



FARINGDON COMMUNITY COLLEGE



Deputy Headteacher

www.fccoxon.co.uk

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: Midnight 24th April 2026

Start Date: 1st September 2026

Positions Available: 1

Interview Date: Thursday 7th May 2026



Job Description

Core Purpose:

To establish a culture of safeguarding across the school to ensure there are effective pastoral systems in place to support students in all year groups To establish and sustain a culture and ethos of high expectation across the school, in order to ensure that our Blueprints for Teaching and Learning and Behaviour are consistently applied so that all students can articulate and embody of core principles and achieve overall attendance which is consistently above the national average.

The role of the Deputy Headteacher is to be a member of the Strategic Leadership Team and will have a specific responsibility for the safety, welfare and pastoral support of all students.

The key responsibilities of the role are outlined as follows:

Leadership and Management:

- To line manage designated Assistant Headteachers
- To line manage members of the pastoral team
- To ensure objectives relating to attendance, ethos, behaviour and safeguarding are reflected in the School Development Plan
- To act as a role model to all staff, leading by example and setting the highest professional standards to all stakeholders at all times
- To ensure that accurate and effective self-evaluation across all areas of responsibility are used to inform strategy and improvement of standards in those areas
- To ensure that robust and appropriate accountability metrics are used to quantify progress and challenge underperformance in relevant areas of responsibility
- To oversee the school's behaviour curriculum and students personal development
- To retain strategic overview of the school's wellbeing agenda



Job Description

Behaviour and Attendance:

- To develop and articulate the ethos of the school so that high expectations and a culture of academic engagement permeate all activities and conversations
- To ensure that students regard the post holder as open and accessible by fostering a positive ethos across all year groups
- With the support of Leadership Team, to formulate and to implement strategies to raise standards of behaviour and attendance with a specific focus on vulnerable learners
- To support the work of the pastoral team in order to ensure that there is an effective pastoral care system to support student progress
- To ensure that students feel safe and secure so that they are able to focus on their academic and personal aspirations
- To work with the Headteacher to develop the positive culture of the school and to articulate this to a wide range of stakeholders

Safeguarding:

- To retain a strategic overview of Safeguarding across the school, to include the oversight of the Single Central Record and Annual Safeguarding audit
- To lead on relevant staff safeguarding CPD and to ensure that the school is compliant with Safeguarding legislation
- To ensure relevant senior leaders retain the correct level of safeguarding training in order to carry out their job effectively (for example Safer recruitment training)
- To strategically lead on ensuring a sustained culture of safeguarding permeates all levels within the school
- To represent the school at any relevant Trust, OCC or regional safeguarding forums

Additional expectations of all members of the Leadership team:

In addition to the specific responsibilities outlined above, Deputy Headteacher, as a senior leader in the school, will be expected to:

- To assist the Headteacher in leading and managing the school.
- To deputise for the Headteacher as and when required.
- To promote the highest expectations amongst staff and students by acting as a role model
- To adopt a collaborative approach with other members of the Leadership Team on shared tasks, providing mutual support in our determination to maintain the highest standards in all that is achieved.
- Develop strong links with all staff, governors, parents and outside agencies through modelling of excellent communication.
- To contribute data, reports and material for the formulation of the SEF, AIP, Governors' committee meetings and any LT papers as and when required.
- To take regular detentions, attend LT meetings (leading when applicable), lead HOF meetings when appropriate, support with suspension or reintegration meetings when needed.
- To set high professional standards in everything you do, and to meet deadlines

Job Description

Classroom Teaching:

The job description for a classroom teacher will also apply to this post.

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 developing a safeguarding culture across a school an evidence of DSL experience	✓		✓
	Experience of developing systems and process to develop a strong attendance and behaviour for learning ethos across 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	✓		✓

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	✓	✓	✓