



## St John the Evangelist

C E PRIMARY SCHOOL



'They will lift up their wings and soar like eagles' Isaiah 40:31... 'embracing life in all its fullness' John 10:10

## Deputy Headteacher Application Pack

Respect – Unity – Self-belief – Responsibility – Inspire - Success



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# Welcome from the Headteacher



I would like to thank you for your interest in the post of Deputy Headteacher and for taking the time to read our application pack, which I hope will give you a sense of our school context and ethos.

I am incredible proud to lead such a wonderful school and to work with a talented and dedicated group of people.

St John's is an inclusive and welcoming school, with a strong community ethos, underpinned by our vision that all children and adults at our school will flourish. Our relationships, daily interactions and the decisions we make are rooted in our shared values.

We believe that the 'special feel' at St John's is a result of the caring atmosphere that pervades the school and the responsibility that all members of our school community take to be the best we can be and the way we inspire each other.

This is an exciting opportunity for an experienced and aspirational leader to join our team in the role of Deputy Headteacher. The successful candidate will work closely with governors and the headteacher to secure the strategic direction of the school, support the day-to-day operational matters (including securing high quality teaching and learning for all pupils), while leading on the pastoral provision across the school.

All candidates are strongly encouraged to visit the school to meet the children and staff. If you would like to find out more, please email [recruitment@st-john.oxon.sch.uk](mailto:recruitment@st-john.oxon.sch.uk) or contact us on 01993 843124.

I look forward to hearing from you and wish you success in your application.

Mark Smith  
Headteacher

# About our school



St John the Evangelist CE (VA) Primary School opened in 2002 to serve the community of Shilton Park in Carterton. Initially the school served 67 pupils and steadily grew to the two-form entry primary school it is today. The school is oversubscribed each year for reception places and we have a thriving nursery offering 60 part-time or full-time places. Situated close to RAF Brize Norton we have a unique context that includes pupils whose parents serve in the military, as well as many families that are new to the area having moved into newer housing developments in the local area.

We have a dedicated team of staff who go over and above on a daily basis to ensure that all children receive the best we can offer. The Headteacher is ably supported by a skilled leadership team including two Assistant Headteachers, SENCo and Phase Leaders. Pupils and families are supported by the Child and Family Support Worker and Learning Engagement Mentor, who will work with the new Deputy Headteacher to strengthen further our pastoral and educational offer.

In 2020 the school was judged 'outstanding' by Ofsted in all areas, a judgement that was maintained in our most recent inspection in May 2025. Ofsted noted:

*'This friendly and vibrant school fosters a love of learning, creating an inspiring environment for pupils.'*

*'The school has high aspirations for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND fully access the same ambitious curriculum as their peers.'*

*'Pupils have superb attitudes to learning and behave very well. They listen diligently and work hard in lessons. Pupils are polite, welcoming and supportive of each other.'*

*'The school's commitment to pupils' broader development is exemplary.'*

**Special Educational  
Needs**

19.4%

**SEND Support**

14.6%

**EHCP**

4.7%

**Pupil Premium**

16%

**Service Pupils**

8%

**EAL**

19.8%



# Vision and Values

***'They will lift up their wings and  
soar like eagles' Isaiah  
40:31...'embracing life in all its  
fullness' John 10:10***

## **Our Vision**

We aspire for all individuals to grow as children of God, to be the best they can be. We want children to have respect for themselves and each other, along with a wonder and curiosity for God's creation.

Our motto reflects the ambition of the school community to care for others and achieve excellence. Our school emblem is the golden eagle; we believe it is our collective responsibility to give all at St John's the wings to fly and inspire them to rise and soar higher than they ever thought possible.

## **Our Values**

Our school values provide the tools which enable the vision of our school to flourish within our setting and beyond.

### **Respect**

We care for ourselves, each other, the environment and our community.

*'So, in everything, do to others what you would have them do to you.'* Matthew 7:12

### **Unity**

We are individuals with a sense of belonging, united through cooperation.

*'May the God who gives endurance and encouragement, give you a spirit of unity.'* Romans 15:5

### **Self-Belief**

We develop self-confidence and determination to achieve our unique potential.

*'I press on towards the goal to win the prize for which God has called me.'* Philippians 3:13-14

### **Success**

We recognise and are proud to celebrate, the achievements of all.

*'Please grant success to the journey I have begun.'* Genesis 24:42

### **Responsibility**

We all play our part to reflect upon, challenge and improve the way we lead our lives and how we use our talents.

*'Having gifts that differ according to the grace given to us, let us use them.'* Romans 12:6-8

### **Inspire**

We develop curiosity, risk taking and a love of learning in a creative environment.

*'For nothing is impossible with God.'* Luke 1:37

**Respect – Unity – Self-belief – Responsibility – Inspire - Success**



# Job Description

*'They will lift up their wings and  
soar like eagles' Isaiah  
40:31... 'embracing life in all its  
fullness' John 10:10*

**Job Title:** DEPUTY HEADTEACHER  
**Salary:** L8 to L12  
**Hours:** Full time  
**Start Date:** September 2026

**This post is a leadership post within the school's staffing structure, and as such, the post-holder will play a critical role in the development of the school.**

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**

The Deputy Headteacher will be expected:

- **Provide highly effective strategic and operational leadership across the school.**
- In partnership with the Headteacher and governors 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 around student welfare, safeguarding, behaviour and attendance.
- Support staff in securing high quality teaching and learning across the school.
- Work closely with the SENDCo and other leaders to ensure that pupils from vulnerable groups access a high-quality curriculum and make good progress.
- Line manage staff with responsibilities for behaviour, pastoral support, family support, attendance, or safeguarding.
- Lead or support staff appraisal, coaching, and professional development.
- Teach when required and support the provision of booster provision in Year 6.

## **Key Accountabilities**

### **Safeguarding:**

#### **Fulfil the duties of the DSL as detailed in Keeping Children Safe in Education (KCSIE) and the school's Safeguarding Policies and Procedures including:**

- Act as the designated lead for Safeguarding/Child Protection (DSL), supported by the deputy safeguarding leads (DDSLs) in the school.
- Promote a culture where safeguarding is everyone's responsibility and all staff act with professional curiosity.
- Lead Generalist training for all staff annually, for new staff as part of induction and deliver regular training updates to staff.
- Ensure that all safeguarding policies are regularly reviewed (following statutory guidelines), understood by all staff and their effectiveness regularly reviewed and evaluated.
- 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.
- Make referrals to LCSS, MASH and the Police as necessary and be the first point of contact for outside agencies, as well as representing the school at multi-agency meetings.
- Annually complete the 157/175 safeguarding audit, developing action plans to address priorities and monitoring progress towards agreed actions.
- Liaise with the named safeguarding governor and report to the Governing Body on matter relating to safeguarding six times a year.
- Line-manage and coordinate the work of the Child and Family Support worker, ELSA and well-being champions in achieving agreed outcomes for vulnerable children and families.
- Act as the lead for mental health and wellbeing across the school, including staff well-being.

#### **Teaching and Learning, with a focus on Vulnerable Learners:**

- Lead whole-school strategy for vulnerable groups including:
  - pupils with social care involvement (CIN/CP/CWFC)
  - pupils with SEND (in partnership with the SENDCo)
  - pupils receiving pupil premium and service pupils (in partnership with the PP champion)
  - pupils with low attendance or poor punctuality
  - pupils experiencing safeguarding or pastoral concerns
  - young carers and other contextually vulnerable groups
- Work with other leaders to secure high-quality teaching and interventions using evidence-informed research and practices.
- Raise standards in teaching and learning across the school, by supporting and developing others.
- Ensure all statutory requirements are met for children who are cared for by the Local Authority (CWCF) and children previously under the care of the Local Authority.
- Act as the Designated Teacher for CWCF.

#### **Behaviour and Attitudes:**

- Lead the development, implementation and evaluation of the school's behaviour policy, ensuring consistent, relational and inclusive practice across the school.
- Monitor whole-school behaviour trends; analyse data and lead strategic responses, reporting to leaders and governors each term.
- 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).
- Lead suspension and exclusions processes (including reintegration planning) in line with statutory guidance; communicate with parents and governors as required.
- Line-manage lunch-time supervisors to ensure effective provision at lunch-times and monitor behaviour of pupils outside of lessons.

#### **Attendance:**

- Lead whole-school attendance strategy, setting ambitious targets and ensuring compliance with DfE expectations.
- Oversee daily attendance monitoring, first-day calling, and follow-up systems, working with the Attendance Officer and CFSW to follow up absences daily.
- Analyse attendance data weekly; identify vulnerable groups and implement targeted interventions.
- Lead meetings with parents around persistent absence (PA), lateness, and attendance improvement plans.
- Coordinate work with local authority attendance teams and external partners.
- Promote a positive attendance culture across the school, including assemblies, incentives, and pupil voice.
- Report attendance data to governors, SLT and external agencies as required.

#### **Personal Development:**

- Ensure the school's offer supports pupils to develop character, resilience, confidence and independence.
- Oversee an effective PSHE/RSE curriculum, ensuring statutory compliance and high-quality teaching.
- 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 the personal development curriculum, using pupil voice, attendance at enrichment, behaviour data and pastoral records.
- Report regularly to governors on pupil wellbeing, enrichment participation, equality objectives and inclusion in cultural capital experiences.

#### **Parental Engagement:**

- Lead a strategic approach to building positive and proactive relationships with parents and carers.
- Oversee communication systems including newsletters, parent workshops, information evenings, and digital communication platforms.
- Strengthen engagement with families who may be disadvantaged, reluctant or hard to reach.
- Work directly with families to address concerns, resolve issues, and promote strong home-school partnerships.
- Lead community engagement initiatives, transitions, and multi-agency family support.
- Act as the school link for the Parent and Teacher Association (PTA).
- Gather and respond to parent feedback through surveys, forums, and consultations.

# Person Specification

	Essential	Desirable
<b>Qualifications/ Professional Development</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• Evidence of CPD related to school leadership and management.</li> <li>• Ability to identify own learning needs and to support others in identifying their learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• NPQSL or equivalent leadership qualification.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• At least five years of successful teaching experience across the primary age range.</li> <li>• Evidence of excellent teaching that raises educational standards.</li> <li>• Recent and relevant senior leadership experience in a school setting.</li> <li>• Experience of successfully leading an area of whole school responsibility, demonstrating leadership impact.</li> <li>• Experience of successful subject leadership.</li> <li>• Experience of working positively with parents and external professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of using evidence-based research to inform innovation and practice.</li> <li>• Experience of working with other schools/organisations/agencies to improve attendance and outcomes for pupils.</li> </ul>
<b>Strategic Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to articulate and share a vision for primary education within the context of the school's vision and values.</li> <li>• Knowledge of the Ofsted and SIAMs Frameworks.</li> <li>• Experience of effective whole school self-evaluation and improvement strategies.</li> <li>• Experience of leading whole school innovation and change to bring about improvement.</li> <li>• Experience of analysing and using whole school data sources to inform school development priorities.</li> <li>• Understanding of, and commitment to, promoting and safeguarding the welfare of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Delivering or facilitating programmes of support for parents and carers.</li> <li>• Experience of handling and resolving complaints.</li> </ul>

	<ul style="list-style-type: none"> <li>• Experience of reporting to governors.</li> </ul>	
<b>Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Ability to lead and manage people to work both individually and in teams; to facilitate a collaborative approach to decision making.</li> <li>• Ability to challenge and support colleagues to raise standards across the school.</li> <li>• Experience of leading and managing the performance of staff.</li> <li>• Ability to contribute to staff development activities; experience of coaching and mentoring staff.</li> <li>• Experience of developing and delivering training to a range of audiences.</li> <li>• Experience of delivering regular feedback to colleagues in a way that translates into tangible improvement.</li> <li>• Ability to inspire and motivate confidence in pupils, staff, parents and governors in order to raise standards.</li> <li>• Dealing sensitively with people and resolving conflicts.</li> <li>• Think creatively and imaginatively to solve problems and identify opportunities</li> <li>• Lead staff and parent meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with Governors.</li> <li>• Experience of staff recruitment and induction.</li> </ul>
<b>Skills, qualities and abilities</b>	<ul style="list-style-type: none"> <li>• Prioritise and manage time</li> <li>• Have a sense of humour, energy and enthusiasm</li> <li>• Be an excellent communicator</li> <li>• Motivate, inspire and influence others</li> <li>• Be approachable</li> <li>• Work under pressure and meet deadlines</li> <li>• Be self-motivating and set personal goals</li> <li>• Be innovative and think strategically</li> </ul>	
<b>School Ethos</b>	<ul style="list-style-type: none"> <li>• An ability &amp; commitment to develop and maintain the inclusive ethos of the school and model the values and behaviours agreed by the staff at St John's</li> <li>• Ability to support and help develop a vision for an outstanding education which promotes excellent personal development.</li> <li>• 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.</li> <li>• A commitment to support the Christian ethos of the school</li> </ul>	



# How to Apply

## Visits to the school

We warmly welcome visits to the school. To arrange a visit email: [head.2613@st-john.oxon.sch.uk](mailto:head.2613@st-john.oxon.sch.uk) or telephone the school office on 01993 843124

## Applications

All applications should be submitted through MyNewTerm.

A supporting statement of no more than 2 sides of A4 in font size 12, should be included which demonstrates your knowledge, skills and experience. Please focus on how you meet the criteria within the person specification, using examples of your leadership impact.

## Short-listing

Short-listing will take place after the closing date. Candidates invited to interview should be aware that references will be requested after short-listing and prior to interview.

Closing Date: 22<sup>nd</sup> April at 12.00noon

Interviews: 29<sup>th</sup> and 30<sup>th</sup> April 2026

Start Date: 1<sup>st</sup> September 2026