



**DEPUTY HEADTEACHER**

**APPLICATION PACK**

# THE MILL ACADEMY TRUST – DEPUTY HEADTEACHER APPLICATION PACK

Contents page:

- 3 Welcome letter from the Chair and Chief Executive of The MILL Academy Trust**
- 5 Trust vision and values**
- 7 Benefits of being a School Leader in the MILL Academy Trust**
- 8 Key Information - Queen Emma's Primary School**
- 10 Key Information - Finstock Church of England Primary School**
- 12 Job description**
- 16 Person specification**
- 18 The application process**
- 19 Living and working in Oxfordshire**





# WELCOME LETTER FROM THE CHAIR AND CHIEF EXECUTIVE OF THE MILL ACADEMY

**Dear Applicant,**

Thank you for your interest in the post of Deputy Headteacher at Finstock Church of England and Queen Emma's Primary Schools. We hope this application pack and the information available on our websites will give you the essence of what our unique and successful schools are about and a real understanding of the role, and our Trust.

We are looking for someone who is passionate about education, in its widest sense, to lead our schools and who will share our values and commitment to excellence in teaching and learning.

As part of our drive to raise standards, our focus is improving the quality of the teaching and learning.

At our schools, it is our expectation that all pupils are taught well.

We expect every teacher to be a good teacher – no child deserves less!



# WELCOME LETTER FROM THE CHAIR AND CHIEF EXECUTIVE OF THE MILL ACADEMY

Dear Applicant,

- We aim to ensure that all pupils make progress using our 'catch up' and 'keep up' strategies.
- We aim to use feedback to identify and close the gap between what they can currently do and what we would like them to be able to do.
- We aim to make the right decisions, for the right reasons, influenced by evidence-based research.
- We aim to provide an inclusive environment for all of our pupils.
- We recognise and celebrate the achievements of our pupils.
- We aim to establish and maintain an effective partnership with families and the wider community.

We aim to learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is frequently shared.

We look forward to hearing from you if you have the personal qualities we are looking for and the drive and enthusiasm for education to lead our primary schools and their pupils forward on the next stage of their journeys.



**Claire King**  
Chair of the Board of Trustees



**Wendy Hemmingsley**  
Chief Executive

# THE MILL ACADEMY TRUST VISION

## Our Vision

We believe that every child has the right to go to a good school and that every child should have the opportunity to transform their life, whatever their starting point. Our vision is to transform lives and to enable individual schools to grow, develop and serve their communities, whilst also ensuring a strong ethos of support, challenge and collaboration across our Trust. We believe that everyone involved with the Trust should have the opportunity to shine.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration. We also challenge ourselves to be even better, every day. We are not content with always doing what we've always done. The new educational landscape requires new ways of thinking, leading and operating:

***'Progress is impossible without change, and those who cannot change their minds cannot change anything.'* George Bernard Shaw**

This is a hugely exciting time for our family of schools. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many children.

The Trust currently has schools based in or near Witney and all have been judged as 'Good' or 'Outstanding' in their latest Ofsted Inspection. As a Trust, we are clear about the importance of achieving long-term sustainability for our schools.



# THE MILL ACADEMY TRUST VALUES

## Our Values

The MILL Academy name and logo communicates the values of:

**Motivate**  
**Inspire**  
**Learn**  
**Lead**

The graphic, in the shape of a mill, represents the starting point of this home-grown trust, the town of Witney, Oxfordshire, famous for its mills.



We have five 'big' questions that underpin 'the way we do things around here':

- 1. Are we securing equity?**
- 2. Is our leadership driving improvement?**
- 3. Is our curriculum irresistible?**
- 4. Are we research informed?**
- 5. Are we managing resources effectively?**

Since the formation of our Trust in October 2015, our approach has been to ensure sustainable school improvement. We have worked hard to achieve our successes so far and our journey continues.

*'Life's most persistent and urgent question is, "What are you doing for others?" ' Martin Luther King*



## BENEFITS OF BEING A SCHOOL LEADER IN THE MILL ACADEMY TRUST

From the inception of our multi-academy Trust, it was important to us to ensure our central support team was set up in such a way to deliver the maximum benefit to our schools both financially and in terms of saving time and effort. We want to give our leaders the space to fully focus on their school, teaching and learning practices, pupil and staff development and community engagement. To facilitate this, the central support team takes the responsibility to lead on all non-teaching elements of school business, estates and operations.

The central team budget also allows for school improvement support, resources, training and coaching. New school improvement initiatives or projects are often initially explored via central funding. The Trust's Director of Education directly supports all schools in their quest for improvement and development – advising, coaching, mentoring and challenging.

We recognise all schools can be at different points on their journeys and have differing needs so we do not top-slice budgets or restrict utilisation of central services. We do make a central recharge to our schools and this is based on the needs of the school and their usual consumption of central services but is also affordable in line with their budget.

The central support team provides finance, budgeting, procurement, HR and payroll, estates and facilities management, business services, IT and Communications and marketing and design. We procure and deliver services which are aligned across our Trust but still meet the individual needs of our schools. Some of our staff are based at individual schools, others in the central team offices, but all are able to provide support and absence cover for their colleagues at any school. Headteachers and leaders in our Trust family can be assured of a supportive, professional and responsive service from our central team.





**QUEEN EMMA'S**  
PRIMARY SCHOOL

## KEY INFORMATION

### Queen Emma's Primary School

|   |   |
|---|---|
| Age Range   | 4 to 11   |
| Ofsted rating   | Good. Outstanding for EYES and personal development<br>16th April 2024            |
| Number of pupils  | 176 (School capacity: 315)  |
| Pupils with an SEN Education, Health and Care Plan                        | 8%  |
| Pupils with an SEN Education, Health and Care Plan                        | 22.2%   |
| Pupils eligible for free school meals at any time during the last 6 years | 24.4%   |
| Pupils whose first language is not English                                | 25%   |
| <b>School website</b>   | <b><a href="http://www.queen-emas.oxon.sch.uk">www.queen-emas.oxon.sch.uk</a></b> |





**QUEEN EMMA'S**  
PRIMARY SCHOOL

## QUEEN EMMA'S PRIMARY SCHOOL

Queen Emma's Primary School sits at the heart of our local community. We prioritise personal, social development and well-being alongside our irresistible knowledge curriculum. We are truly inclusive; no child held back, no child left behind. We ensure our children's needs are met whilst developing their independence and resilience

### **The Queen Emma's Way**

The vision is that Queen Emma's Primary School will be one of the best performing schools in the country, both academically and in terms of well-being. We want a school with a culture of compassion – where children and staff want to belong. We want to play a prominent role in the community by supporting not only our children, but their families too. We want to grow our school in size, expertise and strength. We will continue to be research informed – our decisions will be informed by research but we will do what's right for our context. We want to continue to lead on local and national initiatives and open our doors to colleagues from other schools to share best practice. Whilst we strive for academic success, we will ensure that our pupils are emotionally and physically ready to learn.

Our school site is magical! We have an outdoor gym, the daily mile, netball courts, football pitches, a vast outdoor space for our children in Early Years, vegetables patches and our very own forest. Our staff are an amazing team who are relentlessly bothered about the well-being and growth of our children.

### **Our curriculum principles**

Our curriculum is an explicit and deliberate guarantor of equality. Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for the next stage of education. Our ambitious curriculum is designed to give all learners the passion for individual and communal pursuit of wisdom. We ensure that our curriculum gets children reading and keeps them reading using the Read, Write Inc programmes. Children are taught the right maths to ensure they're building on prior knowledge. Oracy runs through our curriculum like a golden thread to ensure we explicitly teach vocabulary and focus on speaking and listening. All children will have access to our broad and balanced curriculum



## KEY INFORMATION

### Queen Emma's Primary School

|   |   |
|---|---|
| Age Range   | 3 to 11   |
| Ofsted rating   | Outstanding<br>(Last inspection: 23rd January 2024)                           |
| Number of pupils  | 30 (School capacity: 105)   |
| Pupils with an SEN Education, Health and Care Plan                        | 0%  |
| Pupils with SEN Support 19.2%   | 13.3%   |
| Pupils eligible for free school meals at any time during the last 6 years | 3.3%  |
| Pupils whose first language is not English                                | 23.3%   |
| <b>School website</b>   | <b><a href="http://www.finstock.oxon.sch.uk">www.finstock.oxon.sch.uk</a></b> |





# FINSTOCK CHURCH OF ENGLAND PRIMARY SCHOOL



Finstock Church of England Primary School sits at the heart of the village and plays an important role in the local community. We have good links with our local church and we endeavour to help all of our children develop their understanding of the Christian faith.

We have high expectations and work hard each day to live out our Christian Vision to provide all children with the highest level of academic curriculum and pastoral care, with opportunities for spiritual growth and intellectual enquiry. We pride ourselves on our happy, friendly and caring atmosphere.

At Finstock each child grows knowing that they belong to our school family and that our school family belongs to them. This knowledge fosters a pride in their school and its achievements, and an understanding that each individual is a very important part of the whole.

Finstock Church of England Primary School is a small school with a huge heart. We are extremely proud of our commitment to providing the highest quality learning opportunities for our pupils. We are a hardworking and dedicated team with a strong moral purpose.

## The Finstock Way

In a world where the algorithms are set to provide us more of the same, we see education's role as providing our children with something different. We believe that teaching is profoundly moral and worthwhile; we breathe in our children in a morning and exhale them in the afternoon, ensuring they know what came before and are enabled to be part of something greater. At Finstock Church of England Primary School our curriculum will whisper "you belong, you are one of us".

At Finstock, we feel incredibly fortunate to be able to create a personalised education for each of our pupils. Having small numbers in the school allows us to ensure we identify gaps in knowledge, understanding and skills and place students in homogenised groups to close those gaps effectively. This strategy prevents children from having interventions at other times of the day and missing out on a broad and balanced curriculum. Whilst we strive to ensure all children are working at, or above 'age-related expectations' (ARE), we know that prerequisites must be embedded before moving on. We extend the school day for some of our pupils to pre-teach before school and post-teach after school.

## Our curriculum principles

Our curriculum is an explicit and deliberate guarantor of equality. Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for the next stage of education. Our ambitious curriculum is designed to give all learners the passion for individual and communal pursuit of wisdom. We ensure that our curriculum gets children reading and keeps them reading using the Read, Write Inc programmes. Children are taught the right maths to ensure they're building on prior knowledge. Oracy runs through our curriculum like a golden thread to ensure we explicitly teach vocabulary and focus on speaking and listening. All children will have access to our broad and balanced curriculum.



# JOB DESCRIPTION

## **Deputy Headteacher – Learner Engagement (Primary)**

**Attendance, Behaviour and Attitudes, Personal Development, Access to Education, Enrichment**

**Responsible to:** Headteacher

**Leadership scale:** L2 - L5

### **Core Purpose**

The Deputy Headteacher for Learner Engagement will provide strategic and operational leadership to ensure that all pupils in the primary phase are actively engaged, included and supported to thrive academically, socially and emotionally. The postholder will lead whole-school improvement in attendance, behaviour and attitudes, personal development, access to suitable education and enrichment, ensuring that every child flourishes and no pupil is left behind.

This role is central to establishing a positive, inclusive and nurturing school culture in which pupils feel safe, motivated, enthusiastic about learning and well prepared for the next stage of their education.

### **Strategic Leadership of Learner Engagement**

- Provide clear strategic leadership for learner engagement across the primary school, aligned with the school's vision, values and development priorities.
- Develop, implement and review policies related to attendance, behaviour, personal development and inclusion.
- Use pupil-level data, research and evidence-informed practice to improve engagement and outcomes, particularly for vulnerable and disadvantaged pupils.

### **Attendance and Access to Education**

- Hold strategic responsibility for improving attendance and punctuality across the school, including persistent and severe absence.
- Ensure effective early identification of attendance concerns and lead timely intervention strategies in partnership with families.
- Work collaboratively with the local authority, external agencies and families to ensure all pupils access full-time, suitable education.
- Oversee any use of alternative provision, reduced timetables or reintegration plans, ensuring statutory and safeguarding requirements are met.

### **Behaviour and Attitudes**

- Lead the development and consistent application of the school's behaviour policy, ensuring clarity, fairness and high expectations.
- Promote a positive behaviour culture built on strong relationships, routines and restorative approaches appropriate to primary-age pupils.
- Analyse behaviour data and trends to inform staff training, support and targeted provision.
- Support staff in developing confidence and consistency in behaviour management, de-escalation and relational practice.



### **Personal Development**

- Lead the strategic design and delivery of the school's personal development curriculum, including PSHE, relationships and health education.
- Ensure pupils develop confidence, resilience, independence and positive attitudes to learning.
- Promote pupil voice and leadership opportunities appropriate to primary pupils, including school council and pupil ambassadors.
- Ensure pupils are taught how to stay safe, make healthy choices and develop positive relationships.

### **Inclusion and Vulnerable Pupils**

- Champion inclusive practice so that all pupils, including those with SEND, SEMH needs and those experiencing disadvantage, can access learning fully.
- Work closely with SENDCo, safeguarding leads and pastoral staff to ensure coordinated support for pupils and families.
- Monitor the impact of interventions on pupil engagement, behaviour and attendance.

### **Enrichment and Wider Opportunities**

- Lead the development of a broad, high-quality enrichment programme that enhances the primary curriculum.
- Ensure all pupils have equitable access to clubs, trips, experiences and wider opportunities.
- Develop partnerships with parents, community groups and external providers to enrich pupil experiences beyond the classroom.

### **Safeguarding and Well-being**

- Fulfil the role of Designated Safeguarding Lead or Deputy DSL, as required.
- Ensure safeguarding, child protection and pupil well-being are integral to all learner engagement systems.
- Promote a culture of care, high expectations and emotional safety for pupils and staff.

### **Leadership, Management and Accountability**

- Line manage relevant pastoral, behaviour, attendance or inclusion staff.
- Contribute to whole-school leadership, self-evaluation, school improvement planning and inspection preparation.
- Provide clear, evaluative reports on learner engagement to the Headteacher and governors.

### **Professional Expectations**

- Uphold the highest standards of professional conduct and integrity.
- Model the school's values and ethos at all times.
- Carry out duties in line with statutory responsibilities, safeguarding requirements and Trust policies.

### **Note**

This job description reflects the main duties and responsibilities of the post. It is not intended to be exhaustive and may be amended in line with school and Trust priorities.



| Person Specification<br><br>Personal Qualities, Qualifications and Experience   | Measured By |           |             |                   |            |
|---|-------------|-----------|-------------|-------------------|------------|
|   | Essential   | Desirable | Application | Interview Process | References |
| <b>Qualifications and Experience</b>  |             |           |             |                   |            |
| Honours Degree or equivalent  | X           |           | X           |                   |            |
| Qualified Teacher Status  | X           |           | X           |                   |            |
| Relevant higher degree or equivalent  |             | X         | X           |                   |            |
| Evidence of commitment to continuous professional development relating to school leadership and management and curriculum / teaching and learning | X           |           | X           | X                 |            |
| Substantial, successful, relevant and recent teaching experience in a primary school  | X           |           | X           | X                 | X          |
| Successful experience of raising standards for all pupils, including vulnerable groups, with clearly demonstrable outcomes                        | X           |           | X           | X                 | X          |
| Knowledge and understanding of safeguarding requirements and good practice  | X           |           | X           | X                 | X          |
| Knowledge of recent developments in the National Curriculum   | X           |           | X           | X                 |            |
| Experience of supporting children with Special Educational Needs in an inclusive environment  | X           |           | X           | X                 | X          |
| An understanding of the role of parents as partners in education  | X           |           | X           | X                 | X          |
| A commitment to, and evidence of, promoting diversity and equal opportunities within the workplace, classroom, curriculum and employment practice | X           |           | X           | X                 | X          |



| Skills and Abilities  |   |  |   |   |   |
|---|---|--|---|---|---|
| A proven track record in ensuring the highest possible standards in teaching and learning   | X |  | X | X | X |
| Good understanding and application of effective pedagogical approaches and evidence informed practice   | X |  | X | X |   |
| The ability to lead, influence and manage change  | X |  | X | X | X |
| Successful experience of positive behaviour management and developing a pupil focused, inclusive and effective, learning environment so that all pupils can excel | X |  | X | X | X |
| Personal Qualities  |   |  |   |   |   |
| Has high expectations and personal integrity with the ability to promote and sustain the values, culture and ethos of a school                                    | X |  | X | X | X |
| Is articulate and approachable with excellent interpersonal communication skills both verbally and in writing   | X |  | X | X | X |
| Is able to manage, inspire, encourage and empower staff   | X |  | X | X | X |
| Is an excellent, reflective practitioner with high quality teaching skills and high expectations for pupils' learning and attainment                              | X |  | X | X |   |





### **Visits to the Schools**

You are very welcome, and encouraged, to visit the schools by arrangement. Please contact our Director of Education. **Victoria Musson** on [vmusson@millacademy.co.uk](mailto:vmusson@millacademy.co.uk)

### **Application Form**

To apply for the post of Deputy Headteacher, all interested parties must either complete via Mynewterm or The MILL Trust application form. CV's will not be accepted. Please do not include a copy of your CV with your application. Please ensure you have captured all you wish to share in your application, additional personally statements and covering letters are not required. The MILL application form should be sent to **Alyson Nobes (HR)** [jobs@millacademy.co.uk](mailto:jobs@millacademy.co.uk)

### **References**

In order to aid the process, please ensure that your referees are aware of your application and that they are able to provide a prompt reference, if contacted.

**Application closing date: 11th May 2026**

**Interview date: 20th May 2026**

# LIVING AND WORKING IN OXFORDSHIRE

## Oxfordshire

Oxfordshire is a ceremonial county in South East England. The county is bordered by Northamptonshire and Warwickshire to the north, Buckinghamshire to the east, Berkshire to the south, and Wiltshire and Gloucestershire to the west. The city of Oxford is the largest settlement and county town.

Oxfordshire includes parts of three Areas of Outstanding Natural Beauty. In the north-west lie the Cotswolds; to the south and south-east are the open chalk hills of the North Wessex Downs and the wooded hills of the Chilterns.

The county has two universities, and the 'dreaming spires' of the University of Oxford are among the reasons why Oxford is the sixth most visited city in the United Kingdom by international visitors.



## Witney

Witney is a market town founded on the banks of the River Windrush, situated on the edge of The Oxfordshire Cotswolds. It is the largest town in the district of West Oxfordshire and has a population of roughly 27,000.

Witney established itself as an important wool town and still has a healthy business community with a thriving high street and shopping centres with a great mix of quality independent traders and High Street names.

The town's unique blend of history, culture and shopping make it a very popular destination for visitors.



## Finstock

Finstock is a village and civil parish of around 800 inhabitants, located about 5 miles north of Witney and approximately 15 miles north-west of Oxford. The parish is bounded to the north-east by the River Evenlode, to the south-east partly by the course of Akeman Street Roman road and on other sides by field boundaries. The surrounding countryside is beautiful and provides the perfect location for an afternoon stroll, or something longer if you have the time.

Finstock supports a lively community life with a popular village pub, an 'outstanding' primary school and a busy village hall with a wide range of regular events and activities.



MOTIVATE INSPIRE LEARN LEAD

**01993 848150**

**[WWW.MILLACADEMY.CO.UK](http://WWW.MILLACADEMY.CO.UK)**

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