



Headteacher Information Pack



BARTON STACEY
C of E PRIMARY SCHOOL



MICHELDEVER
C of E PRIMARY SCHOOL



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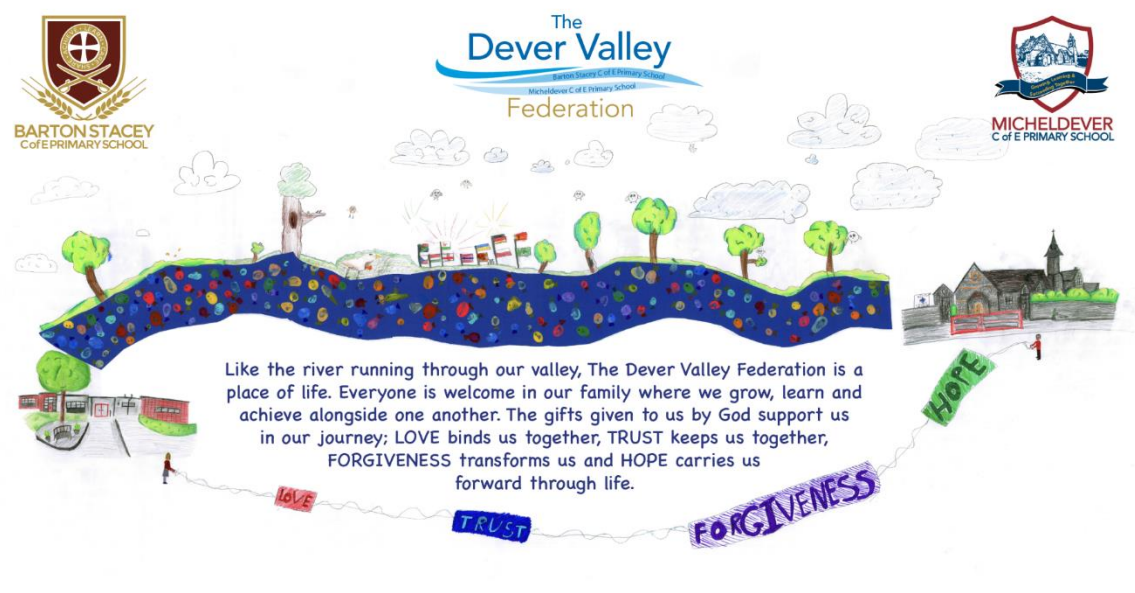
A letter from the Chair of Governors

Dear Prospective Candidate,

I am delighted you are interested in becoming the Headteacher of Micheldever Church of England Primary School, an Ofsted rated 'Good' school in the heart of the beautiful Hampshire countryside. After 6 years, our current Headteacher is moving on to exercise his leadership skills in a larger school. We are therefore excited to be recruiting to this key position within the Dever Valley Federation leadership team.

The Dever Valley Federation consists of two Church of England schools, bound by an inclusive ethos and shared endeavour to support our pupils to grow, learn and achieve. The schools work collaboratively, with each Headteacher leading their own school but working together on strategic planning, sharing staff and expertise across the two schools to the benefit of the whole Federation and its pupils. The schools are supported and challenged in equal measure by the Federation Governing Body.

Our staff, pupils and families live this ethos, making our schools friendly, vibrant and exciting places to be. We strive for the best for our pupils and are rewarded daily by what they achieve.



The unique leadership structure of the Dever Valley Federation makes this a fantastic opportunity for a committed and ambitious individual, perhaps at the start of their leadership journey. Benefiting from the support of another Headteacher within the Federation, and also a Headteacher mentor from another Hampshire school, the successful candidate would be well supported to develop in their role. Alternatively, this may equally suit an existing experienced Headteacher. The benefits of working in a collaborative Federation and in such a lovely rural location are second to none.

If you have the vision, passion and commitment to shape a vibrant rural school and Federation at the heart of its community, this could be the job for you!

Yours faithfully,

Claire Bentham

Chair of Governors, Dever Valley Federation

The Dioceses of Portsmouth & Winchester Diocesan Board of Education

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:

Richard Wharton
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.



About the Dever Valley Federation

The Dever Valley Federation was formed in July 2015 after a year of collaboration between the two village schools, Barton Stacey C of E Primary School and Micheldever C of E Primary School. Both schools benefit from their own headteacher, alongside the opportunities of working together across the Federation. This successful model has been in place since 2018 and the Federation is in a strong position to move towards the next phase of its journey.

Benefits of Federation:

- Strong leadership team across the two schools.
- Greater range of CPD for staff team and collaborative working.
- Ability to deploy staff across the Federation. For example, our Business Manager works across both schools.
- The family ethos of a small school, with the opportunities to work and learn together as a larger school.
- Enhanced learning opportunities for our children with Federation events and the use of each school's facilities.
- Sustaining and improving teaching and learning by sharing best practice and shared leadership, planning and assessment.

About Micheldever Church of England (Controlled) Primary School

Our school values of **Love, Hope, Trust** and **Forgiveness** are reflected in every aspect of our school life. These values are closely linked to the school motto of '**Growing, Learning and Succeeding together**'.

Micheldever Church of England Primary School has 75 pupils on roll, taught in 4 classes, with all classes supporting two year groups. Most of our pupils come from local villages or the local area, though we also attract pupils from further afield as well as forces families new to the area.



Key facts:	
Number on roll:	75
Classes:	4
Teachers:	4.6 FTE
Support Staff:	6.4 FTE
Governors:	15
Finance:	
Total income (24-25):	£861K
Total Expenditure (24-25):	£762K
In-year Surplus(Deficit):	£98K
Total accumulated carry forward to 25-26:	£138K

Our school is a warm and inviting environment. Children feel safe and happy knowing that each and every one of them matters within our school community. When visitors come to our school they always comment on the friendly and welcoming atmosphere.

Staff are committed to the best education for every child and are dedicated to ensuring all thrive in a nurturing environment. One of the delights of being a small school means every child and family are known to us and we can work together to help our children to flourish.



At Micheldever C of E Primary School, the curriculum is designed to be child-centred and enquiry-led, ensuring that each child's unique interests and needs are at the forefront of their learning journey. We strive to provide authentic learning experiences that connect classroom knowledge to real-world contexts, fostering a sense of curiosity and a love for learning.



Our Facilities

Our school is a unique blend of history and modernity, with our original building dating back to approximately 1850 and holding listed building status. In 2007, we expanded our facilities to include three additional classrooms, a library, kitchens (including a children's kitchen), and a hall. The school has a generous amount of playground space, including a unique quadrangle at the centre of the school. Additionally, we benefit from easy access to village playing fields and cross-country tracks, enhancing our physical education offerings.



We have recently taken ownership of a woodland area adjacent to our playground. Here, children enjoy creative activities such as den-making and climbing on a frame kindly funded by our PTA. Our forest school qualified staff member leads weekly enrichment activities, including campfire sessions, fostering teamwork and a connection with nature.



Looking ahead, we are excited to further develop our outdoor learning curriculum. Our vision for outdoor learning, created by the whole school community, aims to provide even more enriching experiences for our children building on our commitment to a holistic education.

What our children would like in a headteacher

Nice	Kind	Keeps the fun!	Supports our Christian values	Loves the outdoors (including our woodland area)!
Cares about us	Listens to us	Doesn't change everything – we love about our school!	Doesn't get cross straight away	Helps people behave well
Laughs a lot	Smart	Is firm but fair	Helps us when we're worried	Has good ideas for fund-raising
Can improvise!	Patient	Sporty	Helps the school stay together	Likes school trips!

What our staff would like in a headteacher

Values staff	Invites and listens to ideas	Values diversity	Good team player	Puts needs of children and staff first
Compassionate	Respects work-life balance	Supportive of CPD	Professional	Takes people with them towards their vision
Dynamic	Fun and good sense of humour	Approachable	Creative and a problem-solver	Flexible



MICHELDEVER
C of E PRIMARY SCHOOL

Job Description

Headteacher

Micheldever Church of England Primary School

Employer	Dever Valley Federation	Pay Range	L9 – L15 (£60,644-£70,293)
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The job description is based on the Headteacher Standards 2020. The successful candidate will be expected to work with the Dever Valley Federation leadership team and Governing Body to promote and achieve the Federation's vision and strategic objectives.

The Dever Valley Federation is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The role encompasses the professional duties of Headteachers as specified in the current School Teacher Pay and Conditions Document (STPCD) and the Headteachers' Standards.

Section 1: Ethics and Professional Conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers within the Dever Valley Federation:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the Federation and statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the work of the Dever Valley Federation and the wider education system

Section 1: Headteacher Standards

1. Federation and School Culture

- have due regard for all safeguarding requirements and work to ensure a culture of safeguarding is embedded in their school and across the Federation
- establish and sustain the Federation's ethos, the school's individual identity and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

- 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
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of assessment information
- contribute to excellent teaching in all Federation schools through peer-to-peer review, engagement with Hampshire professional development networks, school improvement partner advice and guidance and Federation expectations

3. Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities, with collaboration across the Federation
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading

- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum, in line with Federation expectations

4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the Federation's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with the Federation's SEND Strategic Lead, parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of the Federation, whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it and in the Federation, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
- Be proactive in their own professional development programme and seek to learn from and with others in-school, within the Federation, locally, regionally and nationally
- Strive to keep up to date with educational issues, research and development

7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- with Federation staff, prioritise and allocate financial and human resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload

- work across the Federation to establish and oversee systems, processes and policies that enable the Federation and its schools to operate effectively and efficiently
- work across the Federation and with Governors to ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- 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
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
- work across the Federation to support and enhance school improvement in both schools

9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

- understand and welcome the role of effective governance, through the Federation, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required Federation and regulatory frameworks and meets all statutory duties

The Headteacher is accountable to the Federation Governing Body for the standards achieved and the conduct, management and administration of the school, subject to any policies that the DfE, local authority or the Federation shall make.

The job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations in relation to the postholder's professional responsibilities and duties. Other duties commensurate with the role of a Headteacher may be required from time to time.

The Dever Valley Federation reserves the right to deploy staff to support the needs of our pupils throughout our schools, as and when required.

Key Focus Areas

We have identified the following focus areas for our Headteacher during the next part of the school and Federation's journey:

We want to maximise the unique opportunities of being part of a Federation.
What creative ideas do you have that will help us achieve this?

We want our new headteacher to embrace the Christian vision and values we hold and bring further depth to our culture.

How will you work with and inspire the whole school community to develop and enhance a shared understanding of spirituality?

We want all our children to achieve their potential.

How will you ensure all pupils reach their fullest potential, regardless of their starting points?

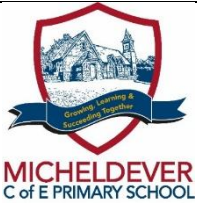
We want a leader who will actively engage in the wider community to promote Micheldever C of E Primary School.

What ideas do you have for promoting our school more widely?

We want a leader who values diversity and promotes inclusion, cohesion and belonging within our school community and society.

How will you celebrate diversity and maximise inclusion and belonging within our school community?





Person Specification
Headteacher
Micheldever Church of England Primary School

Qualifications	Essential	Desirable	Shortlisting evidence sought in Application (A), Interview (I) or References (R)?
Qualified Teacher Status	X		A/R
Degree Level qualification or equivalent	X		A/R
NPQH		X	A/R
Evidence of further relevant professional development	X		A/R
Current Safer Recruitment training		X	A/R
Skills and Experience	Essential	Desirable	
At least 3 years of proven strong, successful senior leadership and management experience in a school	X		A/R
Evidence of demonstrating a leadership style that is characterised by integrity, creativity, resilience and clarity	X		I/R
Excellent communication skills and proven ability to listen to, understand and work effectively with pupils, staff and the community	X		I/R
Experience of evaluating and using data to plan and improve pupil outcomes	X		A/I/R
Experience of raising standards that have impacted positively on pupils and teaching and learning	X		A/I/R
Experience of implementing, managing and evaluating change collaboratively	X		A/I/R
Experience of making effective use of funding and staff resources	X		I/R
Experience of empowering staff and pupils to excel	X		A/I/R
Ethos			
A commitment to inclusivity which is a key part of the Federation's ethos, where tolerance and respect is shown for the rights of others, and diversity and cultural differences are valued and celebrated	X		I/R
A commitment to supporting the moral purpose of a Church school	X		A/I/R
A commitment to leading distinctively Christian acts of Collective Worship	X		A/I/R

Knowledge			
A clear understanding of what constitutes an excellent school and what it takes to achieve that standard	X		I/R
Knowledge of education best practice drawn from research and the ability to translate this into practice	X		I/R
Thorough knowledge and understanding of the primary curriculum from EYFS to KS2	X		A/I/R
Knowledge and understanding of statutory frameworks which set out professional duties and responsibilities	X		I/R
Knowledge of financial planning and management requirements upon schools		X	I/R
Safeguarding	Essential	Desirable	
Demonstrate a commitment to safeguarding and promoting the welfare of children, and foster a safeguarding culture	X		A/I/R
Knowledge and understanding of current legislation, guidance and best practice for child protection, including safer recruitment	X		A/I/R
Experience of working with relevant agencies to protect children		X	A/I/R
Personal Qualities	Essential	Desirable	
Demonstrate positive, optimistic personal behaviour and can-do attitude	X		I/R
Build positive relationships rooted in mutual respect	X		I/R
Have commitment to valuing, supporting and encouraging the professional development of all staff	X		I/R
Be able to build and nurture a strong, positive and collaborative team culture that allows all staff to carry out their roles to the highest standard	X		A/I/R
Be committed to building and maintaining effective and positive relationships with all stakeholders	X		I/R
Be able to inspire and influence others, within and beyond the school, to believe in the fundamental importance of education in children's lives	X		I/R
Be able to foster an open, transparent and equitable culture and deal effectively with difficult conversations at every level	X		I/R
Personal resilience and determination, including the ability to also provide support, demonstrate empathy, and engage with staff in a sensitive and considerate manner	X		I/R

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. Hampshire has a lot to offer. We hope you will join us.

Application Procedure

Candidates should complete the application form and return it via email so that it is received no later than noon on Monday 10 February 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 Tuesday 11 February 2025 and the selection process will take place on Wednesday 26 February and Thursday 27 February 2025.

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 Dever Valley Federation 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 Dever Valley Federation 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 Federation. 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 and Federation's website for further details on their privacy notice and data protection policy. You can contact the Federation Data Protection Officer if you have a concern about the way they collect or use your data.