



FARINGDON

COMMUNITY COLLEGE



Deputy Headteacher

Welcome from the Headteacher

Dear Colleague,

Thank you for your interest in this position at Faringdon Community College.

Our school is a vibrant and nurturing place where we believe in unlocking the full potential of each individual. We are committed to providing a rich and engaging curriculum that challenges and inspires, encouraging curiosity, critical thinking, and a lifelong love of learning. Our dedicated and passionate staff work tirelessly to create a supportive atmosphere where students feel safe, valued, and empowered to explore their interests and develop their talents.

Beyond academic excellence, we place a strong emphasis on character development. We strive to instil the core values of 'belong, believe, aspire and achieve' in our students, preparing them to be responsible citizens who contribute positively to society. We believe that a strong partnership between home and school is crucial for a child's success, and we encourage open communication and active participation from all members of our community.

We truly believe that every member of our community has great potential, and we are dedicated to nurturing the confidence and mindset for students to try new things, ensuring that everyone can keep getting better in all they do. We are also extremely proud of our rich and varied extra-curricular activities, as well as the numerous trips and visits we offer, which play a vital role in building confidence and broadening horizons and experiences for all.

Best wishes,

Lisa Barker
Headteacher



Our Vision and Values

Our Vision

We aspire to be a 'Beacon of Excellence', delivering high-quality, inclusive education and enriching experiences within a nurturing and supportive environment. We champion high aspirations, academic achievement, and personal success for every learner.



Our FCC Promises

To achieve this vision, we make four promises; three to our students and families, and one to our valued staff:

- We will deliver high-quality, inclusive teaching.
- We will provide a nurturing environment.
- We will immerse you in a wide range of enriching experiences.
- We will empower our staff through a supportive and developmental framework.

Our Values

Our core values—Belong, Believe, Aspire, Achieve—are woven into the fabric of school life. When young people feel they belong, they begin to believe in themselves. With belief comes aspiration, and with aspiration, achievement beyond what they thought possible.



Our School

Visitors to the school comment on the calm and purposeful environment in classrooms, workshops, labs and other teaching spaces. The positive relationships between students and staff, based on mutual respect, are at the heart of high standards of teaching, learning and personal development, supporting everyone's progress and achievement.

FCC is a positive place to work at any stage in your career. Experienced and dynamic leadership provide effective coaching and staff development, focusing on the development of each teacher as a practitioner and leader. FCC is a great place to progress your career. As an ECT you will be part of a vibrant community of staff, keen to learn from each other, providing you with additional support and opportunities to develop in the classroom and as part of a school rich in extra-curricular activities. All staff enjoy our comprehensive CPDL programme, with chances to lead in school while drawing on wider research, including membership of the National College. The Cambrian Learning Trust provides subject networks, links at Secondary and Primary level and leadership roles, all supporting collaboration and career development.

FCC is a very popular, successful 11 to 18 mixed comprehensive school on the edge of Faringdon, a picturesque market town situated between Oxford and Swindon. The school occupies a large, attractively landscaped site with an excellent range of specialist accommodation and facilities. We are excited about several significant building projects for the future that will further develop the facilities for our students and staff.

Viewing our termly newsletters shows the rich range of additional opportunities, clubs and events that our students and staff enjoy. This enables us to create and celebrate character in our young people, as well as developing their appreciation of the wider world, the part that they can play and the leadership they can display. It supports good relationships between students and staff, making working at FCC especially enjoyable and rewarding.



Our School

At FCC belonging is fundamental as an inclusive, welcoming school where everyone can be themselves. We believe that every member of the FCC community has great potential, and in turn nurture the confidence and mind-set for students and staff to try new things so that everyone can keep getting better in all that they do. Our high aspirations cover all aspects of the school experience, and we want our students and staff to have ambitions and be determined to reach their goals. This supports individual achievement in lessons, clubs and activities and on to examinations and future progression.

We want students and staff to feel happy and successful in school, enjoy their work, be themselves and make a unique contribution to the life of the school. We have very high expectations at Faringdon Community College, and this is reflected in relationships, behaviour, and attitudes toward learning. Students take a real pride in their school, as do all staff, and all are fully committed to building character in all young people.

Faringdon Sixth Form is great destination for students post GCSE, going on to study a wide range of A Levels which in turn provide teaching opportunities for staff. We are very proud of our Sixth Formers and the contribution that they make to the life of the school. The range of university visits, workshops, events and trips mean that everyone has access to great enrichment that will support their next steps beyond FCC to apprenticeship, university or employment. All of these elements ensure FCC is a community of inspiration and aspiration for students and staff alike. We are committed to nurturing aspiration and talent as an inclusive, diverse and welcoming school. We believe that Faringdon Community has a great deal to offer everyone.





Contract Type: Permanent
Contract Term: Full-Time
Salary: £80,655.00 - £88,951.00 Annually (FTE)
1.0 FTE Leadership Pay Scale 19-23
Closing Date: 12:00pm 19th January
Start Date: 1st September 2026
Positions Available: 1
Interview Date: Monday 26th January



Job Description

School Leadership Team

The Senior Leadership Team are responsible for leading the school. Maximising the potential of each child within a nurturing environment is a vital responsibility of this team.

All members of the Senior Leadership Team are expected to: -

- Embrace and deliver on the school's ethos, values and vision ensuring that this is shared with and acted upon by all who work at Faringdon Community College.
- Lead, inspire and motivate others to make an impact on the progress and development of all students
- Act as an excellent role model always within and beyond the school
- Carry out the duties of a classroom teacher impacting positively on student outcomes and provide cover for absent colleagues if required
- Make significant contributions to the production of the Self Evaluation Form and the School Development Plan and lead on aspects of the plan relevant to their role
- Share responsibility for formulating and administering policies and procedures
- Advise the Headteacher on matters relating to their specific areas of responsibility
- Participate in and lead meetings as appropriate to the responsibilities held.
- Support and encourage staff in their role as classroom teachers and assist in the appraisal processes for staff.
- Promote and support the efficient use of the school's financial resources.
- Share responsibility for regular evaluation and monitoring processes and systems in the school and act on findings.
- Implement the Equal Opportunities Policy in relation to sex, gender, race, disability and special needs
- Produce items for the Headteacher's Report to the Governing Body in line with their areas of responsibility
- Support and assist in the organisation of all major school events
- Work collaboratively and professionally as a team
- Share responsibility for school discipline, inclusion matters and the smooth day-to-day running of the school including delivering assemblies, lunchtime supervision and the travel, arrival and departure of students.
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Job Description

- Leading and managing the school as outlined in the School Teachers Pay and Conditions document
- Maintaining good order and discipline of students
- Providing support for teaching staff and other adults who work in the school
- Coaching/Mentoring other colleagues as appropriate
- Providing leadership development for staff
- Keeping up to date with developments and changes in education and their implications for the school (e.g. Ofsted)
- Supporting the Headteacher in the production of the Leadership and Management section of the School Evaluation Form
- Preparing a section of the Headteacher's Report to the Governing Body
- Undertaking, in the absence of the Headteacher, the professional duties of the Headteacher.
- Work with the Governing Body - provide relevant information for the Governing Body as requested.

Specific Responsibilities

The Deputy Headteacher will have strategic oversight of Curriculum Design, Teaching & Learning, Data, and Assessment.

1) Strategic Leadership & Vision

- Lead whole-school strategy for curriculum, teaching & learning, data and assessment aligned to the school's vision, improvement plan, and statutory requirements.
- Champion evidence-informed practice by curating research, frameworks, and pedagogy that impact pupil outcomes.
- Line manage heads of departments and Assistant Headteachers.

2) Curriculum Design & Implementation

- Own the curriculum intent: ensure it is ambitious, coherent, inclusive, cumulative, and sequenced to build powerful knowledge and skills across all key stages.
- Co-construct enrichment and co-curricular pathways that reinforce the taught curriculum (e.g., clubs, visits, employer links).
- Annual Curriculum Review: Work with the Assistant Headteacher for timetabling to lead timetable model decisions, resource allocation, staffing and qualifications pathways

3) Teaching & Learning

- Embed the schools Teaching & Learning framework
- Instructional coaching: lead a coaching model (drop-ins/learning walks, co-planning, co-teaching, deliberate practice) with clear foci and follow-up.
- QA cycle: plan termly cycles of learning walks, book looks, lesson observations, and pupil voice; triangulate findings to drive improvement.

Job Description

- Promote literacy and numeracy: explicit vocabulary instruction, reading fluency/comprehension strategies, numeracy in context across subjects.

4) Data, Assessment & Reporting: (working with the Assistant Headteacher – Data and Assessment)

- Assessment architecture: design formative, summative, and standardised assessments; ensure validity, reliability, comparability across classes/sets.
- Data cycles: publish and lead a calendar (e.g., half-termly data drops, mock exams, moderation, progress review meetings).
- Analyse outcomes: produce concise dashboards (whole school, subject, group) highlighting attainment, progress, gaps, trends, and next steps.

5) Inclusion, Equity & SEND (working with the Assistant Headteacher – Inclusion)

- Monitor subgroup performance: disadvantaged, SEND, EAL, high prior attainers, gender; close gaps through curriculum adjustments and teaching strategies.
- Adaptive teaching: ensure scaffolding, accessible materials, and challenge; align teacher planning with pupil passports/EHCPs.

6) Professional Development & Culture (working with the Assistant Headteacher – CPD)

- CPD strategy: design a sequenced CPD programme informed by data and QA; blend whole-school sessions, subject communities, coaching, and self-study.
- Induction & ECT support: ensure robust programs for new staff/ECTs with mentoring, observation cycles, and assessment against standards.
- Lead professional learning communities: facilitate subject/phase networks to share practice, co-plan, and refine assessment.
- Talent development: identify aspiring middle/senior leaders, offer stretch projects, succession planning, and pathways to NPQs.

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

Cambrian Learning Trust is 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) as part of their job role.

Person Specification

We seek the following in our leaders and have identified from where we anticipate gaining the information

Specification		Application /Reference	Lesson Observation	Interview
Strategic direction & development	Ability to think and plan strategically, identify priorities, develop aims and implement actions to achieve results and to manage change effectively	✓		✓
	Experience of responsibility for achieving aspects of School Action Plans	✓		✓
	Experience of using national, local and school data to monitor, evaluate and initiate actions to improve school performance	✓		✓
	Ability to communicate a vision and inspire others	✓		✓
Teaching and Learning	Evidence of effective and successful teaching experience at Key Stages 3, 4 & 5	✓	✓	✓
	Experience of setting targets and monitoring performance in order to raise achievement	✓		✓
	Capacity to understand and provide for the whole range of students' needs, including those with SEN and the gifted and talented (A&A)	✓	✓	✓
	Evidence of an excellent understanding and experience of the curriculum, pedagogy and assessment processes used across departments	✓	✓	✓
	An understanding of curriculum development and initiatives at national, regional and local levels	✓		✓

Person Specification

Specification		Application /Reference	Lesson Observation	Interview
Leadership & management	Evidence of professional development in preparation for a leadership role	✓		✓
	Evidence of successful and effective senior leadership & management responsibility in a school	✓		✓
	Experience of being an appraiser/coach/mentor of staff	✓		✓
	Experience of Involvement in school self-evaluation and development planning	✓		✓
	Significant line management experience, including the line management of middle-leaders	✓		✓
	Evidence of the ability to motivate, inspire confidence and creativity in staff and students through praise and constructive criticism	✓	✓	✓
	Evidence of the positive management of student behaviour	✓	✓	✓
	Experience of managing a budget	✓		✓
Personal skills & qualities	Evidence of successful organisational and time management skills with the ability to work under pressure	✓		✓

Person Specification

Specification		Application /Reference	Lesson Observation	Interview
Personal skills & qualities	Ability to analyse data and to use data to set targets and identify weaknesses			✓
	Have a clear understanding of school finances and financial management			✓
	Ability to communicate clearly both verbally and in writing	✓	✓	✓
	Ability to act as a positive role model, at all time, for other staff and students	✓	✓	✓
	Show a commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	✓		✓
	Ability to monitor own and others' work-life balance, morale and well-being	✓		✓
	Ability to work under pressure and prioritise effectively	✓		✓
	Ability to build effective working relationships	✓		✓
	Evidence of IT competence	✓		✓
	Be committed to maintaining confidentiality at all times	✓		✓
	Be committed to safeguarding and equality	✓	✓	✓