TRUST COURAGE HOPE RESILIENCE



MEDSTEAD CHURCH OF ENGLAND PRIMARY SCHOOL, HAMPSHIRE

HEADTEACHER RECRUITMENT PACK

Eco-Schools

Ofsted Good Provider





KEY INFORMATION



Position: Headteacher
Start date: April 2027
Contract: Permanent / Full time
Salary type: Leadership scale
Salary details: L14-L20
£71,330-£82,654

Address: Roe Downs Road, Medstead, Hampshire
Phone: 01420 562824
Email: admin@medstead.hants.sch.uk
Website: www.medstead.hants.sch.uk

Applications

Closing date: 5th January 2027
Interview date: 14th-15th January 2027

Visits to school are warmly welcomed. Please email the school office to arrange a suitable time.

FROM THE CHAIR OF GOVERNORS

WELCOME



WELCOME

On behalf of the Governing Body and our whole school community, I would like to thank you for your interest in the post of Headteacher at Medstead Church of England (Controlled) Primary School.

We are immensely proud of our school and its important role at the heart of the village of Medstead, in rural Hampshire. We are a warm, welcoming and inclusive school where children are encouraged to flourish, develop confidence and a love of learning, supported by an exceptionally dedicated and caring staff team. At the heart of Medstead is a strong sense of family, where everyone feels known, valued and supported.

Our resourced provision for deaf children is a valued and integral part of our school community, enriching the experiences of all our pupils and strengthening our belief that everyone belongs. British Sign Language is woven into daily life, from songs during worship and school productions to children naturally signing together in the playground. This inclusive culture is something we deeply cherish. We also value our close relationship with St Andrew's Church and the distinctive Christian ethos that underpins our school.

We are proud of our pupils, who move on to secondary school as engaged and courageous learners, equipped with kindness, tolerance and respect for others. Our extensive outdoor spaces enrich our curriculum, provide wonderful opportunities for outdoor learning and support our commitment to sustainability. Recent improvements in pupil outcomes give us strong foundations on which to build, and we are ambitious to sustain this progress and achieve even more.

Inspection reports

Ofsted 2023

SIAMS 2024

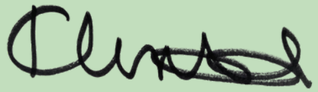
> **a strong culture of mutual trust and support**
>
> **Ofsted 2023**

We are seeking an inspirational, compassionate and ambitious Headteacher who will cherish what makes Medstead special while leading our next chapter. We want a leader who listens, communicates openly, builds trust and unites people around a shared vision. Someone who combines high expectations with fairness and compassion, supporting staff while keeping children's best interests at heart. Our committed Governing Body provides challenge and support, alongside a strong PTA whose events unite our community and raise valuable funds. We want our next Headteacher to strengthen these partnerships, working with governors, staff, families and the wider village to ensure Medstead continues to thrive.

For an ambitious Headteacher, Medstead offers a genuine opportunity to make their mark. We have a distinctive school, strong foundations, a committed community and real potential for further improvement. Our next leader will have the opportunity to develop our team, strengthen our provision, build on improvements in attendance, embed progress in pupil outcomes and complete our work to achieve financial sustainability. We want someone who combines warmth and integrity with ambition, determination and a rigorous approach to school improvement, ensuring that high standards and accountability are central to all we do.

Above all, we want a Headteacher who will bring out the very best in our children, staff and school community, ensuring Medstead remains a happy, joyful place to learn and work, where people feel they belong and celebrate success together. We look forward to welcoming someone who shares our pride in Medstead, our ambition for its future and our commitment to giving every child the best possible start in life.

I look forward to welcoming you to Medstead.
Yours faithfully,



Kate Limbird, Chair on behalf of the Governing Body

Inspection reports

Ofsted 2023

SIAMS 2024

> **Pupils are proud to be part of this warm, friendly and inclusive school**
>
> **Ofsted 2023**







OUR

CHRISTIAN VALUES



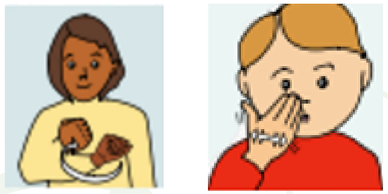
CHRISTIAN

At Medstead we aim:

- to put Christ and our children at the heart of all we do.
- to ensure that each member of the school community feels valued and included.
- to treat all pupils with dignity and respect.
- for our children to become courageous advocates in society, using kindness and forgiveness to do the right thing with understanding, tolerance and love.
- to encourage every child to discover and develop their gifts and talents so that they can make a positive contribution to the world around them.
- to support the wellbeing and mental health of every member of our school community.

> **“There is an overwhelming feeling of love at Medstead School. Staff, parents and pupils express how special they are made to feel. They have a sense of belonging in this nurturing community.**
>
> **SIAMS 2024**

OUR SCHOOL



NOR*	(Incl. RP 10 & 2 HL)	155
Sub Groups*	PP	13.5%
	EAL	1.9%
	SEN, inc EHCP	28.4%
	EHCP	16.13%
	Resourced Provision	5.8%
Attendance	Yr 2025-26	94%

* Academic year 2026-27

Staff	HT	1	1.0 FTE
	AHT (1 year fixed term)	1	0.4 FTE
	SENCO	1	0.6 FTE
	Bus Mgr & Admin	3	1.8 FTE
	Teacher of the Deaf	2	1.3 FTE
	FT Teachers	5	5 FTE
	PT Teachers	4	2.1 FTE
	HLTA	3	1.7 FTE
	LSA	8	5.1 FTE
	CSW	9	5.1 FTE

Based on a 6 hour school day

> **Staff have high expectations and pupils achieve well**
>
> **Ofsted 2023**

> **Governors are committed, attend training and fulfil their statutory duties effectively**
>
> **Ofsted 2023**

HOW WE APPROACH

INCLUSION



INCLUSION



At Medstead Primary School, we are proud of our inclusive culture and strive to make our school a place where all pupils can thrive. High-quality inclusive teaching sits at the heart of our approach, as we know that this supports all of our pupils, particularly those with additional needs. Alongside this, our ordinarily available provision provides us with a wide range of flexible strategies that we use to support all learners.

In addition to our everyday classroom provision, we support our pupils as needed through a variety of additional interventions. We work closely with colleagues from other organisations, such as Primary Behaviour Support, the Educational Psychology team, and the Specialist Teacher Advisory Service (STAS). Trained staff within our school also provide additional interventions, such as ELSA, Drawing and Talking therapy, and Lego Therapy.

> **Leaders are determined that all children, including those with SEND, are well equipped to succeed in life**
>
> **Ofsted 2023**

“Inclusion is at the heart of this school and this is well embedded into the ethos and culture. The curriculum is inclusive for pupils because learning is adapted to the needs of individuals. Pupils, including those that are deaf, are supported by highly skilled staff and as a result, pupils learn and live well together.

SIAMS 2024

OUR

DEAF UNIT



Our vision is to cultivate an inspiring and truly inclusive primary school community where deaf children thrive academically, socially and emotionally alongside their hearing peers. By championing a Total Communication approach, we blend spoken English, British Sign Language (BSL) and Sign Supported English (SSE), and advanced assistive technologies to unlock the unique potential of every child. Supported by Teachers of the Deaf, Communication Support Workers and an acoustically optimised environment, our pupils enjoy access to a rich mainstream curriculum while receiving the bespoke, targeted interventions they need to bridge attainment gaps and excel.

Beyond academic success, we are deeply committed to nurturing happy, independent young individuals who possess a proud sense of Deaf Identity and self-advocacy. Through whole-school Deaf Awareness and opportunities to learn BSL, we break down barriers to ensure meaningful friendships and a genuine sense of belonging. We partner closely with families and multi-agency experts to create a nurturing, secure environment where every deaf child is empowered to reach their full potential, celebrate their achievements, and step confidently into their future.

DEDICATION TO

OUTDOOR LEARNING



OUTDOORS

At Medstead, we value the opportunities outdoor learning brings. Our extensive grounds—including an outdoor classroom, pond, rewilding zone and two woodland areas—provide inspiring spaces for exploration, creativity and connection with nature. Children use these spaces to enrich their classroom learning, and we want to build on this distinctive strength of our school.

Some children also access woodland therapy sessions, tailored to their needs in collaboration with our SENCO and class teachers, to support their emotional well-being.

Our pupils' enthusiasm for the environment shines through our Young Environmentalists, who helped us achieve an Eco Flag with Merit in 2023. We were also proud to be regional finalists in the 2022 Wilder School of the Year Awards.

> **"Pupils enjoy playing and learning in the well- developed outdoor area. Pupils learn about living in harmony with nature and the benefits that the outdoors has on mental health and physical well-being**
>
> **Ofsted 2023**







WHAT OUR

PARENTS SAY

A family feel. Dedicated staff that work hard to give our children the best.

Outstanding teaching, challenging my child to ensure she makes excellent progress.

My child is 100% happy and thriving.

The school has a caring and supportive environment. The teachers are fantastic and genuinely want the children to succeed.

We could not be happier with the difference this school has made to her well being and learning.

PARENT SURVEY 2025

The school fosters a strong sense of belonging, lessons are engaging and my son loves the school, his classmates and teachers.

Forest school is an incredible part of our children's learning and is so important to us as parents.

The school is inclusive & my child enjoys joining in with the signing.

The outdoor learning opportunities are excellent.

The staff are so kind and thoughtful. There is clear care for the school and children.

Inclusion and outdoor learning and sports opportunities.

Lots of variety in the day and great rewards for good behaviour.

THOUGHTS FROM

OUR STAFF

We asked our staff what the priorities for a new Headteacher should be. They said to;

1. Lead an Inclusive, Nurturing and Accountable School
2. Raise Attainment and Improve Outcomes for Every Child
3. Secure Consistently High-Quality Teaching and Learning
4. Promote Positive Behaviour Through Clear Expectations and Firm, Fair Consequences
5. Empower, Motivate and Retain Our Staff
6. Prioritise Staff Wellbeing, Work-Life Balance and Inclusion in Decision-Making
7. Manage Resources Strategically to Meet Children's Needs
8. Develop purposeful environments that support children's academic, social and emotional needs
9. Develop a Sustainable, Forward-Thinking School Community
10. Strengthen Communication and Collective Leadership

WHAT OUR CHILDREN WANT IN

OUR NEXT HEADTEACHER



artistic generous **kind**

Responsible tough enough **funny**

confident sees things from a child's point of view

respectful **helpful** playful grateful

friendly **understanding** **happy** forgiving

neat **courageous** **positive** **creative** joyful

smart **approachable** curious **adventurous**

polite **chatty** **trusting** **calm** uplifting

OUR

FRIENDS OF MEDSTEAD



Friends of Medstead School (FOMS) is the school's volunteer-led PTA committee. We're a warm, welcoming group of parents and staff who come together to raise funds and build a strong sense of community, ensuring every child can enjoy a richer school experience.

Last year, FOMS proudly raised over £16,000 through a lively schedule of events. Our children and families enjoyed discos, a Colour Run, a sausage sizzle, a Christmas fayre, shopping events, cake sales, non-uniform days, and more. Our Easter campaign alone brought in over £5,000 for the school library, with children creating their own fundraising activities and webpages. These events are more than just fundraisers - they're wonderful opportunities for children to participate, lead, and take pride in what they accomplish together.

Thanks to this wonderful support, the money has helped us buy new laptops, books, and furniture for the library; a new oven for cooking lessons and the after-school club; the Legacy Garden, designed and built by our Year 6 pupils; and contributed toward a fantastic whole-school trip to a BSL-interpreted pantomime this December.

We're truly grateful to our volunteers and the entire school community for their time, energy, and generosity. We look forward to another exciting year of fundraising and collaborating with our new headteacher to make the most of what we achieve.

> **"the events throughout the year put on at the school (with the fantastic work from FOMS) are so lovely to volunteer and be a part of - and to see the staff having real enjoyment in those events as well - children are really put at the heart of everything the school does.**
>
> **Parent 2024**

KEY

FOCUS AREAS

The Governing body would like our new Headteacher to focus on the following key focus areas during their first year in post. During this time, we hope you will also enjoy developing effective and productive relationships with everyone in our community. You will also need to practice or learn a little British Sign Language.

Provide clear strategic leadership through a compelling, inclusive vision that keeps all pupils at the heart of all aspects of school life, establishing a culture of high expectations, clear accountability and rigorous approach to safeguarding, attendance and finance.

Inspire and develop a cohesive, effective team through skilful staff management, leadership development and clear accountability at all levels, holding all staff accountable for pupil progress and achievement.

Embrace and develop our strong school culture which is inclusive, welcoming. joyful and driven by Christian values, with strong links to families, the local community and the church, where all belong.

Demonstrates unwavering ambition for all pupils to succeed and achieve their full potential through an inclusive ethos, high-quality teaching and learning, and a strong commitment to personal development.

HEADTEACHER

PERSON PROFILE

Professional qualifications and experience	Shortlisting evidence sought in application (A), reference (R) or interview (I)?
1. Qualified teacher status	A
2. Has significant senior leadership experience in primary education, and can demonstrate the impact	A
3. Evidence of relevant further professional in-service training and continuing professional development (*Desirable: NPQH or NPQSL. Aspiring headteacher.)*	A, R
Personal qualities	
1. Inspirational, approachable and resilient leader with the ability to build trust, confidence and positive relationships across the whole school community.	R
2. Excellent communicator with strong interpersonal and relationship-building skills.	A, I, R
3. Demonstrates strong and principled leadership, guided by integrity, compassion and a commitment to the school's core values, serving all pupils and families.	A, I
Leading and developing school culture	
1. Articulates and implements a clear, inclusive vision that places pupils at the heart of all aspects of school life.	A, I
2. Fosters a welcoming, joyful and aspirational culture in which all members of the school community feel valued and belong.	R
3. Creates and maintains a culture of high expectations, accountability and continuous improvement	A, I, R

HEADTEACHER

PERSON PROFILE CONT.

Professional development	Shortlisting evidence sought in application (A), reference (R) or interview (I)?
1. Has a proven track record of developing, challenging staff and skilfully holding them to account.	A, I, R
2. Creates a culture where staff are supported, developed and encouraged to continually improve their practice.	A, R
3. Can evidence the impact of coaching, mentoring and effective professional development.	A, I
Teaching and learning	
1. Has a proven track record as an effective classroom practitioner, demonstrating a secure understanding of current teaching and learning practices that lead to strong outcomes for all pupils.	A, I, R
2. Holds high expectations for the quality of teaching and ensures all pupils receive consistently high-quality learning experiences.	I
3. Uses monitoring, evaluation and professional development effectively to secure improvement in classroom practice and pupil achievement.	A, I, R

HEADTEACHER

PERSON PROFILE CONT.

Curriculum and assessment	Shortlisting evidence sought in application (A), reference (R) or interview (I)?
1. Provides strategic leadership of a broad, ambitious and inclusive curriculum that meets the needs of all pupils.	I, R
2. Ensures assessment is used effectively to inform teaching, identify and remove barriers to learning to drive pupil progress.	A, I, R
3. Has a strong understanding of curriculum design, implementation and evaluation.	A, I
Inclusion	
1. Demonstrates unwavering ambition for all pupils to achieve success regardless of their prior attainment and additional needs.	I, R
2. Champions inclusion by removing barriers to learning, promoting equity and belonging, and ensuring that British Sign Language (BSL) is valued as part of the school's commitment to accessibility and communication. *(Desirable: Has a knowledge of some British Sign Language)*	A, I
3. Ensures vulnerable and disadvantaged pupils are identified, supported and enabled to thrive.	A, R

HEADTEACHER

PERSON PROFILE CONT.

Behaviour	Shortlisting evidence sought in application (A), reference (R) or interview (I)?
1. Establishes, models and upholds high expectations for behaviour, attendance and attitudes to learning.	I
2. Has a strong track record of leading and supporting staff, while coordinating multi-agency support to address complex behavioural needs and improve outcomes for pupils.	I, R
3. Promotes a culture of respect, kindness and responsibility through a relational approach with clear expectations.	A, I
4. Ensures pupils' personal development, wellbeing and character are central to school life.	A, I, R
Organisational management	
1. Leads strategically and effectively in the management of finance, resources and staffing to secure long-term sustainability. *(Desirable: Has experience of managing an aspect of a school budget)*	A, I, R
2. Demonstrates strong organisational and change management skills with the ability to prioritise, plan and deliver improvement effectively.	A, I
3. Uses self-evaluation, performance information and accountability systems to drive school improvement.	I, R

HEADTEACHER

PERSON PROFILE CONT.

Christian Vision, Culture and Community	Shortlisting evidence sought in application (A), reference (R) or interview (I)?
1. Can demonstrate a commitment to sustaining and developing a Christian vision and values-based culture.	A, I, R
2. Has experience of building effective partnerships including parents, governors, the church and the wider community.	A, I, R
3. Promotes pupils' personal development, wellbeing and spiritual growth as an integral part of school life.	A, I, R
Safeguarding	
1. Demonstrates an unwavering commitment to safeguarding and promoting the welfare of all children. *(Desirable: Either a DSL or deputy DSL)*	A, I, R
2. Ensures policies and procedures linked to safeguarding and health and safety systems, are implemented rigorously and monitored effectively.	I, R
3. Creates a culture where safeguarding and health and safety is everyone's responsibility so pupils and staff feel safe, supported and valued.	A, I

FROM

THE DIOCESES OF PORTSMOUTH & WINCHESTER

Within the Dioceses of Portsmouth and Winchester there are 153 schools with links to the Church of England. Consisting of 86 Voluntary Controlled, 49 Voluntary Aided, 1 Foundation, 2 Joint Anglican and Roman Catholic, 6 Academies, 11 Affiliated, 7 Federated Schools and 32 Independent Church Schools. These are spread across six local authority areas, Bournemouth, Dorset, Hampshire, Southampton, Portsmouth and the Isle of Wight.

The Bishops of Portsmouth and Winchester encourage Church school Headteachers and governing bodies to consider carefully, with parish clergy and parochial church councils, matters relating to the spiritual, moral, social and cultural development, ethos, worship, religious education and the partnership between school and parish.

The Diocesan Board of Education and its staff support church schools in these matters as well as working alongside Local Authorities with general support, advice and training for church schools and their governing bodies. The education staff also support parishes and clergy in developing their work with schools.New Headteachers are encouraged to attend leadership training courses provided by the Diocese as part of their induction process. The Diocese also offers courses and events for school staff on all aspects of church school leadership and management.

The diocesan representative involved in the appointment process at the school you are applying to will be

Sue Bowen

Church Schools Advisor

If you are successful in the post you are applying for, the Diocesan Director of Education and his staff will be pleased to offer you whatever support they can during your time in the school.

EDUCATION IN HAMPSHIRE

Why Choose to Teach in Hampshire?
Make your best career move and choose to teach in Hampshire! Hampshire is committed to excellence in education and will continue to strive for the best possible outcomes for each and every child.

As one of the largest authorities in the country, we offer an incredible variety of teaching opportunities. Whether you're drawn to the challenges of urban and city schools or the close-knit community of rural primary schools, you'll find a vibrant setting for your next career move.

Professional Development
We pride ourselves on offering first-class learning opportunities for our teachers, both internally and through external course providers.

For new headteachers, we offer a structured induction development programme in partnership with governors, helping to build close working relationships with other headteachers and Local Authority colleagues.

Community and Diversity
Our schools are dedicated to serving their local communities and reflecting the rich cultural diversity of Hampshire.

We believe in local management, with the Local Authority providing support wherever needed, ensuring each school can thrive.

Discovermore about what Hampshire has to offer by visiting **Hampshire County Council Education and learning.**

Support and Collaboration
We foster a strong ethos of collaboration and communication, with regular meetings of headteachers in various groupings to facilitate effective working relationships between the Local Authority and schools. Hampshire Authority maintains an established network of advisers providing responsive and flexible support.

Inclusive workforce
Hampshire schools are committed to on-going partnership working across the Authority to ensure our communities are represented.

Our schools are dedicated to being diverse and inclusive employers and aim to recruit the best people from a wide range of backgrounds and talents.
Please see Inclusion and Diversity Partnership for more information.

A Place for Every Student
Hampshire is home to over 170,000 school-age children across approximately 438 primary, 71 secondary, and 26 special schools.

While most are community schools, we have strong partnerships with Diocesan bodies to maintain places in church schools. Our 26 special schools and 42 Resourced Provision in mainstream schools offer tailored education and support for children with various needs, including learning difficulties, physical and sensory disabilities, and social and emotional needs.

ABOUT

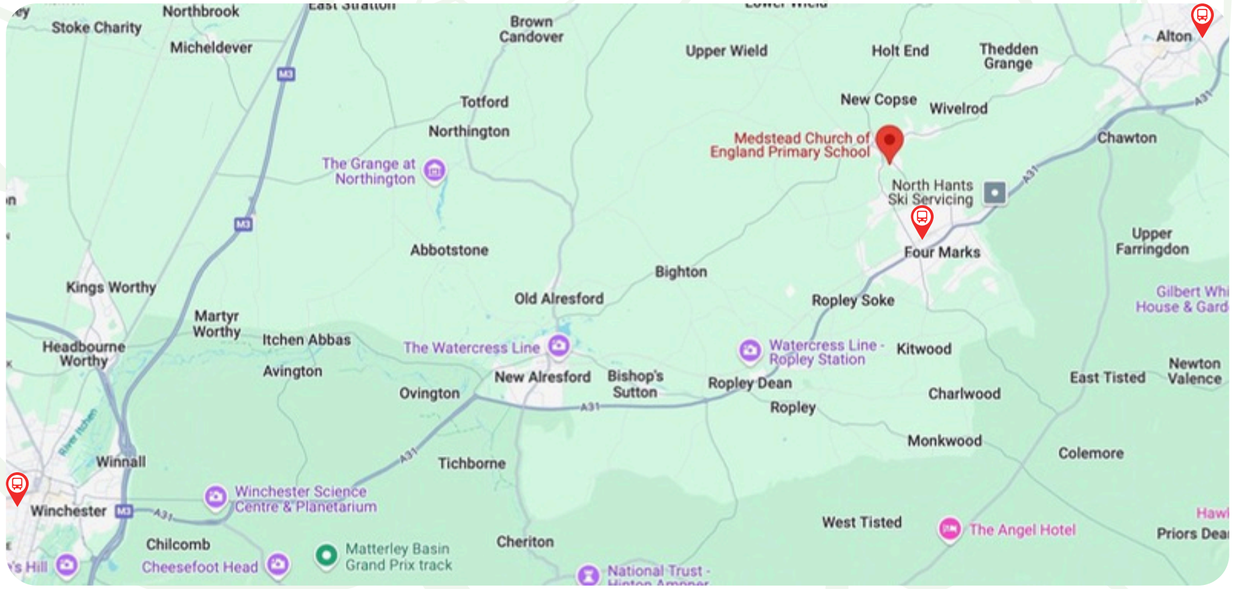
MEDSTEAD



MEDSTEAD

Medstead is a welcoming Hampshire village, just outside the South Downs. There is a strong sense of heritage and a vibrant local community. Alton train station is approximately 5 miles away with frequent connections to London Waterloo in 67 minutes.

The neighbouring towns of Alresford, Petersfield, Basingstoke, Southampton, Portsmouth and Winchester are all within easy reach and provide a wide range of leisure and shopping amenities for local residents.



“We are delighted as a parish that you are taking time to consider being the next headteacher at our wonderful school. Our school is a fantastic asset to our community, and the children are a delight. We very much look forward to receiving your application and working with the successful candidate.

Howard , Vicar Parishes of Four Marks and Medstead

APPLICATION PROCEDURE

TO APPLY

Download the attached application form by clicking on the application form, then complete and save it. Once ready, click 'Apply' button to upload your completed application form.

You should provide a full statement in support of your application, which should not exceed two sides of A4 paper. Please do not restate the factual details already included elsewhere on the application form.

SELECTION PROCEDURE

The shortlist will be drawn up on **7th January 2027** and the selection process will take place **14th–15th January 2027**. Further details will be sent to those candidates called for interview.

Applicants will be advised after the shortlisting date whether they have been successful.

EQUALITY MONITORING

All applications will be required to complete an Equality Monitoring form.

SAFER RECRUITMENT

Medstead Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure & Barring checks along with other relevant employment checks."

PRIVACY NOTICE

The School collects information about you in order to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the School.
The legal basis for processing your personal data is that it is necessary for the performance of the employment contract, or in order to take steps before entering into a contract, and is necessary for the County Council to comply with a legal obligation.
The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.
You have some legal rights in respect of the personal information we collect from you. Please see the School's website for further details on their privacy notice and data protection policy.
You can contact the School's Data Protection Officer if you have a concern about the way they collect or use your data.

TRUST COURAGE HOPE RESILIENCE



WE LOOK FORWARD TO HEARING FROM YOU