

Potley Hill Primary School



Headteacher Information Pack

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**Dream Big, Aim High &
Make a Difference**

A Letter From The Chair of Governors

Thank you for your interest in the Headteacher position at Potley Hill Primary School. On behalf of the Governing Body, I would like to extend a warm welcome and thank you for taking the time to consider this exciting opportunity.

Potley Hill is a vibrant and inclusive one-form entry primary school at the heart of the Yateley community. We are immensely proud of our caring ethos, our dedicated staff, and the children who bring our values to life every day. Our recent Ofsted report recognised many of our strengths, including the nurturing relationships between staff and pupils and the commitment to high-quality teaching and learning, which was highlighted through the Outstanding rated Behaviour of our pupils.

We are seeking a dynamic, forward-thinking leader with a clear vision for excellence in primary education. The ideal candidate will be someone who can inspire and empower others, lead with integrity and compassion, and build on the strong foundations already in place. In return, we offer a welcoming and supportive environment, a committed and experienced team of staff and governors, and children who are enthusiastic, curious, and eager to learn.

Our new Headteacher will be key to shaping the next phase of our school's journey—continuing to raise standards, celebrating diversity, and ensuring every child reaches their full potential. We are excited about the future and hope to find a leader who shares our ambitions and values.

We warmly invite you to explore our school further through our website: <https://www.potleyhill.hants.sch.uk>, where you will find additional information about our ethos, curriculum, and school community. Visits to the school are encouraged and can be arranged by contacting the school office. We would be delighted to show you what makes Potley Hill such a special place to learn and work.

Thank you once again for your interest. We look forward to receiving your application and learning more about the skills and qualities you can bring to our school.

With best wishes,

Antje Neville-Kwantes

Chair of Governors Potley Hill Primary School

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School Vision

Dream Big, Aim High & Make a Difference

Our School Aims are centred around the following core elements;

- Teaching and Learning – We fully utilise our resources to develop life-long learners
- Community – We engage with and have an impact on the wider community
- Inclusion – We effectively meet the individual needs of every pupil
- Health and Well-being – We support all children, staff and families to have a healthy mind and body
- Curriculum – We provide a diverse, challenging and engaging curriculum
- Staff – We enable all staff to feel valued and empowered to make a difference

Our School Values

Respect

Resilience

Kindness

Creativity

Teamwork

Responsibility

Our School Rules

Move calmly

Listen carefully

Speak politely

Stay safe

Be honest

Act kindly

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School Information

Curriculum

At Potley Hill Primary School, learning is at the heart of everything we do. Guided by our vision – “Dream Big, Aim High & Make a Difference” – we offer a broad and engaging curriculum that encourages every child to flourish both academically and personally.

Our approach to learning is rooted in curiosity, creativity, and challenge. We have a project-based curriculum where children are actively involved in purposeful learning experiences that encourage them to explore, question, and discover. High-quality teaching underpins this approach so that learning is both meaningful and ambitious.

Continuity and progression are central to our curriculum design. From Early Years through to Year 6, our goal is to build carefully on each child’s knowledge and skills to ensure strong foundations and a clear journey of learning.

Outside the classroom, outdoor learning, interesting activities and real-world contexts give children opportunities to collaborate, solve problems and apply their knowledge in new and exciting ways. Our Potley Hill Pupil Guarantee ensures that all our children have access to a wide range of opportunities – from cultural visits and sporting events, to creative and leadership experiences.

The school has adopted the PSHE programme, MyHappyMind which helps our pupils develop emotional literacy, resilience, and positive mental health. At Potley Hill, children are nurtured to become respectful, compassionate individuals, ready to contribute to the world around them.

Our school community is one where every child is understood and valued. We work closely with families, external partners and the wider community to create a caring and inclusive environment in which children feel safe, supported and inspired.

We know that every child has something special to offer and our curriculum is designed to help them find it and what they love to do.

More detailed information about the curriculum can be found on the [school website](#).

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Our Learning Environment

Potley Hill Primary School is a one form entry school which caters for children from Reception to Year 6. Each classroom has an interactive whiteboard, and pupils have access to laptops and i-pads which are used to support their learning.

The school building and site includes:

- a recently refurbished and restocked school library, from which pupils can borrow a wide range of books
- a large food technology room where pupils regularly design and make their own food products
- a dedicated music room which is used for both class music lessons and peripatetic music lessons
- a 'double-decker London bus' which operates as our 'Nurture Nook' and is used for both ELSA sessions and nurture groups to support the emotional wellbeing of children
- two inner courtyards in the centre of our school which are used for different purposes, with one helping to support the sensory needs of pupils and the other containing a performance area with a small stage and bench seating

We are also fortunate to have large external grounds which include three playgrounds and two fields, which are used for playtimes and PE lessons as well as a pond and outdoor learning area which are used for outdoor learning sessions. There is a Community Orchard adjacent to the school site.

Our site is part of a large campus which includes:

- Potley Hill pre-school
- Frogmore Community College [11-18]
- Frogmore Leisure Centre (Everyone Active)
- Frogmore Care and Wellbeing Centre (Age Concern)
- 8th Bramshill Scouts
- Floodlit all-weather outdoor sports facilities
- Substantial on-site parking

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Dream Big, Aim High & Make a Difference

Number on Roll '24-'25

| | |
|-------------------|---------|
| Total | 201 |
| Pupil Premium | 39 |
| Free School Meals | 37 |
| SEN (EHCP) | 31 (13) |
| EAL | 26 |

Attendance '24-'25

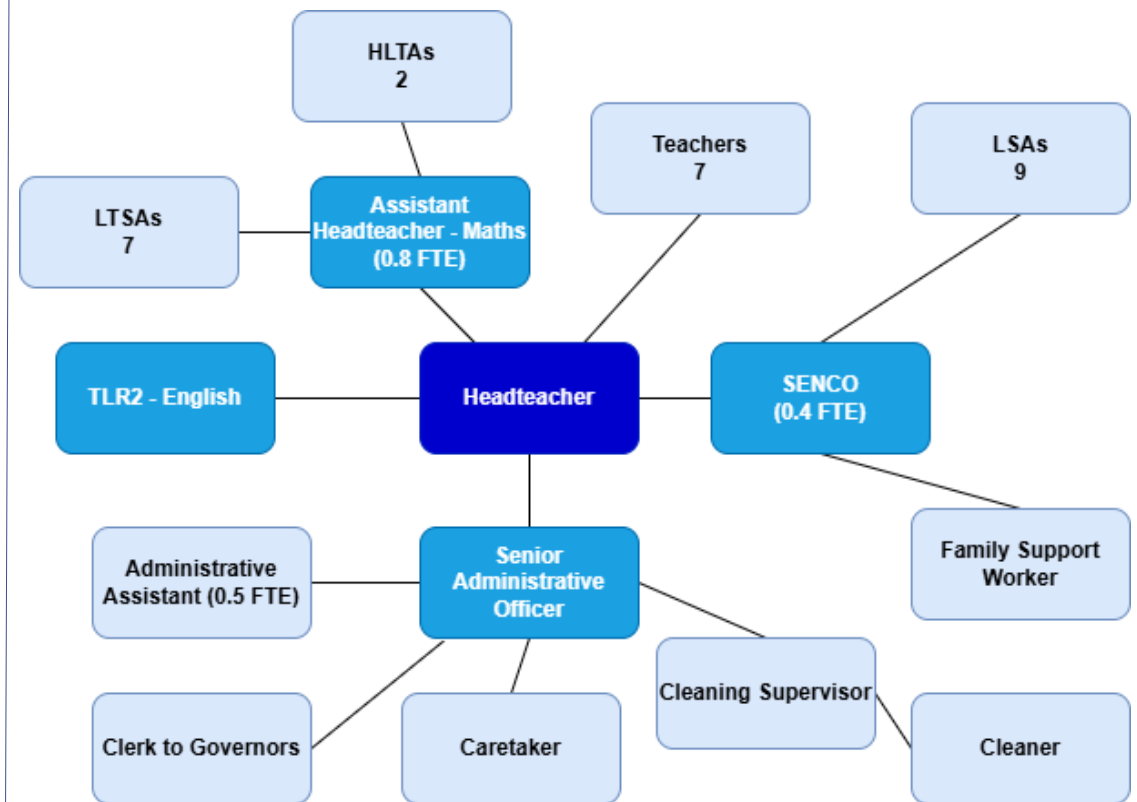
96%

School Information

Budget '24-'25

| | |
|-------------------------|------------|
| Income | £1,367,524 |
| Expenditure | £1,445,334 |
| Year Surplus/Deficit | (£77,811) |
| Cumulus Surplus/Deficit | £50,263 |

Staffing Structure



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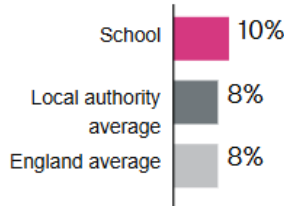
Results

KS2 Data for Summer 2024

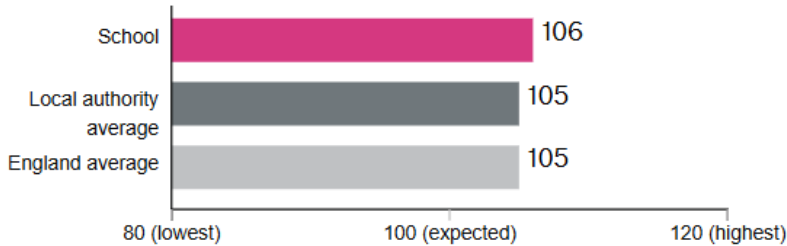
Pupils meeting expected standard in reading, writing and maths



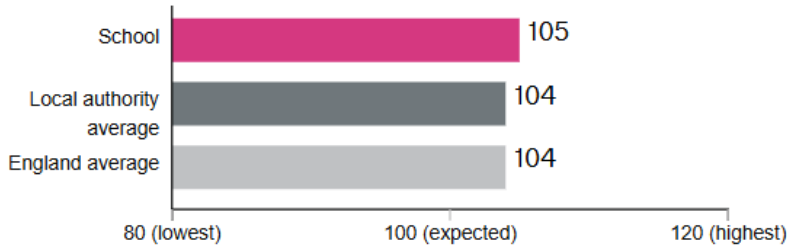
Pupils achieving at a higher standard in reading, writing and maths



Average score in reading



Average score in maths



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| Criteria | Quality of Education | Behaviour and Attitudes | Personal Development | Leadership and Management | Early Years |
|----------------------|----------------------|-------------------------|----------------------|---------------------------|-------------|
| Grades (Oct 2024) | Good | Outstanding | Good | Good | Good |

Some Brief Quotes from the Ofsted Report of October 2024

- The motto 'dream big, aim high and make a difference' is enacted by the whole school community.
- 'The School values are 'living and breathing' in the school and they are 'threaded through lessons.'
- There is focussed improvement on subjects across the wider curriculum with 'meaningful links made across subjects' and pupils' learning was 'really thought about.'
- The school has highly effective strategies to identify and support any pupils who need extra help with their learning.
- Pupils are happy at school and take pride in their achievements.
- Pupils' behaviour is exemplary.
- Staff have high expectations for pupils.
- The school has high ambition for all pupils.
- Pupils are confident and skilled readers
- The school ensures that pupils benefit from many wider opportunities.
- Staff are proud to be part of the school team.

Full Report:



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**Dream Big, Aim High &
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What Our Children Want

Be visible, do assemblies, go into classes, let pupils come to the office, walk around the school and playground

Smart and confident, handling situations calmly

Keep us safe

Be active

Keep outdoor learning

Good listener who lets everyone speak

Not too strict, not too soft

Live our values, be kind, be respectful, be fair, encourage

Thinks of what is best for the school and pupils

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What Our Staff Say

What We Like Most About Potley Hill

Friendly, helpful staff who are always willing to share expertise. Smaller school means a more close knit team, as well as an understanding of workload and pressures of working with a smaller staff. Able to make professional choices in planning and teaching.

How inclusive the school is for children and staff.

Happy friendly place to be a part of. The school community respect each other.

What Qualities and Values We Want The New Headteacher To Have

Supportive, caring , understanding, high expectations of behaviour, good communication, good sense of humour.

To be honest and respectful.

Able to communicate effectively with staff and pupils alike. Have a firm but fair leadership style.

What We Want The New Headteacher To Focus On

Obviously learning targets etc but then environmental issues - supporting our children's future and cutting schools costs.

Year R as a good start in education essential.

Staff Wellbeing.

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What Our Parents Say

What We Like Most About Potley Hill

It's a supportive & encouraging school, with a positive outlook for all students.

Sense of community, children's wellbeing and safety as priority.

The nurturing environment, the positive attitude of all staff members - nothing is ever a problem, the school provides so many opportunities for self development and exploring new skills.

What Qualities and Values We Want The New Headteacher To Have

Caring, understanding, knowledge, fairness, vision.

Empathy, strong minded, driven to improve, commitment.

Approachable, collaborative approach with parents and staff, friendly with the children.

What We Want The New Headteacher To Focus On

Extra curricula and sports offerings.

Equality, praise and anti-bullying policies.

The core subjects, what skills pupils will need to strive in a future led by AI and all the changes it brings! Extra curricular activities, lots of creativity and sport as well as academic.

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Job Description

Job Title: Headteacher

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

Salary Scale: The Governing Body have determined that this post should be paid on the Hampshire agreed pay scale. Potley Hill Primary School is a Group 2 school. Governors have set the Individual Salary Range at L15-21 £70,293 – £80,634.

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

Responsible to: The Governing Body of Potley Hill Primary School.

Key Responsibilities

Safeguarding: The post holder will be the lead Designated Safeguarding Lead (DSL) and is responsible for ensuring that all school and county child protection policies are adhered to and concerns are raised in accordance with these policies

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

National Standards Headteachers (2020)

The Headteachers' Standards form the basis of our Headteacher job description. They can be found at [Headteachers' standards 2020 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/428282/Headteachers_standards_2020.pdf)

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Key Focus Areas

We have identified the following focus areas for our Headteacher during the next part of our journey:

- To build upon the supportive, vibrant and inclusive culture of the school, to promote the school's established vision and values and to ensure a happy, safe and exciting school environment.
- To establish a close and effective working relationship with the Governing Board to develop the school's strategy for its long-term success.
- To build excellent relationships with the staff, parents and stakeholders and to support, develop and empower all staff, ensuring high teaching standards for the benefit of every child, with a particular focus on early years.
- Ensure a sound financial plan is in place to respond to current financial and wider economic challenges whilst maximising the opportunities for the children.

These focus areas will be subject to a review, after appointment, with the governing body and Local Authority Leadership and Learning Partner to ensure that they remain the priorities for action.

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|---|--|-----------------------|--|
| | General | | |
| | Core professional experiences, qualifications | Essential / Desirable | Shortlisting evidence sought in application (A), reference (R) or interview (I)? |
| | Is a qualified teacher with Qualified Teacher Status | Essential | A |
| | Evidence of relevant professional study and/or qualification e.g. NPQH, MA | Desirable | A |
| | Has a proven track record of success, and of managing change, as a senior leader (Deputy Head / Assistant Head / Head of School / Acting Head / Head) | Essential | A |
| | Has knowledge and understanding of strategic financial planning, budgetary management and principles of best value | Desirable | A, R, I |
| | Has experience of using a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging performance | Essential | R, I |

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|---|---|--|
| | Please tell us how, in your current and previous leadership roles, you: | Evidence sought in (A)pplication (R)eference (I)nterview ? |
| | Create a culture where pupils experience a positive and enriching school life | A, R, I |
| | Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life. | A, R, I |
| | 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. | A, R, I |
| | Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities. | A, R, I |
| | 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. | A, R |
| | Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities. | A, R, I |
| | Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate. | A, R, I |
| | Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs. | A, R |
| | Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently. | A, R, I |
| | Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds. | A, R, I |
| | Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time. | A, R, I |
| | Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support. | A, R |
| | Establish and sustain professional working relationship with those responsible for governance. | A, R |

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Person Specification

Hampshire Leadership Qualities and Behaviours

Please tell us how, in your current practice, you:

| | Evidence sought in (A)pplication (R)eference (I)nterview ? |
|--|--|
| Actively reflects on what works and what does not and uses the information to influence the way ahead and to make decisions. | R, I |
| Understands the principles of change and demonstrates the processes of managing change effectively; maintains a successful balance between operational and strategic activities. | R, I |
| Shows the ability and confidence to interact effectively with people in a range of contexts; understands the audience and the purpose of different relationships. | R, I |
| Has high expectations of themselves, staff and pupils to realise the full potential of the learning community. | A, R, I |
| Has the ability to generate commitment and create alignment to the vision through communicating with enthusiasm, conviction and optimism. | A, R, I |
| Thinks and acts in a fresh and informed way about the future role of school leaders, including the community and system-wide dimensions. | R, I |

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Application Procedure

Visits to the school are warmly welcomed. Please contact the school administration office at adminoffice@potleyhill.hants.sch.uk.

Please find attached the Headteacher information pack and application form.

To apply, download the attached application form by clicking the on the application form, then complete and save it. Once ready, click 'Apply' button to upload your completed application form.

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 the **8th September 2025** and the selection process will take place on the **25th and 26th September 2025**. Further details will be sent to those candidates called for interview.

Applicants will be advised after the shortlisting date whether they have been successful.

Equality Monitoring

All applications will be required to complete an Equality Monitoring form.

Safer Recruitment

Potley Hill Primary 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 checks along with other relevant employment checks.

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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.



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