



Balksbury Federation Infant and Junior Schools



Executive Headteacher Information Pack
Learning and Growing Together

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Welcome from the Governing Body

Dear Applicant,

On behalf of the Governing Body, thank you for your interest in the role of Executive Headteacher at Barksbury Federation. This is an exciting opportunity to lead a well-established federated community into its next chapter.

Barksbury Federation brings together our Infant and Junior schools on one shared site in Andover, united by a shared vision: Learning and Growing Together. We are proud to be a **nurturing, inclusive, and ambitious federation** where every child is known, valued, and supported to reach their full potential. Our children are enthusiastic, curious, and eager to learn, and our dedicated staff work tirelessly to provide a broad, balanced curriculum alongside strong pastoral care.

Our ethos is rooted in our Learning Values - **Perseverance, Respect, and Collaboration** - which underpin everything we do. These values shape our culture and guide our approach to teaching, learning, and community engagement. We believe in **developing well-rounded individuals** who leave us confident, articulate, and ready to thrive in modern Britain.

We are looking for an **inspiring and approachable leader** who will uphold our ethos of Learning and Growing Together while guiding our federation into an exciting new chapter. You will lead with passion and purpose, champion our values of Perseverance, Respect, and Collaboration, and **build on our strong foundations** to deliver excellent education for every child.

If you are someone who can **lead with heart, ambition, and clarity**, and who shares our belief that every child deserves the best possible start, we would love to hear from you.

We warmly invite you to visit our schools and experience the sense of community and shared purpose that makes Barksbury such a special place to work. If you believe you can lead with vision and integrity, we look forward to receiving your application.

Yours sincerely,

The Barksbury Federation Board of Governors



About the Federation

Established as a federation in May 2011, Bawksbury Federation is located in the Southwest of Andover on a historic former Bronze Age site. Our schools benefit from excellent transport links, being easily accessed via the A303, making us well-connected to London, the South West, and surrounding areas.



Bawksbury Federation serves a diverse and vibrant community, reflecting a range of backgrounds, experiences and needs. Our schools are inclusive and welcoming, with a strong focus on equity, wellbeing and meeting the individual needs of every pupil.



Bawksbury Federation comprises of two, three-form entry schools: Bawksbury Infant School and Bawksbury Junior School, working together to provide a seamless educational journey for children aged 4 to 11.

Across the federation, we currently have 642 pupils on roll, creating a lively and supportive learning community where every child is encouraged to thrive.



Vision and Values

At Balksbury Federation, we believe that education is a powerful gift and is ours to give. We are committed to delivering inspirational teaching that develops well rounded and responsible individuals who aspire to achieve their full potential. Throughout the federation, we respect and value each child. Providing a safe, secure and welcoming learning environment, we will ensure that children gain a wealth of educational experiences as they move on their journey from Year R to Year 6.

Balksbury Federation Learning Values

Our federated learning values have been chosen because we believe they are at the heart of all that we do and are instrumental in the education of our children.

Perseverance

Within our learning environment we teach our children to persevere in doing something, despite difficulty or delay in achieving success. In the words of Stephen Hawking, we want our children to:

'Remember to look up at the stars and not down at your feet.'

Our children are encouraged to welcome challenge and have self-belief. We want them to say:

'I may not be there yet but I am closer than I was yesterday.'

Respect

We strongly believe that respect is a two-way process and this is built into our Code of Conduct. It is vital that our children embrace respect of differences and, other people's views and opinions. It is our belief that respect distinguishes from right and wrong, values all, and is a vital moral component of our federated community.

Collaboration

We strongly believe that by working together with others, children are enabled to solve future problems. Our curriculum fosters opportunities for children to collaborate. Through this, children build self-esteem, positive attitudes and see others' point of view.

Our Motto

Learning and Growing Together



What It's Like to Lead Barksbury Federation

Leading Barksbury Federation is both a privilege and a responsibility. You will be at the heart of a well established, values driven community where children, staff and families are known, respected and supported.

A culture shaped by shared values

Barksbury Federation is built on a strong moral purpose. Staff and governors share a collective commitment to recognising every child as a unique individual with their own talents, experiences and potential. There is an ethos and culture to deliver inspirational teaching and learning, so that children not only achieve well academically but also grow into confident, respectful and resilient individuals: The Barksbury Citizen.

A cohesive federated leadership opportunity

As Executive Headteacher, you will lead a united federation of Infant and Junior schools, providing strategic direction from Reception through to Year 6. You will have the rare opportunity to shape a seamless primary journey, ensuring consistency in expectations, curriculum sequencing, behaviour culture and pastoral care across both phases.

A rich, ambitious and inclusive curriculum offer

Barksbury Federation is proud of its broad, balanced and ambitious curriculum. In addition to strong foundations in English, mathematics and science, pupils experience high quality learning in all areas of the curriculum.

Curriculum design is carefully considered so that knowledge builds progressively over time, reflecting current Ofsted expectations around curriculum intent, implementation and impact.

A strong commitment to inclusion and wellbeing

Barksbury has a deeply embedded culture of care. Through a strong Pupil Premium strategy, structured interventions, nurture provision, small group work and targeted emotional support, the federation ensures that children are never left behind.

Community Support Leads (CSLs), the SEN Team and enrichment opportunities mean that pupils are supported academically, socially and emotionally. This reflects the federation's clear commitment to whole child development.

An engaged school community

Parents and carers are essential partners. The federation places high value on open, honest and regular communication, creating a culture where families feel welcomed, listened to and actively involved in school life.

The federated community is respectful, collaborative and proud — with children, staff and families working together in a spirit of trust and shared responsibility.

The Voice of Our Balksbury Community

What do our children want from our new Executive Headteacher?

'We are looking for a headteacher who is kind and considerate of everyone, no matter what they find difficult or need help with'

'The new headteacher must come outside and play with us, come to our celebration assemblies and cheer us on at Sports' Day!'

'The new headteacher will need to make sure they persevere when things get tricky - they are very busy after all!'

'I would like a headteacher to make sure our two schools still collaborate together, like when we read together at Free Reading Friday'



What do our staff want from our new Executive Headteacher?



'Someone who is ambitious in their vision for the federation.'

'A headteacher who is personable and leads by example'

'Someone who will continue to deliver high quality CPD opportunities for all staff'

'An individual who will continue to put children at the heart of everything we do'

'Someone who is ready to be a part of our wonderful community.'

What do our parents want from our new Executive Headteacher?

'An individual who values community. We are like one big family here!'

'Someone who always has the children's best interests at heart'

'A leader who is ready to be present. We love to see the headteacher out on the playground, ready to engage with families'

'A headteacher who is considerate of the needs of all children and who helps everyone to thrive'.



Summary Job Description

Job Title: Executive Headteacher

The Contract of Employment between the Governing Body and the Executive Headteacher will be the current Contract of Employment for a Headteacher. The job description can be amended at any time, following consultation between the Headteacher and the Governing Body and will be reviewed annually.

Salary Scale: The Governing Body have determined that this post should be paid on the Hampshire agreed pay scale. Balksbury Federation: Infant and Juniors Schools is Group 4 of Schools. Governors have set the Individual Salary Range at L19 – L25 (£80,655 - £93,424).

General job expectations and accountabilities: The Headteacher is an employee of the Governing Body and is required to carry out his/her professional duties in accordance with the terms and conditions of the current School Teachers' Pay and Conditions Document and relevant employment legislation.

Responsible to: The Governing Body of the Balksbury Federation.

Key responsibilities:

Safeguarding: The post holder will be a Deputy Designated Safeguarding Lead (DDSL) and shares a collective responsibility with the Designated Safeguarding Lead for ensuring that all school and county child protection policies are adhered to and concerns are raised in accordance with these policies.

Financial Management: Advising the Governing Body on the school's annual budget and the budget revision as appropriate, as well as being responsible for the day-to-day running of the budget.

National Standards Headteachers (2020): The Headteachers' Standards form the basis of our Headteacher job description. They can be found at [Headteachers' standards 2020 - GOV.UK](https://www.gov.uk/government/publications/national-standards-for-headteachers-2020)

Executive Headteacher Key Tasks

1. We want our new headteacher to provide strong leadership across the Federation.

How will you ensure our school vision and values are central to our federated community?

2. We want to raise outcomes for higher attaining pupils.

What strategies have you used with staff and pupils to successfully accelerate pupil outcomes?

3. We want all staff to receive high quality professional development.

How will you ensure that staff training strengthens the quality of teaching and learning and secures high outcomes for all pupils?

4. We have successfully completed our five-year vision for the Balksbury Federation.

How will you determine and establish the long-term strategic direction for our schools?

Links to application process

The application statement should refer to the candidate's consideration of these key focus areas and their relevant experiences, achievements, and skill against identified (A) elements of the person specification.

Executive Headteacher Person Specification

Your application statement should refer to your consideration of the relevant experiences, achievements, and skills identified as A (application) below and the key focus areas described in the job description.

Core professional experiences, qualifications	Essential	Desirable	Shortlisting evidence sought in application (A), reference (R) or interview (I)?
Is a qualified teacher with Qualified Teacher Status.	X		A
Evidence of relevant professional study and/or qualification e.g. NPQH, MA.		X	A
Has a proven track record of success, and of managing change, as a senior leader in an infant, junior or primary school/Federation (Deputy Head / Assistant Head / Head of School / Acting Head / Head).	X		A,R,I
Has a keen understanding of their own professional development needs.	X		A,R,I
Has knowledge and understanding of strategic financial planning, budgetary management and principles of best value.	X		A,R,I
Has experience of using a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging performance.	X		A,I
Is an outstanding classroom practitioner of primary age children.	X		A,R
Has teaching or leadership experience which includes EYFS/KS1/KS2.	X		A,R
Maintains high standards of behaviour for self and others, in line with being a Barksbury Citizen.	X		A,R
Safeguarding			
Has maintained a strong safeguarding ethos and culture within school.	X		A,R,I
Is current on all statutory safeguarding requirements.	X		A,R,I

Has been a Designated or Deputy Safeguarding Lead (DSL).	X		A
Headteachers' Standards (2020) Please tell us how, in your current and previous leadership roles, you:	Essential	Desirable	Shortlisting evidence sought in application (A), reference (R) or interview (I)?
Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.	X		A,R
Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.	X		A,R,I
Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.	X		A,R,I
Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.	X		A,R,I
Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.	X		A,R,I
Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.	X		A,R,I
Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.	X		A,R,I
Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs	X		A,R,I
Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.		X	A,R,I

Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.	X		A,R,I
Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.	X		A,R,I
Establish and sustain professional working relationship with those responsible for governance.	X		A,R
Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.	X		A,R
Hampshire Leadership Qualities and Behaviours Please tell us, how in your current practice, you;			
Actively reflects on what works and what does not and uses the information to influence the way ahead and to make decisions.	X		R,I
See challenges as opportunities to do something different and creative.	X		R,I
Take an overview of situations, stands back from detail and identifies connections and patterns, both internally and externally.	X		R,I
Empower others and creates leadership opportunities throughout their own organisation and more widely.	X		R,I
Raise the profile of learning amongst the adult community, particularly parents and carers, and secures their support for and engagement with learning.	X		R,I
Celebrate the achievements of all learners; establishes and maintains a culture of well-being and enjoyment.	X		R,I
Think and act in a fresh and informed way about the future role of school leaders, including the community and system-wide dimensions.		X	R,I
Build community relationships based on a mutual and collective responsibility with diverse partners, to create a high quality learning environment for all.		X	R,I

Application Procedure

Candidates should complete the application form and return it via email so that it is received no later than noon on **26th January 2026**.

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 27th January 2026 and the selection process will take place on **5th and 6th February 2026**.

Further details will be sent to those candidates called for interview. Applicants will be advised within 3 working days after the shortlisting date whether they have been successful or not. Failure to send your application form to the above email address may invalidate your application.

Equality Monitoring

Applicants will be required to complete an Equality Monitoring form.

Receipt of Application

Applications are acknowledged within 2 working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately at htrecruitment@hants.gov.uk

Safer Recruitment

The Barksbury Federation 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 & Barring checks along with other relevant employment checks.

Privacy Notice

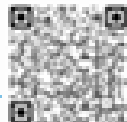
The School collects information about you to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the school. The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or 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.

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.



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.

EDUCATION IN HAMPSHIRE

Discover more about what Hampshire has to offer by visiting

Hampshire County Council
Education and learning.



Hampshire has so much to offer, and we hope you will join us!

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.

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.

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.

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.



Hampshire
County Council