



# Fairfield Infant School

## Assistant Headteacher

### Information Pack



Everyone is valued and learning is fun



# Assistant Headteacher

**Leadership Scale (L3 – L7): Full-time, Permanent**

**Start Date: September 2026**

We are looking to appoint an exceptional teacher and educator with a limitless aspiration for all learners who is keen to join our supportive and solution-focused Fairfield leadership team.

If you believe you embrace our core values where...Everyone is Valued and Learning is Fun and are keen to take on a pivotal role in the strategic leadership and further development of our school, this opportunity promises to bring huge reward and satisfaction for the scope of what you will be able to achieve!

In partnership we seek to promote irresistible life-long learning as passionate advocates for all the children and adults which our Fairfield Family serves.

## **We are looking for a leader or aspiring leader who...**

- Values the importance of nurturing and developing positive relationships with children and adults alike and a genuine commitment and care for the whole school community
- Leads by example, initiating and implementing change enthusiastically, motivating others and sculpting support as appropriate
- Demonstrates a genuine joy for teaching and a sustained curiosity for understanding how to enable children and adults to thrive in their learning
- Models consistently strong classroom practice and shows a clarity of understanding of how they have positively impacted learning and curriculum outcomes
- Values the benefits of strategic reflection and shows a commitment to the development of a wholly effective professional learning community
- Acts with integrity and brings resilience and a positive, solution-focused approach to achieve the best for our children

## **In return we can offer...**

- A warm, welcoming and supportive whole school community who are utterly committed to working together to achieve the best for every child and family
- A commitment to high quality and personalised professional development
- A role which encompasses consistently protected leadership time balanced with a realistic and rewarding teaching commitment

If you believe you embrace our core values and are excited for the opportunity to take a supportive and solution-focused lead in maximising the progress of our wonderful children and team, we would be delighted to hear from you.

Informal visits are available and strongly encouraged. For further details and to book a visit please contact: [adminoffice@fairfield-infant.co.uk](mailto:adminoffice@fairfield-infant.co.uk) or call 023 9248 3029

## **Application Procedure:**

Please use the job description and person specification to support your application, completing the application form provided.

Application forms should be returned by email to:

[headteacher@fairfield-infant.co.uk](mailto:headteacher@fairfield-infant.co.uk) by 12pm on Thursday 14 May 2026.

Interviews will take place on Thursday 21 May 2026.

# Job Description

## Assistant Headteacher

### Core Purpose:

The Assistant Headteacher will work in partnership with the headteacher and the other members of the senior leadership team to promote the strongly positive and inclusive culture of which our school is rightly proud.

With a pivotal role in the strategic leadership and further development of our school, you will strongly contribute to the progress of our school improvement priorities.

Endorsing limitless aspiration for all learners, the positive role model you provide as an exceptional teacher and educator will ensure the greatest investment and motivation in your colleagues to drive inclusion, be passionate advocates for supporting children and adults with their vulnerabilities and promote irresistible life-long learning.

### Key Responsibilities:

#### 1. School Culture, Inclusion, Safeguarding, Behaviour and Wellbeing

- Consistently work to promote positive and respectful relationships across the school community, a culture of staff professionalism and a safe and fully inclusive environment including undertaking the role of Deputy Designated Safeguarding Lead
- Demonstrate and promote an authentic relational behaviour approach, whilst maintaining the highest of expectations for all pupils and supporting others to strengthen their understanding of the implementation of policies and practice across the school.
- Promote and develop the school's trauma-informed ethos and actively promote through your own practice a culture of limitless ambition for all including those with SEND
- Support positive working relationships with external advisers, agencies and colleagues from other schools and educational establishments, developing these relationships as appropriate

- Demonstrate a high degree of competency in setting up and maintaining a high-quality, conducive learning environment, supporting colleagues to ensure there is consistency with well-reasoned flexibility where required
- Conduct learning walks in collaboration with the headteacher and leaders to ensure a consistent approach to the school's ethos, vision and values
- Promote the positive involvement of parents and carers in school life with a specific focus on developing relationships with those who are more reluctant and harder to reach.
- Demonstrate strong conciliation skills and an overall intent of bringing about positive outcomes for all parties; providing support as appropriate for colleagues in planning and conducting meetings with the same intent
- Nurture and develop constructive relationships with individuals and members of the wider community and take positive steps to promote the school and its aims.
- Further develop opportunities for children to play an active part in school life and through the impact of further enrichment, provide strong support for them to appreciate their role as citizens of the wider world
- Plan and deliver assemblies including to the whole school, which support the school's overarching vision and values

## **2. Curriculum, Teaching and Achievement**

Demonstrate the capacity to take on the strategic oversight and development of a key area or areas of curriculum leadership in line with school improvement priorities including supporting teachers to further develop their subject knowledge and sustain high quality and irresistible teaching and learning to maximise progress across the school.

- Lead on key aspects of moderation, giving feedback to colleagues and supporting the setting of aspirational targets across the school, particularly for the most vulnerable and disadvantaged pupils
- Demonstrate a strong knowledge and understanding of age-related expectations in all year groups
- Initiate and support others to initiate cohort or school-wide strategies to support and measure the impact of intervention
- Lead pupil progress review meetings, monitoring the implementation and impact of agreed actions, reporting on pupil outcomes to the headteacher, SLT and governors and providing professional support to address issues

- Track pupil groups across a specific core subject or year group, identifying trends or patterns with gaps in knowledge and providing feedback to teachers and leaders
- Carry out and model to others effective pupil conferencing activities

Be prepared to undertake overarching leadership of a year group or other specific learning-based leadership at whole-school level. This will include:

- Exemplifying an exceptionally high standard of teaching and learning and promoting these standards and expectations with your direct team and all members of the school community as appropriate.
- Supporting teachers with ongoing assessment and planning
- Promoting and ensuring a strong focus on appropriate variation and challenge for all pupils
- Providing effective scaffolding and coaching for teachers and support staff
- Reviewing feedback and marking
- Monitoring and triangulating evidence and reporting on progress and outcomes
- Supporting the development of collaborative approaches to learning across the school and beyond
- Supporting the development of ECTs and students in an overarching capacity as appropriate and required

Be prepared to take on either a part-time class or non-class based teaching commitment proportionate to other responsibilities you are undertaking in relation to your role and proportionate to the needs of the school.

### **3. Strategic Leadership**

- Exhibit and develop a strong understanding of whole school issues, tackling problems proactively and creatively, identifying opportunities and workable solutions
- Undertake a key role in supporting others to deepen their understanding of how pupils learn, using an evidence-informed approach to shape further development
- Provide specific support for other leaders, flexibly modelling, mentoring and coaching as appropriate to develop their understanding of how to carry out robust monitoring and evaluation
- Provide clear direction and impactful feedback to staff, to support them in developing and embedding effective practice and understand how to hold others to account
- Play a key role as appropriate in the selection and recruitment of teaching and support staff, gaining experience of all aspects of the recruitment process

- Provide appropriate support to ensure the effective day to day organisation and running of the school including consideration of the effective deployment of staff, maintaining an attention to wellbeing and workload and providing appropriate pastoral support as needed
- Carry out delegated tasks efficiently to completion with an accountability for their outcomes
- Provide clear direction to others and, when required, hold others to account in line with policy
- Lead by example in maintaining an active involvement in the life of the school
- Support staff to liaise appropriately with other year groups
- Contribute to staff appraisals and support professional development needs across the school
- Deliver continuing professional development training including as part of whole school inset to share best practice, promoting and exploring new developments across the school
- Keep abreast of new initiatives and approaches to teaching and learning especially pertinent to specific areas of responsibility, and share these with staff, monitoring impact
- Contribute to the setting and review of the staffing structure, based on a secure understanding of the needs of the school

## Personal Qualities

We are looking for our successful candidate to ...

- Value the importance of nurturing and developing positive relationships with children and adults alike and a genuine commitment and care for the whole school community
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# Person Specification

	<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence Source</b>
<b>Qualifications &amp; Professional Development</b>	Qualified Teacher Status (QTS)	Essential		Application
	Degree or equivalent	Essential		Application
	Evidence of sustained professional development in leadership, curriculum, teaching & learning	Essential		Application / Interview
	Evidence of further leadership training or willingness to undertake further training		Desirable	Application/ interview
	Additional relevant qualifications		Desirable	Application
<b>Experience</b>	EYFS and KS1 teaching experience		Desirable	Application
	Successful teaching experience in more than one year group	Essential		Application
	Experience leading curriculum development and implementation	Essential		Application
	Experience coaching, mentoring and developing staff	Essential		Application
	Experience leading a whole school initiative with measurable impact	Essential		Application
	Deep understanding of high-quality	Essential		Application/ Interview

	teaching and learning			
<b>Knowledge and Understanding</b>	Secure knowledge of Early Years and KS1 Curriculum	Essential		Application / Interview
	Demonstrate high standards of behaviour for learning	Essential		Application/ Interview
	Demonstrate up to date knowledge and implementation of SEND Policy for inclusive classroom practice	Essential		Application/Interview
	Able to analyse and evaluate data and information to support school improvement	Essential		Application/ Interview
	Experience of monitoring, gathering and triangulating evidence to determine next steps and actions	Essential		Application/ Interview
<b>Skills and Attributes</b>	Able to manage time, prioritise effectively and meet deadlines	Essential		Application/Interview
	Able to inspire, empower and motivate others	Essential		Application / Interview
	Able to skilfully communicate with others using a wider range of communication forms	Essential		Application/ Interview
<b>Personal Qualities</b>	Resilient and solution-focused in the face of challenge	Essential		Application/Interview
	Commitment to professional learning,	Essential		Application/Interview

	development and continuous improvement			
	Strong relational and interpersonal skills, managing situations in a sensitive, supportive and appropriate manner	Essential		Application/Interview
	Strong work ethic with some flexibility to enable a commitment to involvement in wider school life	Essential		Application / Interview
<b>Safeguarding</b>	Understanding of statutory safeguarding requirements	Essential		Application / Interview
	Understanding of role of DSL/DDSL and or experience		Desirable	Application

## **This Role is Ideal For...**

An aspiring senior leader ready to take the next step or

An experienced leader aspiring for an exciting challenge to further impact at Senior Leadership Level.

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## **Safer Recruitment:**

Fairfield Infant School and Hampshire County Council are 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 and Barring Service checks along with other relevant employment checks including an online search as part of Keeping Children Safe in Education 2025 guidance