



## Head of School Information For Applicants

[www.stonesfield.oxon.sch.uk](http://www.stonesfield.oxon.sch.uk)

Email: [recruitment@stonesfield.oxon.sch.uk](mailto:recruitment@stonesfield.oxon.sch.uk)



## Welcome from our governors

On behalf of the whole Board of Governors I'd like to extend a warm welcome to you, and to thank you for the interest you are showing in becoming a part of Stonesfield School.

Stonesfield is a friendly and vibrant village on the edge of the Cotswolds, with an historic past and a dynamic present. Our school is blessed with a bright and airy building, set in grassy fields at the heart of the village. We're proud to have both a popular Forest School and an independent pre-school onsite, and most important of all, a



supportive and engaged community who love the school and want to see it succeed and develop as an important part of our village.

Our parents tell us that they value the school as a friendly, nurturing place but they are also keen to see us improve further and faster. We were visited by OFSTED in October and whilst we were rated Good in Behaviour and Attitudes, Personal Development and Early Years Provision, they identified that Quality of Education and Leadership and Management Required Improvement. As governors, we recognise this and are absolutely determined to continue working with a Head of School who is committed to promote a rapid advancement in pupil outcomes.





With this in mind, we are looking for a school leader who can work with the Executive Headteacher, the Governing Board and the Local Authority to shape and communicate a compelling vision for what our school will become in the next steps of its journey.

In particular, we are looking for someone who:

- is ambitious about leading a school where every child is nurtured and supported to achieve their very best
- will inspire, lead, support and develop our hard-working and committed staff to deliver a challenging and exciting curriculum with high standards of academic outcomes
- will bring skill, knowledge, energy and commitment to the school and is committed to growing the school, their role, and themselves within it.

As part of this role there is a two day equivalent teaching commitment, which provides an excellent opportunity for the Head of School to be working in classrooms directly with children and staff, fostering collaboration and teamwork across the school community.

We hope that you find this point in our story, and the possibilities that this role represents, as exciting as we do. We think that as well as being able to make a real difference to Stonesfield School and its pupils, that it also represents an excellent career opportunity for the right individual.



We look forward to welcoming you in person to get to know and understand our school a little better.

Mark Burniston, Chair of Governors





## Key data

|                                  |       |
|----------------------------------|-------|
| Age range                        | 4-11  |
| Number on roll:                  | 89    |
| SEND:                            | 26    |
| Education Health and Care Plans: | 5     |
| Pupil Premium:                   | 12    |
| Number of teaching staff (FTE):  | 5.4   |
| Budget                           | £700k |

Data as at March 2025



## Our pupils' achievements

Attainment across the school has fallen back over the prior three years. We are beginning to turn a corner as a result of support from the Local Authority as a Strategy School in improving the quality of teaching, raising expectations and strengthening our curriculum. Much more work is required in School Improvement.

|      | EYFS GLD |          | Year 1 Phonics |          |
|------|----------|----------|----------------|----------|
|      | School   | National | School         | National |
| 2022 | 73%      | 65%      | 70%            | 75%      |
| 2023 | 60%      | 67%      | 86%            | 79%      |
| 2024 | 71%      | 68%      | 64%            | 80%      |

| Key Stage 1 | Reading  |     | Writing  |     | Maths    |     |
|-------------|----------|-----|----------|-----|----------|-----|
|             | Expected | GD  | Expected | GD  | Expected | GD  |
| 2022        | 94%      | 47% | 81%      | 18% | 94%      | 29% |
| 2023        | 67%      | 8%  | 42%      | 8%  | 58%      | 8%  |
| 2024        | 80%      | 46% | 80%      | 13% | 73%      | 20% |

| Key Stage 2 | Reading  |     | Writing  |     | Maths    |     |
|-------------|----------|-----|----------|-----|----------|-----|
|             | Expected | GD  | Expected | GD  | Expected | GD  |
| 2022        | 88%      | 25% | 81%      | 13% | 69%      | 13% |
| 2023        | 70%      | 20% | 60%      | 20% | 70%      | 10% |
| 2024        | 72%      | 22% | 78%      | 17% | 56%      | 0%  |

## Our school's vision: The Stonesfield Way



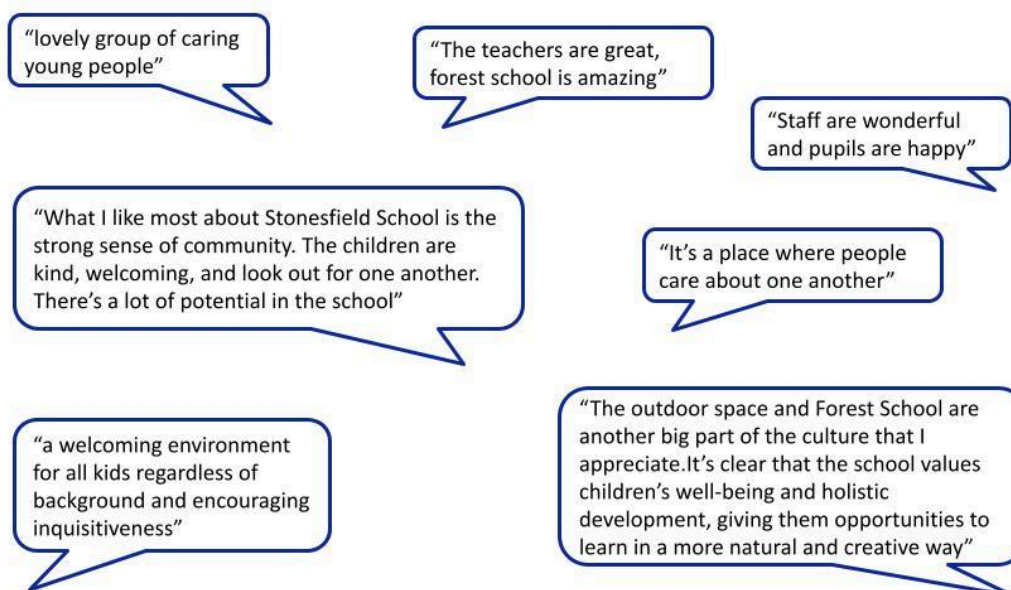
Stonesfield Primary School sets a high standard for all our pupils: supporting and challenging everyone to achieve their best. Our ambitious curriculum teaches our pupils to succeed on life's journey by developing confident and resilient children who become knowledgeable, active citizens caring for our planet. We are kind and inclusive, we celebrate individuals, and we promote respect of ourselves, others and our locality. We value the wellbeing of our staff and pupils by promoting good physical and mental health and fostering a warm, nurturing, safe environment.







## Our strengths, identified by parents and carers



Parent Survey, April 2025

## Job description

The Head of School, under the direction of the Executive Headteacher will be responsible for providing the leadership and management of Stonesfield Primary School in line with the school's vision and manage the day-to-day running of the school.

The Executive Headteacher is a part time role. This support will reduce over time as we anticipate the Head of School will develop themselves and their role to deliver school leadership at Stonesfield as the Headteacher.

Initially, and in collaboration with the Executive Headteacher, the Head of School will be expected to carry out all the duties within the Headteacher Standards.

Specific responsibilities will include:

### Leading the school's culture and ethos

- Serve in the best interests of the school's pupils, creating a culture where pupils experience a positive and enriching school life.
- Generate and sustain a good public perception of the school.
- Establish and sustain the school's vision, ethos and strategic direction in partnership with the Executive Headteacher and governors through consultation with the school community.



- Create a vibrant learning environment with a rich curriculum in a stimulating and creative setting.
- Promote collaborative and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Know, understand and act within the statutory frameworks which set out professional duties and responsibilities of a school leader.
- Take responsibility for one's own continued professional development, engaging critically with educational research.
- Ensure a culture of high staff professionalism.

### **Leadership and management of the school**

- Manage all staff, developing a professional culture across the school.
- Support and challenge staff, dealing with underperformance effectively while making sure all personnel are given the support to do their jobs well.
- Manage the school's budget and resources alongside the Executive Headteacher.
- Implement the school's appraisal policy and other management processes and systems.
- Support the implementation of Local Authority wide policies and school-level policies.
- Undertake self-evaluation utilising monitoring, stakeholder surveys and benchmarking to inform this activity.
- Driving school improvement planning (captured via the School Development Plan) and activity to address areas of weakness, as identified via internal and external evaluation and inspection.
- Support the recruitment of teaching and non-teaching staff where necessary and in coordination with the Executive Headteacher.
- Ensure staff have access to high quality, sustained, professional development and opportunities, aligned to balance the priorities of whole school improvement and individual needs.
- Identify areas of progression and promotion for staff that support succession planning for the school.
- Ensure clear and effective delegation of responsibility throughout the school, including but not limited to leadership for subjects, cohorts, safeguarding, administration, health and safety, asset management and financial accountability.
- Promote shared leadership across the school with every staff member responsible for the growth and development of all pupils.
- Undertake personal self evaluation and development to grow own effectiveness and reach utilising mentoring and support from the Executive Head and Governing Board.
- Promoting and marketing the school to grow numbers on roll.

### **Teaching, learning and curriculum**

- Work with staff to promote high quality teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Identify any areas of weakness in teaching and implement, monitor and review interventions to improve these areas as well as teaching and learning across the school.
- Ensure effective use is made of both formative and summative assessment.



- Monitor the outcomes of pupils and draw out any patterns of underperformance in key groups of pupils, such as disadvantaged pupils or pupils with special educational needs.
- 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 that all pupils are taught to read through the provision of evidence informed approaches to reading, particularly the use of synthetic phonics in the teaching of early reading.
- Teach for the equivalent of two days a week.

### **Behaviour**

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood by all staff and pupils.
- Ensure high standards of pupil 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 the behaviour of a good citizen.

### **Communication, governance and accountability**

- Ensure and facilitate effective communication between the school and parents/carers, both collectively in order to keep them updated on progress and issues faced by the school as a whole, and individually so that they can understand how their children are progressing.
- Collaborate with the Governing Board and Executive Headteacher to keep them informed of the financial and educational performance of the school, giving them what they need to provide support and challenge.
- Help to build on the vision of the school and share with stakeholders how this is being demonstrated in the school.
- Understand and welcome the role of effective governance, upholding an obligation to give account and accept responsibility.
- Contribute to reports to the Governing Board as necessary.

### **Organisational management**

- Ensure the protection and safety of all pupils and staff through effective approaches to safeguarding as part of the duty of care.
- Contribute to budget setting, cash-flow management and all other financial management processes with the Executive Headteacher and Finance Committee. Be responsible for the delivery of the school development plan within an agreed budget.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Ensure value for money in any delegated financial responsibilities for purchasing and procurement including the efficient and effective use of school resources.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Executive Headteacher to carry out appropriate duties within the context of the job, skills and grade.





## Person specification

|   | Essential   | Desirable   |
|---|---|---|
| Qualifications and Professional Development | <ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• Evidence of continuing professional development relating to school leadership and curriculum development.</li> </ul>  | <ul style="list-style-type: none"> <li>• NPQH or further professional qualification.</li> </ul>   |
| Experience                                  | <ul style="list-style-type: none"> <li>• Substantial Senior Leadership experience in the last 3 years.</li> <li>• Successful teaching experience within the primary age range.</li> <li>• Experience of being a Designated Safeguarding Lead.</li> </ul>  | <ul style="list-style-type: none"> <li>• Experience of Assistant Headteacher / Deputy Headteacher.</li> <li>• Experience of working in a small school.</li> <li>• Experience of serving on a governing body.</li> </ul> |
| Strategic Leadership                        | <ul style="list-style-type: none"> <li>• Ability to provide clear educational vision and direction.</li> <li>• Ability to inspire and motivate all stakeholders</li> <li>• Evidence of developing effective strategies for school improvement.</li> <li>• Evidence of leading school improvement planning and implementation resulting in positive impact.</li> <li>• Ability to set challenging targets for staff and pupils.</li> <li>• Ability to use and analyse pupil data on attainment and progress to raise standards.</li> <li>• Secure knowledge of the new OFSTED Framework.</li> <li>• Understand the principles of effective teaching and learning.</li> <li>• Have a commitment to supporting and developing the vision, values and ethos of the school.</li> </ul> | <ul style="list-style-type: none"> <li>• Experience of working with outside consultants to develop a strategy.</li> <li>• Experience engaging with community networks to share best practice.</li> </ul>                |
| Leading Teaching and Learning               | <ul style="list-style-type: none"> <li>• Successful experience of monitoring, evaluating and improving the quality of teaching and learning.</li> <li>• Secure knowledge of the statutory requirements relating to curriculum and assessment.</li> <li>• Experience of leading curriculum innovation.</li> <li>• Successful experience of upholding consistent behaviour management systems across the school built upon high standards of pupil behaviour, communication and mutual respect.</li> </ul>  | <ul style="list-style-type: none"> <li>• Experience of managing Special Educational Needs provision in mainstream schools.</li> </ul>   |



|                               |  |  |
|-------------------------------|--|--|
| Leading and Managing Staff    | <ul style="list-style-type: none"> <li>● Ability to lead, manage and motivate across the school community.</li> <li>● Ability to lead collaboratively; fostering teamwork, open communication and trust amongst colleagues.</li> <li>● Ability to translate strategic objectives into annual, termly and week-to-week objectives and plans for the school.</li> <li>● Ability to plan, allocate, delegate, support and evaluate work undertaken by staff.</li> <li>● Successful experience of identifying, planning and delivering professional development to staff.</li> <li>● Significant experience of taking a lead role in the appraisal process.</li> <li>● Evidence of collaboration across the school to ensure a cohesive and consistent learning experience.</li> </ul> | <ul style="list-style-type: none"> <li>● Experience of working with governors.</li> <li>● Experience of addressing underperformance of staff.</li> </ul>   |
| Managing resources            | <ul style="list-style-type: none"> <li>● Awareness of managing school budgets.</li> <li>● Ability to manage, monitor and review available resources, ensuring value for money.</li> </ul>  | <ul style="list-style-type: none"> <li>● Experience of budget management at whole school level.</li> <li>● Experience of recruiting and deploying staff.</li> <li>● Experience of promoting the school to new intake and growing pupil numbers.</li> </ul> |
| Personal Skills and Qualities | <ul style="list-style-type: none"> <li>● Strong commitment to raising standards.</li> <li>● High expectations of self and others.</li> <li>● Excellent interpersonal, communication and organisational skills.</li> <li>● Ability to establish and maintain positive relationships with all stakeholders across the school community.</li> <li>● Resilient and able to remain positive and enthusiastic including when under pressure.</li> <li>● A passionate commitment to the academic, personal and social development of children and families.</li> <li>● Operates with help, support and kindness to colleagues, working as one unified team.</li> <li>● A strong desire, ambition and ability to grow and develop towards the role of Headteacher.</li> </ul>              |  |



## How to apply

### Informal school visits

Please come and visit to learn more about our school. We will be delighted to meet you and show you around and answer any questions. An appointment can be made by contacting our governors Mark Burniston and/or Katherine Spencer at [recruitment@stonesfield.oxon.sch.uk](mailto:recruitment@stonesfield.oxon.sch.uk)

### Application forms

Applications must be made online at: <https://oxfordshire.education-jobs.org.uk/>

### Key dates and selection process:

|                                  |  |
|----------------------------------|--|
| Closing date:                    | Wednesday May 7th 2025 at Midday       |
| Short listing:                   | Thursday May 8th 2025                  |
| Candidates invited to interview: | Friday May 9th 2025                    |
| Interviews:                      | Tuesday 20th & Wednesday 21st May 2025 |
| Starting Date:                   | September 1st 2025                     |

The appointment and interview process will require successful candidates to attend on Tuesday 20th May. It may be necessary to carry the interview process over to a second day, Wednesday 21st May. Should this be the case, further shortlisting may occur at the end of the first day.

### At interview:

If invited to interview, all applicants will be required to bring photographic proof of identity (valid passport /driving licence) or birth certificate. Original documentation of qualification evidence will also be required. Appointments are subject to receipt of satisfactory references. References will be sought from previous employers and any gaps in employment history will be followed up.

### Equal opportunities

Stonesfield Primary School is an equal opportunities employer.

### Safer recruitment

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children and bring this in a sealed envelope to interview.





We are asking you for this information because, as a local authority providing public services, we have a duty to balance our commitment to help ex-offenders find work with our need to protect the public and those in the council's care who are receiving its services. The council's policy states clearly that only relevant convictions are taken into account.

Any information you provide at shortlisting stage will be completely confidential and will be considered only in relation to the job for which you are applying.



# Stonesfield Primary School

Learning together to achieve our best



Thank you for your interest in our school,  
we look forward to meeting you!

