



**Cove Junior School**  
**Headteacher**  
**Information Pack**



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## Letter from Chair of Governors

Dear Applicant,

Thank you for showing interest in our school and in the opportunity of becoming our new Headteacher. The Governing Board is looking to appoint an ambitious and experienced leader who is visible, innovative, strategic, has a strong executive capacity and is committed to professional development. Working with our staff, pupils, parents and governors you will take forward and build on the work of our current headteacher. Our school motto is “Aiming High” and that is what the governing board will want to see demonstrated in our new Headteacher.

Our school is committed to our core values of; creativity, positivity, independence, resilience, courage and respect, these underpin our ethos where every child is a valued member of our school community and is welcomed, nurtured and helped to become their best.

Cove Junior School has an amazing family of teachers, support staff and volunteers who have been encouraged to continuously develop and to take ownership of their areas of responsibility. Our middle leaders are empowered to work collaboratively with the leadership team, colleagues, support staff and governors.

The school governors are supportive and have a wide range of experience, we regularly visit school as part of our monitoring schedule and have built up good working relationships with staff, we look forward to working strategically with our next Headteacher. As our new headteacher, you will receive full support of the governing board, along with a comprehensive induction package to make the transition to your new role exciting, challenging and enjoyable.

This school pack includes more details of the type of person we are seeking, our school and its context. Visits to the school are warmly welcomed. Please contact the school on 01252 542941 to book an appointment. We look forward to receiving your application.

*C. Pickup*

Caroline Pickup  
Chair of Governors

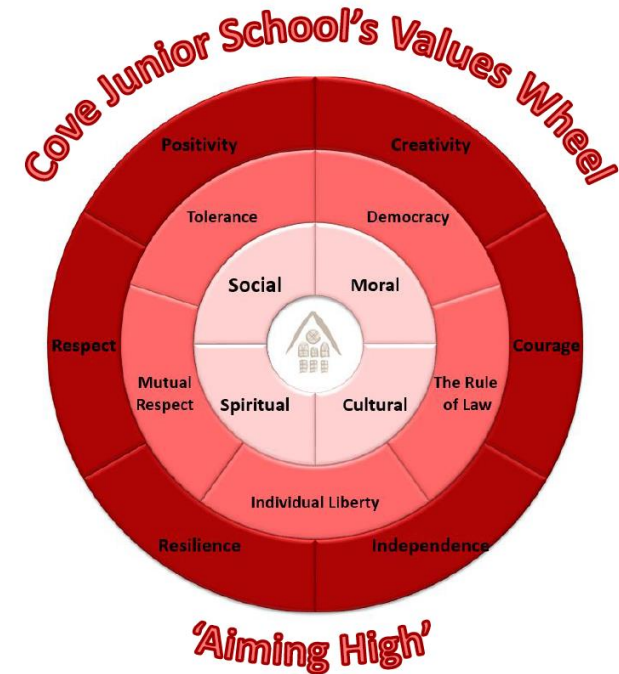


# Our School

Cove Junior School is a vibrant and welcoming community school in Cove, Farnborough, where we encourage every child to Aim High. We provide a nurturing environment for children aged 7 to 11, helping them achieve their best academically, socially, and personally.

Our broad curriculum is designed to inspire curiosity and a love of learning, offering opportunities across core subjects and creative arts. We also run a variety of clubs and activities, encouraging children to explore new interests, build confidence, and develop skills for life.

At Cove Junior School, our ethos is built on respect, responsibility, and resilience. These values guide everything we do, fostering an inclusive and supportive community where every child feels valued and empowered.



We are proud of our strong ties with local schools, working closely with the nearby infant and secondary schools to create a seamless educational journey for our children. These connections, along with the support of our families and the Cove Junior School PTA, ensure that we are at the heart of a thriving local community.

With the guidance of our dedicated staff and supportive leadership team, we are committed to helping children set ambitious goals, embrace challenges, and believe in themselves. Cove Junior School is more than a place to learn; it's a place to grow, dream big, and prepare for the future with confidence.

# Student Council

## What we think makes a good Headteacher

We, the school council, have thought carefully about what we want in our new headteacher. Here are all the things we think a good headteacher should be, starting with the most important, they should:

### Be Kind and Friendly

*A good headteacher should be kind and easy to talk to. We want someone who listens, makes us feel included, and brings the whole school together as a community.*

### Be Open and Approachable

*It's important that the headteacher is someone we can all go to with our ideas, problems, or questions, and that they make everyone feel valued.*

### Know how we Learn

*A headteacher needs to understand how we learn and work together so that everyone has the chance to succeed.*

### Help Solve Problems at Break

*A good headteacher should be ready to help us sort out disagreements or problems during break time to make sure the school is a safe and happy place.*





## Organise Fun Activities

*A great headteacher should make school fun by organising activities that bring everyone together and make us feel like part of a team.*

## Be Able to Teach

*It would be really good if the headteacher could teach lessons sometimes, so they can work alongside us and understand what it's like to be in class.*

## Know How to Improve the School

*A headteacher needs to have ideas to make our school even better, so it's a place we all feel proud to be.*

## Be Good with Money

*A good headteacher needs to manage the school's money well to make sure we have the best resources for learning and activities.*

## Be Good with Animals

*Since we have guinea pigs at school, it's important that the headteacher likes animals and helps take care of them.*

We want a headteacher who brings the whole school together, making everyone feel included and happy. They should be kind, approachable, and fair while also helping us learn, solving problems, and making school fun and exciting. We're looking for someone who will make our school the best it can be for everyone.



# Our Parents

## What are the three most important things you hope a new headteacher will focus on at our school?

Parents want a new headteacher who will **maintain high standards**, ensuring a structured and respectful learning environment. They value strong behaviour management, consistency, and a focus creating a positive atmosphere where children can thrive. Safety is also a key concern, with many parents highlighting the importance of keeping children secure while promoting a culture of respect and responsibility.

Another major priority is **support for special educational needs (SEND) and mental health**. Parents want a leader who will champion inclusive education, ensuring that all children—especially those with additional needs—receive the support they require. A focus on mental well-being for both students and staff is essential, alongside training and resources to help children reach their full potential in a supportive, understanding environment.

Equally important is **strong communication and community engagement**. Parents appreciate an approachable headteacher with an open-door policy who fosters collaboration between staff, pupils, and families. They want clear, transparent communication and a continued sense of warmth and inclusion within the school community. A headteacher who listens to parents, values their input, and builds on the school's existing strengths will be best placed to lead the school forward successfully.

## What does the School do well?

Parents praised the school for maintaining high standards, strong behaviour management, and creating a safe, structured environment. They appreciate how engaged and motivated students are, thanks to enrichment activities like Junior Dukes, Bikeability, and various clubs. The pastoral care is highly valued, with students feeling emotionally supported, and teachers are recognised for their dedication, friendliness, and quality teaching. Communication with parents is generally strong, with good safeguarding and opportunities for involvement through school activities.

## What should the new Head Teacher focus on next?

"I feel that there could be more opportunities to understand the more day to day work that the children carry out in order to understand what my child is thriving at or is struggling with."

"Extra curricula activities around sport and music are very good, and I would like to see more craft-based options available. More reward for 'out of the box' thinking students."

"More days out with the students helping them understand the connection between learning and the outside world."

"Look more closely at children struggling with simple phonics. Maybe look at different ways of learning if the current style isn't working for that child. My child definitely struggles in this area."

## **What are you most proud of about our school, and what would you like to see a new headteacher build upon?**

When asked, the number one answer parents gave revolved around the quality of the teaching staff. In particular, parents were proud of the positive relationship fostered between teaching staff and students, highlighting the respect children have for them, and how well teachers know each and every student.

It was also acknowledged by parents that a lot of the opportunities outside of the classroom were of very high value. These included

- Sports and physical activities
- Giving children roles of responsibility
- School clubs
- Performance opportunities
- Generally enriching the children's lives with extra-curricular activities
- Celebration of children's strengths and achievements

Some of the features that were identified by parents were 'community spirit', 'empowerment', 'good core values', and a 'love of learning'. The parents would like to see the new headteacher embrace the many positive qualities of the school and take an active role in championing them.



# Our Staff

## What are the most important qualities in a new headteacher?

When surveyed, the four most important and frequently mentioned qualities were 'approachability', 'communication', 'empathy' and 'compassion'. Our staff would value a headteacher with a good level of experience who is able to recognise the realities of being a classroom teacher and to lead by example.

## What we would like to see the new headteacher focus on:

1. Budget and Resources
2. SEN & High-need pupils
3. Behaviour
4. Parental Engagement
5. Staff wellbeing

## What are we most proud of that we would like to see built upon?

"The behaviour of our school children is amazing- they are polite, caring and well behaved. If there is any kind of bad behaviour it is dealt with quickly and efficiently. Bullying does not seem to exist in our school, and this makes me very proud."

"I am proud of how much everyone cares about their students. We give them great opportunities both for learning and valuable life experiences. (Such as the Junior Jukes and PP provisions)."

"Cove is a lovely place to work and be for children and staff - friendly and welcoming."

"The bond we have with our parents and children. I would like to see the new headteacher share the same passion for wanting to work with parents and the children as opposed to against them."

"That all staff are treated equally, and everyone's views are valid and welcome; we go above and beyond to support our children and parents."

# Our Community

## School Cluster

Our school is part of a cluster made up of friendly and supportive colleagues from 12 local schools including our three main feeder infants and two local secondary schools.

Currently chaired by Cove Junior and meeting every half term. The Cluster organise network groups to providing additional support to staff. These include:

- DSL (Designated Safeguarding Lead) network group
- SEMH network group (in conjunction with the Primary Behaviour Service -PBS) to provide training and support for staff working with children who have more complex needs
- EAL network (English as an Additional Language) group - this is our newest group and only one meeting has taken place so far so provides an opportunity to shape the direction of this group.



Every year, the cluster of primary schools organise a shared INSET training opportunity - currently schedule for Monday 3rd November 2025.

The cluster also holds inter-school moderation sessions for maths and writing, with Cove Junior Schools currently hosting the maths moderation. Shared events are also organised for the curriculum. With this year's focus on RE and science with subject leaders afforded the time to meet to set a focus, prepare training and then deliver the training to all teachers.

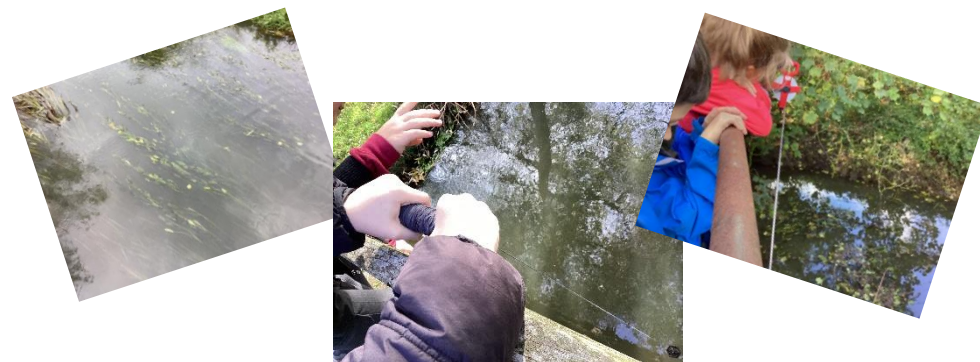
Previously, the cluster has focused on DT and computing. also organising foundation subject network events for subject leaders to work collaboratively on their subjects, and with the SEN project which 7 of the schools took part in between 2022-2024. The project was "Transforming Transition within the Farnborough Cluster." Our main linked schools, Cove Infants and Cove School, were also part of this group and we work closely with them in other areas as well. A strength is our work to support shared vulnerable families.

## In the Community

### Promoting Kindness with our caring cup



### Blackwater River



### St John's Church Cove





## Cove Junior-led Event



With Support from Local business and the dedicated work of our PTA, students, staff and volunteers the school raise over £6,600.

Our Junior Road Safety Officers promote and introduce our other pupils and Road Safety.



Our Little Blue Book Shed often gets donations of previously loved books to spread the joy of reading as far as possible.



# Person Spec

The Governors of Cove Junior School are seeking to appoint a visionary, experienced and innovative leader to deliver excellence in all areas and lead our school on its journey. The successful candidate will have a proven track-record of delivering strong educational outcomes, the experience and ability to inspire and bring out the best in everyone. They will understand and champion our school vision as reflected in our core values.

## We are looking for a leader who:

- ✓ Acts reflectively on what works and uses information to influence the way ahead and make decisions.
- ✓ Empowers others and creates leadership opportunities throughout their own organisation and more widely.
- ✓ Has a genuine interest in other people; actively seeks to understand and respond appropriately to them.
- ✓ Has the ability to generate commitment and create alignment to the vision through communicating with enthusiasm, optimism, and conviction.
- ✓ Demonstrates confidence and courage in challenging situations; has emotional resilience
- ✓ Makes useful connections beyond the individual community through a collaborative, creative approach to development.

## Key Tasks in the first year of Headship

1. Build upon the improvements in attainment already achieved across the curriculum
2. Narrow the gap between those less advantaged and their peers
3. Continue to work to strengthen subject leadership roles across the school, ensuring effective impact in line with school priorities.
4. Ensure Assessment for Learning is embedded in all areas of the curriculum, including foundation subjects, so that high quality inclusive teaching impacts positively on all pupils

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### Essential

Is a qualified teacher with Qualified Teacher Status

Has a proven track record of success, and of managing change, as a senior leader for a minimum of three years in the primary phase (Deputy Head/Assistant Head/Head of School/Acting Head/Head)

Has knowledge and understanding of strategic financial planning, budgetary management and principles of best value

Has experience of using a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging performance

### Desirable

Evidence of relevant professional study and/or qualification e.g. NPQH, MA

## Key Tasks & Priorities

<b>School Culture</b>	<ul style="list-style-type: none"> <li>• Sustain the school's ethos and strategic direction in conjunction with our school community and in partnership with those responsible for governance</li> <li>• Create and sustain a culture where pupils experience a positive and enriching school life</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and learning</li> <li>• Ensure effective use is made of assessment for learning, to promote positive learning and beneficial outcomes for all</li> </ul>
<b>Curriculum &amp; Assessment</b>	<ul style="list-style-type: none"> <li>• Delivers a broad, structured and coherent curriculum entitlement for all children</li> <li>• Establish effective curricular leadership, developing subject leaders with high levels of subject expertise with access to professional networks and communities, ensuring positive impact for all children</li> </ul>
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• Establish and sustain high expectations of behaviour for all pupils, built upon relationships, clear structures and routines, which are understood clearly by all staff and pupils</li> <li>• Ensure that adults within the school model and teach the behaviour of a good citizen</li> </ul>
<b>Additional &amp; special educational needs and disabilities</b>	<ul style="list-style-type: none"> <li>• Ensure the school holds ambitious expectations for all pupils, including those with special educational needs, and those considered disadvantaged</li> <li>• Ensure the school works effectively in partnership with parents, carers and professionals, to identify any additional needs of pupils, providing support and adaptation where appropriate</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Ensure staff have access to high-quality, sustained professional development opportunities, balancing the priorities of whole-school improvement, and individual need</li> </ul>
<b>Organisational Management</b>	<ul style="list-style-type: none"> <li>• Ensure the protection and safety of pupils and staff through effective approaches to safeguarding</li> <li>• Prioritise and allocate financial resources appropriately and efficiency</li> </ul>
<b>Continuous School Improvement</b>	<ul style="list-style-type: none"> <li>• Continue to 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</li> </ul>
<b>Working in Partnership</b>	<ul style="list-style-type: none"> <li>• Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community</li> <li>• Commit our school to work successfully with other schools and organisations in a climate of mutual challenge and support</li> </ul>
<b>Governance &amp; Accountability</b>	<ul style="list-style-type: none"> <li>• Establish and sustain professional working relationship with those responsible for governance</li> <li>• Ensure that staff know and understand their professional responsibilities and are held to account</li> </ul>



# 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 Head teachers 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 Head teachers, in partnership with governors, the LA operates a structured induction development programme which also helps develop close working relationships with other Head teachers 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](http://www.hants.gov.uk). Hampshire has a lot to offer. We hope you will join us.

## Application Procedure and Information

If you are interested in joining us on our mission to securing the best outcomes for our children, by ensuring that every child receives the experience of shared journeys and unique memories they deserve, we would be delighted to receive your application.

Visits to the school will be warmly welcomed and will be hosted on the mornings of 10<sup>th</sup> and 11<sup>th</sup> of March, and the afternoons of the 19<sup>th</sup> and 20<sup>th</sup> of March. Please call 01252 542941, or email [office@cove-jun.hants.sch.uk](mailto:office@cove-jun.hants.sch.uk) to arrange a visit with our Chair of Governors.

<b>Application Deadline</b>	<b>31<sup>st</sup> of March 2025 at noon</b>
<b>Interview Date</b>	<b>24<sup>th</sup> &amp; 25<sup>th</sup> of April 2025</b>
<b>Job Starting Date</b>	<b>September 2025</b>
<b>Contract/Hours</b>	<b>Permanent</b>
<b>Salary Type</b>	<b>Leadership Scale</b>
<b>Salary Details</b>	<b>The indicative pay salary is set at £70,293 to £80,634 (L15 – L21*)</b>
<b>Hours of Work</b>	<b>Fulltime</b>
<b>Location of Role</b>	<b>Cover Junior School, Farnborough, Hampshire</b>
<b>Contact e-mail</b>	<b><a href="mailto:htrecruitment@hants.gov.uk">htrecruitment@hants.gov.uk</a></b>

### Safer Recruitment

Working closely with our colleagues at Hampshire County Council we 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 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.

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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.