



Cupernham
Junior School

Cupernham Junior School
Bransley Close
Romsey
Hampshire SO51 7JT

Headteacher: Mr S. Frost (Hons) PGCE NPQH
Deputy Headteacher: Mrs J. Dearden BA (Hons) PGCE

January, 2026

DEPUTY HEADTEACHER

L6 TO L10

**LEADERSHIP TIME 0.6, WITH TEACHING COMMITMENT OF
APPROXIMATELY 0.4**

PERMANENT POST TO BEGIN IN SEPTEMBER 2026

If you are an excellent classroom practitioner and leader, able to articulate the positive impact you have on both children and staff through school improvement, and have a passion for developing people around you, then we are looking for you!

Due to the current postholder securing a leadership position overseas, we are seeking to appoint a dynamic, inspiring and forward-thinking Deputy Headteacher to join our dedicated and passionate leadership team (comprising also of a Headteacher, Assistant Headteacher and Inclusion lead).

We are looking for an individual who relishes a challenge within an already successful school (confirmed as 'Good' in our Ofsted inspection, September 2023), where the whole child, their successful learning and development are at the heart of everything we do.

We are looking to appoint someone who shares our vision of a highly effective, highly inclusive education for all children, regardless of any barriers they may have. We are looking to invest in someone who is passionate about continuing to develop their leadership and career, and who has high expectations of themselves, as well as others around them.

The successful candidate will play a pivotal role in supporting our aims and aspirations, in embedding our vision and values and helping us take our school to new heights. More specifically, this will involve further developing our existing curriculum provision, ensuring rigorous and effective assessment drives teaching and learning and enhancing the personal development of all our children. As Deputy Headteacher, alongside a team of leaders and staff, you will have the opportunity to lead and inspire everyone to be the best they can be.

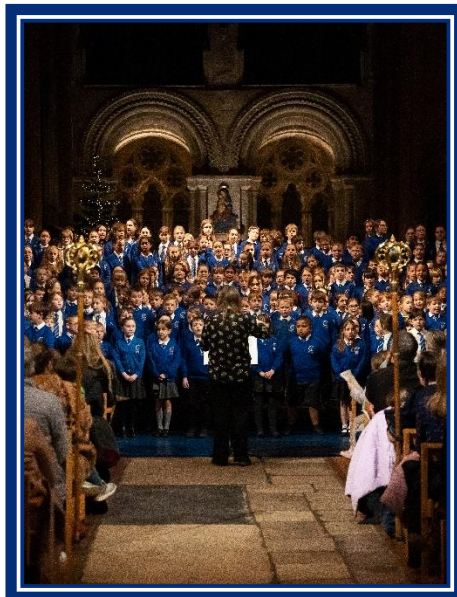
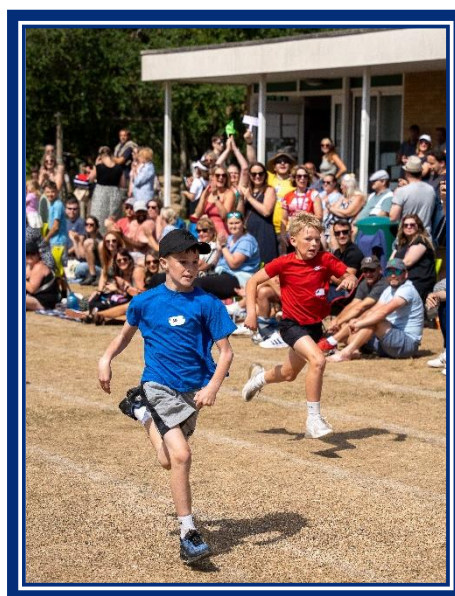
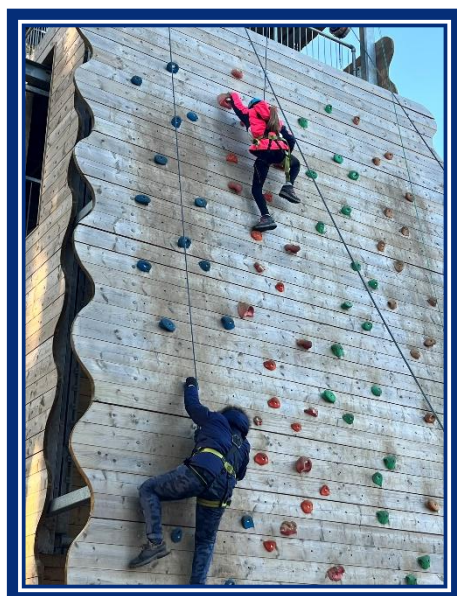
Cupernham Junior School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks.

I trust you will find the enclosed information pack of interest and that it reflects the many wonderful things our school offers. However, I would strongly encourage you to visit the school, speak with me and see first-hand why we are so proud of Cupernham Junior School – please contact our school office on **01794 512702** or email at adminoffice@cupernham-jun.hants.sch.uk to arrange a time to see who we are, what we can offer and to speak with myself regarding this exciting opportunity.

I hope that you decide the Deputy Headteacher role at Cupernham Junior School is right for you and I look forward to receiving your application.

Yours sincerely,

Mr Simon Frost
Headteacher





"Pupils are happy and keen to learn. They build strong relationships with staff and feel safe. Pupils know that staff expect them to behave well, and they make great efforts to meet these high expectations. Pupils are welcoming and courteous in classrooms and around school."

~ Ofsted Report, September 2023

WHAT OUR SCHOOL CAN OFFER YOU

At Cupernham Junior School, we are extremely proud of the culture, vision and the opportunities we offer our children. We are also rather proud of what our school can offer you and how we can support your own professional development so that you too can become the very best you can be.

CUPERNHAM JUNIOR SCHOOL OFFERS:

- The chance to make a meaningful impact on the lives of children and families, and to contribute to shaping the future of education;
- A school with real heart and soul, where relationships are at the heart of everything we do – where these are strong and teamwork is highly effective;
- Children who are happy, motivated and eager to learn;
- An inclusive school where everyone is valued and there is the aspiration to succeed;
- A school that welcomes fresh ideas and embraces creativity;
- A commitment to all our continuing professional development (through well-designed CPD and coaching opportunities);
- A supportive working environment that promotes effective work-life balance;
- A commitment to fostering a culture of trust, respect and empowerment;
- Staff who are keen to improve further and hold the children at the heart of everything they do;
- A leadership team who support and develop staff to be the best we can be;
- Supportive parents who are keen to be involved in school life;
- A team of governors who are keen to support and challenge the school to be the best that it can be.





OUR SCHOOL'S VISION & VALUES

CUPERNHAM JUNIOR SCHOOL...

- ... where *relationships* are our roots
- ... where we embrace the *Responsibility* to learn and grow together
- ... where we sow the seeds of *Kindness*
- ... where *Joy* blossoms in ourselves and in others
- ... where we reach to the high branches of *Aspiration*



As well as our core values above, we have also developed our learning values – the 5 Cupernham Cs – to act as curriculum drivers and help develop our children as lifelong learners.

Curiosity – for our children to develop a desire to want to know more, to pursue knowledge

Creativity – for our children to develop their knowledge and understanding of what creativity can be (in terms of artistic expression, problem solving and through looking and thinking about things in different ways)

Courage – for our children to develop the skills and character to take appropriate risks in their learning; to persevere and be determined in pursuit of a goal

Collaboration – for our children to work well with others in order to be successful

Commitment – for our children to recognise that something worth achieving is often challenging and for them to stay committed to achieving their goals



STAFFING STRUCTURE

The Senior Leadership Team includes the Headteacher, Deputy Headteacher, Assistant Headteacher and our Inclusion Leader. The SLT is supported by four year leaders.

Inclusion Support Team - Our Inclusion Leader leads a team including our SENCo, Family Support Worker and ELSA.

Teachers - The staffing structure provides for twelve full time class teachers (with currently 10 full-time and 4 part-time teachers).

Learning Support Staff - There are currently 2 HLTAs and 12 LSAs

Office Team - A Senior Admin Officer, Admin Officer and Admin Assistant



THE SCHOOL AND ITS GROUNDS

Our school shares an attractive eight-acre site with Cupernham Infant School with whom we have a close relationship.

The grounds have real potential and there are plans to develop them further in order to maximise the learning potential for our children as well as providing a pleasant environment for everyone. Particular features of the grounds include a pond and environmental area, allotment space and outdoor learning classroom. We also have a woodland area which is used to deliver our Forest School provision. As well as the normal outdoor sporting facilities, the school also benefits from having its own outdoor, heated, 25-metre swimming pool, which is a focal point for swimming teaching and our swimming gala in the Summer term.



We have an active School Council and Eco Council with representatives from all year groups meeting regularly to discuss activities within the school and ideas for improvements.

“Pupils’ personal development is a high priority. The school is ambitious for pupils to learn beyond the curriculum... A wide range of trips and activities support pupils.”

~ Ofsted Report, September 2023

OUR CURRENT SCHOOL IMPROVEMENT PRIORITIES

Our current School Improvement Plan seeks to ensure that our school continues to develop through the following aims:

- **To further embed our vision and values (launched in September 2024), setting the direction, aspiration and expectation for all**
- **To develop our curriculum further so that knowledge and vocabulary are effectively sequenced, progressive, retrieved and remembered**
- **To further develop outcomes for all children through continuing to improve teaching and learning, effective assessment and writing**
- **To further secure and improve effective and appropriate provision for SEND children, leading to higher engagement, participation and outcomes**

A LOVE OF READING

A central part of who we are as a school is our passion for reading and our vision to instil a love of reading in all our children and throughout our community.

Over the past two years, we have re-designed and had installed a brand-new library; added thousands of new book titles to our shelves; shared why and how reading can benefit each of us; purchased our own book vending machine; and, given out thousands of golden tickets (used to motivate and reward our children to keep reading for pleasure).



SAFEGUARDING

We are proud of our safeguarding culture and recognise its paramount importance. We acknowledge that safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain a culture of “it could and does happen here” where safeguarding is concerned.

“Pupils concentrate well, listen patiently and strive to meet any challenges that they are set. They work individually and in groups with enthusiasm. Pupils work hard and show pride in what they achieve.”

~ Ofsted Report, September 2023



THE ROLE OF THE DEPUTY HEADTEACHER

The successful applicant will play a core strategic role in supporting the Headteacher in shaping the future of our school.

The position will involve responsibility for **‘Quality of Experience’** within the school, leading **Curriculum, Assessment and Personal Development**. These areas of leadership will work in tandem with the rest of the senior leadership team, who have responsibility for ‘Quality of Teaching and Learning’ and ‘Quality of Inclusion’. These elements complement one another to provide an exceptional ‘Quality of Education’ for all.

As a school, we value and prioritise the importance of high quality professional development for all staff and, as such, coaching and development is a core part of our vision for the school. Whilst coaching experience is not necessarily a requirement of the role, a passion for coaching and professional development certainly is.

It is expected that there will be a teaching commitment based around the needs of the school. This is likely to be approximately 40%. The remaining time is then dedicated to leadership and operational oversight of the school.

Candidates are likely to be looking towards headship within the next 5 years; therefore, dedicated leadership time and opportunities to work in close partnership with the Headteacher will be provided, together with other professional development opportunities.



APPLICATION AND SELECTION PROCESSES AND TIMETABLE

- Salary Details:** L6 to L10 (£58,569 to £64,691)
- Deadline for applications:** **Monday 2nd March – by 9:00am.** We will then shortlist candidates and contact you by lunchtime the same day to notify you if you have been called for interview or not.
- Observation of Teaching:** As part of the interview process, we would like to observe candidates teach a lesson of their choice in their current school setting across either **Tuesday 3rd March or Wednesday 4th March.**
As part of the process of applying, please complete the online form below to indicate your availability for us to see you teach (please select as many times as possible):
- [Deputy Headteacher Recruitment - Cupernham Junior School - Teaching & Learning Observations – Fill in form](#)
- Interview information:** Interviews will be held over both **Monday 9th and Tuesday 10th March.** Should you be invited to interview, further information on what to expect over these days will be shared with you as a part of the invitation to attend on the 2nd March.
- Application form:** The Application form to be completed is available from the Hampshire Education Jobs website:
<https://www.hants.gov.uk/jobs/education-jobs/application>
- Please send applications to:** Sarah Townsend, Senior Admin Officer
 Cupernham Junior School
 Bransley Close
 Romsey
 SO51 7JT
adminoffice@cupernham-jun.hants.sch.uk

Visits to the schools are strongly encouraged and warmly welcomed – please contact our school office on **01794 512702** or email at adminoffice@cupernham-jun.hants.sch.uk to arrange a time to see the school for yourself and speak with myself.



Please find both the job description and person specification below.

JOB DESCRIPTION

Responsible to the Headteacher

Core Purpose

- Working alongside the Headteacher in support of delivery of the school's vision and values, developing and empowering all children and staff to achieve their full potential and, therefore, securing the best outcomes for all children

Purpose

- Support the Headteacher in the strategic leadership and management of the school
- Be an active part of the senior leadership team, contributing to the strategic view for the school, analysing and planning for its current position as well as future needs and further development
- Leading on the day-to-day organisation and operational running of the school
- Support and/or represent the Headteacher at meetings and as required
- If the Headteacher is absent from the school, a Deputy Headteacher must undertake their professional duties to the extent required by the Headteacher or by the Governing Body
- Play a major role in the leadership of the school, in helping shape the culture, vision and values, aims and objectives of the school, through formulating and reviewing development plans, aims and objectives of the school by:
 - a) supporting the design and development of the school's aims and objectives;
 - b) establishing policies through which these aims are to be achieved;
 - c) managing resources to these ends;
 - d) monitoring and evaluating performance and progress towards their achievement
- Provide inspirational and professional leadership which helps to secure an outstanding education for children at Cupernham Junior School
- Work in genuine partnership with all stakeholders to fulfil the aims of the school
- Undertake such duties as delegated by the Headteacher

Shaping the Future

- Ensure the school's vision is clearly articulated, shared, understood and implemented
- Demonstrate the school's vision and the values in everyday work practice
- Motivate and work with others to create a shared culture of positive, professional development with the highest of expectations and aspirations
- With the Headteacher, ensure that strategic planning is led by the aspirations and values of the school and is based upon rigorous school self-evaluation
- Alongside leaders, carefully consider and design effective programmes of professional development to meet the needs of the school, the staff and in relation to local or national initiatives
- Ensure creativity, innovation and the use of effective approaches and techniques to achieve excellence
- Research and keep abreast of current initiatives and analyse appropriate implementation to support school improvement
- Work alongside the Safeguarding Team to ensure the highest priority is given to safeguarding and promoting the welfare of children in the school

Curriculum Development

- Lead on the continual development, intent and implementation of the school's curriculum
- Monitor and evaluate the impact of our whole curriculum, ensuring effective consistency, progression, sequencing and the development of automaticity
- Along with subject leaders, lead and continue to develop the curriculum, ensuring a high focus on effective engagement and outstanding achievement
- Review, plan for and support the design of experiences for our children that add value to their learning, enhance their cultural capital and create long-lasting memories
- Ensure that each individual pupil's continuity of learning and effective progression of achievement are provided for appropriately
- Further develop community links so that our curriculum provides high levels of engagement and enrichment
- Build a culture and curriculum which takes into account the richness and diversity of the local community
- Liaise with curriculum consultants in their subject and disseminate advice
- Prepare staff and stakeholders for the upcoming changes to the curriculum through the Curriculum Review, ensuring positive impact as a result

Personal Development

- Promote and continue to develop our curriculum offer for personal development, working with children, staff and parents to ensure our school has a clear and aspirational curriculum intent and coherently planned opportunities that will enable our children to:
 - a) become responsible, respectful and active citizens;
 - b) deepen their understanding of the fundamental British values;
 - c) promote equality of opportunity;
 - d) enhance their spiritual, moral, social and cultural (SMSC) development; and,
 - e) make positive choices for their physical and mental health
- Throughout the school, champion the role and importance of pupil voice, especially around mental health and well being
- Liaise with staff and stakeholders to further support the school in promoting and developing our extra-curricular offer
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development

Assessment

- Secure a consistent and continuous focus on pupil achievement, progress and attainment, using data and benchmarks to monitor progress
- Demonstrate and articulate high expectations and set challenging targets
- Ensure that assessment systems and processes are understood and adhered to, enabling detailed professional dialogue around assessment and pupil outcomes
- Demonstrate a range of effective assessment for learning strategies to ensure ongoing assessment in classrooms is highly effective and, thereby, pupil progress is strong
- Ensure pupil progress analysis is used to inform future teaching and learning, support communication of targets to parents and to inform Governors
- Continue to develop and oversee effective assessment across the curriculum, focusing on how assessment then informs planning, teaching and strategic decision making, resulting in positive impact on all learners

The Management of Staff and Resources

- Actively contribute to good management practice by ensuring positive staff participation, effective communication and procedures
- Participate in arrangements made in accordance with the regulations for the appraisal of the performance of staff in school
- Contribute to the formulation of the school's policies and procedures concerning resource management
- As delegated by the Headteacher, allocate, control and account for those financial and material resources of the school
- Promote a whole school environment which stimulates learning and enhances the appearance of the school
- Participate in the arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety
- Maintain effective working relationships with external agencies and services contracted to the school and the Local Authority

Operational Oversight and Effective Management of the School

- Take responsibility for the effective operational oversight of the school, including organising and tracking cover arrangements to ensure effective and consistent teaching provision across the school
- In partnership with the Headteacher, produce clear, evidence based improvement plans for the development of the school and its facilities
- In partnership with the Headteacher and Governors, recruit, retain and deploy staff in line with safeguarding procedures
- Ensure that the range, quality and use of available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Maintain a timetable for the cover of PPA and leadership release time
- To plan and adjust the school timetable, ensuring appropriate curriculum coverage and effective deployment of resources

Safeguarding

- Contribute as a Deputy DSL to the safeguarding of children, promoting children's welfare and working with the safeguarding team of DSLs to ensure that children feel safe and that staff are effectively trained to identify safeguarding needs
- Ensure that safeguarding policies and guidance are adhered to at all times
- Ensure that any concerns are passed on using school systems and processes



DEPUTY HEADTEACHER:

PERSON SPECIFICATION

(D) = Desirable (all other specifications are essential)

PROFESSIONAL QUALIFICATIONS	<ul style="list-style-type: none"> Is a qualified teacher (e.g. Cert. Ed., B.Ed. or other degree with PCGE) Shows evidence of significant and relevant continued professional learning (e.g. NPQ or similar) (D) Has completed training in preparation for a senior leadership and management position, MA(Ed), MA or other post-graduate study (D)
EXPERIENCE	<ul style="list-style-type: none"> Evidence of being an excellent classroom practitioner within the primary phase (KS1, KS2 or both) Significant experience of leadership within a primary setting (KS1, KS2 or both) Demonstrable evidence of leading and implementing significant change which has impacted positively upon pupil outcomes (e.g. through a school improvement or subject leader role), for instance through <ul style="list-style-type: none"> Delivering high quality training for others Leading appraisal meetings and cycles Observing teaching and learning, providing effective feedback to teaching and support staff Using assessment to improve pupil progress Evidence of working with other staff to enable high quality professional development and dialogue Experience of working with parents, carers and external agencies to secure achievement and enrichment opportunities for children Experience of using research evidence and pedagogy to inform decision making Experience of curriculum design and management Experience of coaching and developing others (D)
SKILLS, KNOWLEDGE AND ATTRIBUTES	<ul style="list-style-type: none"> Is able to articulate a strong, clear vision for high quality education which maximises the potential of the school Can articulate ways of developing, communicating and implementing a shared vision Demonstrates a passion for school improvement, professional development for staff, teaching and learning and personal development for children Models the principles of effective teaching and learning to a high standard Has an excellent understanding of assessment and how this can be used effectively to accelerate and secure pupil progress Skilled at leading high quality professional development meetings Can articulate strategies for improving the quality of teaching with colleagues Secure understanding of innovative, evidence-informed pedagogy Knowledge and understanding of statutory assessment arrangements (e.g. experience of Reception Baseline, Phonics, MTC and KS2) Excellent knowledge and understanding of self-evaluation as a tool for school improvement Understanding and awareness of safeguarding, especially the safety and welfare of vulnerable and disadvantaged children
PERSONAL QUALITIES	<ul style="list-style-type: none"> Ability to direct the work of others, motivating, inspiring and supporting staff Has high expectations and aspirations for self and others, acting as a positive role model, leading by example Has self-belief, senses opportunities and takes the initiative in moving things forward in a positive way Communicates effectively – both orally and in writing – with all stakeholders Is a good listener Approachable, caring and kind Ability to work under pressure Demonstrates commitment to shared leadership and effective teamwork Has presence that inspires confidence and trust Has a sense of humour and appropriate work/life balance

PERSONAL QUALITIES (CONT.)	<ul style="list-style-type: none"> • Establishes and maintains constructive and professional relationships with staff, parents, governors and the local community • Possesses a strong set of values and beliefs and shows awareness of how these align with the values of the school • Will treat all people fairly, equitably and with dignity and respect, in order to help maintain a positive and inclusive culture within school • Is committed to continued self-professional development • Is dedicated to ensure everyone can be the best they can be
STRENGTHENING THE COMMUNITY	<ul style="list-style-type: none"> • Has the drive and ambition to develop the school's position at the heart of the community • Has successfully used a range of strategies to encourage parents to support their children's learning and realise the school's vision • Shows a commitment to a multi-agency approach for the well-being of pupils and their families • Is able to listen to, reflect and act on feedback from stakeholders as appropriate • Shows a commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the school community • Has experience of working collaboratively with other schools or communities to improve outcomes (D)
SECURING ACCOUNTABILITY	<ul style="list-style-type: none"> • Has previous experience of challenging and supporting others in order to achieve specific targets • Demonstrates understanding of individual, team and whole school accountability for pupil learning outcomes • Has a strong understanding of available data sets and how they might be used to benchmark the school's performance and as a tool for target setting • Understands the need to be accountable to parents for the education of their child and can articulate strategies that would enable parents to be involved in the life of the school • Has a good understanding of the role of the governing body and can explain how the Deputy Headteacher will assist governors to discharge their responsibilities effectively • Has an understanding of the role of the Local Authority and external bodies, such as OFSTED (D)
SAFEGUARDING CHILDREN	<ul style="list-style-type: none"> • Has a strong understanding of safeguarding requirements and practise of ensuring that children are safe from harm. • Demonstrates understanding of the need to develop and sustain a safe, secure and healthy school environment. • Has a strong understanding of responsibilities in ensuring that children are safe and ensures that policies and guidance are followed.

This job description and person specification may be amended at any time in consultation with the postholder.