

Federation of Netley Abbey Infant & Junior Schools

Progress and Attainment Lead (KS2)
Brochure

Excellence Everyday





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Introduction from our Chair of Governors



Thank you very much for your interest in our schools. Netley Abbey Infant and Junior Schools are both Ofsted-rated good schools! (both Ofsted 2023)

We are seeking to employ an outstanding, enthusiastic and creative Progress and Attainment Lead to join our supportive leadership team. We are looking for an excellent practitioner to join our family and lead a team of dedicated professionals from September 2026 (or from 13th April 2026 if available).

We are looking for someone who:

- Is a reflective practitioner with a consistent track record of good/outstanding teaching
- Has exceptionally high standards of achievement and behaviour
- Is passionate about developing staff practice and knowledge
- Is committed to working as part of a team and has the ability to lead a team of teachers and support staff

Our core staff values are kindness, empathy, excellence and resilience, and these principles underpin everything we do. You will be supported by a dedicated, collaborative and highly committed team who are invested in one another's success and in helping every colleague thrive in their role. Staff wellbeing is a genuine priority at Netley; we are committed to fostering a supportive working environment where individuals feel valued, respected and empowered to achieve their very best.. Experience working strategically, leading initiatives effectively and monitoring their impact is desirable but not necessary and a full training programme will be provided for the successful candidate. At Netley Abbey Schools, we care about professional development and look forward to offering the right candidate a fantastic opportunity to inspire others and to develop their own practice. We value staff expertise and an opportunity to join the English or maths subject leader team is also available.

Our children are happy and engaged in their learning. We have excellent facilities and a well-resourced learning environment. Our fantastic grounds enable us to develop learning outside the classroom. Visitors to the schools regularly remark on the good behaviour of our children and their enthusiasm towards learning. We are told our school has a welcoming atmosphere and we would like you to experience this as well. Further details can be found in this pack and we are happy to answer any questions you have. We would be delighted to receive your application and look forward to meeting you soon.

Our Locality

The Federation of Netley Abbey Infant and Junior Schools, formed in 2020, comprises of two delightful schools serving the local community within the Itchen Valley. Both Netley Abbey Infant School and Netley Abbey Junior School share the same site within Hampshire with a variety of contrasting localities nearby; including the coastline, countryside, heritage site, a range of facilities and quiet villages. The shores of the Hamble River are a haven for yachtsmen and the school itself is only a short distance from the Royal Victoria Country Park which sweeps down to the water's edge at Netley and is an ideal place to pursue walking and water sports amongst many other leisure facilities.

The original primary school was opened in 1876 at Butlocks Heath. The junior school moved to the present site in 1974. The infant school was then opened in 1984 on the junior school site, having moved from the village centre. Our infant school comprises of three classrooms within each year group for our Reception, Year 1 and Year 2 Pupils. Within the junior school, we are also three-form entry with three modular buildings on our large site for our Year 3, 4, 5 and 6 Pupils. There are various playground areas and extensive playing fields. The school grounds provide a pleasant environment for the pupils and this is well utilised within our curriculum.

Within our Federation, we are committed to developing lifelong learners and responsible citizens with a clear vision for their future. Our high quality inclusive teaching and learning raise standards of achievement for all children within a seven year journey from Year R to Year 6.

Our Vision:

Rooted in fairness and compassion, we strive for excellence and resilience, shaping a learning community where children grow as respectful, kind, safe and confident learners.

How we achieve this (our mission):

Through the explicit teaching and showcasing of our **pupil values**: Ready, Respectful, Safe and Kind.

Through our **staff values** of Kindness, Empathy, Excellence and Resilience - which inform every decision each of our staff make on a daily basis.

Resulting in:

Excellence Everyday!



Welcome to our Federation

Early Years Foundation Stage

In our Federation we believe that a strong foundation is vital for future success. We facilitate children's learning through inspiring them with irresistible opportunities and 'magical moments'. We find out what the children's fascinations and interests are as a starting point before children begin school with us in Reception. We aim to create a welcoming, engaging and stimulating learning environment which encourages the children to explore, investigate and take their learning forward with the help and support of the skilled adults. Children are encouraged to become independent learners and to take responsibility for their own lines of enquiry, with inclusive and diversity at the heart.

As the children begin their journey they are introduced to Net and Lee, our 'Excellence Everyday' characters who embody our values of ready, respectful, safe and kind. This is supplemented with our learning behaviours which aid and develop resilience, emotional stability, inquisitive minds, team spirit and problem-solving skills throughout their journey at Netley Abbey Infant School. Children learn in the Early Years Foundation Stage through child-led play as well as via teacher led inputs. Staff meet the individual needs, interests and stage of development of each child in their care. We know that children of this age learn in an unconscious way during informal interactions.



Welcome to our Federation

Key Stage One

As the children move into Key Stage 1, Netley Abbey Infant School allows for seamless transitions both environmentally and within the curriculum. This ensures the children feel safe and secure within their learning environment. Where we can we will use some staff, who know the children well, to move with them into their new year group. This enables all children to progress in their learning quickly without transition being a barrier.

The National Curriculum is divided up into learning adventures across the key stage. Planning has been carefully constructed utilising our curriculum overview documents of knowledge and skills for all subjects. Each year group will aim for consistent planning opportunities across the three classes. All learning adventures are planned with the children's interests in mind and begin with a hook which draws in the children's curiosity and culminates with an exciting and usually hands-on outcome.

Our Teaching and Learning Principles across the Federation are based upon the research of Mary Myatt ('High Challenge, Low Threat'), Rosenshine's Principles, Guy Claxton ('Building Learning Power') and Jon Hattie ('Visible Learning').

Outdoor learning is planned for within each learning adventure and outside areas are available for all classes in KS1 as well as the use of the field. This helps build on the foundations set within the children's first year in EYFS.



Welcome to our Federation

Key Stage Two

Our Federation transition package allows for pupils to move into Year 3 seamlessly, in readiness for the increase in challenge of the Key Stage Two National Curriculum, with secure relationships and happiness at the heart.

Planning is expertly created by our excellent teaching staff, based on what the children need to know and their current attainment. Although class teachers adapt planning for groups of pupils, the same general learning outcomes are consistently achieved across a year group.

The work of Claxton encourages children to use the skills of reciprocity, resilience, reflectiveness and resourcefulness; to access their learning effectively. Mary Myatt's curriculum development around challenge for all with low-threat task design has been key to our training across the junior school and has ensured all children experience a greater depth to their learning in all subjects. Teachers utilise their expert pedagogical knowledge to deliver engaging, high-quality inclusive teaching for all groups of pupils to achieve highly in every area of the curriculum. We learn to build knowledge and skills; because this gives pupils the best chances in life to achieve their best within our Federation, at secondary school and beyond!



What do our pupils want from our staff?



kind

helpful

supportive

have empathy

fun

listens

humorous

What do Ofsted say about our Federation?



Adults work with skill, compassion and consistency to enable all pupils to succeed.

Pupils really enjoy coming to school. Classrooms are hubs of learning, active children fill the playground and pupils are sociable at lunchtime.

All pupils show politeness and respect for adults and classmates.

Leaders have high aspirations for all pupils at the school. The curriculum has been carefully designed, with a clear priority on reading.

Staff support pupils with specific needs well, giving careful consideration to make the learning accessible to all.

Leaders have high expectations for pupils' behaviour and model this in their own conduct.

Supporting the local community is a key focus of the school. Pupils consider the needs of others.

Governors know their responsibilities, and carry these out effectively. The dedicated staff are very supportive of one another.

Pupils are encouraged by staff to 'be the best that they can be' at this vibrant, inclusive school. One pupil summed this up, saying, 'The best thing about our school is that it is a community for everyone.'

One pupil was proud to share, 'From reading to Taekwondo, you can do everything here!'

Pupils explain their 'Netley Learning Model' with confidence, describing how they are encouraged to think about people's differences so that they learn to respect each other.

Leaders have developed an ambitious curriculum for all pupils. Staff create a love of reading through initiatives such as the library book swap and by regularly sharing high-quality texts.

Pupils talk about books with enthusiasm and share detailed recounts of stories that teachers have read to them in lessons.

Leaders deliver a thoughtful programme that supports pupils' wider development.

One parent commented, 'You will find clubs suitable for everyone...teachers always have the best interests of children at heart.'

Job Description



- In addition to carrying out the professional duties of a teacher, as set out in the current 'School Teachers Pay and Conditions' document and those professional duties set out in the class teacher role profile, the 'Progress and Attainment Lead' will play a key role in the leadership of the school. They will work in partnership with the rest of the SLT to maintain and improve the achievement culture that is focused on aspiration and continuous improvement.

The role will include:

- Day to day running of the year teams, including planning and leading team meetings
- Leading and monitoring the impact of curriculum developments
- Monitoring attainment and progress of the children within the Year Team
- Duties and Responsibilities – Key Areas
 - Leading teaching, learning and securing accountability.
 - Work with the Head of School and SLT to raise standards through working to lead and support colleagues to achieve maximum impact within their teams.
 - To be accountable for promoting effective teaching and learning in other staff across the year group they are responsible for.
 - To evaluate the outcomes of effective teaching and learning across the year and contribute to the self-evaluation process of the school.
 - To provide support to colleagues in the teaching of the curriculum, and to co-ordinate, and where relevant plan and lead, CPD relevant to this.
 - Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.

Job Description (cont.)



- Be responsible with the Head of School and Federation Head of Inclusions for ensuring that all children with specific learning needs are appropriately challenged and enabled to access the curriculum.
- Promote the active involvement of pupils in their learning.
- Ensuring that the environment for learning across the year group areas, both classrooms and shared areas, is effective and contributes to high aspirations and standards.
- To develop strategic plans for the Year Team which identify clear targets, timetable and success criteria, in the context of the School Improvement Plan.
- To lead a subject area across the school.
- To be accountable for the development of the curriculum that meets the needs of pupils and contributes to raising standards.
- To lead staff in planning for learning that promotes high aspirations and continually improves outcomes across the Year Team.
- To work with the Inclusion Team to monitor and evaluate the work of Learning Support Staff.
- Support the staff in fulfilling their responsibilities with regard to assessment & standards.
- Contribute to the reporting of the school's performance to the school's community and partners.
- To be accountable for standards of achievement in the Year Team, based on prior attainment where applicable.

Job Description (cont.)



Professional Skills and Judgement

- To have specialist and up to date knowledge of the curriculum to inform teaching and learning.
- Be able to motivate and support other staff, promoting high expectations and encourage a shared understanding of the contribution of the curriculum to all aspects of pupils' lives.
- To be accountable for effective deployment of all resources within the Year Team.
- To advise the head of school and colleagues on National Curriculum related issues linked to age group and subject responsibility.
- To monitor the quality of displays within Year Teams and to make contributions relating to teaching and learning across the school.

Developing self and working with others

- Promote and protect the health and safety welfare of pupils and staff within the year team.
- Play an active part in promoting and safeguarding the welfare of children and young people within the school.
- Contribute to the school's ethos and vision.
- Support the development of collaborative approaches to learning within the school and beyond.
- Be a good role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.
- To provide support, challenge and information to colleagues / team.
- To be part of the Performance Management arrangements of the school if required.
- To work with other members of staff to offer feedback, advice, coaching to colleagues as required.
- To impact, as required, on CPD within Year Teams, and beyond if appropriate.

Managing the organisation

- Contribute to regular reviews of the school's systems to ensure statutory requirements are being met.
- Be an effective contributor to the leadership team.
- Contribute to the day-to-day effective organisation and running of the school.
- To maintain effective communication and continuity between other Year Teams within the school, and at external transition points when applicable.

Job Description (cont.)



Strengthening community

- Assist the head of school in developing subject and aspect based policies as required.
- To attend / lead meetings with parents and carers as appropriate to ensure positive outcomes for all parties.
- Strengthen partnership and community working.
- Promote relationships and work with colleagues in other schools and external agencies, as required.

Specific tasks

- Have responsibility for an aspect of whole school policy and practice; its development, maintenance and evaluation. This includes the following:
- To have particular responsibility for providing guidance and support on all matters related to the specified subject area / aspect.
- To draw up an Annual / Termly Action Plan(s) that outlines the areas for development.
- To provide training for staff on all matters relating to subject area, as required and specified within the School Improvement Plan.
- To co-ordinate the production and review of school policy and guidelines within specified subject area.
- To contribute to the formulation, monitoring and review of the School Improvement Plan with regards to related priorities.
- Ensure that all agreed procedures / policies within specified subject are clear to all staff and class records are kept up to date, as required.
- Advise on the implementation of statutory assessment on entry and at end of Key Stages, including special arrangements, if relevant to specified subject.
- Provide information about training opportunities available on specified aspect.

Job Description (cont.)



- Ensure that classroom procedures, within the specified aspect, are coherent, manageable, improve learning and inform teaching.
- Liaise with Year Leaders, subject leaders, other schools, outside agencies and support services on matters related to the specified subject, including transfer of information between years and other schools at points of transition.
- Act as a consultant to all staff on issues related to specified subject.
- Monitor standards of attainment in specified subject across the whole school, including the Foundation Stage as well as within and at the end of Key Stages.
- Monitor the effectiveness of record-keeping including curriculum planning, pupil records and reports on pupil achievement, within specified subject area.
- Inform the Senior Leadership Team and the Governing Body of standards and of developments in subject area across the school.
- Analyse attainment data and advise on its use for pupil and school level target setting, school and subject self-review.
- Evaluate the quality and appropriateness of existing resources.
- Manage the purchase and deployment of subject specific resources.
- Organise and lead school-based INSET activities on aspects of the specified aspect, including working with other Year Leaders, subject leaders and alongside class teachers.
- Keep up-to-date with national and local developments within the specified aspect.
- Attend appropriate CPD sessions and disseminate information to staff, as appropriate.
- **Class Teacher:**
- This post will also require a full-time teaching commitment, although generous designated leadership time will be allocated to allow you to carry out your role.

Application Process



Candidates should complete the application form (downloadable from the school website) and return it so that it is received no later than **noon on Monday 16th March**. Please address it to our Federation Headteacher, Mrs Rosie Earle:

The Federation of Netley Abbey Infant and Junior Schools
Westwood Road
Netley Abbey
Southampton
Hants
SO31 5EL

Other contact details:

Telephone: **02380 453 731** email address: **hr@netleyabbeyschools.co.uk**

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

The shortlist will be drawn up on Monday 16th March. Further details will be sent to those candidates called for interview.

Applicants will be advised within 2 working days after the shortlisting date whether they have been successful or not.

Interviews are expected to take place during the week beginning 23rd March.

Application Process (cont.)



Equality Monitoring

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

Receipt of Application

Applications are acknowledged if requested (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the school immediately on the number above.

Postage

Insufficient postage occasionally leads to application forms being received after the closing date for application has passed. To avoid this, please ensure that you attach the correct postage to your application.

Please be aware we are unable to receive hand-delivered mail outside normal school hours 8:00am –4:00pm. E-mailed applications are preferred, but please do not send both paper and electronic applications.

Safer Recruitment

The Federation of Netley Abbey Schools and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Data Protection Act 1998 – You should be aware that the information you have provided will be stored on the school's secure database and will only be used to process your application. It will not be passed to any other organisation.

Education in Hampshire

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.