



Headteacher

Candidate Information Pack

Love

Courage

Hope



Closing date:

12th March @ noon

Interview dates:

31st March and 1st April 2025

Contact email address:

eps-recruitment@hants.gov.uk

Visits to the school are welcome, where possible on 11th and 28th February. Visits can be arranged by contacting the school office on 023 8086 8819 or by emailing: adminoffice@marchwood-inf.hants.sch.uk

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Dear Applicant,

Thank you for your interest in the position of Headteacher at Marchwood C of E Infant School. This pack contains further information about the vacancy which has arisen due to the retirement of our current Headteacher. I hope you will find it useful in helping you decide if this is the right school for you. You will find further additional information about our wonderful school on the website.



Marchwood Infants is a friendly, welcoming and increasingly diverse two form entry community school with happy and enthusiastic pupils, a supportive community and a dedicated, hard working staff team. We have a strong relationship with both Hampshire Local Authority and the Winchester and Portsmouth Diocesan Education Board.

Our school is situated on the edge of the New Forest. We are an integral part of the village community and the majority of our children are from our local catchment. The 17th Port Division is based in Marchwood Village and a number of our children are from serving military families. We have close links with the local church and the Christian ethos of the school is central to all we do; underpinned by our values of Love, Courage and Hope.

We are proud of our school and are committed to learning and growing together as we are all "Learning for Life." We are seeking an inspirational and ambitious leader who has the passion and determination to make a difference and continue to drive the school forward. We are looking for someone who will build on the success of our current headteacher and support the next steps in our vision for the school.

Visits from prospective candidates are warmly welcomed and encouraged. We have set aside Tuesday 11th February and Friday 28th February as particular dates for visits. However we understand that diary commitments may make this difficult. If this is the case we will seek to accommodate other dates. To make arrangements to visit please contact the school office on 023 8086 8819 or email adminoffice@marchwood-inf.hants.sch.uk

We believe that Marchwood Infant School is a wonderful school and we are looking to appoint an exceptional Headteacher to take us forward. If you feel that might be you then please do come along and see us.

Yours faithfully

Roger Lee

Roger Lee, Chair of Governors, on behalf of all the children, staff and governors at Marchwood C of E Infant School

The Dioceses of Portsmouth & 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

Church Schools Advisor

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.



About Marchwood

The Location

We are situated in the village of Marchwood on the edge of the New Forest, between Totton and Hythe. The school's boundary runs adjacent to the A326 Marchwood Bypass.

Marchwood is on the western shore of Southampton Water which is where the army's 17th Port Division is based. A number of our children are from serving military families.

We have a close relationship with St John's Church in Marchwood.



The School

We are a two form entry infant school serving local families and neighbouring communities.

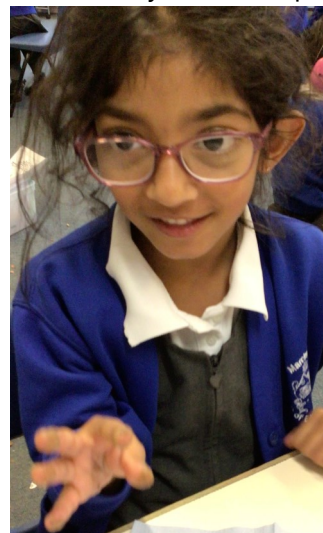
The original school building was built in 1854 and has benefitted from building extensions over time. The school has recently been awarded a DfE Rebuilding Schools grant to redevelop the Year 1 and hall block, with work due to take place in the future.



The school has also won a CIL bid for an all weather path around the perimeter of the field to make this more accessible. We are lucky to benefit from expansive grounds and a recently redeveloped outdoor area in Year R.

The school has:

- An open plan Year R base and outdoor area
- A science garden
- Expansive grounds and an extensive playing field
- A library
- A cookery bay
- Dedicated nurture/Thrive spaces
- A spacious hall for lunchtimes, collective worship and other activities
- An onsite breakfast, after school and holiday club run by a third party provider



We offer a range of extra curricular clubs, including those run by third party providers such as Saints football club.

We have close links with the three pre schools in the village, including our on-site pre school, Twiggs, which is run by a third party provider. We also work closely with Marchwood Junior School, as well as local schools in the area.

The school holds a Bronze Modeshift STARS national school award that recognises our work to support safe and sustainable forms of travel.

The Team

We have a dedicated and hard working staff team who are committed and caring. Staff are proud to be part of our Marchwood 'family' and have contributed to school improvement priorities and the creation of a positive, nurturing, inclusive environment.

About Marchwood

The Children

There are currently 170 children on the school roll from a range of social and economic backgrounds although the number of children known to be eligible for Pupil Premium funding is below average. The majority of children are from our local catchment and there is a strong sense of 'village community' within the school and local area. A small number of children speak English as an additional language.

We support children with a range of needs and are a Thrive approach school with two Thrive accredited practitioners.



The Curriculum

We want our curriculum to be ambitious, coherent and meaningful. Our curriculum has been designed around a set of seven aspirations that are the golden threads that weave through subjects, key stages and extra curricular experiences, underpinned by our Christian vision and values. Over the last few years, we have developed a connected curriculum, where the majority of subject areas are connected by a theme to help children make links in their learning. We have also introduced Little Wandle Letters and Sounds Revised as our scheme to teach phonics and early reading and our approach to maths is based on the NCETM mastery approach.

SIAMS and OFSTED

SIAMS stands for the "Statutory Inspection of Anglican and Methodist Schools" and is the National Church equivalent of Ofsted. As a Church of England Voluntary Controlled school, SIAMS inspection plays an important role in our improvement and development. The school was last inspected in June 2019 and was graded Outstanding.

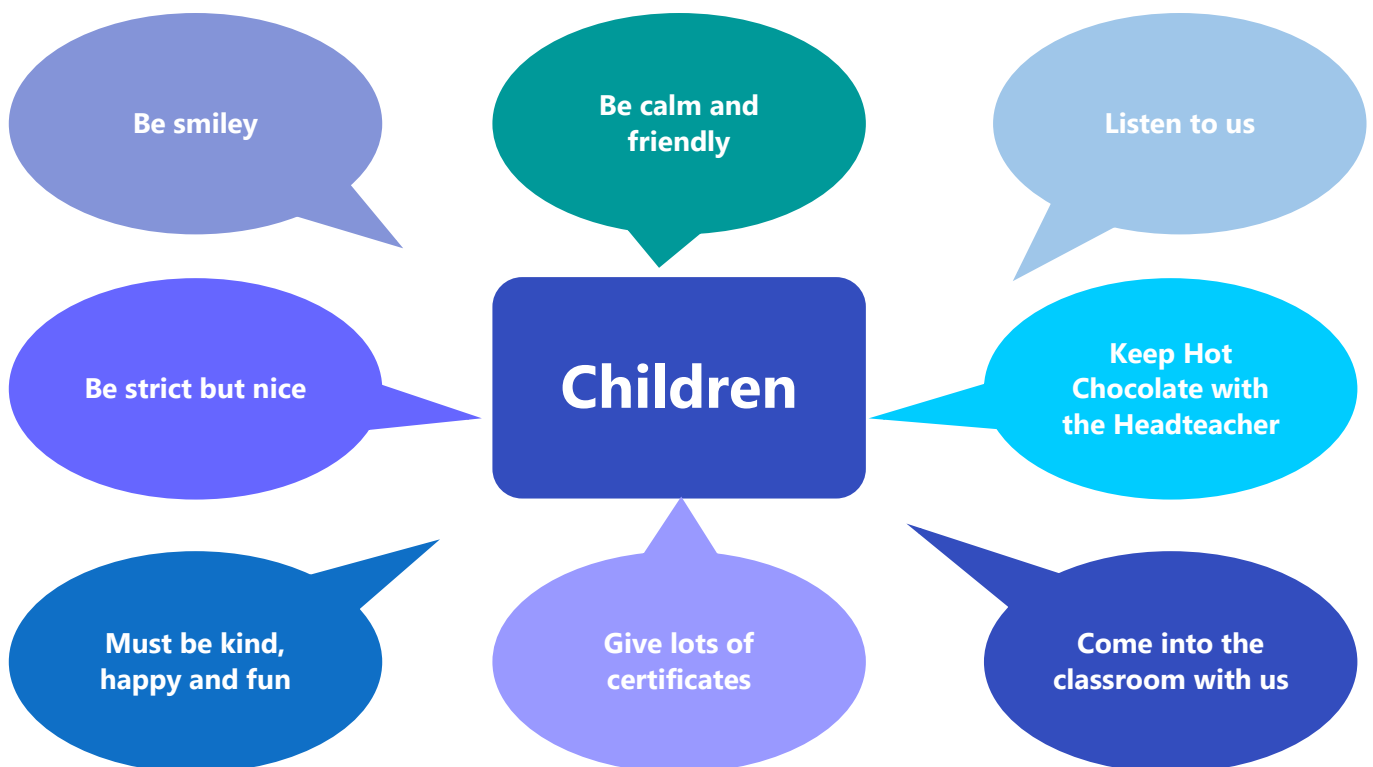
The most recent OFSTED inspection was in April 2023. This was an ungraded inspection and it judged that the school continues to be good.



What our staff would like in a headteacher



What our children would like in a headteacher



Love

Courage

Hope

Headteacher Person Specification

Role of the headteacher

- To provide professional and effective leadership in order that every child can fulfil their potential
- To promote and safeguard the welfare of our children
- Promote a secure foundation from which to achieve success in all areas of the school's work and development.

The post holder is subject to the current conditions of employment for Headteachers contained in the current School Teachers' Pay and Conditions Document.

Accountability

The Headteachers' Standards form the basis of our Headteacher job description. They can be found at Headteachers' standards 2020 - GOV.UK (www.gov.uk).

The Headteacher will carry out their duties with the ethics and professional standards expected of their role and uphold the seven principles of public life, as stated in section 1 of the current Headteachers' Standards document.

They will fulfil the ten Headteachers' Standards as specified in section 2 of the Headteachers' Standards document.

All elements are essential unless stated as desirable.

	Essential	Desirable
Professional Qualifications and Experience	<ul style="list-style-type: none"> • Has Qualified Teacher Status with other relevant qualifications e.g. Cert Ed., B Ed or first degree with PGCE (A, R) • Evidence of significant and relevant continued professional development that prepares you for this post (A,R) • Has senior leadership experience in primary education (A, I, R) • Experience of delivering outstanding teaching in the primary phase (A, I, R) · Substantial evidence of improving the attainment of children (A, I, R) 	<ul style="list-style-type: none"> • Experience of teaching EYFS and KS1 (A, I, R)

Cont. overleaf

Headteacher Person Specification cont...

	Essential	Desirable
Qualities and Knowledge	<ul style="list-style-type: none"> • Demonstrates a strong commitment to develop and support the deeply Christian ethos of the school (A, I, R) • Is committed to providing acts of Christian Collective Worship and developing the distinctively Christian character of the school (A, I, R) • Is able to articulate and implement an inspirational vision for the development of the school (A, I, R) • Ability to work collaboratively with other leaders and stakeholders (A, I, R) • Able to manage time, act decisively and prioritise (A, I, R) • Evidence of strong relationships and emotional literacy in communicating and supporting interactions with pupils, staff, parents and community (A, I, R) • Evidence of overcoming challenging situations (A, I, R) • Evidence of drive, ambition and examples of innovative practice (A, I, R) 	<ul style="list-style-type: none"> • Evidence of developing and supporting a strong Christian ethos (A, I, R) • Experience of developing the ethos and values of a school and can articulate how this would apply to our Church school setting (A, I, R)
Safeguarding	<ul style="list-style-type: none"> • Experience of creating a strong safeguarding ethos and culture within school (A, I, R) • Up to date knowledge of safeguarding requirements and current legislation (A, I, R) • Experience as a DSL or deputy DSL (A, I, R) 	<ul style="list-style-type: none"> • An understanding of the importance of Health and Safety requirements (A,I)
Pupils and Staff	<ul style="list-style-type: none"> • Demonstrates a clear vision of what constitutes a rich and engaging EYFS and KS1 curriculum (A, I, R) • Evidence of effectively managing the performance of others (A, I, R) • Have experience of delivering inclusive provision, which has effectively reduced the barriers to learning and has contributed to meeting the needs of vulnerable pupils. (A, I, R) • Has established and sustained high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are inclusive and are understood clearly by all staff and pupils (A, I, R) 	
Systems and Processes	<ul style="list-style-type: none"> • Evidence of implementation and embedding of school improvement strategies to successful conclusions with evidence of impact (A, I, R) • Have experience of designing a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught. (A, I, R) • Evidence of establishing and sustaining high-quality provision built on an evidence-informed understanding of effective teaching and how pupils learn (A, I, R) • Understanding of financial and resource management (A, I, R) 	<ul style="list-style-type: none"> • Evidence of successful financial and resource management (A, I, R)

Headteacher Person Specification cont...

	Essential	Desirable
Self-Improving School System	<ul style="list-style-type: none"> • Evidence of using data to raise the achievement of all groups, including those with SEND and those with an entitlement to pupil premium funding (A, I, R) • Evidence of effective engagement with the wider community in order to improve pupil outcomes and raise the profile of the school (A, I, R) • Evidence of effective delegation and developing leadership capacity in order to secure school improvement priorities (A, I, R) • Have worked in partnership with the Governing Body in an open and transparent manner to ensure statutory responsibilities are met, and to enable the Governors to play their full part in the strategic planning, challenging and support of the school. (A, I, R) • Have used a range of tools to monitor and evaluate a range of school provision supporting school improvement (A, I, R) 	

Key tasks and priorities for the first school year

- Further develop the use of assessment and the role of the adult in EYFS so that all aspects of provision are effective
- Embed the curriculum, with a focus on enabling leadership capacity across all subjects and ensuring consistent implementation.
- Ensure that outcomes for children with SEND and those with multiple vulnerabilities are strong.



Application and Selection Procedure

Application Procedure

Candidates should complete the application form and return it via email so that it is received no later than noon on Monday 12th March 2025.

E-mail address: htrecruitment@hants.gov.uk

You should provide a full statement in support of your application, which should not exceed two sides of A4 paper. Please do not restate the factual details already included elsewhere on the application form.

Selection Procedure

The shortlist will be drawn up on Tuesday 18th March 2025 and the selection process will take place on Monday 31st March and Tuesday 1st April 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.

Equality Monitoring

Applicants will be required to complete an Equality Monitoring form.

Receipt of Application

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

Safer Recruitment

Marchwood C of E Infant School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure & Barring checks along with other relevant employment checks.

Privacy Notice

Marchwood C of E Infant School collects information about you 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 Federation. The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or 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 and Federation's website for further details on their privacy notice and data protection policy. You can contact the Federation Data Protection Officer if you have a concern about the way they collect or use your data.