



# **Bidbury Infant School Headteacher Information Pack**



**Bidbury Infant School  
Fraser Road  
Bedhampton  
Havant  
PO9 3EF**

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## 1. Chair of Governors Letter

Dear Applicant

We welcome your interest in applying for the post of Head Teacher at Bidbury Infant School. We hope this pack will give you the necessary insight and assurance this will be a rewarding next step in your career.

Our school is a warm and friendly place. We proudly maintain strong values and a well-defined ethos which ensures we put the development and learning of the whole child at the heart of everything we do.

We are looking for an enthusiastic, inspirational leader who will continue to grow on the successes of this happy, caring, and popular school and to help us plan for the future. We are an inclusive school, providing a safe and nurturing learning environment for children from all backgrounds. Our core values of Respect, Resilience, Empathy, Independence and Self-Regulation are embedded in all that we do within the school and in our interaction with the wider community. We encourage learning in a variety of settings to bring the best out in all our children.

We have enviable facilities, being set on a spacious site with ample room for play and exploration. We have established a strong and effective working relationship with our neighbouring pre-school and our junior school. It is critical that the successful applicant will continue to develop these close working relationships.

The governors look forward to working in partnership with the successful applicant to continue the journey of development and improvement of our school. Your application is invited and welcomed. We ask that you please ensure the items set out in the Person Specification are addressed within your application, providing evidence of impact from your existing or previous positions, paying particular attention to the key focus areas.

We are immensely proud of our school, and we would welcome the opportunity to show you around. If you wish to visit, please contact the school office on 02392 48336 to arrange an appointment.

Yours faithfully

Helen Glover (Chair)

on behalf of the Governing Body



## 2. About our School

Bidbury Infant School is maintained by the Education Department of Hampshire County Council and is a non-denominational County Infant School for boys and girls from 4 to 7 years of age. The school can accommodate 180 children in this age range.

Our infant school shares a site with Bidbury Junior School with whom we maintain strong links.

The school is relatively open plan with an imaginative layout for the 6 classes which works extremely well. The hall is used for assemblies, PE, midday meals, craft afternoons, seasonal performances, and parent meetings. In addition, there is a nurture room and breakout areas used specifically for working with individual children away from the classroom setting. The grounds where the children play comprise of two well equipped playgrounds; there is also an astro-turfed area.

### Organisation

The school is divided into three year groups. There are two classes in each year group with the teachers working closely together with HLTAs and LSAs to ensure equality of provision for all children.

- ✦ Year R Age 4-5 Years – Diamond and Ruby Classes
- ✦ Year 1 Age 5-6 Years – Emerald and Opal Classes
- ✦ Year 2 Age 6-7 Years – Topaz and Onyx

The children are organised in teaching groups with mixed ability classes throughout the school. Opportunities are available for all children to develop collaborative skills by working together either as a class or in smaller groups. However, all children are catered for as individuals', taking their varying needs into account. Our methods of intervention help to ensure that all children have the learning support to enable them to achieve their full potential. Our approaches to learning involve visits, investigation and discovery, observation and discussion, and the fostering of motivation and perseverance. We have a Home School Link Worker who liaises with families where there are aspects of assistance needed.

### **3. Our Vision**

***For all children to grow into confident, curious, and resilient individuals who respectfully and positively interact with their community.***

At Bidbury Infant School we believe that effective learning and teaching, both in the product of our work and in the processes, we undertake, is the core purpose of our school.

Bidbury Infant School is a learning community with a primary focus on children learning about their personal development and the impact their behaviour and actions will have on others.

They learn from their relationships with their teachers, support staff and from one another. They also learn from observing how adults behave with each other and with the pupils. Children learn to care for others, to be generous, kind, tolerant and respectful.

Good experience in personal relationships in early life will make an important contribution to an understanding of moral and spiritual values when they are older and in turn promote effective academic learning.

As a school we feel that our core values of Respect, Resilience, Independence, and Self-regulation are at the heart of our work and promote spiritual, moral, social, and cultural development.

These are an integral part of British Values which are taught across the school.

In pursuing our school aims at Bidbury Infant School we believe that effective learning and teaching is undertaken when:

- ✦ We use kind words and respect property (Respect)
- ✦ We keep going when finding things difficult (Resilience)
- ✦ We can identify our feelings and the feelings of others (Empathy)
- ✦ We can organise ourselves for learning (Independence)
- ✦ We can overcome problems and make the right choices (Self-regulation)

Our values support our positive ethos and culture, which in turn promotes effective learning and teaching for all by reducing barriers to learning and ensuring good progress.

## **4. Curriculum Overview**

At Bidbury Infant School we provide a curriculum which is broad, balanced and accessible to all. We aim for our curriculum to be flexible so that it meets the needs of the children and the community's changing circumstances in partnership with parents.

Our curriculum is underpinned by our school's core values of Respect, Resilience, Empathy, Independence, and Self-regulation.

We aim to provide opportunities for everyone to feel successful, develop their self-esteem and a love of learning alongside the necessary skills for learning. We provide opportunities for everyone to work collaboratively. We encourage our children to think of their own ideas through practical active learning experiences, to ensure learning is interesting, challenging, and fun.

The curriculum is developed through a stimulating and well-resourced learning environment where teachers plan for active learning and use consistent teaching strategies. We have a skills-based and project led curriculum in which children are invited to participate in the planning of projects and the activities they will undertake. We use expertise within and from outside our school to further enrich the curriculum to add interest and to increase motivation. Skills are taught progressively across the curriculum and within each year group using learning journeys. The children are encouraged to evaluate and improve their own learning and performance using a range of different strategies.

Within our curriculum we aim to develop a range of learning styles and thinking skills so that children can apply them successfully across the curriculum and in a range of contexts to extend their learning.

## **5. Ofsted**

We were last inspected by OFSTED in October 2024 with a Section 5 inspection which confirmed the school to be good in all five measures.

The full report is available on the OFSTED website [Bidbury Infant School - Open - Find an Inspection Report - Ofsted](#)

## **6. Finance**

The school is currently financially secure and is considering financial savings to ensure the budget remains balanced into the future.

We prioritise resources to meet the needs of the children in the school and to support their progress. This support includes a unique technique of intervention for individual children when a need is identified. There are curriculum budgets for each year group which include provision for enrichment of the subjects.

## **7. Governing Body**

Our Governing Body are very supportive of the work of the school, and through visits and the regular Head teacher's report, are fully informed of the school's successes and challenges. They also receive Year Group reports on the progress and attainment of the children. The Governors participate in numerous events during the year and make regular visits to the school. Full Governor Body Meetings are held every half term and working groups meet as required.



## **8. Current Staffing**

### **The Senior Leadership Team**

#### **Headteacher**

#### **Assistant Headteacher**

May be asked to deputise for Headteacher  
Curriculum and Learning Manager  
Deputy Designated Safeguarding Lead  
English Lead  
Music Lead  
Student Mentor  
Staff Governor

#### **Class Teachers 6.0 FTE**

Responsibilities for a class/individuals/year group  
Leader of subject and/or aspect area responsibility e.g SENCO, pro-rata for part-time staff

#### **Support Staff**

Admin Manager  
Senior Admin Officer  
Site Manager  
Cleaners x 2  
Mid-day Supervisors x 6 (full-time)  
Mid-day Supervisors x6 (1/2 hour)

#### **Teaching Assistants**

Higher Level Teaching Assistant x 1  
Higher Level Teaching Assistant (0.6) x 2  
Cover supervision (teacher absence)  
PPA cover  
SEN/Nurture support/interventions

#### **Family Support**

Home School Link Worker – family support

#### **Learning Support Assistants x14 (FT & PT)**

Three leading nurture provision



## 9. What makes Bidbury Infant School an amazing place to be?

### According to our children ...

All the teachers in the school help me whenever I need it.

I have learnt lots of new things since I came to this school.

I always have someone to play with at break time.

We are always learning something new.

Our assemblies are really special because we learn about what is happening inside and outside our school.

### According to our parents ...

There is good communication from the school and a variety of opportunities to become involved in our child's learning.

All staff are caring and willing to take the time to listen and support with any issues we may be facing at home.

Parents and Grandparents are invited to a range of activities and assemblies during the year.

Children seem to be happy and excited to go in to school and seem to have had fun when we collect them.

## 10. Our staff are looking for a Headteacher who...

Can see the capability of every child in the school and put the children at the heart of every decision.

Will lead the team while also understanding the journey that we have been on. They need to be friendly and approachable.

Understands what makes a great team and can be a good role model to teachers and the children. Communication with staff is key.

Is a strong leader who can build upon our strong foundations that we have already built. Their vision and values should match the values of our school.

Is fair and supportive.

## 11. Job Description and Key Tasks

### Bidbury Infant School Headteacher

#### SUMMARYJOB DESCRIPTION AND KEY FOCUS AREAS

**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 2014 Hampshire agreed pay scale. Bidbury Infant is a Group 2 school. Governors have set the Individual Salary Range at L15 – L21 (£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 Bidbury Infant 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 2020 standards are non-statutory and intended as guidance to be interpreted in the context of each individual Headteacher and school. They are designed to be relevant to all Headteachers.

The standards can be used to:

- shape Headteachers' own practice and professional development, within and beyond the school
- support the recruitment and appointment of Headteachers, including the development of job descriptions and person specifications

- underpin frameworks for the training of school leaders, including current and aspiring Headteachers
- inform the performance management of Headteachers

The teachers' standards (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for Headteachers are built.

Headteachers, like other teachers, are expected to meet the teachers' standards. The Headteachers' standards articulate how Headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

Section 1 of the Headteachers' standards outlines the ethics and professional conduct expected of Headteachers. This is developed from part 2 of the teachers' standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of Headteachers. Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

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

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

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

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

As leaders of their school community and profession, Headteachers:

- serve in the best interests of the school's pupils.
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen.
- uphold their obligation to give account and accept responsibility.



- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- take responsibility for their own continued professional development, engaging critically with educational research.
- make a positive contribution to the wider education system.

Section 2 of the Headteachers' standards sets out 10 Headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to Headteachers. There is no hierarchy to the standards:

## **1. School culture**

Headteachers:

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

## **2. Teaching**

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

## **3. Curriculum and assessment**

Headteachers:

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

#### **4. Behaviour**

Headteachers:

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

#### **5. Additional and special educational needs and disabilities**

Headteachers:

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

#### **6. Professional development**

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

#### **7. Organisational management**

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

## **8. Continuous school improvement**

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## **9. Working in partnership**

Headteachers:

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

## **10. Governance and accountability**

Headteachers:

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

## Key Focus areas

**Our values of resilience, self-regulation, independence, empathy, respect have recently been reviewed.**

What will you bring to the school community to embed and enhance our values?

**We want to ensure all pupils, in particular the most vulnerable, make good progress and achieve well from their starting points.**

How will you work with all staff to achieve this?

**We aim to provide a curriculum that is ambitious and designed to give all children the knowledge and cultural capital they need to prepare them for their future.**

How will you ensure subject leadership is strengthened so that all children develop a love of learning as a result of exciting and engaging learning experiences.

**We want to sustain strong links with our community, to ensure a partnership model with our parents and carers in the best interests of our children.**

What actions will you take to build on our work and sustain partnerships that enable us to meet the needs of our families?

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.

## Links to application process

*The application statement should refer to the candidate's consideration of these key focus areas and their relevant experiences, achievements, and skill against identified (A) elements of the person specification.*



## 12. Bidbury Infant School Headteacher Person Specification

Your application statement should refer to your consideration of the relevant experiences, 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)?
<p><b>General:</b></p> <ol style="list-style-type: none"> <li>1. Is a qualified teacher with Qualified Teacher Status <b>Essential</b></li> <li>2. Evidence of further relevant professional study and/or qualification e.g. NPQH <b>Desirable</b></li> <li>3. Has a proven track record of success as a senior leader / Deputy Head / Assistant Head / Head of School / Acting Head / Head) <b>Essential</b></li> <li>4. Has knowledge and understanding of strategic financial planning, budgetary management and principles of best value <b>Desirable</b></li> <li>5. 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></li> <li>6. Is able to demonstrate that he/she has led successful change in an education environment <b>Essential</b>.</li> </ol>	<p>A</p> <p>A</p> <p>A</p> <p>R, I</p> <p>R, I</p> <p>R, I</p>
<p style="text-align: center;"><b>National Standards for Headteachers (2020)</b></p> <p style="text-align: center;"><i>Please tell us how, in your current and previous leadership roles, you:</i></p>	<p>Shortlisting evidence sought in application (A), reference (R) or interview (I)</p>
<p>Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.</p> <p>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.</p> <p>Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.</p>	<p>R, I</p> <p>A, R, I</p> <p>A, R, I</p>

<p>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.</p> <p>Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.</p> <p>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>Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care.</p> <p>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>Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.</p> <p>Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.</p>	<p>R, I</p> <p>A, R, I</p> <p>A, R, I</p> <p>R, I</p> <p>R, I</p> <p>A, R, I</p> <p>R, I</p>
<p style="text-align: center;"><b>Hampshire Leadership Qualities and Behaviours</b></p> <p style="text-align: center;"><i>Please tell us how, in your current practice, you:</i></p>	<p><b>Shortlisting evidence sought in application (A), reference (R) or interview (I)?</b></p>
<p>Actively reflects on what works and what does not and uses the information to influence the way ahead and to make decisions.</p> <p>Influences and motivates others; secures their contributions to the eventual outcome.</p> <p>Has a passion for learning; recognises herself/himself as a learner who needs a team approach for success.</p> <p>Builds community relationships based on a mutual and collective responsibility with diverse partners, to create a high-quality learning environment for all.</p>	<p>R, I</p> <p>R, I</p> <p>R, I</p> <p>A, R, I</p>

## 13. Application Process

Please visit our website [www.bidbury-inf.hants.sch.uk](http://www.bidbury-inf.hants.sch.uk) for further information about the school. Visits to the school are warmly welcomed and positively encouraged.

Please call the school office on 02392 483336 or e-mail [s.keegan@bidbury-inf.hants.sch.uk](mailto:s.keegan@bidbury-inf.hants.sch.uk) to arrange a visit.

Candidates should complete the application form and return it via email so that it is received no later than 1<sup>st</sup> February 2024 at noon. Please forward your completed application via email to [htrecruitment@hants.gov.uk](mailto:htrecruitment@hants.gov.uk)

**Closing Date: 6<sup>th</sup> January 2025 at 12 noon.**

**Interview Dates: 22<sup>nd</sup> and 23<sup>rd</sup> January 2025.**

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.

The shortlist will be drawn up on 9<sup>th</sup> January 2025. Further details will be sent to those candidates called for interview. Applicants will be advised within 3 working days after the shortlisting date whether they have been successful or not.

Failure to send your application form to the above email address may invalidate your application.

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

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](mailto:htrecruitment@hants.gov.uk)

### Safer Recruitment

Bidbury Infant 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 & Barring checks along with other relevant employment checks.”

### Privacy notice

The School 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. You have some legal rights in respect of the personal information we collect from you. Please see the School's website for further details on their privacy notice and data protection policy. Contact the School's Data Protection Officer if you have a concern about the way they collect or use your data.



## **14. Education in Hampshire**

Choosing to teach in Hampshire may be the best move you could 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 Admissions' 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 providers. For new Head teachers, in partnership with governors, the LA operates a structured induction 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 first-rate 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.co.uk](http://www.hants.co.uk). We hope you will join us.