



# The Federation of Heathfield and St Francis Schools

## Executive Headteacher Candidate Pack



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### Executive Headteacher Role

**Closing Date:** 21st February 2025 12pm (Noon)

**Interview Dates:** 18th and 19th March 2025

**Job Start Date:** September 2025

**Contract/Hours:** Permanent, Full Time

**Salary Type:** Leadership Scale

**Salary Details:** The indicative pay range is set at L33-L39 (£109,275 to £125,263)

**Location of Role:** The Federation of Heathfield and St Francis Schools, Fareham, PO14 3BN

**Contact Email Address:** [htrecruitment@hants.gov.uk](mailto:htrecruitment@hants.gov.uk)



# Letter from the Chair of Governors



Dear Candidate

Thank you for your interest in the post of Executive Headteacher for the Federation of Heathfield and St Francis special schools. I am very pleased that you are considering applying to lead our Federation. The vacancy has arisen due to the retirement of our existing Executive Headteacher.

The Federation consists of Heathfield School – a special school for pupils aged 4 and 11 who have a wide range of moderate or severe learning difficulties and St Francis School, where pupils between the ages of 3 and 19, with a wide range of severe, complex and profound and multiple learning difficulties attend.

Each school has its own identity, strengths and challenges, but a number of shared roles, including the Executive Headteacher ensure that the Federation delivers high quality education and support for all the pupils.

The Federation is a happy place to work, with a great staff team, who really know pupils well – commented on in Ofsted inspections in 2022/23, where both schools were rated as Good. Pupils thrive and are supported to achieve their best.

We are looking for a highly motivated and skilled individual, who can build on the strengths of the Federation, with a focus on quality improvement.

Our new Executive Headteacher should be a strong, approachable, compassionate and supportive leader, with an exceptional knowledge and experience of the SEND agenda. They must possess excellent communication skills and be able to work with a wide range of stakeholders, including the Governing Board.

I would encourage you to visit the schools to see pupils and staff at work. Open sessions will be held on Tuesday 11th February 2025 at 10am and 1.30pm, where you will have the opportunity to tour the schools and meet with some members of the Governing Board. Please contact Vanessa Thompson on 01329 512804 to make an appointment.

I look forward to receiving your application by noon on Friday 21st February 2025. The interviews for the post will be held on Tuesday 18th and Wednesday 19th March 2025.

Yours faithfully

*Angela Dryer*  
(Chair of Governors)

# The Federation of Heathfield and St Francis Schools



The Federation of Heathfield and St Francis Schools is the only special school federation in Hampshire. We consist of two special schools situated next door to each other in Fareham. We cater for the full age range and a wide breadth of needs, including moderate, severe and profound learning difficulties.

Our Federation strapline is, '*a family of learning*' and we are committed as a community to have our wonderful pupils and students at the heart of our federation. We offer a fun, stimulating and creative environment in which all individuals are valued for their contribution, and we strive for our pupils and students to be as independent as they can be. The Federation embraces collaborative working with all stakeholders and partners, to ensure everyone's needs are met.



## *A Family of Learning*

The Federation of Heathfield and St Francis provides safe, welcoming and nurturing schools where children and young people, families and staff are included and valued equally. Together we provide opportunities for all pupils and students to grow in confidence and develop a love of learning within the federation and in the wider community. All are encouraged and challenged to become as independent as they can to prepare for life beyond Heathfield and St Francis.

We aim to:

- set high standards and expectations for all children and young people according to their individual needs and abilities;
- provide a fully integrated programme of education and therapy to ensure that each child and young person has the very best opportunities to fulfil their potential within their school career;
- deliver a holistic yet individual curriculum that supports the academic and personal development of each pupil and student through encouraging responsibility, independence and self-awareness, and developing resilience and the skills to make positive choices;
- promote open and honest communication throughout the federation and its wider community;
- celebrate diversity by promoting personal, social, moral, spiritual and cultural development, encouraging creativity, and inspiring respect for themselves and others regardless of ethnicity, gender, age, religion or beliefs, sexual orientation or disability; and
- continually develop a professional and approachable staff team who inspire confidence in the support given to children and young people and their families across all areas of the federation.



*Ambitious leaders have successfully ensured that pupils' learning is appropriate and meaningful Heathfield Ofsted*



# Information About Our Schools



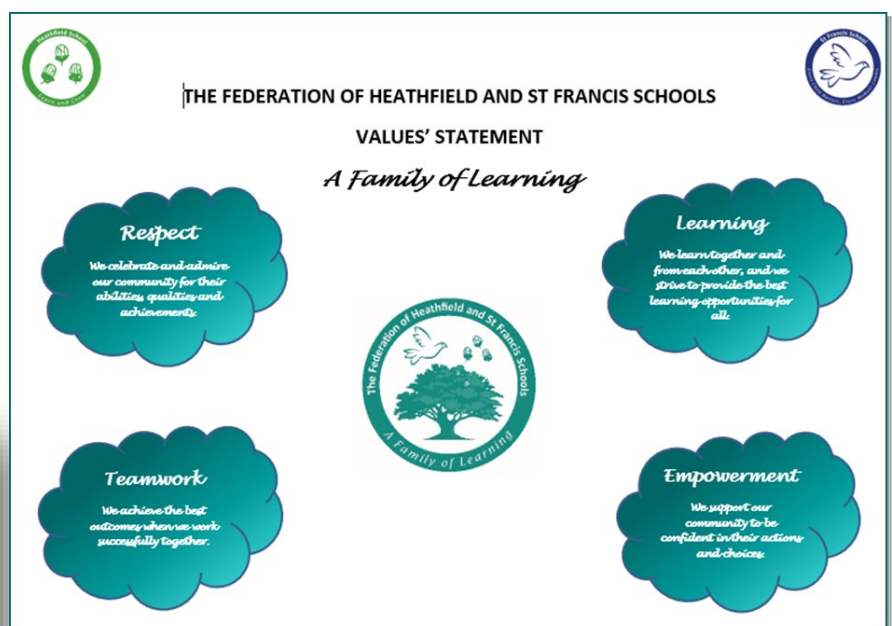
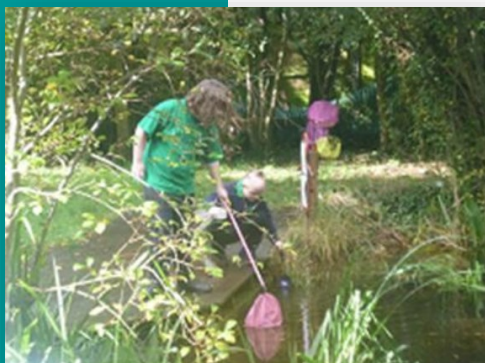
The schools take pupils from a wide catchment and are placed by Hampshire County Council's SEN team. Likely localities include: Fareham, Gosport, Portsmouth, Southampton, West Sussex and North Hampshire.

## Heathfield School

Heathfield is a special school for pupils aged between 4 and 11 who have a wide range of moderate or severe learning difficulties. Many of our pupils have additional or associated difficulties such as autism, speech and language difficulties and social and emotional needs. All of our pupils have an Education Health and Care Plan (EHCP). The most recent OFSTED inspection (October 2022) rated the school Good across all indicators.

## St Francis School

St Francis is a special school for pupils and student aged between 3 and 19 who have a wide range of severe, complex and profound and multiple learning difficulties. All of our pupils and students have an Education Health and Care Plan (EHCP). The most recent OFSTED inspection (June 2023) rated the school Good across all indicators.



*Staff enthuse about the sense of teamwork here.  
They feel well supported St Francis Ofsted*

# Heathfield School



## Our self values

<b>Respect</b>	<i>We expect all members of the Heathfield school community to care for and respect each other. We believe in celebrating diversity. We believe in equality of opportunity and inclusion for all.</i>
<b>Encouragement</b>	<i>We believe that we can overcome all barriers to learning. We strive to instil the attitude that children at Heathfield can achieve anything they put our minds to.</i>
<b>Happiness</b>	<i>We believe children learn best when they are enjoying learning in a positive, optimistic environment. We foster a sense of pride in achievements however large or small and celebrate successes. We aim to bring cheer and self-belief to the children.</i>
<b>Trust</b>	<i>We strive for the children to nurture a belief in themselves and their capabilities, and to trust others. We believe in building positive relationships. We combine our skills and best practice and share our expertise. We aim to bring relief, optimism and support to the families.</i>
<b>Individuality</b>	<i>We know that all our children are different, individual and unique. Our learning is focused and targeted to our specific learning needs. We celebrate the children for who they are.</i>
<b>Confidence</b>	<i>We strive to develop the children's confidence to try hard, be courageous, challenge themselves and achieve their personal goals.</i>





## Our Vision








*Our young people will leave St Francis...*



## Our Values



 <b>Learning</b>	Pupils will be provided with personalised learning through a creative and bespoke curriculum that stimulates and motivates.
 <b>Encouragement</b>	Pupils will be encouraged and supported to achieve their full potential in a fun and stimulating environment.
 <b>Respect</b>	Pupils will be supported to respect each others' uniqueness, dignity, feelings, strengths and achievements.
 <b>Independence</b>	Pupils will be supported to develop skills and confidence to be as independent as possible.
 <b>Communication</b>	Pupils will be provided with appropriate and effective methods of communication which enables them to access all learning and to be able to make their wants and needs known.





# From Our Parent Governor



*As a Parent Governor, I see my role as both a responsibility and a privilege. The most rewarding part is seeing the positive changes that result from our work—whether it's a student's achievement or positive feedback from parents. While education is always evolving, the role remains deeply fulfilling, knowing that I'm contributing to the development of the children and helping to create an inclusive and inspiring school.*

*As a parent who has had two children attend the school, I want the best for my children, and that includes being in an environment where they feel safe, supported, and encouraged to reach their full potential. The school has fostered a strong sense of community, where families and staff work together to support our children's education and I know from speaking with other parents the term 'literally life savers' has been used.*

*I value how the school takes the time to understand my child's individual needs, ensuring they receive the right academic, social, and emotional support. The staff genuinely care, and their commitment to inclusivity gives me confidence that my child's unique needs are recognised and met.*

*The open communication between the school and parents is also something I truly appreciate. Regular updates and parent-teacher meetings keep me informed about my child's progress and any areas that need attention, allowing me to partner effectively with the school.*



*While balancing life as a parent can be challenging, I feel reassured knowing the school is always there to offer support and listen to any concerns. Ultimately, I am grateful for the nurturing environment the school provides, and I trust that together, we can help all our children grow into wonderful human beings.*



# 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 Headteachers 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.

# What it means to be a maintained special school in Hampshire



Headteachers in maintained special schools in Hampshire have access to information, advice and guidance to support ongoing school improvement. Every maintained school has an allocated Lead Learning Partner (LLP). This is someone who gets to know the school and visits on a termly basis to focus on school improvement and provide supportive challenge and advice. The LLP is a key point of contact who can support the headteacher where there are challenges which arise.

All maintained schools benefit from new headteacher induction and support. This provides access to school improvement managers and a headteacher mentor to enable the transition to a new headship be as smooth as possible. Alongside this, maintained schools have regular access to Local Authority (LA) officers and updates from their area of service.

The service level agreement which enables maintained schools to access training support, more bespoke support and access to personnel and financial services provides access at a reduced cost. These services can then be accessed and commissioned as required.



*Pupils' personal targets, derived from their education, health and care plans, are carefully woven throughout the well-crafted school curriculum. Consequently, pupils thrive* Heathfield Ofsted

# Job Description



## Role Profile

The Executive Headteacher will have oversight of strategic Leadership and Management, defining and delivering the vision and objectives of the Federation and the strategic plan as agreed with the Federation Governing Board (FGB). They will ensure that the Federation's Improvement Plan is in place, evaluated, reviewed, and updated, ensuring FGB are informed on progress of the Federation Improvement Plan on a termly basis. A culture of collaboration, aspiration and innovation will drive the culture of learning across the Federation, creating and delivering a climate for learning, and systems to ensure all staff and pupils are able to thrive.

External relationships with DFE, Ofsted, Hampshire County Council and health partners (currently Solent NHS Trust) will be well managed to ensure the best outcomes, ensuring the schools 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.

Both schools are currently rated as 'Good' by Ofsted and the Executive Headteacher will ensure educational standards remain high. The design and implementation of the curriculum will need to demonstrate that the needs of all pupils can and will be met, enabling them to achieve the best possible outcomes.

They will ensure the welfare and safety of all pupils including their safeguarding, and will ensure effective behaviour management systems are in place. Attendance, suspensions and behaviour will be monitored by the Executive Headteacher and reports provided to FGB as required.

Working collaboratively with the Senior Leadership Team, learning and joint working will ensure that leadership at all levels has a direct impact on strategic school improvement, pupil outcomes and effective business operation.

The Executive Headteacher will ensure that the ethos and values of the Federation are embedded and visible amongst pupils and staff and ensuring full and effective collaboration across the Federation and that this deliver measurable pupil outcomes, professional development, and efficiency savings.

***Pupils' personal targets, derived from their education, health and care plans, are carefully woven throughout the well-crafted school curriculum. Consequently, pupils thrive*** Heathfield Ofsted

# Job Description Cont.



## Responsibilities

### Educational Leadership and Management

The Executive Headteacher is responsible for performance, pupil progress and standards across the Federation. They will:

- \* Develop and maintain the Federation's values and ethos.
- \* Ensure the Federation Improvement Plans demonstrate appropriate ambition and challenge.
- \* Ensure Self Evaluation is accurate.
- \* Develop a shared expectation of outstanding teaching and learning.
- \* Ensure collaborative learning and CPD across the Federation.
- \* Agree, communicate and deliver aspirational short and medium term aims within the context of the longer-term vision.
- \* Supporting the Senior Leadership Team, in leading any staffing changes, ensuring that the staffing needs for the Federation are understood and that effective succession planning is in place.
- \* In collaboration with the Governing Body, ensure appropriate recruitment strategies are in place for all members of staff.
- \* Ensure a culture of collaborative working across the Federation.
- \* Ensure that each school has a rigorous and effective performance management system and pay progression decisions are made in line with agreed policies.
- \* Ensure effective performance of all Senior Leaders.
- \* Ensure resources are shared across the Federation when this will drive efficiency and quality.
- \* Create a climate of reflective practice and professional development that enables staff to achieve the best they can.
- \* Proactively use and learn from staff, pupil, and parent/carers surveys, demonstrating that appropriate action is taken to address issues raised.
- \* Promote equality and fairness for all.
- \* Take responsibility for their own professional development.



# Job Description Cont.



## **Responsibilities Continued:**

### **Financial and Business Management**

- \* Work closely with Business Manager to ensure budgets are set and managed within agreed policies.
- \* Ensure each school continues to deliver a staffing structure with the potential to develop in line with need and available spend, monitoring the spend against the budget for each school.
- \* In collaboration with the Business Manager and Finance Link Governor, develop effective medium and long-term financial strategies to demonstrate effective use of available budgets.
- \* Ensure the Federation follows appropriate policies and strategies to ensure safe, legal and effective running of the Federation.
- \* Ensure Health and Safety Policies are full implemented and managed.

### **Links with Community**

- \* Provide visible leadership at Federation level and actively engage with relevant business, community and public bodies to benefit the pupils of the Federation.
- \* Ensure all members of the Senior Leadership Team are developing strong and effective partnerships with parents/carers.
- \* Create proactive and effective links with the community including other local and regional schools.

### **Reporting**

- \* The Executive Headteacher reports to the FGB, the FGB and its Chair in particular, will work closely with the Executive Headteacher in relation to the responsibility to act as a 'critical friend' to the FGB.
- \* The Executive Headteacher will provide a report at each FGB, updating the board on successes and challenges, including but not exclusively complaints, attendance, staffing.
- \* The Executive Headteacher will have target set by the Executive Headteacher performance panel, and this will be reviewed on an annual basis.
- \* Regular meetings will be held between the Executive Headteacher and Chair of Governors to provide support and updates. These meetings will be held monthly, but frequency can be changed by mutual agreement.

# Person Specification



	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>		
Qualified Teacher Status	<b>x</b>	
National Professional Qualification for Headteachers		<b>x</b>
<b>EXPERIENCE</b>		
Track record of success in delivering excellent education in Primary or Secondary Sectors	<b>x</b>	
Track record of leading SEND provision	<b>x</b>	
Substantive experience of leadership within a special education establishment for a minimum of 4 years	<b>x</b>	
Leading others through change	<b>x</b>	
Setting performance standards and evaluating success	<b>x</b>	
Leading innovation across more than one school site		<b>x</b>
Proven success at leadership level and effective team building	<b>x</b>	
Credible knowledge of the SEND agenda and relevant legal frameworks	<b>x</b>	
Management of financial budgets and effective use of resources	<b>x</b>	
<b>KNOWLEDGE AND UNDERSTANDING</b>		
Strategies for developing teaching and improving pupil performance and outcomes within SEND school	<b>x</b>	
Knowledge of how to use data to improve teaching and learning	<b>x</b>	
Knowledge of current education legislation, national initiatives and strategies	<b>x</b>	
Thorough understanding of safeguarding policies, statutory requirements and practices	<b>x</b>	
Ability to actively engage parents/carers from all communities and communicate positively and effectively with them	<b>x</b>	
<b>SKILLS AND QUALITIES</b>		
Strong communication skills with a range of stakeholders	<b>x</b>	
Excellent organisational skills and proven ability to prioritise tasks effectively	<b>x</b>	
Ability to work under pressure with enthusiasm and dynamism	<b>x</b>	
Commitment to all pupils achieving the best possible outcomes	<b>x</b>	
Proven track record in positive change management	<b>x</b>	
Conflict resolution and positive complaint handling	<b>x</b>	
Integrity and Commitment to the Nolan principles of public office	<b>x</b>	

# Welcome To Fareham



Fareham is a market town located at the north-west of Portsmouth Harbour, located between the cities of Portsmouth and Southampton in the South East of Hampshire.

Fareham is located in area with good transport links. The M27 and M3 are easily accessible as are train and bus links to all major cities.

More information about Fareham and living in Fareham can be found here:

[Fareham Borough Council](#)

[New Residents](#)

[Fareham Today news magazine](#)

