

Sherborne St John Church of England Primary School
Church Lane, Sherborne St John, Basingstoke
ssj-school.co.uk



Inspire - Enjoy - Achieve



David, a shepherd boy,
fought Goliath

Truth



David wrote: "Guide me in your
truth. Teach me my God my Saviour
I trust you all day long" Psalm 25v5

God forgave Jonah
when he ran away

Forgiveness



"Forgive us our sins for we also
forgive everyone who sins
against us" Luke 11v4

Noah trusted God
when he built the Ark

Trust



"Trust the Lord with all
your heart" Proverbs 3v5

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Letter from Chair of Governors

Woody Ruane

Dear potential future Headteacher of SSJ,

Thank you for your interest in the position of Headteacher at Sherborne St John Church of England Primary School. The position has arisen because, after two successful years leading the school and a period of maternity leave, our current Headteacher has decided to resign to focus on family.

Sherborne St John Church of England Primary is founded upon strong traditional Christian, family and community values but it also vigorously promotes a mindset of growth and innovation.

We are looking for a leader who will understand and respect the strengths of the school and will continue to inspire and lead it; someone who understands the school's traditional role as a central part of a thriving village but who also has a vision and an appetite to lead change.

We seek someone who is focused on the ultimate aim of developing children who are ready for a complex and changing world.

Ofsted last visited in 2022 and rated SSJ as Good; in their report they said that our "Pupils are justifiably happy and proud to be at this school". Having been involved with the school for about 15 years, I have constantly been surprised and delighted by how it 'punches above its weight' in its academic and other achievements and how it uses its strong ties to the church, village community and parents to provide broad opportunities for the children.

The Headteacher role is necessarily hands on but is supported by these networks, a strong staff team and a supportive governing body. We all love being part of this community.

We would love to hear from you if this sounds like an interesting opportunity and one that can help you grow and develop your own skills and experience. If so, you are strongly encouraged to visit the school and to talk to the children, staff and governors so that you can see this for yourself. Please contact Mrs Wendy Hale, our Administration Officer, on 01256 850180 or via email, W.HALE@sherborne-st-john.hants.sch.uk, to arrange a visit.

We do hope that you will decide to apply.

Yours sincerely

Woody Ruane



Letter from the Rector of Sherbornes with Pamber Churches

The Revd Stewart Deering

Ex Officio Foundation Governor

Dear potential future Headteacher of Sherborne St John School,

I am delighted that you have requested a pack for our school in Sherborne St John. I would like to take this opportunity to give you a flavour of how the church and school work together to ensure all children benefit from being part of a school whose ethos, vision and values are rooted in the Christian faith.



I love visiting the school whenever I can and have enjoyed regular lunchtime visits where I get the chance to chat to children and staff and offer pastoral support if needed. The children love asking questions and it is a real joy to encourage them explore life and faith and how the school values of trust, truth and forgiveness can shape how we live.

The school has regular and meaningful times of Collective Worship which are supported by volunteers from the church in a number of ways including planning themes, producing resources and regular leading. The children love actively participating in these times and a member of staff is beginning to develop a small Worship Team of children who are keen to take more of a lead.

Situated just across the path from the school we are very keen for the school to use St Andrew's church building as much as possible and we've recently developed an area of rewilding in the churchyard which can be explored by the children too. We welcome the whole school community, including parents, into church at Harvest, Christmas, Easter and for the Year 6 Leavers' Service. One of the highlights of the past year was working collaboratively with the school to create a large garden in the churchyard for our Easter Service which was enjoyed by the whole village and wider community.

My role as a governor is focused on helping to develop the ethos of the school with valued input from others on our ethos committee as we seek to support the Headteacher as they lead the school forward in line with its vision and values. There is also a great deal of support from the Winchester and Portsmouth Diocesan Education Team, which offers regular and varied training opportunities.

The church community is praying for and will be excited to work with whomever joins us to lead the school on the next stage of our journey together.

With my prayers and best wishes,

Stewart

Who we are

Our Vision

At Sherborne St John C of E Primary School, our children will be inspired by the experiences we provide, enjoy their learning and achieve their full potential. Our values of Trust, Truth and Forgiveness, which are rooted in the Christian faith, enable us to build a secure and loving environment where everyone works together so that the whole school community can thrive.

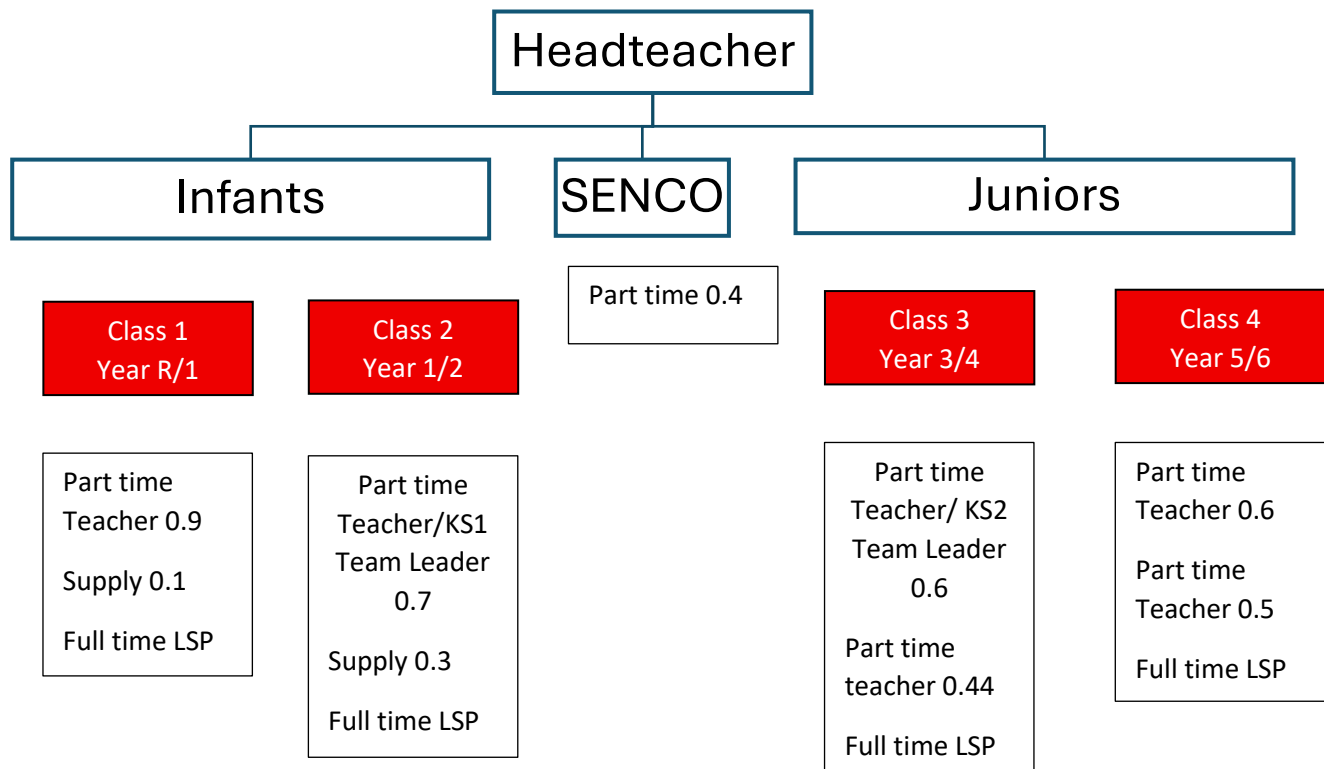
The school is situated in a listed building, in the heart of the village and opposite to St Andrew's Church. It was first opened in 1850 to provide education to the local children of the village and we are looking forward to celebrating our 175th anniversary with the whole community this September. Today it provides high quality education which develops the children intellectually, socially, morally, physically, and spiritually within a Christian Framework. Most of the children live in the parish with some pupils from outside the catchment area. The school is a treasured part of the village community.

The children are very proud of their school and look forward to the many activities and traditions that make up the school year. These events demonstrate that we value the village culture and Christian ethos whilst ensuring that the children achieve well academically. During the year we celebrate traditions such as the Conker Tournament, Easter Bonnet Parade, May Festival and Founders Day. There are community links with the Vyne (National Trust), Basingstoke Food Bank and St Michael's Hospice, and we have a strong relationship with St Andrew's Church. The children also enthusiastically participate in local sporting competitions (notably athletics, tag rugby and football) as well as the Infant Nativity performances and Junior school productions, which are a highlight of the year for the whole school community— this year every child in KS2 took part in the production of 'Beauty and the Beast'. We also seek to have a variety of school trips to support the curriculum as well as a residential trip for the older children.

The staff and children all know one another well. The children take great pride in playing a full part in school life and embodying the school values of trust, truth and forgiveness. They are keen to volunteer for roles such as school council representatives, school ambassadors, librarians and Year R Buddies.

The staff are committed and passionate, which is evident in the amount of time that many of them have been working at the school. The school is well supported by the Parents Association who in recent years have raised money for items such as new laptops, outdoor play equipment and tickets for the pantomime! The Governing Body is enthusiastic and committed, providing a wealth of experience and expertise. We all work hard together to maintain a happy, loving, caring environment in which the children can thrive.

Organisation Chart:



Additional support staff include the administration staff (FT Administration Officer plus part time Administration Assistant) and 3.3 part time LSPs covering high needs children.

Please note that the Learning Support Assistants in the school are a valued part of the teaching team and so are known as LSPs (Learning Support Partners). The infant supply cover is provided by the same teacher who has worked across the Infants for a number of years.



Some of the things we currently enjoy



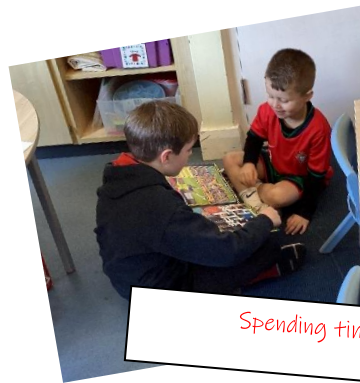
Representing our school



Our annual conker competition



Rambling around the village to see what differences we can spot from our last seasonal walk.



Spending time with our buddies



Roman Day in Class 4





Collective worship at school and St Andrew's Church

Stepping outside of our comfort zones on our residential trip.

We love our school and look forward to coming in every day. We would like our new Headteacher to be...

What
our
children
have
said...

Kind

Truthful

Supportive

Forgiving

Clever

Open minded

Loving

Enthusiastic

Imaginative

Honest

Empathetic

A regular visitor to classrooms

A good listener

Fun!

Someone with a good sense of humour



Show a genuine care for
children in the school

Be visible e.g. on the
school gate

Push the school
forward whilst
understanding
radical change is
not necessary

Recognise and demonstrate the importance
of meeting the needs of all children

**What
our
parents
have
said...**

Open and
approachable

Someone who
has spent
considerable
time in the
classroom

Offer a healthy
balance of
nurture and
challenge

Person Specification

Please note that the Governors, when considering applicants, will be following the statutory guidance for schools and colleges on safeguarding children and safer recruitment. See 'Keeping Children Safe in Education 2024' (Department of Education).

Are you the person we are looking for?

You have:

- Achieved qualified teacher status.
- Evidence of significant and relevant continued professional development.
- Been successful in a senior leadership role e.g., Deputy Head, including the effective management of change.
- A clear understanding, through your experience, of what constitutes outstanding teaching across the EYFS, KS1 and KS2 learning groups.
- Evidence of your contribution to building a stimulating, broad and balanced curriculum.
- Confidence in ensuring provision of, and supporting, acts of distinctly Christian worship that have integrity, and are invitational, inclusive and inspirational.
- The ability to create a culture where all stakeholders experience a positive, fun and enriching school life encouraging them to develop a growth mindset and confidence for the future.
- A willingness to commit to upholding and developing the Christian character of the school, particularly as expressed in our values of trust, forgiveness and truth.
- Experience of using a range of evidence to support, monitor, evaluate, assess and improve aspects of school life.
- Experience and understanding of how to meet the needs of children with SEND.
- An understanding of school finances and budget management.

You can:

- Sustain and develop the school's ethos and strategic direction in partnership with all stakeholders, including the children, staff, parents and governors.
- Objectively assess and report the school's performance to a range of audiences and stakeholders.
- Set direction and formulate the realistic steps and improvement plans to achieve short and long-term objectives.
- Build relationships beyond the school, working in partnership with parents, carers, the local community, local church, diocese and Hampshire County Council.
- Role model high expectations of good behaviour for all children, built upon relationships and the school values of trust, forgiveness and truth.
- Understand, maintain and develop valued habits and traditions which underpin the school culture and are clearly understood by all stakeholders.
- Develop an excellent rapport with all children, staff, parents and governors.
- Demonstrate a commitment to the protection and safeguarding of children.
- Inspire, encourage and support an established team to embrace new ideas in order to meet the changing needs of the school.
- Innovate and look for creative solutions to maximise opportunities for the school.

You are:

- An authentic leader who can inspire confidence and respect from all stakeholders.
- Ambitious, adopt a growth mindset and can inspire a team to innovate.
- Able to make and implement difficult decisions fairly, objectively and with sensitivity.
- A resourceful problem solver, hands-on and practical when it is required.
- Passionate about inclusivity, ensuring that all children, regardless of their background, abilities or needs achieve their full potential.
- Inquisitive.
- An inspiring communicator.
- Resilient and able to demonstrate ways in which you respond positively under pressure.
- Blessed with a sense of humour and sense of fun that you can incorporate into the learning environment.
- Not perfect, but you have the self-awareness and humility to understand your own development needs and to seek feedback and support when appropriate.



What we would initially like you to do for us

The governing body has identified five key areas of focus for the new Headteacher's first year, all of which are aimed at building on recent changes introduced in the school:

- 1) Refine further the curriculum so that it is broad, balanced, engaging and meeting the learning needs of all children
- 2) Manage the school budget and ensuring financial sustainability while meeting the learning needs of all children
- 3) Embed an effective culture of inclusion across the school
- 4) Enable all staff to flourish together through the continued development of a growth mindset, increased distributed leadership and considered succession planning
- 5) Promote the school's Christian ethos, vision and values within the school and wider community.





Job Description

Job Title: Headteacher

The Contract of Employment between the Governing Body and the Headteacher will be the current Contract of Employment for a Headteacher. The job description can be amended at any time, following consultation between the Headteacher and the Governing Body and will be reviewed annually.

Salary Scale:

The Governing Body have determined that this post should be paid on the 2020 Hampshire agreed pay scale. Sherborne St John CE Primary School is a Group 1 school. Governors have set the Individual Salary Range from L9 – 15.

General job expectations and accountabilities

The Headteacher is an employee of the Governing Body and is required to carry out his/her professional duties in accordance with the terms and conditions of the current School Teachers' Pay and Conditions Document and relevant employment legislation.

Responsible to

The Governing Body of Sherborne St John CE Primary School

Key responsibilities:

Safeguarding: The post holder will be the lead Designated Safeguarding Lead (DSL) and is responsible for ensuring that all school and county child protection policies are adhered to and concerns are raised in accordance with these policies.

Financial Management:

Advising the Governing Body on the school's annual budget and the budget revision as appropriate, as well as being responsible for the day-to-day running of the budget.

National Standards Headteachers (2020)

The 2020 standards replace the National Standards of Excellence for Headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers.

Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

Section 1

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity



- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and always observe proper boundaries appropriate to their professional position.
- show tolerance of and respect for the rights of others, recognizing differences and respecting cultural diversity within contemporary Britain.
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils.
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities, and modelling the behaviour of a good citizen.
- uphold their obligation to give account and accept responsibility.
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- take responsibility for their own continued professional development, engaging critically with educational research.
- make a positive contribution to the wider education system

Section 2

Headteachers:

1. School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn

- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school 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
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds

- ensure staff are deployed and managed well with due attention paid to workload • establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties



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:

Richard Wharton

Sue Bowen

Diocesan Schools Advisors

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.



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 Head teachers 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.



The children enjoy activities in the woods at The Vyne, NT



Application

Visits to the school are warmly welcomed. Please contact Mrs Wendy Hale, our Administration Officer, on 01256 850180 or via email, W.HALE@sherborne-st-john.hants.sch.uk, to arrange a visit.

Candidates should complete the application form and return it so that it is received no later than **12pm on 4th September 2025**. email: 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 8th September 2025 and the selection process will take place on 15th & 16th September. 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.

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

Equality Monitoring

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

Safer Recruitment

Sherborne St John Primary 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 and 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 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's website for further details on their privacy notice and data protection policy. You can contact the School's Data Protection Officer if you have a concern about the way they collect or use your data.

Data Protection Act 1998 and GDPR 2018

You should be aware that the information you have provided will be stored on Hampshire County Council's secure database and will only be used to process your application. It will not be passed to any other organisation.