



OLA
OUR LADY'S
ABINGDON



APPOINTMENT OF
DEPUTY HEAD (PASTORAL)

FOR APRIL 2024 (or SEPTEMBER 2024)

MESSAGE FROM THE EXECUTIVE LEADERSHIP TEAM

Dear Candidate,

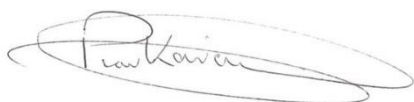
This is an exciting time to be joining OLA and a future of opportunity awaits the successful applicant. As the Executive Leadership Team of OLA, we are honoured and privileged to lead a school which is high performing in all areas, and which benefits from the full support of the Governing Board to grow the pupil headcount, invest in futureproofing the school and develop staff so that they can empower our pupils to be the best versions of themselves. The value-added for public exam results is excellent; pastoral care is child-centered and consistently of the highest quality, and; the co-curricular programme is growing from strength to strength. OLA is defined by its Catholic ethos and this underpins all that we do:

Each child who joins us embarks on an educational journey, directed by our mission statement, providing for each one in accordance with their needs and encouraged by our ethos summed up in our school motto, "Whatever you do, do it well". Our ethos provides an individual approach that ensures we uncover a child's potential and nurture them to achieve, enabling them to thrive both academically and as people.

Our ethos is reflected in the positive relationships that exist between all members of our school community. We are proud of our distinctive family atmosphere, which fosters a tangible sense of community and happy relationships between staff and pupils.

If you choose to apply for this post, we will give your application all the seriousness it deserves. OLA is a wonderful, vibrant and happy environment in which to work, with a palpable sense of belonging among our staff. The role we are looking to fill is important to the flourishing of the school and we hope you will feel that you are the right person to fill it.

Kind regards,



Mr Prav Karian
Chief Operating Office & Executive Leader



Mr Daniel Gibbons
Head of OLA



ABOUT THE SCHOOL

OLA is a Catholic co-educational day school located close to Oxford in the heart of Abingdon, welcoming pupils of all faiths and none. It was established by an Order of Catholic nuns founded by the Venerable Catherine McAuley called the Sisters of Mercy, who came to Abingdon in 1860 at the invitation of Sir George Bowyer of Radley Park. Reverend Mother Clare Moore was a national heroine who had worked closely with Florence Nightingale during the Crimean War - their joint portrait, entitled 'The Mission of Mercy', hangs in the National Portrait Gallery. Recently returned from Constantinople, Mother Clare brought three young Sisters to Abingdon on January 10th 1860 and teaching commenced the very next day. The girls' and boys' schools, now Our Lady's Abingdon School, were actively run by Sisters for almost a century.

Our co-educational ethos provides an atmosphere where pupils are at ease with one another and natural relationships are fostered. OLA is a purposeful, outward- looking school with a happy, family atmosphere that gives children the freedom to develop within a structured framework. As our school motto says:

“age quod agis” – “whatever you do, do it well”



MISSION STATEMENT

Our mission statement reflects the reality of daily life at OLA, and encompasses the vision and values of our founding Sisters at Our Lady of Mercy. 'As God's family we learn to love, respect and forgive - guided by His Word'.

We believe that God created each of us as a unique person with gifts that need to be recognised, celebrated and developed. Inspired by the words of our foundress, Catherine McAuley, "*To each according to their needs*", we encourage a respect for every individual, regardless of background, beliefs or ability.

Our aim is to develop a loving, caring and welcoming community in which all may grow as children of God. In partnership with parents and the wider community we seek to respond to God's invitation to faith, mercy and love. To develop skills for life in an ever-changing world, we cherish integrity, compassion, openness, forgiveness and reconciliation, co-operation and courage. We nurture wisdom, the value of learning, independent thinking, a sense of self-worth and care for each other that all may reach their full potential.

AIMS AND ETHOS

The following are central to our Mission Statement and the school wishes to foster a happy, caring Christian atmosphere in which these aims may be realised:

STRATEGIC AIMS 2023-26

1. **ACADEMIC:** Support for each individual pupil to fulfil their potential.
2. **PASTORAL:** A safe and caring environment for each individual pupil to become the best version of themselves.
3. **CO-CURRICULAR:** A wide range of opportunities for each individual pupil to discover and explore their gifts.
4. **CATHOLIC VALUES:** A loving, caring and welcoming community in which all may grow as children of God.
5. **SUSTAINABLE DEVELOPMENT:** Formation of globally responsible citizens.
6. **RECRUITMENT & RETENTION:** A full School roll.
7. **FINANCIAL:** A sustainable model for future investment and growth.

ETHOS

We believe that every human being is created to become a unique person with gifts that should be accepted and valued.

Our foundress Catherine McAuley said: "*To each according to their needs*".

We owe it to our pupils to help them recognise and achieve the best of which they are capable to obtain the qualifications they need and to develop a sense of personal fulfilment.

A sound Christian framework is important as a basis for the whole of their lives

This is the basis of life-long learning

SCHOOL LEADERSHIP

EXECUTIVE LEADERSHIP TEAM	HEAD OF OLA and COO		
LEADERSHIP TEAM	SENIOR DEPUTY HEAD (DDSL)		
	SENIOR DEPUTY HEAD	DEPUTY HEAD (PASTORAL) (DSL)	DEPUTY HEAD (ACADEMIC)
MIDDLE LEADERSHIP	HEAD OF KS2	SENDCo HEADS OF SECTION DDSLs	HEADS OF FACULTY
OTHER LINE MANAGEMENT	SCHOLARSHIPS COORDINATOR CO-CURRICULAR COORDINATOR PSHEE COORDINATOR EVC ACADEMIC ADMINISTRATOR	PASTORAL ASSISTANT (DDSL) COUNSELLORS NURSE HEAD OF CAREERS <i>HEAD of OLA SIXTH line manages ASSISTANT HEAD OF OLA SIXTH</i>	HEAD OF DIGITAL LEARNING TIMETABLE & CURRICULUM COORDINATOR READING & LITERACY SUPPORT COORDINATOR EPQ COORDINATOR EXAMS OFFICER <i>HoF (SCIENCE) line manages SCIENCE ENRICHMENT COORDINATOR</i>
KEY RESPONSIBILITIES	STAGE 1 COMPLAINTS SCHOOL CALENDAR STAFF ABSENCE INSPECTION PREPARATION POLICY REVIEWS PERFORMANCE MANAGEMENT	SAFEGUARDING WELLBEING ATTENDANCE BEHAVIOUR UNIFORM MENTAL HEALTH STUDENT COUNCIL HOUSES	ACADEMIC STANDARDS ASSESSMENT REPORTING TRACKING & MONITORING ACADEMIC ENRICHMENT
TEAMS CHAIRED	CALENDAR COMMITTEE OPERATIONAL COMMITTEE (DEPUTY HEAD ACADEMIC AND ASSISTANT HEADS)	WSST HoS	HoF

SCHOOL LEADERSHIP (continued)

The Leadership Team has recently been restructured, and the Senior Deputy Head, Deputy Head (Academic) and Deputy Head (Pastoral) are new posts. As the School continues to grow (e.g. our pupil roll is 10% higher than 12 months ago), we will review our Leadership Team and consider introducing new posts.

PASTORAL

The core purpose of our Mission Statement is *"To each according to their needs"*, and we nurture and support each individual pupil in making the most of their gifts and being the best version of themselves.

There has been significant investment recently in pastoral provision to meet the needs of an increasing number of pupils with SEND and SEMH, and to ensure that we can continue to provide the extremely high level of support and care for which the School is renowned. Our pastoral staff are as follows:

- SEND
 - SENDCo (Head of SEND Department)
 - We have increased staffing within the SEND Department to include an Assistant SENDCo, ELSA, SEND Teacher (who can also teach EAL) and 2 Teaching Assistants.
- Heads of Section
 - 4 posts: Year 7 and Transition, Years 8 and 9, Years 10 and 11 and OLA Sixth.
 - The Head of OLA Sixth line manages a new Assistant Head of OLA Sixth.
 - All 4 Heads of Section are DDSLs.
- Pastoral Assistant
 - This is a new non-teaching post, which provides support for the Deputy Head (Pastoral) and Heads of Section.
 - The Pastoral Assistant is also a DDSL and supports the Deputy Head (Pastoral) with monitoring the Safeguarding system (TES EduCare).
- 2 Counsellors
- Nurse



THE WHOLE PERSON

OLA offers a growing programme of activities that enable our pupils to explore passions and to develop important skills and characteristics, including teamwork and determination, all within the safety of a caring and compassionate community. The rich programme of activities caters for broad tastes, from creative arts, coding and textiles to a variety of academic clinics.

The School has a particularly impressive offering in the performing arts. Several choirs and orchestral groups provide regular music performance opportunities, and take-up of instrumental lessons is high. Music partnerships with local schools are strong, and visiting musicians provide a series of masterclasses. OLA has its own drama studio and theatre. Pupils across the school community are involved in productions, including an annual inclusive whole-school musical. The School is also a LAMDA (London Academy of Music & Dramatic Art) centre through which pupils can develop skill and confidence in public speaking, articulation, presentation and acting skills.

OLA offers a range of sports for all ages and abilities to encourage participation, fitness and an enjoyment of team sport. Sports on offer include swimming, gymnastics, cricket, athletics, rugby, netball, hockey and football. OLA has generous facilities including a heated indoor swimming pool and access to the extensive range of facilities at the Tilsley Park Centre. The Duke of Edinburgh's Award scheme is also popular at OLA, with many pupils supported through to the Silver and Gold Awards.

In the development of our pupils OLA pays special attention to pastoral care and spiritual nourishment, promoted by all staff but particularly by our dedicated chaplaincy team that arranges retreats, assemblies and liturgies. Our beautiful Chapel is a real centre for prayer and our Catholic ethos ensures all pupils, whatever their background, have opportunities to step back from the busy school day and benefit from quiet reflection. We have a justified reputation for being a caring, compassionate and nurturing school with a calm purpose that gives all pupils the opportunity to thrive in a safe environment.

OLA prepares children for life. Pupils leave us at 18 as young adults not only equipped academically for university, but as well-balanced individuals with the confidence to make their way successfully in the world beyond school. Following their chosen paths with enthusiasm and confidence, they can use the broad skills they have acquired at OLA to become valuable members of society.



JOB DESCRIPTION

The Deputy Head (Pastoral) is responsible for ensuring the very best pastoral care is provided for the pupils and is the DSL (Designated Safeguarding Lead) for the School. In addition, the Deputy Head (Pastoral) is the DMHL (Designated Mental Health Lead) for the School.

As DSL, the Deputy Head (Pastoral) is responsible for safeguarding children and child protection (including online safety) ensuring that the school is meeting its legal statutory requirements as laid out in Keeping Children Safe in Education 2021 (see Appendix 1). Key responsibilities of this role include, but are not limited to:

- Being responsible for liaising with local statutory children's services and agencies and with the key local Safeguarding partners.
- Taking part in discussions and inter agency meetings to contribute to the assessment of children.
- Managing internal and external referrals
- Providing support, advice, and guidance to other staff on child welfare, safeguarding and child protection matters.

The Deputy Head (Pastoral) will line manage the following:

- DDSLs as their duties and responsibilities pertain to safeguarding and child protection.
- SENDCo
- Heads of Section
- Wellbeing Team:
 - Pastoral Assistant
 - Nurse
 - Counsellor(s)
- PSHEE Coordinator
- Houses Coordinator

In addition, the Deputy Head (Pastoral) is responsible for:

- Meeting regularly with the Head to provide updates on any pastoral matters arising.
- Effective development planning to achieve and sustain excellent personal care of pupils.
- As DMHL, developing mental health awareness and support for all pupils.
- Overseeing the wellbeing of SEND pupils, and ensuring that their SEMH needs are met within the School.
- Monitoring attendance and intervening, as required, to manage cases of poor attendance.
- Implementing the Positive Behaviour Code and maintaining the highest standards of behaviour throughout the School.
- Overseeing the Student Council, and providing support for the House Captains and other relevant staff as required.
- Deputising for the Senior Deputy Head or Head as necessary.

RESPONSIBILITIES OF THE DEPUTY HEAD (PASTORAL)

Whole School

- To work with the LT (Leadership Team) in planning the strategic development of OLA, and delivering upon its strategic aims.
- To deputise for the Head as necessary if the Senior Deputy Head is not available.
- To report to, and be available for, Governors' meetings upon request.
- To support the School at School events.
- To assist the Head and other members of the LT in updating the SEF and preparing for inspections.
- To liaise with the LT in reviewing all policies and procedures.
- To lead School assemblies.

Leadership

Safeguarding and child protection (see Appendix 1):

- To work as a senior member of staff within the School's Leadership Team, taking lead responsibility for all safeguarding and child protection matters arising at the School and providing advice and support to all staff in dealing with any child protection concerns that arise.
- To lead and manage a team of Deputy DSLs, to provide regular supervision and management oversight of open cases and reported cause for concern referrals by staff through the sharing of information.
- To promote and safeguard the welfare of all children.
- To be available for staff to discuss any safeguarding concerns.
- To identify training needs to ensure appropriate safeguarding training is in place for all staff and training records are maintained.
- To ensure that record keeping is timely, accurate, comprehensive and securely stored.

Pastoral care:

- To be responsible for School pastoral development planning to ensure the highest standards of pastoral care.
- To develop the performance of each Head of Section through the Professional Growth model.
- To oversee the development planning of each section (Year 7, Years 8-9, Years 10-11 and OLA Sixth).
- To provide a safe, secure and well-organised environment that encourages the development of children as independent learners and considerate members of the school community.
- To act as a role model to pupils in all actions and behaviour.
- To be an excellent classroom practitioner, modelling best practice.

Pupil wellbeing:

- To lead on the development of welfare provision for all pupils.
- To coordinate a strategy for raising awareness of, and developing the support for, mental health within the School.
- To develop the provision for SEND pupils to ensure that their wellbeing and SEMH needs are being met.
- To provide opportunities for staff to develop pupil wellbeing as part of the School's Professional Growth Model.
- To lead the 'Trauma Informed School' programme.
- To oversee the provision of PSHEE, including RSE, and liaise with the PSHEE Coordinator in developing the curriculum.

Management

- To line manage the Heads of Section, and support them in maintaining the highest standards of pastoral care, including behaviour, uniform, pupil wellbeing and attendance.
- To monitor and review the implementation of policies and procedures to ensure that the quality of pastoral care is consistently of the highest standard.
- To coordinate intervention strategies following a recognised change in behaviour patterns, or following a serious disciplinary matter.
- To ensure that the Student Council is well appointed and meets regularly, and key actions are implemented.
- To track and monitor patterns of behaviour, and to make recommendations to the LT as necessary.
- To line manage the Pastoral Assistant, ensuring that tasks and work are effectively and efficiently undertaken, and that they support the DSL, DDSLs and Heads of Section in managing safeguarding cases.
- To line manage the SENDCo, and oversee the provision for SEND pupils, including those with SEMH needs, to ensure that they are supported in their learning, and are enabled to make the same progress as their peers.
- To line manage the Nurse, and coordinate medical matters within the School.
- To line manage the Counsellors, and ensure that they manage their workload to meet the needs of the pupils.
- To line manage the PSHEE Coordinator, and oversee the planning and delivery of PSHEE and RSE.
- To line manage the Houses Coordinator, and ensure that there is a full and inclusive Houses programme.
- To liaise with the Head, Senior Deputy Head and Deputy Head (Academic) and any relevant staff in any matters relating to pupils.
- To manage safeguarding and child protection training for all staff.

Pupil Outcomes

- To liaise with the Senior Deputy Head and Deputy Head (Academic) in maintaining a culture of high aspirations for all pupils who are currently experiencing, or have previously experienced welfare, safeguarding and child protection issues.
- To support all staff to identify the challenges that pupils in this group might face and the additional academic support and interventions required to best support these children.
- To attend persistent absence panels and/or supporting effective liaison with relevant staff to ensure good attendance at school.
- To liaise with the Deputy Head (Academic) in monitoring the academic progress of pupils in need, contributing to reviews of individual pupil progress, sharing feedback from agencies/professionals who are working with the pupil/family and supporting and informing any academic-based interventions.
- To create an overview of how the curriculum teaches key themes of safety (including online safety and anti-bullying) and contributing towards the capture of pupils' opinions about safety at school.

Other

- To teach a timetable of approximately 8 academic periods.
- To attend regular meetings.
- To liaise with other relevant staff to monitor and review safeguarding concerns, and provide advice and support as necessary.
- To provide regular updates to the Head on safeguarding concerns and progress with open cases.
- To undertake any other reasonable duties and responsibilities requested by the Head.

OTHER ASPECTS OF THE POST

All teachers are expected to share in supervision duties, attend relevant parents' evenings, staff/departmental meetings, Open Days and other School events, and to contribute to the co-curricular life of the school.

Appendix 1 DSL (DESIGNATED SAFEGUARDING LEAD)

LEADERSHIP & MANAGEMENT OF SPECIFIC PROCESSES RELATING TO SAFEGUARDING AND CHILD PROTECTION

Managing Referrals

- Ensure any low-level staff concerns are reported to the Head.
- Supporting other staff who have made referrals to Local Authority children's social care.
- Taking part in strategy discussions and inter-agency meetings and/or supporting other staff to do so, and to contribute to the assessment of children.
- Referring cases to the Channel programme (and supporting staff who make referrals) where there is a radicalisation concern.
- Making referrals to the DBS where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child.
- Making referrals to the Police where a crime may have been committed which involves a child.
- Undertaking EHAs for identified pupils and their families, and acting as lead professional where appropriate.
- Maintaining accurate and organised records of all welfare and child protection concerns brought to the attention of the school by staff, members of the public or other professionals.
- As required, to liaise with the Head and Governing Board in respect of Police investigations or investigations under Section 47 of the Children Act 1989 which involve the school.
- Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and, when deciding whether to make a referral, by liaising with the relevant agencies.
- Supporting any referrals to the Local Authority under 'Children Missing in Education' requirements.

Raising Awareness

- In liaison with the Senior Deputy Head and Safeguarding Governor Lead, ensure the School's Safeguarding and Child Protection Policy and its implementation is reviewed at least annually, is up to date.
- Ensure the Safeguarding and Child Protection Policy, and any other statutory policies, are available, and are confirmed to be read and understood by all staff.
- Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care, and the school's role in this.
- Maintain links with local agencies to ensure staff are aware of training opportunities and the local policies on safeguarding.
- Share information about the welfare, safeguarding and child protection issues that children are experiencing, or have experienced with key adults within the school.
- Where children leave the school, ensure their child protection file is transferred to the new school as soon as possible, transferred separately from the main pupil file, and taking responsibility for ensuring that reasonable steps are taken to effect secure transit and for obtaining confirmation of receipt from the new school. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child

Preventing Radicalisation

In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015), the DSL has the following responsibilities:

- Acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty.
- Coordinating Prevent Duty procedures in the school, including creating a school specific Prevent risk assessment, and updating it regularly in light of statutory updates and/or local events.
- Undergoing appropriate training on the Prevent Duty such as the Home Office 'Workshop to Raise Awareness of Prevent' (WRAP) training.
- Undergoing appropriate training on the Channel programme.
- Assessing the training needs of all school staff in relation to the Prevent Duty, and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers.
- Maintaining an ongoing training programme on the Prevent Duty for all staff including induction training for all new employees, and keeping records of staff training.
- Monitoring the creation, confidentiality and storage of records in relation to the Prevent Duty.
- Liaising with local Prevent coordinators, the Police and local authorities and existing multi-agency forums in all necessary or appropriate circumstance relating to the Prevent Duty.

Training

The DSL should receive appropriate child protection training every two years (and refresh their knowledge and skills through network meetings, email updates and documents on an ongoing basis, but at least annually) in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that all staff and volunteers have access to and understands the school's Safeguarding and Child Protection policy and procedures, especially new and part time staff.
- Provide or source appropriate safeguarding training for all school staff to provide them with the relevant skills and knowledge to safeguard children effectively, updated at least annually.
- Provide appropriate safeguarding induction training for new staff, volunteers, work experience students, apprentices, visiting staff, supply teachers and governors to provide them with the relevant skills and knowledge to safeguard children effectively.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations.
- Understand the unique risks associated with online safety, and support those responsible for ICT at the school to keep children safe whilst they are online at school.
- Recognise the additional risks faced by children with special education needs and disabilities (SEND), including when online (for example, from bullying, grooming and radicalisation) and be confident they have the capability to support SEND children to stay safe.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school with regard to the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Safer Recruitment

- Undertake safer recruitment training, and support the school in achieving best practice in recruitment and selection of staff.
- Together with the Head, DDSLs and Safeguarding Governor Lead, undertake termly reviews of the single central record to ensure full compliance with expected standards in safer recruitment practice.

Audits, Evidence and Reporting

- Creating and maintaining electronic files of safeguarding evidence, including to support ISI inspections.
- Meeting with the Head regularly, providing updates and reviewing as necessary.
- Contributing towards and/or providing regular safeguarding reports to the Safeguarding Governor Lead.
- To complete the local authority safeguarding audit, as required.

Pupil Outcomes

- To liaise with the Senior Deputy Head and Deputy Head (Academic) in maintaining a culture of high aspirations for all pupils who are currently experiencing, or have previously experienced welfare, safeguarding and child protection issues.
- Support all staff to identify the challenges that pupils in this group might face and the additional academic support and interventions required to best support these children.
- Attending persistent absence panels and/or supporting effective liaison with relevant staff to ensure good attendance at school.
- To liaise with the Senior Deputy Head and Deputy Head (Academic) in monitoring the academic progress of pupils in need, contributing to reviews of individual pupil progress, sharing feedback from agencies/professionals who are working with the pupil/family and supporting and informing any academic-based interventions.
- Creating an overview of how the curriculum teaches key themes of safety (including online safety and anti-bullying) and contributing towards the capture of pupils' opinions about safety at school.

GDPR

- To work within the requirements of Data Protection legislation at all times ensuring student data is kept safe.



PERSON SPECIFICATION

Qualifications	Essential	Desirable
A good degree	X	
Further professional training/qualifications		X
Experience		
Senior leadership experience		X
DSL or DDSL experience	X	
Experience of developing mental health and wellbeing		X
Experience of working effectively with a range of teams	X	
Skills/ Knowledge and Abilities		
Dealing with external agencies in a wide range of safeguarding and pastoral matters	X	
Implementation of policies and procedures	X	
Outstanding and enthusiastic classroom teacher	X	
Ability to work as part of a team	X	
Excellent written communication skills	X	
Excellent organisational skills	X	
Excellent oral communication skills with staff, students & parents	X	
Positive, enthusiastic, flexible with a pro-active 'can do' attitude	X	
A commitment to using ICT to develop learning	X	
Excellent IT skills	X	
Ability to teach pupils with SEN as well as social, emotional and mental health difficulties	X	
Personal Qualities		
A sense of humour and genuine understanding and liking for our students	X	
Excellent interpersonal skills	X	
Enthusiasm	X	
Creativity	X	
Approachable, open and honest	X	
Dedicated, conscientious and hard working	X	
Commitment to safeguarding and the welfare of students	X	
Understanding of and commitment to OLA's ethos	X	

WORKING AT OLA

Salary

OLA has its own salary scale. Experience and qualifications are considered when setting starting salaries.

Benefits

Lunch is provided at no cost during term time

Free on-site parking.

CPD and training are encouraged

Staff have agreed access to the School's equipment and facilities, including the indoor swimming pool.

Pension

The School currently participates in the DfE Teachers' Pension Scheme and also offers a generous contributory pension scheme for all support staff.

School Fee Reduction

Teaching staff benefit from a staff discount on basic tuition fees of 50% for full-time staff, pro rata for part-time staff, and qualify for this benefit after completing two years of service.

Non-contractual benefits are given at the discretion of the Governing body and can be withdrawn without notice.

Location

The school is located in Abingdon-on-Thames, an historic market town situated eight miles to the south of Oxford with its world-renowned reputation as a centre of academic excellence. The town supports a mixed, international community which enjoys a good selection of facilities situated a just few minutes' walk away from the river and gardens of Abbey Meadows. The town benefits from excellent bus links to Oxford, which is just a 15-minute ride away and provides a wealth of social and cultural opportunities.



SELECTION PROCESS

- Application deadline: **9.00am Friday 2nd February 2024**
- Interviews: **Thursday 8th February 2024**
- Applicants are asked to submit a completed school application form. No other form of application will be accepted.
- Ensure that your application form is completed in full, and no gaps are left in your employment history.
- Two referees should be provided, one of whom must be your current or most recent employer.
- In addition to the interview, candidates can expect to complete other selection exercises. There will also be an opportunity to have a tour of the School.
- Applicants will be required to prove their right to work in the UK at interview. The School is unable to offer sponsorship to candidates who do not have worker status.
- The successful candidate will be required to undertake an Enhanced Disclosure and Barring Service (DBS) check and social media check, in addition to other necessary safeguarding measures.
- For any outstanding queries please contact Mrs Julie Braley at headspa@ola.org.uk

Our Lady's Abingdon is committed to safeguarding and promoting the welfare of children and young adults and all staff and volunteers are expected to share this commitment. Successful candidates are required to undertake various safeguarding checks which include an Enhanced DBS and social media check. Full details are available on the school website.

