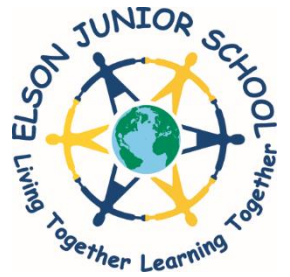


Elson Junior School

“Living Together, Learning Together”



HEAD TEACHER RECRUITMENT PACK



Closing Date: Noon on 8th January 2025

Interview Dates: Tuesday 4th February 2025 & Wednesday 5th February 2025

Contact: htrecruitment@hants.gov.uk

www.elsonjunior.co.uk



Contents

| | |
|---|----|
| Welcome Letter from Chair of Governors | 3 |
| Our School | 4 |
| Our Vision and Values | 5 |
| Our Staff..... | 8 |
| What our staff are looking for in the new Headteacher? | 9 |
| What our children are looking for in the new Headteacher?..... | 10 |
| What our parents/carers are looking for in the new Headteacher..... | 11 |
| Standards and Performance | 12 |
| Job Description | 13 |
| Person Specification | 17 |
| Key Tasks | 20 |
| Working in Hampshire | 21 |
| How to Apply | 22 |

Welcome Letter from Chair of Governors

On behalf of the Governing Board of Elson Junior School, I would like to extend a warm welcome and thank you for your interest in the role of Headteacher at our school.

Elson Junior School is a vibrant and thriving community junior school located in the heart of Gosport which is situated on a peninsula on the western side of Portsmouth Harbour, opposite the city of Portsmouth. Our school serves a diverse community of children, who are enthusiastic and engaged, a dedicated and experienced team of staff, an active PTA, and supportive parents/carers.

The Elson Junior School Ethos and Values of INTEGRITY, ADAPTABILITY, COMPASSION, CREATIVITY, ASPIRATION underpin everything which the school wishes to deliver. As a Governing Body we will have the same ethos to work with the new Headteacher in making the vision a reality and bringing real changes to the lives of our children.

We have a committed group of governors who bring years of skill and experience and are dedicated to working with the senior leadership team and staff to continuously drive the school forward. Governors can often be found helping out at school events and attending trips and performances. We also have strong links with our feeder Infant and Secondary Schools.

As Headteacher, you will be responsible for the day-to-day running of the school, including managing the school budget, overseeing the curriculum, and ensuring that our safeguarding policies and procedures are robust and effective. You will work closely with our very experienced Governing Board and our dedicated team of staff to develop and implement strategies to improve outcomes for all our children.

I hope you are excited by this opportunity and share our vision for education, if so, we would love to hear from you. Please take the time to explore our website and learn more about our school or contact us as we would be happy to give you a tour.

We look forward to receiving your application.



Chris Blakeman
Chair of Governors, Elson Junior School

Our School



Are You Ready to Make a Difference?

If you are passionate about leading a school where children are encouraged to grow academically, socially, and emotionally, then Elson Junior School could be the place for you.

Elson Junior School is a vibrant three form entry, local authority-maintained school situated in a residential area, with plenty of outdoor green space. We serve the local community by providing an **inclusive, high-quality education for all pupils.**

Pupils join Elson Junior School from several local infant schools. We have 315 pupils on roll (PAN 360) and the pupil profile is as follows:

| | |
|------------------|----------------------|
| 26% FSM6 | – Close to average |
| 15% SEND support | – Close to average |
| 5% EHC Plan | – Well above average |
| 3% EAL | – Below average |

Our Vision and Values

Our vision is driven by the core values of **integrity, aspiration, compassion, creativity, and adaptability**, which underpin everything we do. We nurture happy, successful, and confident children who feel valued and prepared to contribute positively to both our school and the wider community.

At Elson Junior School we:

- Uphold high standards of learning and behaviour.
- Foster positive self-esteem and mutual respect.
- Create a safe, welcoming, and inclusive environment.
- Build strong home-school partnerships to support each child’s growth and happiness.
- Show care for our environment and proudly represent our school

Curriculum



We offer a broad and balanced curriculum designed to spark curiosity and foster a lifelong love of learning. Our engaging and dynamic approach blends exciting topics with creative opportunities, ensuring every pupil is inspired to achieve their best. Whilst we cover the National Curriculum,

we place a strong emphasis on the core subjects. Reading is at the heart of our learning philosophy and is integrated across all subjects.



Extra-curricular provision, care, guidance and support



Our wide range of curricular activities offers pupils enriching experiences that go beyond the classroom, enhancing personal growth, confidence, and vital social skills. Extra-curricular activities include; the School Council, Eco-Council, and Elson Adventurers (cultural diversity) which foster leadership, empathy, and a strong sense of community. Our Young Carers, Elson Heroes, and the Bereavement group are designed to provide vital pastoral support, promoting pupils' mental health, emotional wellbeing, and opportunities for meaningful connection. School sports teams are successful as a result of the wide range of sporting activities on offer.



Our development journey

In the last five years, the school has seen significant improvement across all areas. With a focus on **quality first teaching, continued professional learning** and **curriculum development**, the school has established itself as a welcoming and ambitious learning environment where **every child is encouraged and supported to thrive**.

The school remains committed to continuous improvement, driven by a forward-thinking approach and a **commitment for educational excellence**. Our current School Improvement Plan is focussing on:

- Consistently high-quality teaching in all subjects to enable all pupils to make excellent progress to secure Age-Related Expectations.
- Rigour and challenge across the curriculum.
- Assessment, particularly in the foundation subjects, so that all pupils are supported to build on their prior knowledge.
- Processes to support improvement from the analysis of pupils' attendance, wellbeing and behaviour data.

The facilities offered by our modern, spacious building and extensive grounds are excellent, support learning well and provide for up to 360 children in 12 classes.

The ICT suite, Music/Drama Room, Library and Food Technology Area provide additional indoor learning areas that develop and enrich delivery of the school’s curriculum.



Children’s learning is greatly enhanced by regular use of our extensive outdoor facilities. The outdoor classroom, pond, conservation area and nature trail are used to extend children’s learning beyond the classroom and to develop the children’s understanding of the environment.

Gosport is situated on the Solent, opposite the Isle of Wight, and is a popular location for walking, kite flying and sailing at nearby Stokes Bay, Lee-on-the-Solent and Hill Head.



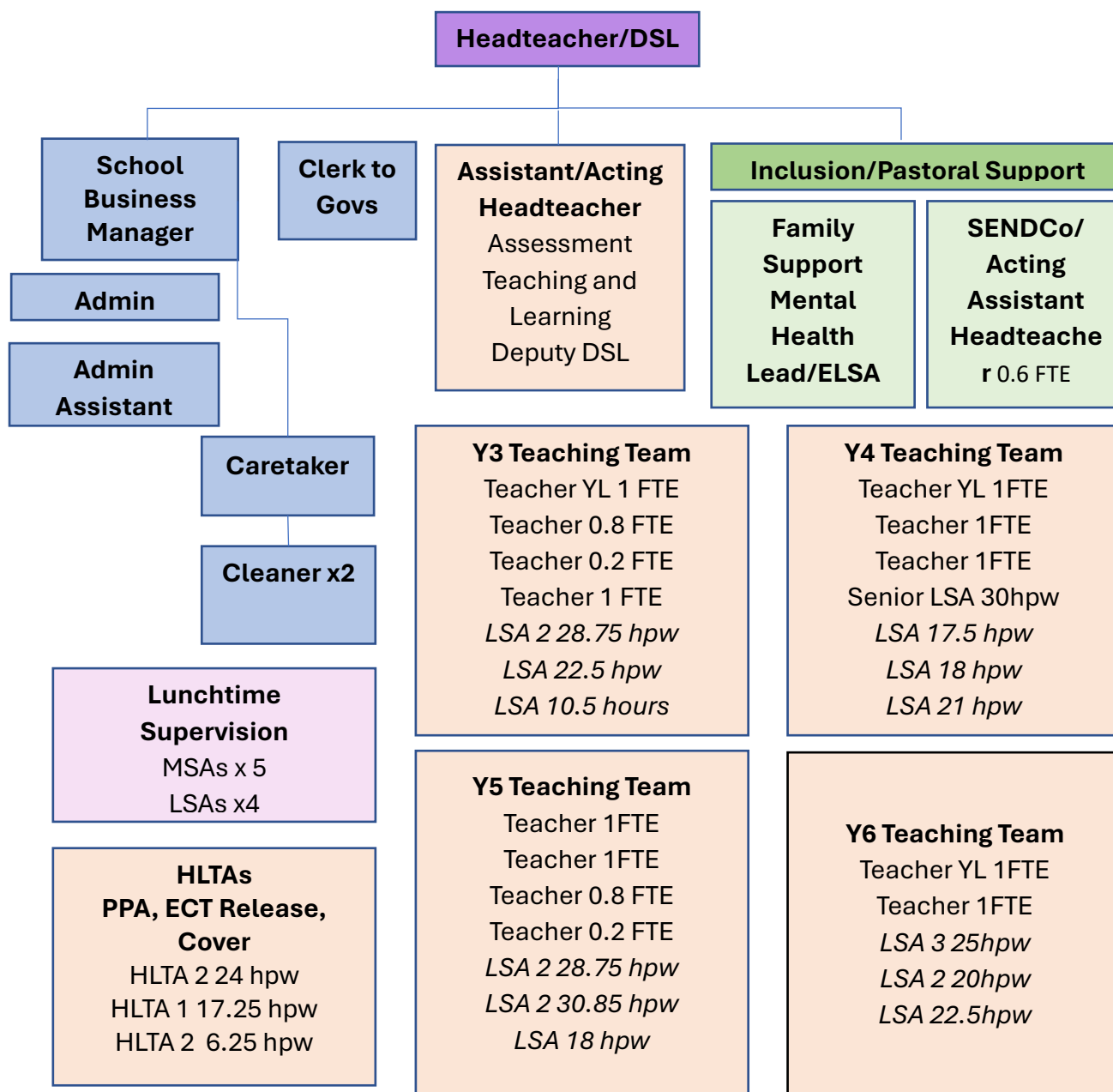


Our Staff

The Senior Leadership Team comprises of the Headteacher, Assistant Headteacher, SENDCO and School Business Manager.

There are 12 classes led by experienced and developing teachers.

HLTA’s provide PPA cover and release for leadership time.



What our staff are looking for in the new Headteacher?

Brings new ideas
and energy

Firm but fair

Prepared to go above and
beyond to make things happen
for the children

Has high
expectations

Organised and a good
communicator

Has a clear vision
and leads by
example

Embraces a wider curriculum
and experiences for our
children

Values professional
development

Empathetic and
mindful of
teacher
workload

What our parents/carers are looking for in the new Headteacher.....

Professional

Proactive

Personable

Respects others' values and opinions

Listens

Has high aspirations for all children

Down to Earth

A lot of experience!

Understands the context of the school

Can establish good relationships with parents

Has their heart in the job!

Compassionate

Approachable



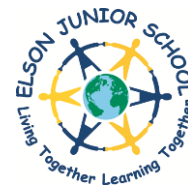
Standards and Performance

The data shows that the school is not yet in line with national data and this is addressed in the School Improvement Plan. The school is better than the national data score for Statutory Multiplication Tables when in Year 4.

Elson Junior School Outcomes – July 2024

| | Elson Juniors | National Outcomes |
|--------------------------------|---------------|-------------------|
| Reading | 60% | 74% |
| Writing | 61% | 72% |
| Maths | 56% | 73% |
| Reading, Writing, Maths | 45% | 61% |

| SCALED COMPARISON SCORE | 2024 EJS | 2024 Nat |
|------------------------------------|----------|----------|
| GPS average scaled score | 100.79 | 105 |
| Spelling mean score | 12.19 | |
| Reading - average scaled score | 102.16 | 105 |
| Mathematics – average scaled score | 99.8 | 104 |
| Arithmetic mean score | 25.35 | |



Job Description

Job Description

To provide professional leadership for the school which secures its success and improvement, ensuring high quality education and personal development for all children and improved standards of learning and achievement.

Scope and Context

The Headteacher is responsible to the Governing Body Elson Junior School and where appropriate, Hampshire County Council for the strategic and operational leadership of the school, whilst maintaining overall accountability for direction, standards, safeguarding and quality of provision.

The Professional Duties of the Headteacher

The professional duties of the Headteacher are to be carried out in accordance with the terms and conditions of the current School Teachers' Pay and Conditions Document issued by the Department for Education.

Strategic Direction and Development of the School

- Ensuring that safeguarding and protecting children is a core priority to the school's work within a culture of vigilance
- Working with the Governing Body to provide vision, leadership and a clear direction for the school
- Formulating the overall aims and objectives of the school and policies for their implementation
- Producing, monitoring and evaluating school improvement plans, underpinned by sound financial planning, which identifies priorities and targets for ensuring that children achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement
- Arranging for a member of the Senior Leadership Team or other suitable person to assume responsibility for the discharge of the Headteacher functions at any time when absent from the school
- Ensuring that the management, finance, organisation and administration of the school support its vision and aims
- Securing the commitment of staff, children, parents/carers and the wider community to the vision, ethos and direction of the school



Teaching and Learning

- Promoting and securing outstanding teaching, effective learning, high standards of achievement, good behaviour and discipline within a safeguarding culture
- Monitoring and evaluating the quality of teaching and standards of learning and achievement of all children, including higher attaining children and those with special educational needs and disabilities, in order to set and meet challenging, realistic targets for improvement
- Determining, organising, implementing and monitoring the curriculum and its assessment in order to identify and act on areas for improvement
- Creating and maintaining an effective partnership with parents and carers to support and improve children’s achievements and personal development
- Sharing good practice with other schools within its catchment area

Leading and Managing Staff

- Motivating and enabling all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs
- Deploying and managing all teaching and non-teaching staff and allocating particular duties, including such duties of the Headteacher as may be properly delegated, in a manner consistent with conditions of employment
- Implementing and sustaining effective systems for the management of staff performance, incorporating targets for teachers, including targets relating to children’s achievement
- With the Governing Body, participating in the selection and appointment of the teaching and non-teaching staff as appropriate to ensure that appointees have the potential to achieve the agreed aims of the school
- Ensuring the implementation of all required safeguarding updates into school policies and procedures (at least annually) and ensure the Designated Safeguarding Lead completes appropriate training

Accountability

- Creating and developing an organisation in which all staff recognise that they are accountable for the success of the school
- Ensuring that parents, carers and children are well informed about the curriculum, attainment and progress, and about the contribution that they can make to achieving the school’s targets for improvement



- Presenting a coherent and accurate account of the school’s performance in a form appropriate to a range of audiences
- Providing information, advice and support to the Governing Body to enable it to meet its responsibilities

Effective Deployment of Staff and Resources

- Deploying and developing all staff effectively in order to build on the quality of education provided
- Ensuring all staff, volunteers and others that work with children are safe, by following appropriate procedures
- Managing and organising the school site efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensuring (or leading) monitoring and reviewing the range, quality, quantity and use of all available resources in order to build on the quality of education, improve children’s achievements, ensure efficiency and secure value for money
- Setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control of the school budget
- Working with governors to recruit staff of the highest quality

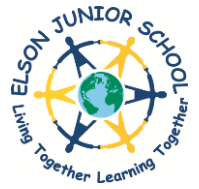
Policy Framework and Requirements

The Headteacher shall carry out their professional duties in accordance with and subject to:

- The provisions of current Education Acts and any orders and regulations having effect there under
- The Hampshire County Council (HCC) Instrument of Governance of the school
- HCC Education Authority policies
- Targets and standards as agreed with the HCC Learning and Leadership Partner

The Headteacher shall carry out such duties in accordance with and subject to the following:

- Any rules, regulations or policies prescribed by the Governing Body
- Any rules, regulations or policies prescribed by HCC with respect to matters for which the Governing Body is not so responsible
- Any rules, regulations or policies prescribed by UK legislation, Department for Education (DfE) and HCC



- The terms of their employment

The Headteacher shall ensure that school, DfE and HCC policies practices and procedures are carried out diligently by staff and children and that those documents are timely reviewed to ensure that they remain current in accordance with legislative and best practice requirements.

Person Specification

| Person Specification Criteria | Essential or desirable | Determined from: | |
|--|------------------------|------------------|-----------|
| | | Application | Interview |
| Qualifications | | | |
| Qualified Teacher Status (QTS) | E | ✓ | |
| National Professional Qualification for Headship or similar | D | ✓ | |
| Recent professional development | E | ✓ | ✓ |
| Professional Experience | | | |
| Successful leadership in a Primary or Junior School | E | ✓ | ✓ |
| Teaching experience across KS1 and KS2 | E | ✓ | ✓ |
| Oversight of accurate assessment, recording and reporting pupil performance and progress to drive improvement | E | ✓ | ✓ |
| Strategic financial planning and budget management to achieve educational goals and priorities | D | | ✓ |
| Implementing staff performance management procedures | E | | ✓ |
| Working in partnership with parents, carers and the wider community, and external agencies | E | ✓ | ✓ |
| Planning and implementation of the curriculum | E | ✓ | ✓ |
| Monitoring, evaluating, and improving the quality of teaching and learning | E | ✓ | ✓ |
| Meeting the needs of wide ranges of abilities of children | E | ✓ | ✓ |
| Leading and implementing effective behaviour management systems | E | ✓ | ✓ |
| An active visible leader who leads by example to implement school improvement | E | | ✓ |
| Demonstrates the ability to uphold public trust and confidence and maintain appropriate positive professional relationships with children and adults | E | ✓ | ✓ |
| Is or has recently been a designated safeguarding lead | D | ✓ | |

| | | | |
|---|---|---|---|
| Professional Knowledge | | | |
| Knows how to lead and manage change effectively to improve outcomes for children | E | ✓ | ✓ |
| Has a well-developed understanding of effective and inclusive teaching and learning strategies that improve outcomes for all children | E | ✓ | ✓ |
| Has a good understanding of the current National Curriculum and Ofsted framework and how to communicate this effectively | E | ✓ | ✓ |
| The ability to use monitoring and self-evaluation to improve school performance | E | | ✓ |
| Has an excellent understanding of teaching across the primary age range | E | ✓ | ✓ |
| An awareness of relevant current issues, recent educational developments, research, and significant legislative changes | E | | ✓ |
| Reflects on their own training needs and is committed to undertake professional development | E | | ✓ |
| Skills and Attributes | | | |
| Is an inspirational and supportive leader with a clear vision of the school’s journey | E | ✓ | ✓ |
| Is resilient, approachable and a good listener | E | ✓ | ✓ |
| Engages positively with others and demonstrates effective communication skills to motivate, inspire, and influence others | E | | ✓ |
| Successful experience of raising standards for all with measurable outcomes | E | ✓ | ✓ |
| Has experience of effective change management | E | ✓ | ✓ |
| Understands and welcomes the role of effective governance, upholding the headteacher’s obligation to give account and accept responsibility | E | | ✓ |
| Establishes and sustains professional working relationships with governors | E | | ✓ |
| Promotes an effective nurturing culture for all staff and pupils | E | ✓ | ✓ |
| Has the ability to oversee and manage appropriate risk assessment procedures in school and where applicable | E | | ✓ |
| Demonstrates a high level of commitment and a desire to be a key member of the Elson Junior School community | E | ✓ | ✓ |
| Works flexibly, creatively, and strategically to deal with the challenges of school leadership | E | ✓ | ✓ |
| Personal Skills | | | |
| Communicates effectively with others – children, staff, governors, and parents and carers, including the more vulnerable members of our community | E | | ✓ |



| | | | |
|---|---|---|---|
| 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 | E | | ✓ |
| Creates a culture where staff are motivated, encouraged to take initiative and make decisions, develop their skills and extend their subject knowledge | E | | ✓ |
| Safeguarding | | | |
| Has a proven track record of keeping children safe and promoting a robust safeguarding culture within the school | E | ✓ | ✓ |
| Can show evidence that demonstrates knowledge and understanding of current legislation, guidance and best practice for child protection including safer recruitment | E | ✓ | ✓ |
| Can demonstrate an ability to co-operate and work with relevant agencies to protect children | E | ✓ | ✓ |
| Equality and Diversity | | | |
| Can show evidence of their development of an inclusive school challenging all forms of discrimination | E | | ✓ |

Key Tasks

Governors have identified the following key tasks for the newly appointed Headteacher to achieve within the first year:

- To establish and develop effective relationships with children, staff and parents/carers.
- To develop the School Improvement Plan priorities (through the leadership team) to ensure high quality teaching and learning that supports positive pupil outcomes.
- To identify the school’s strengths and areas for development to inform impactful Continued Professional Development that supports the retention of skilled staff and the ongoing improvement of standards.



Working 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.

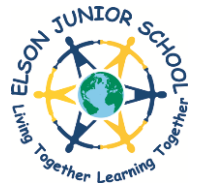
The county of Hampshire has over 170,000 school-age children in approximately 438 primary, 71 secondary and 26 special schools and other provisions. Whilst the majority are community schools, the LA has forged strong partnerships with Diocesan Bodies, and seeks to maintain the provision of places in 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.

How to Apply

Candidates should complete the application form and return it to htrecruitment@hants.gov.uk no later than **midday** on Wednesday **8th January 2025**.

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

If you are interested in applying, we would be delighted for you to visit our school in advance of your application. Dates available for visits are Thursday 12th December, Friday 13th December or Monday 16th December (9am-12 noon). Please email Debbie Guy, Governors’ Clerk, at g.clerk@elson-jun.hants.sch.uk to arrange your visit.

We will shortlist candidates on 15th January 2025 and the selection process will take place on 4th & 5th February 2025. Further details will be sent to those candidates called for interview. All applicants will be required to complete an Equality Monitoring form.

Safer recruitment

Elson Junior School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to disclosure and barring service (DBS) checks along with other relevant employment checks.