



Cheney School

Think for yourself; act for others



JOB INFORMATION PACK

Deputy Headteacher (Attendance and Culture)

HEADTEACHER'S WELCOME

We are a school: we will educate a new generation to view the world critically, make their own decisions, and act in a way that benefits the wider community, not just themselves. This is summed up in our motto, "think for yourself; act for others."

Cheney is a genuinely comprehensive school, in the best sense of the term, with a fully inclusive intake, which represents not just our catchment area, but also modern Britain. The ideals of the comprehensive movement have been met in Cheney, in a way that is very rare.

We value creativity over conformity; education over league tables; the needs of students over data; self-discipline over sanctions; nuance over simplification; curiosity over acceptance; honesty over reassurance; the judgement of our community over the judgement of the official world.

We value emotional intelligence equally to academic intelligence; well-being equally to success; self-knowledge to factual knowledge; humanity to rigour.

This is not to say that the things we value less are worthless; in their place, and in their time, quite the reverse. In fact, we believe if we get the first things right, the second will follow.

Please contact us if you have any questions or would like to visit.





GREAT REASONS TO WORK AT CHENEY



Noticeable warmth and friendliness of staff and students



Employee Assistance Programme – free counselling and practical advice



Genuine priority of staff workload in decision making



Comprehensive support programme for ECTs



Positive commitment to the environment (Sustainable Secondary of the Year 2024)



Thoughtful and extensive CPD offer for all teaching and support staff



Cycle to work scheme, E-bike loan scheme and EV charging



Staff social events, sport and other activities

“

TESTIMONIALS FROM STAFF

“Everyone is encouraging and wants you to succeed and fulfill your potential.”

“I feel valued and feel part of something beautiful.”

“The staff really make the school, it is because of them that the school is such a nice place to work.”

“The school obviously cares about its pupils, but it cares about its staff just as much.”

”

RIVER LEARNING TRUST

Cheney School is part of River Learning Trust (RLT), a multi-academy trust responsible for primary and secondary schools across Oxfordshire and Swindon, and a school-centred initial teacher training provider that serves Oxfordshire, Berkshire and Wiltshire.

OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our shared principles. Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles.

We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

The schools and SCITT are united by their commitment to the principles of the trust and a common belief in the benefits of everything that is gained by working together.

WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles. These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

THE POWER OF PEOPLE

High-performing organisations have the right organisational culture, effective processes and well-trained, motivated colleagues in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development.

THE TRUST'S SCHOOLS

We currently educate around 16,000 pupils and have around 2,200 colleagues working in the trust. The SCITT (school-centred initial teacher training provider) trains around 110 trainees a year in Oxfordshire, Berkshire and Wiltshire.

SECONDARY SCHOOLS

Cheney School
Chipping Norton School
Gillotts School
Gosford Hill School
Kingsdown School
The Cherwell School
The Marlborough CofE School
The Oxford Academy
The Swan School
Wheatley Park School

Horspath CofE Primary School
Larkrise Primary School
Madley Brook Primary School
Middle Barton Primary School
New Marston Primary School
Rose Hill Primary School
Sandhills Primary School
Seven Fields Primary School
Tower Hill Primary School
Witney Community Primary School
Windrush CofE Primary School
Wolvercote Primary School

PRIMARY SCHOOLS

Barton Park Primary School
Bayards Hill Primary School
Beckley CofE Primary School
Charlbury Primary School
Cutteslowe Primary School
Edith Moorhouse Primary School
Edward Field Primary School
Garsington CofE Primary School

ALTERNATIVE PROVISION

Meadowbrook College

TEACHER TRAINING

OTT SCITT

TEACHING SCHOOL HUB

Oxfordshire Teaching School Hub



JOB DESCRIPTION

Title of Post:

Deputy Headteacher (Attendance and Culture)

Contract Terms:

Permanent

Grade:

Leadership (19-23)

Accountable to:

Headteacher

LINE OF RESPONSIBILITY:

The Deputy Headteacher is directly responsible to the Headteacher, and is in turn directly responsible for the attendance team, the tutor programme, PSHE, the personal development curriculum, careers, extracurricular activities and the house system. The post holder will work as a member of the school's Senior Leadership Team, and will therefore have a general responsibility for all aspects of school life.

JOB OUTLINE:

The aim of the role is improve attendance and to oversee all aspects of the cultural development of students. This includes:

- overseeing the work of the attendance and pastoral teams to improve the attendance of every child in the school.
- leadership of citizenship and British values, both as separate entities and through the rest of the curriculum, PSHE, careers, the house system and extracurricular activities.
- overseeing trips, visits and educational events, although not necessarily running the day-to-day detail of every event
- ensuring that all students, including the most vulnerable, have equal access to, and take part in, a full range of activities.

There will be a large contribution to behaviour and discipline, and the successful candidate will work closely with the Deputy Head responsible for these areas, but this is not the main focus of the post.

The successful candidate will be able to demonstrate ways in which participation can be tracked, and a number of ways that full engagement by all students, regardless of background, can be achieved. This will require good analytical skills, the ability to read data fluently, and track pupil progress. It will also, and more importantly, involve a deep understanding of the barriers to participation, and real empathy, combined with extreme practicality, in devising simple and scalable solutions.

As part of the River Learning Trust, there is a lot of scope for working across the trust, and in harmonising practice in Cheney with other schools, where appropriate. A good relationship with the trust central team, and with colleagues in other trust schools will be an essential, and rewarding, part of the job.

CORE RESPONSIBILITIES:

The post holder will support the headteacher and governors with:

- Developing strategies to improve attendance, in line with the school improvement plan.
- Working with the attendance team to implement the school improvement plan and remove barriers to attendance.
- Developing the personal development curriculum across the school.
- Designing strategies in all year groups to ensure wide participation in activities that build cultural capital, and ensuring they happen.
- Tracking student participation in enrichment, trips and visits.
- Ensuring accuracy of data, and its timely usage.
- Overseeing the tutor programme, ensuring consistency of delivery, accessibility of resources and quality assurance.
- Guiding whole staff development on tutoring and delivering PSHE.
- Working with other RLT schools on shared approaches to personal development.
- Line management of Careers Co-ordinator, including implementation of the Gatsby benchmarks, and ensuring that no students are NEET on leaving Cheney.
- Oversight of trips, visits and events.

Additionally the post holder will:

- Demonstrate personal integrity, openness and honesty.
- Be a visible role model for staff, students and parents alike.
- Support and promote Cheney's inclusive ethos.
- Care deeply about the students at our school.
- Contribute to writing the school's self-evaluation form and the improvement plan.
- Work closely with the Deputy Headteacher (Academic) on the intersection of curriculum, personal development and classroom practice.
- Work closely with the Deputy Headteacher (Behaviour) on promoting positive and respectful behaviour.
- Prepare regular reports for senior leadership and governors' meetings.
- Coordinate the work of designated support staff, for example pastoral leaders, to ensure efficient and effective implementation of plans for cultural enrichment.
- Liaise with the Assistant Headteacher (inclusion) and SENCO to ensure that all students are able to access opportunities.
- Liaise with staff and parents as appropriate.
- Play a full and visible role as a member of the school leadership team.
- Support colleagues with behaviour management and with restorative meetings.
- Be an exemplary classroom teacher and member of the appropriate department.
- Participate in the recruitment, induction and development of teaching and support staff.

- Safeguard and promote the welfare of students.
- Contribute fully to the school's safeguarding policy and procedures and attend regular safeguarding training.
- Encourage, motivate and support students and staff.
- Carry out other such duties as may reasonably be required, in keeping with the seniority of the post.

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.

GENERAL RESPONSIBILITIES AS PART OF THE RIVER LEARNING TRUST TEAM:

- To support teaching and learning by providing high quality support as part of a committed and flexible team;
- At all times act in accordance with agreed local and national policies and procedures;
- Contribute to the overall ethos/work/aims of the River Learning Trust;
- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings as required;
- Participate in training and other learning activities and performance development as required;
- Carry out other duties as required from time to time by line manager;
- Follow the Trust's Health and Safety rules and procedures and adhere to safeguarding principles.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

PERSON SPECIFICATION

Qualifications & Training

- Education to good honours degree level plus teaching qualifications.
- Teaching experience at secondary school level.
- Experience as a senior leader in a secondary school.
- Experience of child safeguarding.
- Evidence of commitment to continuing professional development.
- Experience of leading change, through creativity and innovation.

Skills and Knowledge

- Ability to think strategically, analytically and creatively.
- Ability to deal with complexity and uncertainty.
- Ability to build a vision and communicate clear purpose and sense of direction.
- Experience of using research to support and challenge practice.
- Ability to inspire, challenge, motivate and empower others to attain challenging outcomes.
- A knowledge of curriculum design and management.
- A practical knowledge of the principles of quality learning, teaching and assessment including school review and self-evaluation.
- Demonstrated use of external support and expertise as a tool for school improvement.
- Ability to demonstrate equality and diversity in teaching and learning.
- Deployment and management of staff.
- Demonstrated experience of engaging parents in students' progress.
- Ability to delegate, collaborate and distribute leadership.
- Experience of managing others within an accountability framework.

Safeguarding

- Understanding of current statutory processes, procedures and associated documentation.
- Commitment to child protection in its broadest sense to empower learners and prevent harm.

Personal attributes

- Ability to model the vision and values of the school.
- Desire to celebrate achievement and acknowledge excellence.
- Ability and willingness to empathise and listen, and to be self critical and reflective.
- Enthusiasm, hard work, integrity, creativity, flexibility and resilience.
- Understanding of, and commitment to, equal opportunities in the widest sense and a commitment to inclusive education.
- A sense of fun as well as the ability to work hard and calmly under pressure.

PERSON SPECIFICATION

Safeguarding Statement

Cheney School and The River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance.

Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.



Cheney School
Think for yourself; act for others

www.cheneyschool.org