



**Four Lanes
Federation**



Executive Head Teacher Recruitment Pack



**Four Lanes Schools, Hanmore Road,
Chineham, Basingstoke, Hampshire.**

RG24 8PQ

<https://www.fourlanesschools.com/>

Infants 01256 324256 admin@fourlanes-inf.hants.sch.uk

Juniors 01256 816326 admin@fourlanes-jun.hants.sch.uk



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An introduction from our Chair

Thank you for expressing an interest in the vacancy for the Executive Headteacher (EHT) at Four Lanes Federation. I am delighted to introduce our recruitment pack which includes details about the schools, the position and the application process.

Joining together in a three-form entry federation in June 2023, Four Lanes School started life as a one-form entry primary school, built in the heart of Chineham as part of a large development of new housing in the early 1980s. As the population grew, a second school was built on our site, creating the junior and infant schools as we know them today. The decision to support a federation of the two schools came from the governors' strong belief in creating a seamless transition for the children between the two schools, supported by shared values and behaviour expectations, with a joined-up approach to the curriculum.

The two schools share a beautiful site, enjoying extensive green space surrounded by fields and woodland where the children make the most of their outdoor learning sessions. These spaces really come into their own for our large school events, including sports days and our popular summer fetes, easter egg hunts and Christmas fayres. Our happy and inclusive schools provide a nurturing environment where every child is supported and encouraged to learn without limits, from their first experiences in year R to those dizzy heights of year 6, where they prepare to leave us and move on to their next adventure.

School values are shared across both schools, using learning mascots to help children of all ages understand and articulate what these values mean in their day to day lives. The governors are very proud of the teams of strong and supportive staff in each school, who demonstrate their commitment to the children every day.

Our current executive headteacher is retiring after ten years at Four Lanes, having seen us through two successful Ofsted inspections and the formation of our federation. We are now looking for someone with the ambition and determination to build on the strong foundations in place so far.

There is certainly work to be done. Supported by an experienced governing body, you will be leading a hard-working, committed and collaborative team, sharing a common goal. Have a look at our website for more information (www.fourlanesschools.com), or even better - come and see for yourself. We would be delighted to welcome you for a visit where you can see the schools in action and meet some of our amazing staff and children.

We look forward to receiving your application.

Yours sincerely

Helen Whiting

Chair of Governors for the Four Lanes Federation



The Four Lanes Federation Story



Our schools are co-located in a rich, stimulating setting with plenty of outdoor, green space, and with two separate buildings, each with their own playground, field, and staff team. Most children move from the infants' school to the juniors on their education journey. Historically the schools have remained simply as neighbours, sharing the site but with little collaboration which resulted in many opportunities to integrate the children's journey being missed.

In June 2023, the Four Lanes schools took the strategic step of forming a federation under a single governing body, and creating an Executive Head Teacher role to oversee both schools.

The motivation from these early discussions and still today, is to provide a high quality, educational experience for the children, from when they join the Infant School in Year R, right up to when they leave the Junior School at the end of Year 6.

The federation shares resources and expertise across the schools and, with their single view of both schools, the executive headteacher has a long-term view of and influence on every child's primary education.

Key benefits that we are seeing:

- A journey that is seamless from Year R to Year 6, with particular emphasis on the transition from Year 2 Infants to Year 3 Juniors.
- A coordinated approach to the pastoral support we offer to families as their children travel through both schools.
- Continuity and consistency of teaching methods.
- Schools that are better together from teachers building working relationships across both schools.



In the two years since federating, we have made considerable progress in achieving the federations operational targets, for example:

- Creation of a shared set of vision and values
- Moving to a common platform for parent communications and single IT provider
- Creating a shared office function across the federation

With the transition to a federation's now complete, the governing body is now looking to the future, priorities are the vision for the development of the federation in the next 3-5 years and the strategy to achieve that.

The governing body is looking for an EHT who will drive the setting of the vision and work with the GB to set a strategy that will keep the federation on a path of growth and development that gives all of the children present and future the best possible experience and ensures the federation is an employer that values and develops its staff, whatever their role.



Our Vision, Values and Aims



At Four Lanes Federation, we 'learn without limits'. We embrace new ideas, research and initiatives to provide every child with opportunities to experience awe and wonder through our inspirational curriculum, fostering a lifelong love of learning. We build strong partnerships with each other, the wider community and value the important role parents play in supporting children to develop and achieve.

Our school is an inclusive community which actively promotes mutual respect recognising high standards of behaviour and personal successes. Parent partnerships are very important to us as children learn best when school and parents collaborate.

Values:

Our shared school values underpin everything we do both within and beyond the school curriculum.

B E L O N G I N G
R E S P E C T
A S P I R A T I O N
T R U S T
R E S I L I E N C E



Our Learning Mascots



	<p>Belonging - Children are welcomed and celebrated by all in our inclusive schools.</p> <p>Bruce the Belonging Bear</p>
	<p>Respect - Children have respect for themselves, others and the environment and take responsibility for the impact of their choices.</p> <p>Ralph the Respectful Raccoon</p>
	<p>Aspiration - Children are confident and ambitious learners who are intrinsically motivated and ready for their next steps.</p> <p>Amir the Aspirational Alpaca</p>
	<p>Trust - Children feel safe, nurtured and valued through positive relationships in a dependable environment.</p> <p>Tanisha the Trusting Turtle</p>
	<p>Resilience - Children understand that mistakes are learning opportunities and manage difficulties through perseverance, self-belief and confidence.</p> <p>Rosie the Resilient Rabbit</p>



Our curriculum



At Four Lanes Federation, we believe that all children should be inspired and engaged to develop a lifelong love of learning. Our dedicated staff work hard to ensure each child reaches their full potential, both academically and personally, in our happy, secure and caring environment.

Our outstanding Early Years curriculum is delivered through bespoke goals that influence the play-based environment and achieve consistently high results for Early Learning Goals. In Key Stage 1 and 2, engaging units enable the children to build upon skills and knowledge taught in previous years and help them to make links between their learning.

We strive for excellence, and embrace new ideas and initiatives to provide every child with opportunities to experience awe and wonder through our inspirational curriculum. Recent additions include Little Wandle Letters and Sounds Revised as our phonics scheme with 91% of our children achieving the phonics screen, since its introduction



At the Infants we have introduced Drawing Club, and Curious Quests as an exciting way of promoting a love of writing in a play-based approach. In the Juniors, we use a Talk for Writing inspired approach and a range of rich text drivers to inspire and challenge children.

Across the Federation, we use a mastery approach to maths involving lots of concrete and pictorial representations to ensure children have a deep understanding of concepts.

We recognise the importance of using the environment as a third teacher and therefore all children have outdoor learning lessons each half term.

We use and adapt impactful schemes to ensure consistency and progression such as MyHappyMind, Kapow and SCARF. We work alongside the Hampshire Advisory Team and our local clusters for planning and delivery support across the curriculum and keep up to date with any relevant changes.

We've refreshed our behavioural approaches using the clear Paul Dix-inspired "ready, respectful, safe" rules and in February 2025, both schools have begun to work with Outdoor Play and Learning (OPAL) to redevelop lunchtimes. This is a multi-year undertaking working with an external mentor to improve children's experiences of lunchtimes.

We are looking for someone to continue to enhance our strong curriculum with creative and innovative ideas. Further details of the curriculum can be found on [our website](#).



What our pupils and staff are looking for



We asked our staff and pupils what they wanted in a new Executive Head Teacher— below are a few things they said.

Pupils wanted a headteacher who was:



Staff wanted a new Executive Head Teacher who was:





What Ofsted says about our schools



Over the last two years both schools within the Four Lanes Federation have received an Ofsted inspection.

The **Infant school** was inspected in April 2023 and received an overall effectiveness judgement of Good with several Outstanding features, this includes:

- Early years provision — Outstanding
- Behaviour and attitudes — Outstanding
- Personal development — Outstanding
- Leadership & management — Good
- The quality of education — Good

The full report can be found [here](#), below are some of the quotes from the inspectors on what they found:

"Pupils feel safe. They have a high level of respect for one another & celebrate difference."

"Leaders set high standards for pupils' behaviour. They teach pupils to be caring, thoughtful and kind."

"Pupils value learning. They describe this as 'the best thing about school'."

"Pupils are proud to attend this harmonious and inclusive school"

The **Junior school** was inspected in June 2024 and received an overall effectiveness judgement of Good, this includes:

- Behaviour and attitudes — Good
- Personal Development — Good
- Leadership & management — Good
- The quality of education — Good

The full report can be found [here](#), below are some of the quotes from the inspectors on what they found:

"The curriculum is bold and well thought out"

"Leaders have ambition for all subjects"

"Pupils' feedback to each other helped them improve"

"High needs pupils have their needs met comprehensively"

"There's a very high ambition for reading in the school"



How pupils achieve in our schools

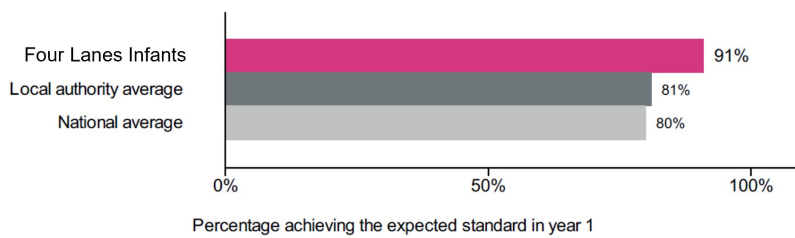


Pupils achieve well across our schools, from early learning goals through to the end of Key Stage 2. We are proud of our pupils achievement

Here are some of our recent key results across the federation:

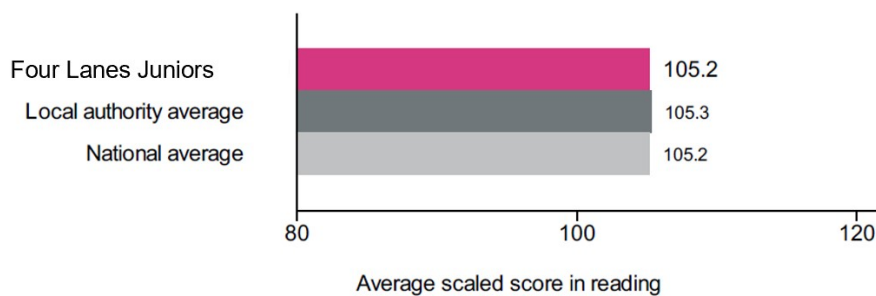
Percentage achieving the expected standard in phonics

Number of pupils = 88



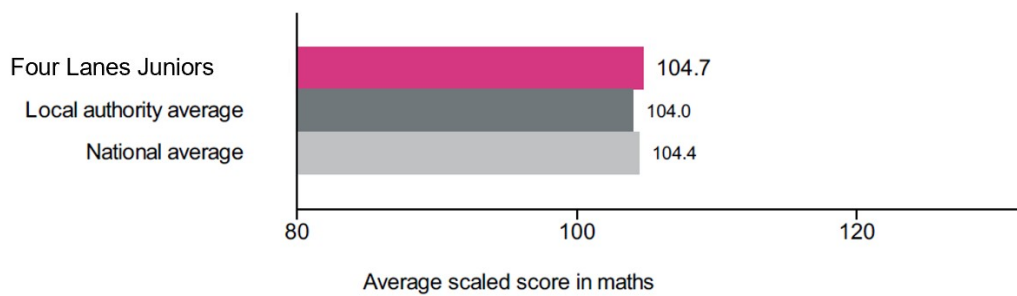
Reading

Number of pupils = 90



Maths

Number of pupils = 90





Key Tasks



We have identified the following focus areas for our Headteacher during the next part of our journey:

1.	To articulate a clear vision and strategic direction for the future of the Federation, which is communicated to all stakeholders from Early Years to KS2; parents, staff, governors and the community
2.	To establish the leadership structure of the Federation, identifying with clarity the roles and responsibilities of all staff and begin the implementation of the necessary changes to make this happen
3.	Ensure and further develop high quality teaching and learning approaches to impact on pupil achievement, ensuring that every child experiences high quality provision and make good progress across our schools
4.	To empower staff, through a clear package of continuous professional development, so that they can work with confidence and autonomy moving the schools forward
5.	To work alongside staff to further develop the wider curriculum so that it takes account of inclusion and diversity and challenges all pupils in all subjects.

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 \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/428281/Headteachers_Standards_2020.pdf).

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.

Salary Scale: £81,411 - £93,400



Four Lanes Federation - Executive Headteacher

Person Specification:



	Essential	Desirable	Evidence A = Reviewed through application form I = Reviewed as part of the interview process
Professional Qualifications	<ul style="list-style-type: none"> Qualified Teacher with QTS 	<ul style="list-style-type: none"> NPQH/Masters 	I
Experience	<ul style="list-style-type: none"> Significant experience of Headship Has a proven track record of success as a headteacher in KS1/2 Significant experience of teaching across the Primary phase 	<ul style="list-style-type: none"> Experience of working within a Federation or collaboration within a group of schools 	A A/I A/I
Qualities and Knowledge	<ul style="list-style-type: none"> Evidence of upholding ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life Evidence of actively reflecting on what works and what does not, thinking beyond the immediate situation and using the information to influence the way ahead and to make decisions implementing new and enhanced strategies for improvement Evidence of ability to engage, communicate and negotiate with a wide range of stakeholders to achieve positive relationships Experience of leading and bringing about school improvement, demonstrating impact on pupil outcomes 		A/I A/I A/I A/I
Safeguarding	<ul style="list-style-type: none"> Evidence of ensuring the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care Experience of sustaining a strong safeguarding ethos and culture within school 	<ul style="list-style-type: none"> Experience as a Designated Safeguarding Lead (DSL) 	A/I A/I
Systems and Processes	<ul style="list-style-type: none"> Evidence of developing effective distributed leadership in order to secure school improvement priorities Evidence of prioritising and allocating financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds Evidence of ensuring that staff are deployed and managed well with due attention paid to workload Evidence of establishing and sustaining the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community 		A/I A/I I I

[illegible]



APPLICATION PROCEDURE



Candidates should complete the application form and return it via email so that it is received no later than **noon on 27th 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 **2nd April 2025** and the selection process will take place **on the 28th and 29th April**. 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

All applications 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

Four Lanes Federation 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.



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 Headteachers 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 Headteachers, 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. Hampshire has a lot to offer. We hope you will join us.