclusive curriculum that aligns with the National Curriculum, the school's values, and the context of the local community.
- Lead on curriculum components of the School Improvement Plan, setting measurable performance indicators and strategic milestones.
- Report regularly to the Senior Leadership Team and Governing Body on curriculum quality, standards, and compliance.
- Design and oversee the curriculum to ensure it is broad, balanced, and ambitious, and maps out clear progression of knowledge, skills, and vocabulary from Reception/EYFS through to Year 6.
- Model, guide and mentor subject leaders to ensure consistency, high standards, and deep subject knowledge across all foundation and core subjects.
- In conjunction with class teachers, ensure the curriculum is accessible to pupils with SEND and disadvantaged learners without lowering expectations.
- Lead a robust monitoring cycle - including lesson drop-ins, book looks, pupil voice interviews, and learning walks - to evaluate curriculum delivery and pupil engagement.
- Design and deliver targeted whole-school CPD to enhance pedagogy, adaptive teaching, subject knowledge, and cognitive science approaches.
- Coach early-career teachers (ECTs) and established staff to refine their classroom practice and improve learning outcomes.
- With the headteacher, analyse internal and statutory assessment data (e.g., Phonics, MTC, SATs) to identify achievement gaps, evaluate intervention efficacy, and drive targeted support.
- Ensure all statutory requirements for the National Curriculum, EYFS framework, Relationships and Health Education (RHE), and British Values are fully met.
- Oversee educational visits, workshops, visitors, and extra-curricular opportunities that enrich the curriculum and build pupils' cultural capital.

Behaviour and Attitudes:

Lead the development, implementation and evaluation of the school's behaviour policy, ensuring consistent, relational and inclusive practice across the school:

- Oversee behaviour casework including high-need pupils, vulnerable cohorts, and those at risk of exclusion.
- Support staff with behaviour strategies, de-escalation, and restorative approaches.
- Ensure systems for rewards, sanctions, pastoral support, and family liaison are effective and equitable.
- Maintain a visible leadership presence throughout the day (morning duty, transitions, lunch, end of day).
- Organise and oversee play time and lunch time supervision to ensure effective play provision and behaviour of pupils.

Key Accountabilities



Personal Development:

Ensure the school's offer supports pupils to develop character, resilience, confidence and independence:

- Ensure pupils have meaningful opportunities for responsibility such as pupil leadership roles, school council, sports leaders and digital leaders.
- Monitor and evaluate the effectiveness of personal development 'golden threads' within the curriculum, using pupil voice, attendance at enrichment, behaviour data and pastoral records.
- Report regularly to governors on enrichment participation, equality objectives and inclusion in cultural capital experiences.

Community Engagement and Partnerships:

Lead a strategic approach to building positive and proactive relationships with parents, carers and the wider community:

- Oversee communication systems including newsletters, termly curriculum letters, parent workshops and information evenings.
- Lead staff in strengthening engagement with families who may be disadvantaged, reluctant or hard to reach.
- Work directly with families as needed to address concerns, resolve issues, and promote strong home–school partnerships.
- Work directly with key partnerships to liase, manage and develop curriculum development and enrichment opportunities.

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Person Specification



	Essential	Desirable
Qualifications/ Professional Development	• Qualified teacher status. • Evidence of CPD related to school leadership and management, curriculum or SEND. • Ability to identify own learning needs and to support others in identifying their learning needs.	• NPQSL or equivalent leadership qualification. • National Award / NPQ for SENCOs (or willingness to complete within statutory timeframe). • Experience as a DDSL • Level 3 Safeguarding
Experience, Knowledge and Understanding	• At least five years of successful teaching experience across the primary age range. • Proven track record of exemplary, inclusive classroom teaching. • Recent and relevant senior leadership experience in a school setting. • Experience of successfully leading an area of whole school responsibility, demonstrating leadership impact. • Experience of successful subject leadership. • Experience of working positively with parents and external professionals. • Understanding of the SEND Code of Practice (0–25) and statutory duties. • Detailed knowledge of the National Curriculum, EYFS framework, and Ofsted EIF. • Strong grasp of adaptive teaching, cognitive science, and neurodiversity.	• Experience of using evidence-based research to inform innovation and practice. • Experience of working with other schools/organisations/ agencies to improve outcomes for pupils. • Experience in designing, sequencing and evaluating primary curriculum models. • Proven experience in coordinating or leading SEND provision with measurable impact • Familiarity with multi-agency funding models and Local Authority SEN processes.
Strategic Leadership	• Ability to articulate and share a vision for primary education within the context of the school's vision and values. • Knowledge of the Ofsted and SIAMs Frameworks. • Experience of effective whole school self-evaluation and improvement strategies. • Experience of leading whole school innovation and change to bring about improvement. • Experience of analysing and using whole school data sources to inform school development priorities. • Understanding of, and commitment to, promoting and safeguarding the welfare of pupils. • Delivering or facilitating programmes of support for children, parents and carers. • Experience of handling and resolving complaints. • Experience of reporting to governors.	• Delivering or facilitating programmes of support for parents and carers. • Experience of handling and resolving complaints.

	Essential	Desirable
Leading and Managing Staff	• Ability to lead and manage people to work both individually and in teams; to facilitate a collaborative approach to decision making. • Ability to challenge and support colleagues to raise standards across the school. • Experience of leading and managing the performance of staff. • Ability to contribute to staff development activities; experience of coaching and mentoring staff. • Experience of developing and delivering training to a range of audiences. • Experience of delivering regular feedback to colleagues in a way that translates into tangible improvement. • Ability to inspire and motivate confidence in pupils, staff, parents and governors in order to raise standards. • Dealing sensitively with people and resolving conflicts. • Think creatively and imaginatively to solve problems and identify opportunities • Lead staff and parent meetings	• Experience of working with Governors. • Experience of staff recruitment and induction.
Skills, qualities and abilities	• Prioritise and manage time • Have a sense of humour, energy and enthusiasm • Exceptional empathy, diplomacy, and interpersonal skills for working with staff, families and external agencies. • Resilience, high emotional intelligence, and integrity under pressure. • Motivate, inspire and influence others • Be approachable • Work under pressure and meet deadlines • Be self-motivating and set personal goals • Be innovative and think strategically	• Experience leading multi-agency team meetings or inter-school network groups.
School Ethos	• An ability and commitment to develop and maintain the inclusive ethos of the school and model the values and behaviours agreed by the key stakholders • Ability to support and help develop a vision for an outstanding education which promotes excellent personal development. • Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education. • A commitment to support the Christian ethos of the school	

How to Apply

Visits to the school

We warmly welcome visits to the school. To arrange a visit email: head@radleyprimary.uk or telephone the school office on 01235 520814

Applications

All applications should be submitted on an Oxfordshire County Council form. Please use the personal statement to demonstrate your knowledge, skills and experience. and how you meet the criteria within the person specification, using examples of your leadership impact.

Key Dates

Closing Date: Monday 7th December at 12.00noon
Shortlisting: Tuesday 8th December
Interviews: Thursday 10th December 2026
Start Date: Monday 12th April 2026





