

# Federation of Netley Abbey Infant & Junior Schools

Federation Director of Teaching and  
Learning Application Pack





# Included in this brochure:

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





# Introduction from our Executive Headteacher



Welcome and thank you for your interest in this position...

Thank you for your interest in the position of Federation Director of Teaching and Learning. This is an incredibly exciting and rare opportunity to join our dedicated leadership team and make a tangible impact across our two schools, which sit side-by-side within our own federation at the heart of our community.

Our federation is a special place to work. Visitors frequently comment on the family feel that is immediately apparent when they walk through our doors. It is a warmth that comes from our shared values, our supportive relationships and our unwavering belief in the potential of every child. We are proud to live by our values:

- **Ready** – for learning, for challenges and for the opportunities ahead.
- **Respectful** – of ourselves, each other and the world around us.
- **Safe** – in our behaviour, our choices and our care for one another.
- **Kind** – in our words, our actions and our spirit.

These values underpin everything we do – for pupils, staff and the wider community.

We are looking for someone who not only has the experience, knowledge and expertise to take on this important role, but who will also embrace our ethos and work in partnership with staff, pupils and families. The successful candidate will have the rare privilege of a leadership role at primary level without a class of their own – allowing them to focus on teaching and learning, curriculum development and staff development across the federation.

This is a highly coveted post with both schools judged as 'Good' in their most recent Ofsted inspections and we have a committed and talented staff team who are eager to learn and develop further together.

If you are ready to take this exciting next step in your career, we would be delighted to hear from you. I warmly encourage you to arrange a visit so you can experience for yourself the positive relationships, collaborative spirit and strong sense of belonging that define our federation.

Thank you once again for your interest. I wish you the very best in your application and look forward to meeting those shortlisted for interview.

Rosie Earle – Executive Headteacher

# Advertisement



Due to the promotion of our current Federation Director of Teaching and Learning — a sought-after position held for 10 years — we are delighted to advertise this rare and exciting opportunity. This is a non-classroom based, primary middle leadership role working across our two Local Authority maintained schools which make up The Federation of Netley Abbey Schools: Netley Abbey Infant School and Netley Abbey Junior School, situated on the same site and just a car park apart. Both schools have been recently inspected by Ofsted and judged to be Good, continuing a strong track record of consistently high-quality teaching and learning.

This unique role is ideal for an exceptional classroom practitioner — with Year 6 teaching experience and a strong understanding of end-of-Key Stage 2 assessment — who is ready to take on a federation-wide brief. Whether you are an aspiring or experienced middle/senior leader, this post offers the rare opportunity to work at primary level without a class of your own, enabling you to focus on curriculum development, teacher coaching and CPD.

As Federation Director of Teaching and Learning, you will:

- Lead and monitor curriculum development, assessment and the quality of teaching and learning across both schools

- Work alongside experienced year leaders and subject leaders to design and deliver bespoke CPD

- Support, coach and develop teaching and support staff to ensure the highest outcomes for pupils

- Play a central role in shaping and sustaining school improvement across the federation

You will be joining a highly supportive and collaborative senior leadership team comprising an Executive Headteacher, two Deputy Headteachers and two Assistant Headteachers, all of whom are experienced and eager to work with you to make a difference across our federation. As a Federation, we believe in evidence-informed practice and work with all of our staff to ensure the wellbeing of staff, pupils and research-led pedagogy remains central to our mission.

This is a permanent, full-time middle leadership post with a salary scale from UPS1-UPS3.

## **Safeguarding Statement**

The federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This post is subject to an enhanced DBS check and satisfactory references.

# Our vision & values ...



## Our Values:

At The Federation of Netley Abbey Infant and Junior Schools, we believe that every child should have a secure and caring environment in which they are valued and respected as individuals. Our 7 year progressive journey for our pupils allows each of them to achieve their best. We encourage and support personal achievement and the development of independence and personal responsibility.

Central to this is the development of self-esteem, underpinned by our belief that pupils must have confidence in their own abilities in order to achieve a strong sense of self-efficacy. We value close and positive relationships with parents and those within our wider community who work in partnership with the schools, to enrich and expand the educational experiences of children across our federation.

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

## Our Vision:

Across our federation, we share a clear vision in which every pupil and member of staff is Ready, Respectful, Safe and Kind. By embedding these values into the heart of our school culture, we create an environment where all pupils and stakeholders can thrive and achieve their very best. Kindness, integrity and self-reflection are central to the way our staff work together and model expectations for our children

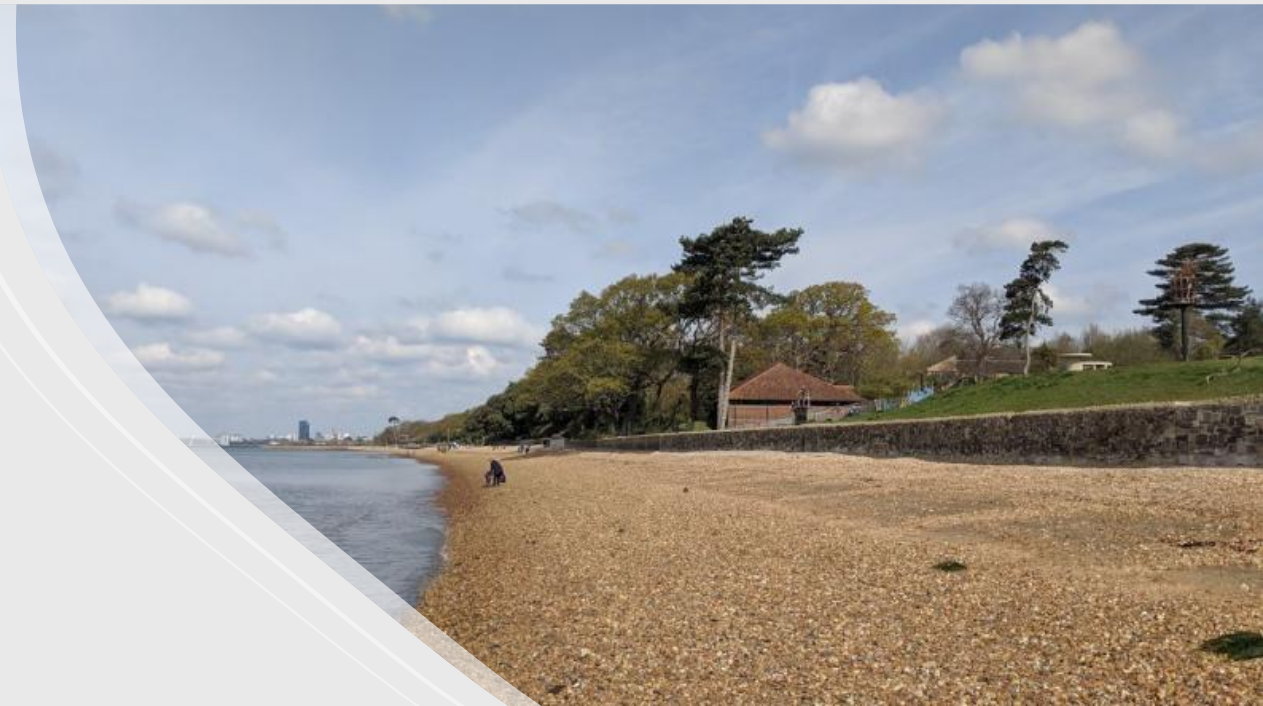


# Our Locality

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

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

Within our Federation, we are committed to developing lifelong learners and responsible citizens with a clear vision for their future. Our high-quality responsive teaching and learning raises standards of achievement for all children within a seven year journey from Year R to Year 6.



# Early Years Foundation Stage

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

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





# Key Stage One

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

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

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

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





# Key Stage Two

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

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

Mary Myatt's curriculum development around challenge for all with low-threat task design has been key to our curriculum development across the junior school and has ensured all children experience a greater depth to their learning in all subjects. Teachers utilise their expert pedagogical knowledge to deliver engaging, high-quality responsive teaching for all groups of pupils to achieve highly in every area of the curriculum. We learn to build knowledge and skills; because this gives pupils the best chances in life to achieve their best within our Federation, at secondary school and beyond!



# What do our pupils want from our members of staff?



*kind*

*helpful*

*have empathy*

*supportive*

*humorous*

*fun*

*listens*





# What do Ofsted say about our Federation?

Adults work with skill, compassion and consistency to enable all pupils to succeed.

Pupils really enjoy coming to school. Classrooms are hubs of learning, active children fill the playground and pupils are sociable at lunchtime.

All pupils show politeness and respect for adults and classmates.

Leaders have high aspirations for all pupils at the school. The curriculum has been carefully designed, with a clear priority on reading.

Staff support pupils with specific needs well, giving careful consideration to make the learning accessible to all.

Leaders have high expectations for pupils' behaviour and model this in their own conduct.

Supporting the local community is a key focus of the school. Pupils consider the needs of others.

Governors know their responsibilities, and carry these out effectively. The dedicated staff are very supportive of one another.

Pupils are encouraged by staff to 'be the best that they can be' at this vibrant, inclusive school. One pupil summed this up, saying, 'The best thing about our school is that it is a community for everyone.'

One pupil was proud to share, 'From reading to Taekwondo, you can do everything here!'

Pupils explain their 'Netley Learning Model' with confidence, describing how they are encouraged to think about people's differences so that they learn to respect each other.

Leaders have developed an ambitious curriculum for all pupils. Staff create a love of reading through initiatives such as the library book swap and by regularly sharing high-quality texts.

Pupils talk about books with enthusiasm and share detailed recounts of stories that teachers have read to them in lessons.

Leaders deliver a thoughtful programme that supports pupils' wider development.

One parent commented, 'You will find clubs suitable for everyone...teachers always have the best interests of children at heart.'

# Job Description – Director of Teaching and Learning



**Responsible to: Executive Headteacher**

## **Core Purpose**

The Federation Director of Teaching and Learning will support the Executive Headteacher and wider Senior Leadership Team in providing professional leadership across both schools in the federation. The post holder will secure school success and improvement by ensuring high-quality education for all pupils and ensuring high standards of learning, achievement and curriculum delivery.

## **The successful candidate will:**

Lead and monitor curriculum development, assessment and the quality of teaching and learning across both schools

Work alongside experienced year leaders and subject leaders to design and deliver bespoke CPD

Support, coach and develop teaching and support staff to ensure the highest outcomes for pupils

Play a central role in shaping and sustaining school improvement across the federation

Fulfil the professional responsibilities as set out in the Teacher Standards

Undertake professional duties delegated by the Executive Headteacher

Support, uphold and promote the federation's vision with all stakeholders

Promote strong partnerships with parents, carers, governors and the wider community

**This is a non-classroom based role, allowing the post holder to focus fully on teaching and learning improvement, curriculum leadership, staff development and federation-wide priorities.**



# Job Description – Director of Teaching and Learning



## Key Responsibilities

### **Shaping the Future**

- Implement and embed the schools' aspirations for all learners across the infant and junior phases.
- Contribute to the formulation and regular review of the Federation Improvement Plan.
- Work with governors to ensure statutory responsibilities are fully met.

### **Leading Learning and Teaching**

- Drive continuous improvement in teaching, learning and assessment across both schools.
- Lead by example, demonstrating exceptional pedagogical practice beyond that required to secure QTS or Upper Pay Range.
- Inspire all pupils to achieve their full potential.
- Ensure all staff are supported and equipped to develop their pedagogical skills.
- Oversee the design, sequencing and delivery of an ambitious, broad and balanced curriculum.
- Ensure the highest of expectations and effective provision for all pupils, including SEND and disadvantaged pupils.
- Champion consistent use of assessment and high-quality feedback to improve outcomes.

# Job Description – Director of Teaching and Learning



## Key Responsibilities

### **Developing Staff**

- Ensure all teaching and support staff have access to relevant professional development, support and coaching.
- Plan and deliver tailored CPD programmes in collaboration with year and subject leaders.
- Promote a culture of reflective practice, collaboration and high expectations.
- Contribute to performance management processes, including providing constructive feedback and supporting improvement plans.

### **Managing the Organisation**

- Contribute to the smooth day-to-day running of both schools in the federation.
- Uphold high standards of pupil behaviour, attendance and conduct.
- Take lead responsibility for allocated elements of the school budget and contribute to overall budget management.
- Support the development and delivery of extra-curricular opportunities for pupils.



# Job Description – Director of Teaching and Learning



## Key Responsibilities

### **Monitoring and Evaluation**

- Monitor and evaluate the overall performance of both schools, including:
  - Teaching quality
  - Staff performance
  - Pupil achievement and progress
  - Whole-school effectiveness across the Federation
  - How assessment is used to drive high outcomes
- Use data analysis to identify strengths and areas for improvement
- Report regularly to the Executive Headteacher, SLT and governors on progress and impact.

### **Partnerships and Community**

- Promote effective communication and partnership with parents, carers, governors and the wider community.
- Foster strong professional links between the Infant and Junior schools to ensure curriculum and pedagogical alignment.
- Represent the federation at local authority, network and partnership meetings.

# Job Description – Director of Teaching and Learning



## **General Responsibilities**

- Act in accordance with federation policies, procedures and values.
- Maintain up-to-date professional knowledge and skills.
- Undertake any other duties commensurate with the post as directed by the Executive Headteacher.

## **Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

## **Safeguarding**

- Work in line with statutory safeguarding guidance, (e.g. KCSIE, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding leaders to promote the best interests of pupils including sharing concerns where necessary.
- Promote the safeguarding and welfare of all pupils in the school.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Executive Headteacher or line manager.



# Person Specification – Director of Teaching and Learning



CRITERIA	QUALITIES
Qualifications	<p>Educated to degree level with Qualified Teacher Status (QTS)</p> <p>Desirable:</p> <ul style="list-style-type: none"> <li>Evidence of further professional qualifications</li> <li>Middle management or leadership qualification/course completed</li> </ul>
Experience	<p>Successful teaching experience within the primary phase (including Year 6)</p> <p>Experience of end-of-Key Stage 2 assessment processes</p> <p>Evidence of some curriculum leadership with measurable whole-school impact</p> <p>Experience of contributing to school improvement planning</p> <p>Evidence of a clear commitment to continued professional development</p> <p>Desirable:</p> <ul style="list-style-type: none"> <li>Additional experience teaching in Reception or KS3</li> <li>Experience in more than one school</li> <li>Experience as a middle or senior leader or deputising in their absence</li> </ul>
Leadership and Management	<p>Evidence of successful leadership of teams and curriculum areas</p> <p>Experience of leading change effectively and managing improvement projects</p> <p>Demonstrable experience of supporting and improving teaching and learning</p> <p>Experience in monitoring and evaluating school performance</p> <p>Experience of coaching and mentoring staff</p> <p>Desirable:</p> <ul style="list-style-type: none"> <li>Experience of contributing to budget management</li> <li>Experience of significant curriculum development</li> <li>Understanding of, and implementation of performance management processes</li> <li>Experience of directly fostering community and partnership links</li> </ul>

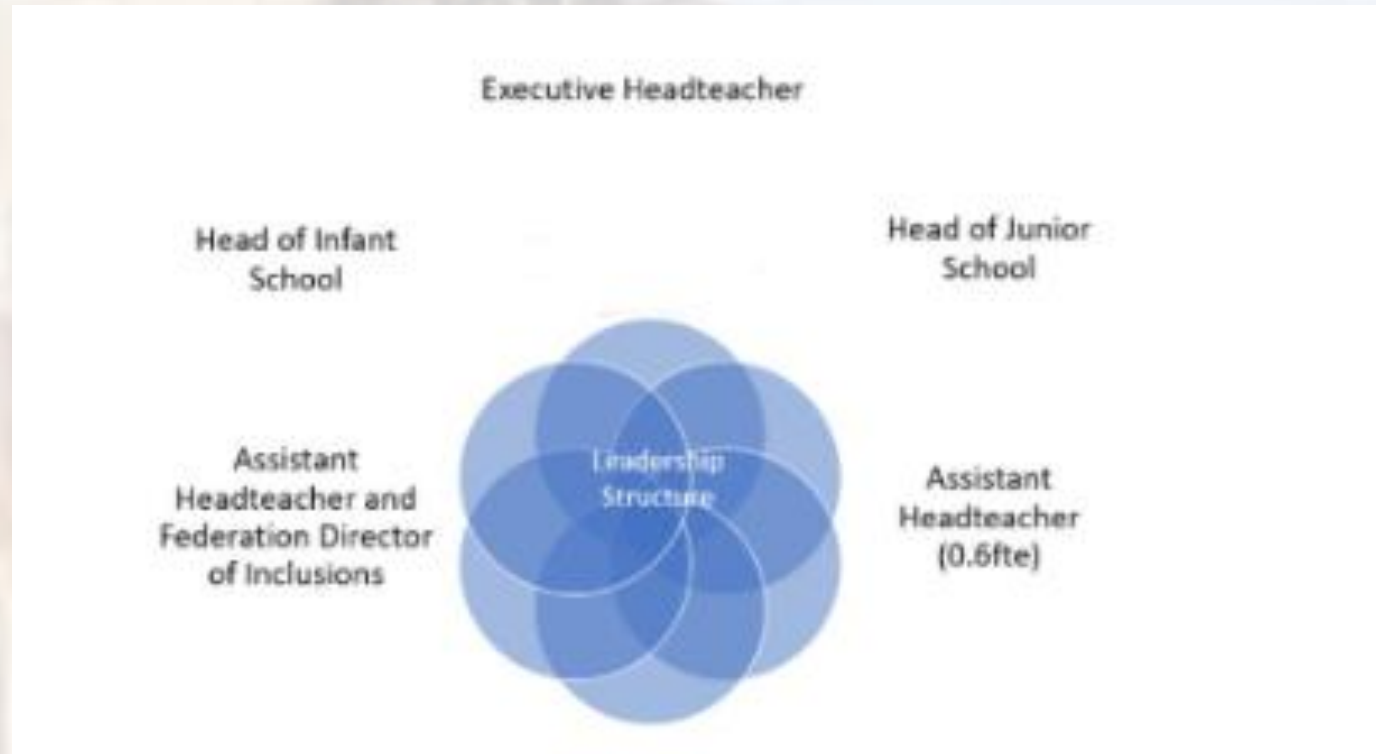
# Person Specification – Director of Teaching and Learning



CRITERIA	QUALITIES
Personal Qualities	<ul style="list-style-type: none"><li>Ability to inspire, motivate and enthuse staff and pupils</li><li>Approachable, with a good sense of humour</li><li>Emotionally intelligent, resilient and reflective</li><li>Excellent organisational skills and ability to manage competing priorities</li><li>Creative, flexible and solution-focused</li><li>Able to build and sustain positive relationships with all stakeholders</li><li>A commitment to obtaining the best outcomes for all pupils and promoting the ethos and values of the federation</li><li>High expectations for children's attainment and progress</li><li>Ability to work under pressure and prioritise effectively</li><li>Commitment to maintaining confidentiality at all times</li></ul>
Skills and knowledge	<ul style="list-style-type: none"><li>Exceptional classroom practice and ability to model excellent teaching</li><li>Excellent understanding of curriculum design, sequencing and assessment</li><li>Excellent knowledge of effective teaching and learning pedagogy</li><li>An excellent understanding of how children learn</li><li>Ability to adapt teaching to meet pupils' needs</li><li>Ability to build effective working relationships with pupils</li><li>Knowledge of effective behaviour management strategies</li><li>Thorough understanding of National Curriculum, SEND Code of Practice and Ofsted frameworks</li><li>Ability to use data effectively to drive improvement</li><li>A good knowledge of guidance and requirements in safeguarding children</li><li>Understanding of health and safety procedures in schools</li><li>Willingness to contribute to extra-curricular provision</li><li>Excellent ICT skills</li></ul> <p>Desirable:</p> <ul style="list-style-type: none"><li>Proven ability to develop pupil independence and creativity</li></ul>



# Current Leadership Structure



# Application Process



E-mail address: [hr@netleyabbeyschools.co.uk](mailto:hr@netleyabbeyschools.co.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 and 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:** All applications will be required to complete an Equality Monitoring form. Receipt of Application Applications are acknowledged within 2 working days of receipt.

**Safer Recruitment:** The Federation of Netley Abbey Infant and Junior Schools is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure & Barring checks along with other relevant employment checks.”

**Privacy notice:** The Federation collects information about you in order to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the School. The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the County Council to comply with a legal obligation. The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.



# Education in Hampshire



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

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

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

With the County Office in Winchester, Hampshire Authority has an established network of advisors which provides a responsive and flexible service to the schools in their respective areas.

In Hampshire, we pride ourselves on providing first-class learning opportunities for our teachers both internally and with outside course providers.

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.