

The Federation of Netley Abbey Infant & Junior Schools

Federation Headteacher
Recruitment Pack

Together we can 'CLIC'





Included in this brochure:-

- Introduction to The Federation of Netley Abbey Infant and Junior Schools from the Chair of Governors
- Our Locality
- Welcome to the Federation – EYFS, Key Stage 1, Key Stage 2
- Our vision, values and aims
- What our pupils, staff and community are looking for
- What Ofsted says about our school
- Key Tasks
- Job Description
- Person Specification
- Leadership Structure
- Application Process





Introduction from our Chair of Governors

Thank you very much for expressing your interest in the vacancy for the Federation Headteacher at Netley Abbey Schools. I am delighted to introduce our recruitment pack which includes details about our schools, the position and the application process.

We are looking to recruit an excellent practitioner to join our family and lead a team of dedicated professionals from January 2026 or earlier. At Netley Abbey Schools, we care about professional development and look forward to offering the right candidate a fantastic opportunity to inspire others and to develop their own practice.

Our current Executive Headteacher is retiring after 20 years, having seen us through many Ofsted inspections (Netley Abbey Infant and Junior Schools are currently both Ofsted-rated "Good") and the formation of our federation and we are seeking to employ an outstanding, enthusiastic, and creative Federation Headteacher to join our supportive leadership team.

Our children are happy and engaged in their learning. We have excellent facilities and a well-resourced learning environment. Our fantastic shared grounds enable us to develop learning outside the classroom for all year groups and to host whole federation events, including Sports days, Summer fayres and Santa Dash! Visitors to the schools regularly remark on the welcoming atmosphere, the good behaviour of our children and their enthusiasm towards learning.

The Governors are very proud of the strong and supportive staff and alongside an experienced Governing body, you will be leading a hard-working, committed and collaborative team, sharing a common goal. We would be delighted to welcome you for a visit where you can see the schools in action and meet some of our amazing staff and children.

We look forward to receiving your application.

Yours sincerely,

Mrs Alex McLeonards

Chair Of Governors.

Our Locality

The Federation of Netley Abbey Infant and Junior Schools, formed in 2020, comprises of two delightful schools serving the local community within the Itchen Valley. Both Netley Abbey Infant School and Netley Abbey Junior School share the same site within Hampshire with a variety of contrasting localities nearby; including the coastline, countryside, heritage site, a range of facilities and quiet villages. The shores of the Hamble River are a haven for those interested in watersports and the school itself is only a short distance from the Royal Victoria Country Park which sweeps down to the water's edge at Netley and is an ideal place to pursue walking and water sports amongst many other leisure facilities.

The original primary school was opened in 1876 at Butlocks Heath. The junior school moved to the present site in 1974. The infant school was then opened in 1984 on the junior school site, having moved from the village centre. Our infant school comprises of three classrooms within each year group for our Reception, Year 1 and Year 2 pupils. Within the junior school, we are also three-form entry with three modular buildings on our large site for our Year 3, 4, 5 and 6 pupils. There are various playground areas and extensive playing fields. The school grounds provide a pleasant environment for the pupils and this is well utilised within our curriculum.

Within our Federation, we are committed to developing lifelong learners and responsible citizens with a clear vision for their future. Our high quality inclusive teaching and learning raises standards of achievement for all children within a seven year journey from Year R to Year 6. Our vision 'Together We Can CLIC' is embedded through the use of our Learning Characters at Netley Abbey Infant School and our Netley Learning Model at Netley Abbey Junior School, with CLIC at the heart of everything in school.



Welcome to our Federation

Early Years Foundation Stage

In our Federation we believe that a strong foundation is vital for future success. We facilitate children's learning through inspiring them with irresistible opportunities and 'magical moments'. We find out what the children's fascinations and interests are as a starting point before children begin school with us in Reception. We aim to create a welcoming, engaging and stimulating learning environment which encourages the children to explore, investigate and take their learning forward with the help and support of the skilled adults. Children are encouraged to become independent learners and to take responsibility for their own lines of enquiry, with inclusivity and diversity at the heart.

As the children begin their journey they are introduced to our learning characters via the 'Together we can CLIC' message. This is supplemented with our learning behaviours which aid and develop resilience, emotional stability, inquisitive minds, team spirit and problem-solving skills throughout their journey at Netley Abbey Infant School. Children learn in the Early Years Foundation Stage through child-led play as well as via teacher led inputs. Staff meet the individual needs, interests and stage of development of each child in their care. We know that children of this age learn in an unconscious way during informal interactions.



Welcome to our Federation

Key Stage One

As the children move into Key Stage 1, Netley Abbey Infant School allows for seamless transitions both environmentally and within the curriculum. This ensures the children feel safe and secure within their learning environment. Where we can we will use some staff, who know the children well, to move with them into their new year group. This enables all children to progress in their learning quickly without transition being a barrier.

The National Curriculum is divided up into learning adventures across the key stage. Planning has been carefully constructed utilising our curriculum overview documents of knowledge and skills for all subjects. Each year group will aim for consistent planning opportunities across the three classes. All learning adventures are planned with the children's interests in mind and begin with a hook which draws in the children's curiosity and culminates with an exciting and usually hands-on outcome.

Our Teaching and Learning Principles across the Federation are based upon the research of Mary Myatt ('High Challenge, Low Threat'), Rosenshine's Principles, Guy Claxton ('Building Learning Power') and Jon Hattie ('Visible Learning').

Outdoor learning is planned for within each learning adventure and outside areas are available for all classes in KS1 as well as the use of the field. This helps build on the foundations set within the children's first year in EYFS.



Welcome to our Federation

Key Stage Two

Our Federation transition package allows for pupils to move into Year 3 seamlessly, in readiness for the increase in challenge of the Key Stage Two National Curriculum, with secure relationships and happiness at the heart.

Planning is expertly created by our excellent teaching staff, based on what the children need to know and their current attainment. Although class teachers adapt planning for groups of pupils, the same general learning outcomes are consistently achieved across a year group.

The work of Claxton has formed the basis of our Netley Learning Model at Netley Abbey Junior School, which encourages children to use the skills of reciprocity, resilience, reflectiveness and resourcefulness; to access their learning effectively. Mary Myatt's curriculum development around challenge for all with low-threat task design has been key to our training across the junior school and has ensured all children experience a greater depth to their learning in all subjects. Teachers utilise their expert pedagogical knowledge to deliver engaging, high-quality inclusive teaching for all groups of pupils to achieve highly in every area of the curriculum. We learn to build knowledge and skills, because this gives pupils the best chances in life to achieve their best within our Federation, at secondary school and beyond!



Our Vision & Values ...

At The Federation of Netley Abbey Infant and Junior Schools, we believe that every child should have a secure and caring environment in which they are valued and respected as individuals. Our seven year progressive journey for our pupils allows each of them to achieve their best.

We encourage and support personal achievement and the development of independence and personal responsibility.

Respect for other people and their property is central to this. We believe this helps to encourage self-confidence and pride in achievements, which support the development of each child's full potential. We value close and positive relationships with parents and people in the wider community who work in partnership with the school, to enrich and expand the educational experiences of children in our school.

We deliver high quality teaching and offer a stimulating and challenging curriculum. At all times, we endeavour to create a happy and positive atmosphere throughout the school enabling each child to be the best that they can be!

We share a joint vision across the federation; **Together We Can CLIC**. This encompasses a focus on our four key areas and we believe by instilling excellent **communication**, a love for **learning**, an **improvement** in all aspects of our health and **care** for our community; we create well-rounded citizens who can continue to thrive in later life.



The pupils, staff and members of the wider community at Netley Abbey Schools are looking for a Federation Headteacher who is:-



visionary
kind
fair
brave
supportive
respectful
fun
knowledgeable
positive
determined
resilient
friendly
visible
strategic
reflective
helpful
organised
protective
good communicator
good listener
good leader
understanding
patient
approachable
welcoming
trustworthy
thoughtful
empathetic
humorous
polite
ambitious

What do Ofsted say about our Federation?



- Adults work with skill, compassion and consistency to enable all pupils to succeed.
- Pupils really enjoy coming to school. Classrooms are hubs of learning, active children fill the playground and pupils are sociable at lunchtime.
- All pupils show politeness and respect for adults and classmates.
- Leaders have high aspirations for all pupils at the school. The curriculum has been carefully designed, with a clear priority on reading.
- Staff support pupils with specific needs well, giving careful consideration to make the learning accessible to all.
- Leaders have high expectations for pupils' behaviour and model this in their own conduct.
- Supporting the local community is a key focus of the school. Pupils consider the needs of others.
- Governors know their responsibilities, and carry these out effectively. The dedicated staff are very supportive of one another.
- Pupils are encouraged by staff to 'be the best that they can be' at this vibrant, inclusive school. One pupil summed this up, saying, 'The best thing about our school is that it is a community for everyone.'
- One pupil was proud to share, 'From reading to Taekwondo, you can do everything here!'
- Pupils explain their 'Netley Learning Model' with confidence, describing how they are encouraged to think about people's differences so that they learn to respect each other.
- Leaders have developed an ambitious curriculum for all pupils.
- Staff create a love of reading through initiatives such as the library book swap and by regularly sharing high-quality texts.
- Pupils talk about books with enthusiasm and share detailed recounts of stories that teachers have read to them in lessons.
- Leaders deliver a thoughtful programme that supports pupils' wider development.
- One parent commented, 'You will find clubs suitable for everyone...teachers always have the best interests of children at heart.'

Key Tasks



We have identified the following focus areas for our Federation Headteacher to work on during the next part of our journey:-

1. Further strengthen provision and improve academic outcomes in the core subjects across the federation
2. Continue to develop collaboration across the federation and the wider community in order to further embed the vision and core values
3. Continue to enhance the provision for SEND pupils in order to remove barriers and maximise opportunities for all pupils to reach their potential.

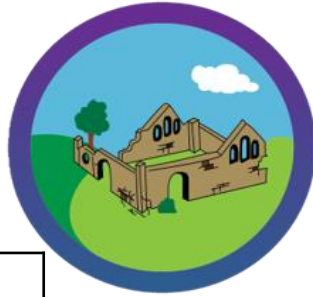
Person Specification



Professional Qualifications

Essential	Desirable	Evidence Application (A) Letter (L) Interview (I)
Qualified Teacher Status	National Professional Qualification for Headship	A
Evidence of significant and relevant further professional in-service training and continuing professional development		A

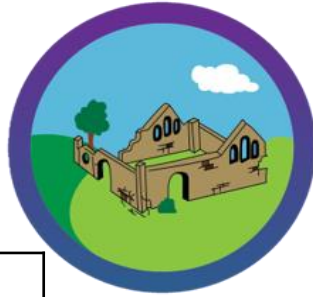
Person Specification



Experience

Essential	Desirable	Evidence Application (A) Letter (L) Interview (I)
Significant senior leadership experience in Primary education	Headteacher / Deputy Headteacher Leadership Experience at both KS1 & KS2 Experience of cross Key Stage collaboration	A, L, I
Proven track record of improving the quality of teaching and learning		A, L, I
Successfully used a range of evidence to improve pupils' progress, attainment and attendance		A, L, I
Experience and understanding of financial planning	Experience of leading, managing and monitoring strategic financial planning to achieve educational goals and priorities	A, L, I
Can demonstrate an ability to make reasoned judgements and take difficult decisions, conveying required outcomes clearly, positively and with sensitivity to a range of audiences		A, L, I

Person Specification

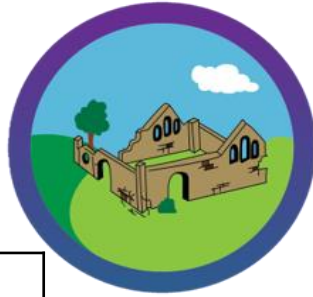


Experience cont'd

Essential	Desirable	Evidence Application (A) Letter (L) Interview (I)
Experience of developing the vision and values of a school and can articulate how this would apply to our school setting		A, L, I
	Experience of leading collective worship that impacts the whole school community	A, L, I
Have maintained a strong safeguarding ethos and culture within school and across the school community		A, L, I
Evidence of successfully implementing and embedding school improvement strategies		A, L, I
Evidence of effective impact of leading staff development		A, L, I

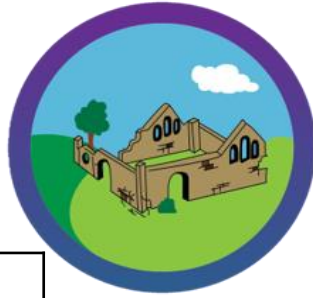
Person Specification

Experience cont'd



Essential	Desirable	Evidence Application (A) Letter (L) Interview (I)
Has high expectations of self and others		A, L, I
Demonstrate the ability to successfully manage conflicting priorities		A, L, I
Demonstrate a clear understanding of the importance of well-being for staff and children		A, L, I

Person Specification

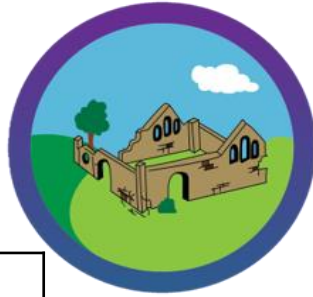


Teaching and Learning

Essential	Desirable	Evidence Application (A) Letter (L) Interview (I)
Demonstrable understanding of outstanding teaching and learning		A, L, I
Has a secure understanding of curriculum design		
Able to monitor and evaluate in order to improve the quality of teaching and learning and have evidence of impact, including of vulnerable groups		A, L, I
Has evidence of how theory can support teaching and learning		A, L, I
Can articulate how to engage children through inspiring learning environments		A, L, I
Has a clear understanding of the SEND code of practice		A, L, I

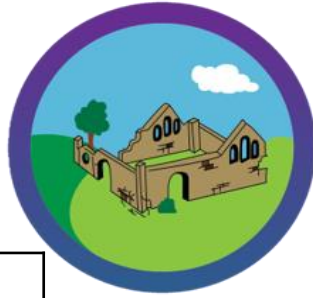
Person Specification

Shaping the Future



Essential	Desirable	Evidence Application (A) Letter (L) Interview (I)
Is able to articulate a strong, clear vision for high quality education	Experience of managing a school building project	A, L, I
Has experience, and is personally responsible for, leading and bringing about successful school improvement and can demonstrate how this has impacted the school positively, specifically on pupil outcomes		A, L, I
Experience of successfully developing school -wide initiatives that have led to improved outcomes		A, L, I

Person Specification

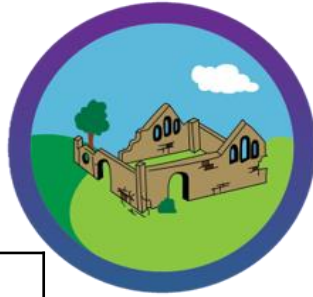


Self Development and working with Staff

Essential	Desirable	Evidence Application (A) Letter (L) Interview (I)
Can demonstrate the ability to forge successful learning relationships with all staff to achieve the school's aims	Evidence of managing underperformance	A, L, I
Able to manage own workload and that of others		A, L, I
Ability to recognise when own skills and experience need further support in order to meet the needs of the school		A, L, I
Experience of planning and leading staff development initiatives		A, L, I

Person Specification

Managing the Organisation



Essential	Desirable	Evidence Application (A) Letter (L) Interview (I)
Able to build and motivate and lead a strong team, to enable all staff to carry out their respective roles to the highest standard and to work effectively together to deliver school improvement	Experience of setting and managing budgets, including setting priorities for expenditure and providing an effective, efficient and safe learning environment	A, L, I
Has experience of leading performance management and other staff development procedures	Has a track record in management of financial resources and people to achieve educational and strategic goals.	A, L, I

Person Specification



Personal skills and attributes

- Approachable and caring, forms constructive relationships with all, and has a high level of commitment
- Has a presence that inspires confidence and trust, and an ability and willingness to delegate
- Adaptable to changing circumstances, new ideas and different leadership styles
- Is capable of making reasoned judgements and to take difficult decisions, conveying them clearly, positively and sensitively
- Energetic in pursuit of excellence and driving the school to meet challenging targets
- Can intuitively relate to children's needs and respond in a way that is appropriate to the child's individual personality and situation
- Is committed to coaching
- Is emotionally robust and can give examples of using effective support mechanisms in challenging times.

Person Specification



Role of the Federation Headteacher:

- To provide professional and effective leadership in order that every child can fulfil their potential
- To promote and safeguard the welfare of our children
- Promote a secure foundation from which to achieve success in all areas of the school's work and development.

Accountability:

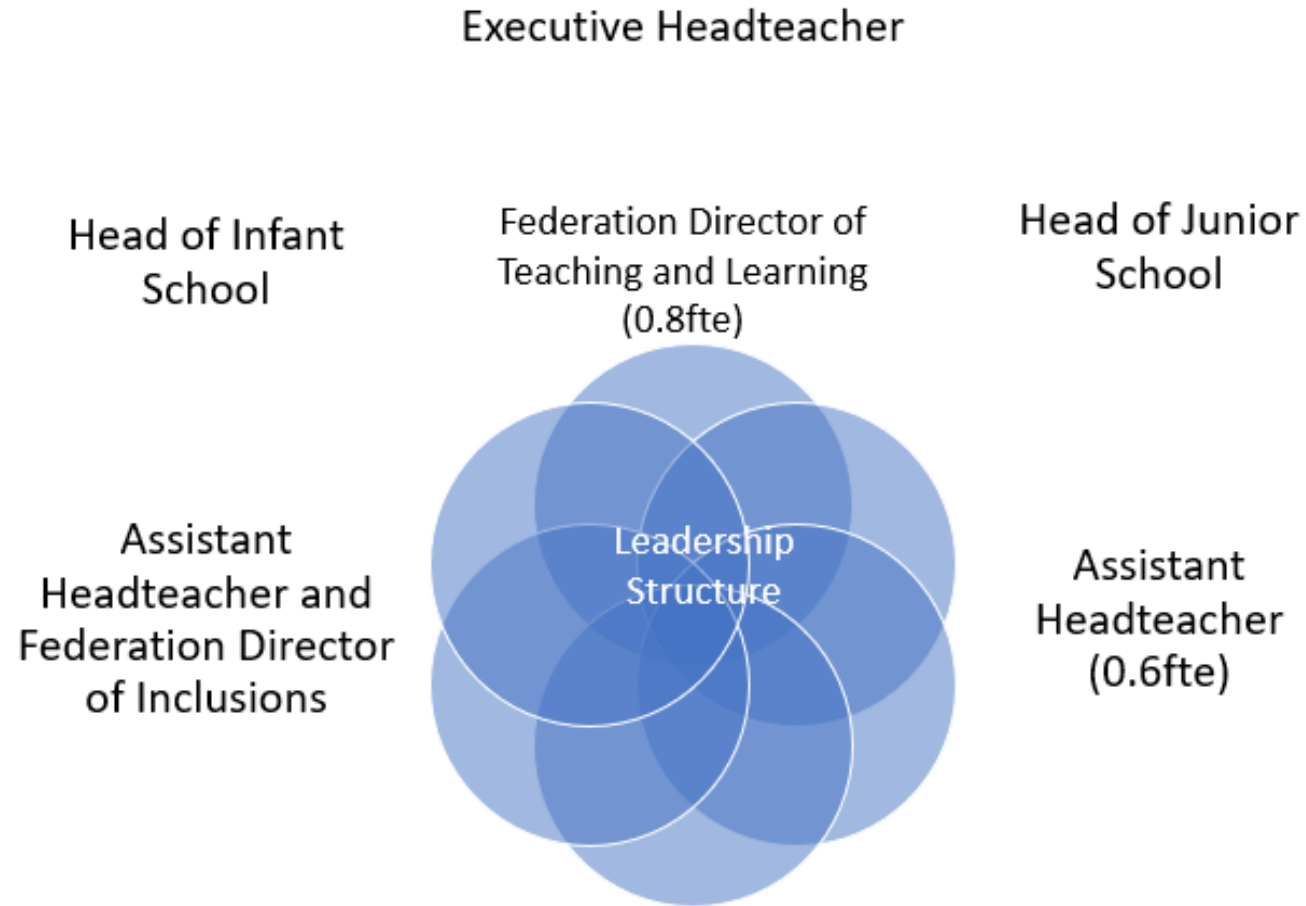
The post holder is subject to the current conditions of employment for Headteachers contained in the current School Teachers' Pay and Conditions Document.

Accountability The Headteachers' Standards form the basis of our Headteacher job description. They can be found at Headteachers' standards 2020 - GOV.UK (www.gov.uk).

The Headteacher will carry out their duties with the ethics and professional standards expected of their role and uphold the seven principles of public life, as stated in section 1 of the current Headteachers' Standards document.

They will fulfil the ten Headteachers' Standards as specified in section 2 of the Headteachers' Standards document.

CURRENT Leadership Structure



Application Process



Candidates should complete the application form and return it via email so that it is received no later than noon on **5th June 2025**.

E-mail address: htrecruitment@hants.gov.uk

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 **11th June 2025** and the selection process will take place on the **24th & 25th June 2025**. Further details will be sent to those candidates called for interview. Applicants will be advised after the shortlisting date whether they have been successful or not.

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

Safer Recruitment: The Federation of Netley Abbey Infant and Junior Schools 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 Federation 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.

Education in Hampshire



Choosing to teach in Hampshire may be the best move you can make. As one of the largest authorities in the country, we can offer an unrivalled diversity in teaching opportunities; from the challenges of the urban and city school through to the rural primary which will provide a vibrant environment for development and promotion. Hampshire schools are encouraged to operate and develop in a way which serves their local community, reflecting the cultural diversity the county has to offer. We feel this is best achieved through local management, with the Local Authority providing a supporting role wherever needed.

The county of Hampshire has over 170,000 school-age children in approximately 438 primary, 71 secondary and 26 special schools and other provisions. Whilst the majority are community schools, the LA has forged strong partnerships with Diocesan Bodies, and seeks to maintain the provision of places in Church schools. The county has 26 special schools, with an additional 42 units in mainstream schools, providing education and support for children with moderate, severe or complex learning difficulties, physical and sensory disabilities, and emotional and behavioural issues.

Hampshire's 'Early Admission' policy allows children to start school at the beginning of the school year in which they are five years old. At the other end of the age range, Hampshire was one of the first authorities in the country to establish a joint agreement on the 14-19 education of all students with the Local Skills Council.

With the County Office in Winchester, Hampshire Authority has an established network of advisors which provides a responsive and flexible service to the schools in their respective areas. There is also a strong ethos for collaboration and liaison, with regular meetings of Headteachers in phase, cluster and area groupings, aimed at maintaining a policy of communication and cooperation with the LA and between schools.

In Hampshire, we pride ourselves on providing first-class learning opportunities for our teachers both internally and with outside course providers. For new Headteachers, in partnership with governors, the LA operates a structured induction development programme which also helps develop close working relationships with other Headteachers and LA colleagues.

Hampshire's most recent Annual Performance Assessment confirmed that we are an Authority that provides excellent education and has an excellent capacity for further improvement. We are continually looking for innovative ways of improving standards in our schools, which can only be achieved through a commitment to our staff.

To find out more about Hampshire and what it has to offer, visit our website at www.hants.gov.uk. Hampshire has a lot to offer. We hope you will join us.