



# Alverstone Church of England Junior School



## Headteacher Recruitment Pack

Alverstone Church of England Junior School  
(Voluntary Aided)

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# Chair of Governors letter

Dear Candidate,

Thank you for your interest in applying for the position of Headteacher at Alverstoke Church of England Junior School. The Governing Board seeks a highly professional individual with a passion for teaching children, who will provide strategic and visionary leadership, building on our high standards of education and care while delivering a clear vision for the next few years. We strive always for the children to reach their full potential and to grow personally and spiritually.

Alverstoke Junior is a two-form entry school with an exceptional and enthusiastic team, supported by a dedicated Governing Board. We also have good support from parents and the local community, including our parish church of St Mary's.

This will be a rewarding and challenging role for the successful candidate and the governors are fully committed to providing the new Headteacher with all the support necessary to take up the post. We also encourage the staff to take up continuing professional development opportunities. The information in this pack will give you a flavour of the school. You are welcome to visit us to experience our thriving school. Please telephone the school office on 023 9258 0450 or email

[admin@alverstoke-jun.hants.sch.uk](mailto:admin@alverstoke-jun.hants.sch.uk)

Applications close on **10<sup>th</sup> June 2025**. I hope you will consider applying and we look forward to receiving your application. Please contact us if you have any questions.

Yours sincerely,

Mr Stephen Pethick  
Chair of Governors

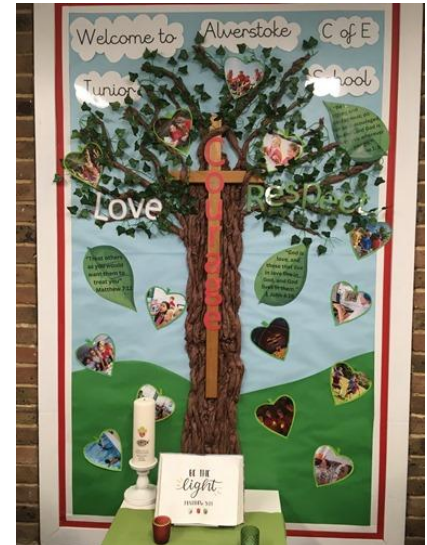


# Our school

## Christian foundation

We are a Church of England Voluntary Aided Junior School, established in 1841. Our Terms of Union state:

*Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church at diocesan and parish level. The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.*



## Vision, values and ethos

Through our core Christian values of **Love, Courage and Respect**, we nurture, encourage and challenge every child to be ambitious in their learning, courageous in their actions and respectful to themselves, others and the world around them.

These values are the things that we believe in deeply, that shape our attitude to life, the world around us and other people. Within a Church of England school, the values that we instil in children are based in the Christian tradition and are illustrated through Christian stories. We have chosen to base our ethos around these core values as they are what we want our children to display in life and fall back on when times are difficult or there are tricky choices to be made.

Working hand in hand with the Christian values, our motto is:  
**Be Ambitious – Be Brave – Be Kind**

These three elements encompass the core aspects of our vision that show our commitment to developing the whole child to 'be the best that they can be'.

We enjoy strong links with leadership team of our parish church of St Mary's and the school holds Harvest, Remembrance Day, Christmas and Easter services in the church.

### **Pupils**

We have 8 classes of 32 and a waiting list in most year groups. Behaviour is good and absence rates and suspensions are lower than national average. SEND numbers are below national average but, due to our reputation for high-inclusive provision, our EHCP numbers are higher than average.

We have a strong contingent of service families, predominantly the Royal Navy. One of our TAs acts as Service Family Link Worker, to provide support to children of service families when one parent is deployed.

### **Staff**

We have an excellent staff team, who exemplify our vision and values and among whom the working atmosphere is very supportive. They display huge commitment to the children, exercising imagination and enthusiasm. Well-being is high on our agenda and additional time is also given to teachers to undertake tasks such as assessment, report writing and pupil progress meetings.

Our experienced team of TAs are mostly deployed to care for our special needs pupils, which they do on a rotating basis throughout the day. We are an attachment aware and trauma informed school and staff are highly skilled in emotion coaching and the relational approach.

### **Governors**

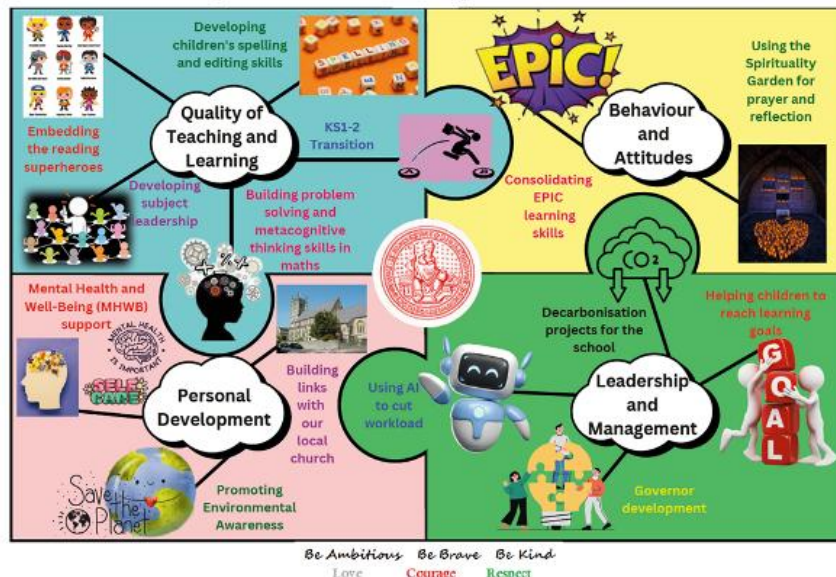
We have a strong team of governors from a variety of backgrounds, who contribute a wide range of skills and experience. Several have children at the school. The governors enjoy a frank, respectful and constructive relationship with the Senior Leadership Team, adopting the attitude of critical friend.



## School Improvement Plan

The SIP is a vital component of our Strategic Framework and sets the specific goals and improvement and development priorities for the academic year.

Our SIP on a Page - AJS School Improvement Priorities 2024.25



## SEND provision

We are very proud of the robust and resilient approach taken to supporting the learning of our SEND children. The staff, led by our very experienced SENCO, manage to balance the one-to-one needs of these children whilst providing interventions for the wider range of SEND children and supporting classes. This is done using a complex timetable, utilising TAs across all year groups; a strategy which is well liked by both staff and children.



## Inspections

The school was inspected by Ofsted in September 2022 and by the Church of England SIAMS organisation in November 2023. We are incredibly proud of the excellent outcomes of both these inspections which demonstrated that teachers have high aspirations for the children, who are happy and love attending school. Both inspectors noted that our core Christian values are evident in all aspects of school life.

## Site and facilities

We are most fortunate to have a spacious and modern site. External facilities include a heated open-air swimming pool, a large grass sports field, a playground, a play area with exercise equipment and a reading pod enjoyed by children during breaks and used by staff for small meetings and specialist interventions. We also have an established Forest School set-up in the wooded area around the edge of the field, a spirituality garden and a standalone classroom providing space for specialist interventions and larger meetings which is also used by various school clubs.

the reading  
pod







The library

the spirituality garden



exercise  
equipment



# Teaching, learning and curriculum

We have high expectations of ourselves and our children. Every child is treated as an individual and we pride ourselves in developing their emotional, physical, spiritual and intellectual growth.

Our pupil-centred and ambitious curriculum is progressive, rich, relevant, inclusive and rooted in the social consensus about the knowledge and skills that our children need in later life.

Teaching is underpinned by our 'EPIC' approach to embedding meta-cognitive thinking skills:

**E** – Evaluation  
**P** – Perseverance  
**I** – Independence  
**C** – Creativity    Co-operation  
Collaboration    Challenge



## Philosophy for Children (P4C)

The aim of P4C is to help children to develop into effective, critical and creative thinkers, to take responsibility for their own learning in a caring and collaborative way and to develop the skills and dispositions that will enable them to contribute as responsible citizens. We do this by providing practical ways of developing good thinking, questioning and communication skills.



### Aspirational end-of-year targets 24/25

Year 3 (64)	ARE+	GDS	Year 4 (64)	ARE+	GDS
Reading	81% (52)	34% (22)	Reading	89% (57)	47% (30)
Writing	69% (44)	16% (10)	Writing	75% (48)	23% (15)
Maths	70% (45)	23% (15)	Maths	80% (51)	30% (19)
Year 5 (64)	ARE+	GDS	Year 6 (64)	ARE+	GDS
Reading	89% (57)	47% (30)	Reading	94% (60)	50% (32)
Writing	86% (55)	34% (22)	Writing	86% (55)	33% (21)
Maths	86% (55)	39% (25)	Maths	89% (57)	30% (19)

End of KS2 combined target 2024.25: ARE+ 83% (53) GDS 20% (13)



## What qualities do our staff hope for in a Headteacher?

Passionate	Dynamic	A facilitator	Reflective
Considers our wellbeing as high priority	Motivating	Supportive of staff development	Approachable
Personable	Trustworthy	Compassionate	The central piece of our puzzle

## What qualities do our children hope for in a Headteacher?

Honest and fair	Decisive	Kind	Understanding
Be active and visible around the school	Connect with us	Prioritise our happiness	Calm

## What do our children value about the school?

House teams and points	EPIC	Sports Day	Our beautiful displays
The fair behaviour system	Amazing teachers and staff	Our outdoor spaces	Recognition rewards and school trips



## Person specification and links for the application process

Your application statement should refer to your relevant experience, achievements and skills **identified as A (application) below and the key focus areas** described in the job description

Core professional experiences, qualifications	Shortlisting evidence sought in application (A), reference (R) or interview (I)?
<b>General:</b>	
1. Is a qualified teacher with Qualified Teacher Status <b>Essential</b>	A
2. Evidence of relevant professional qualification e.g. NPQH or study working towards professional qualification for headship <b>Essential</b>	A
3. Has a proven track record of success as a senior leader Head / Head of School / Deputy Head / Assistant Head / Acting Head <b>Essential</b>	A
4. Is able to demonstrate a sound grasp of the operational challenges facing the school in the medium to longer term and a strategic vision which will secure the school's future <b>Essential</b>	A, R, I
5. Has knowledge and understanding of strategic financial planning, budgetary management and principles of best value <b>Desirable</b>	R, I
6. Has experience of using a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging performance <b>Essential</b>	R, I
7. Is able to demonstrate that he/she has led successful change in an education environment <b>Essential</b> .	
8. Is able to demonstrate an understanding of leading a Church of England junior school, including being prepared to lead collective	R, I R, I

worship and willing to uphold and enhance the ethos of the school and its core Christian values. <b>Essential.</b>	
<b>National Standards for Headteachers (2020)</b> <i>Please tell us how, in your current and previous leadership roles, you:</i>	<b>Shortlisting evidence sought in application (A), reference (R) or interview (I)</b>
<b>School Culture</b> 9. uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life 10. establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community <b>Teaching</b> 11. ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains 12. 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 <b>Curriculum and Assessment</b> 13. establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities 14. ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught	A, I   A, I   A, I   A, R, I   A, I  A, I

<p><b>Behaviour</b></p> <p>15. sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils</p> <p>16. maintain/promote consistent, fair and respectful approaches to managing behaviour</p>	<p>A, R, I</p> <p>I</p>
<p><b>Additional and special educational needs and disabilities</b></p> <p>17. sustain culture and practices that enable pupils to access the curriculum and learn effectively</p> <p>18. ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities</p>	<p>A, R, I</p> <p>A, R, I</p>
<p><b>Professional Development</b></p> <p>19. ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning</p> <p>20. ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs</p>	<p>A, I</p> <p>I</p>
<p><b>Organisational management</b></p> <p>21. ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care</p> <p>22. ensure staff are deployed and managed well with due attention paid to workload</p>	<p>A, R, I</p> <p>I</p>
<p><b>Continuous school improvement</b></p> <p>23. 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</p>	<p>A, I</p>



<p>24. 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</p> <p><b>Working in partnership</b></p> <p>25. forge constructive relationships beyond the school, working in partnership with parents, carers and the local community</p> <p>26. establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils</p> <p><b>Governance and accountability</b></p> <p>27. ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties</p> <p>28. understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility</p>	<p>A, I</p> <p>A, I</p> <p>A, R, I</p> <p>I</p> <p>I</p>
<p><b>Hampshire Leadership Qualities and Behaviours</b></p> <p><i>Please tell us how, in your current practice, you:</i></p> <p>29. think beyond the immediate situation and implement new and enhanced strategies for improvement and maintain an awareness of educational approaches which are known to be effective and practices in the wider educational sphere</p> <p>30. actively reflect on what works and what does not and use the information to influence the way ahead and make decisions</p> <p>31. empower others and create leadership opportunities throughout your own organisation and more widely</p> <p>32. demonstrate emotional self-awareness and reflect on the impact of your behaviour on those around you</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p>

## First year in post

We are seeking a new Headteacher who will recognise that Alverstoke is special and assume the role in a seamless and understanding manner, maintaining and encouraging what is evidently good but also, in due course, bringing fresh ideas. We seek a Headteacher with a strategic vision for the future, who can bring innovation and creativity, applied in a manner which finds engagement with staff, children, governors and parents and which builds upon our sound foundations.

The person appointed will fulfil the responsibilities of a Headteacher as found in the School Teachers' Pay and Conditions Document 2024 and Headteachers' Standards 2020, which should be read in conjunction with this guidance.



### Key Tasks

The Governors are fully aware of the challenges facing a new Headteacher and are committed to support the Headteacher in embracing those challenges. There are five key tasks which you are asked to address in the first year:

To further improve outcomes for all pupils, especially the disadvantaged.

To quickly build a rapport with the staff and governors. Get to know them and start to appreciate and absorb the positive working ethos which they embody. Gain their trust and respect.

Actively promote our ethos, epitomised in our core Christian values and motto, so that it permeates all aspects of school life.

Develop constructive relationships with our stakeholders, including parents, carers, the Diocese and Alverstoke Infant School.

To establish a realistic assessment of the specific challenges facing the school in the short to medium term, with outline proposals to secure the future of the school.

### **Induction and support**

Working in partnership with the Local Authority we will provide a suitable induction support package, based on the successful candidate's individual needs. This forms part of the school's strong relationship with the Local Authority and the Hampshire Inspection and Advisory Service (HIAS).

Governors will ensure that appropriate professional development is provided to support you and to ensure the school's operational and strategic priorities are secured.





# Gosport and Alverstoke

## A Peninsular Town

Gosport is a place where history and heritage come to life. Located on England's south coast just across the harbour from Portsmouth, the town has an irresistible mix of fascinating places to visit and things to do for everyone. Within its 11 sq. miles, the Gosport peninsula has 24 miles of waterfront, safe panoramic beaches, impressive naval heritage plus scenic countryside walks and historic trails. Being surrounded by the waters of Portsmouth Harbour and the Solent, sailing and other watersports are inevitably a major attraction in the area. However, there is lots more to do off the water with golf courses, football, rugby and tennis clubs plus a leisure centre, swimming pool and an ice rink. A four-minute ferry ride to Portsmouth provides easy train access to London, the Isle of Wight and Gunwharf Quays, home to the iconic Spinnaker Tower, designer outlet shopping, restaurants and entertainment.



## Awesome Alverstoke

Awesome Alverstoke, a title chosen by our pupils to describe a photograph project, best describes our village, situated at the extreme southern end of the Gosport peninsula. With village shops, bistros, pubs, parks, beaches and varied sporting clubs, Alverstoke is a wonderful place to live. Stokes Bay provides wide open spaces and a shingle beach with unrivalled views of the Solent and the busy shipping lanes to Southampton. Much of Alverstoke's character was developed in the 19th Century with the Grade II\* Listed buildings of The Crescent and the faithfully recreated Regency Gardens. The coastal battery of Fort Gilkicker sits at the eastern end of Stokes Bay from where other forts, known as Palmerston's Follies, can be seen within Spithead. The wide curved natural headland, containing a golf course, offers fine coastal walks.



Alverstoke is a strong community and an ideal environment for our school.

# Education in Hampshire

Choosing to teach in Hampshire may be the best move you can make. As one of the largest authorities in the country, we can offer an unrivalled diversity in teaching opportunities; from the challenges of the urban and city school through to the rural primary which will provide a vibrant environment for development and promotion.

Hampshire schools are encouraged to operate and develop in a way which serves their local community, reflecting the cultural diversity the county has to offer. We feel this is best achieved through local management, with the Local Authority providing a supporting role wherever needed.

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

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

With the County Office in Winchester, Hampshire Authority has an established network of advisors which provides a responsive and flexible service to the schools in their respective areas. There is also a strong ethos for collaboration and liaison, with regular meetings of Head teachers in phase, cluster and area groupings, aimed at maintaining a policy of communication and cooperation with the LA and between schools.

In Hampshire, we pride ourselves on providing first-class learning opportunities for our teachers both internally and with outside course providers. For new Head teachers, in partnership with governors, the LA operates a structured induction development programme which also helps

develop close working relationships with other Head teachers and LA colleagues.

Hampshire's most recent Annual Performance Assessment confirmed that we are an Authority that provides excellent education and has an excellent capacity for further improvement. We are continually looking for innovative ways of improving standards in our schools, which can only be achieved through a commitment to our staff.

To find out more about Hampshire and what it has to offer, visit our website at [www.hants.gov.uk](http://www.hants.gov.uk). Hampshire has a lot to offer. We hope you will join us.



# Diocesan statement

## THE DIOCESE OF PORTSMOUTH AND 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 **Sue Bowen**, Diocesan Schools Adviser. 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.



# Application and selection procedures

Visits to the school are warmly welcomed and will be available, conducted by the Chair of Governors and one other governor, between the following dates:

**19 to 23 May 2025 and 2 to 6 June 2025**

Please contact our administrative team.

Tel: 023 9258 0450

Email: [admin@alverstoke-jun.hants.sch.uk](mailto:admin@alverstoke-jun.hants.sch.uk)

Applications will need to be returned electronically **by 1200 on 10<sup>th</sup> June 2025**, to [HTRecruitment@hants.gov.uk](mailto:HTRecruitment@hants.gov.uk)

Applications are acknowledged within two 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](mailto:HTRecruitment@hants.gov.uk)

The shortlist will be drawn up on **16 June 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.

The selection process will take place on **3 and 4 July 2025**

## **Safer Recruitment**

Alverstoke 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 checks along with other relevant employment checks.