



*Join our adventure*

The Federation of Burley and Sopley Primary Schools

# Headteacher Pack

*Applications close 17 April 2025, 12noon. Interviews held 6/7 May.*



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*Ofsted says*

“

Early years provision is exceptional...The highly skilled staff sharply focus on developing children's vocabulary and communication skills. These help children to learn how to work together and solve problems.

”

# Letter from our Chair

Dear applicant,

On behalf of the Governing Body, I am delighted to invite you to apply for the position of Headteacher at the Federation of Burley and Sopley Primary Schools. I hope this pack gives an insight into our wonderful schools. For more information, please visit our website and read both of our very recent Ofsted reports, in which both schools are graded as good overall, with Burley achieving outstanding for Early Years.

We are very proud of our schools, which are uniquely positioned to integrate the natural beauty of our surroundings into a rich and engaging curriculum, fostering a passion for outdoor learning among our children. We believe this approach not only enriches the educational journey of our children, but also instills a lifelong appreciation for nature and sustainability.

Our new Headteacher will have a proven track record of success as a senior leader in a primary school as a deputy headteacher, head of school, assistant headteacher, or headteacher and will be passionate about teaching and learning, with proven experience of delivering outstanding teaching across the primary phase.





## The Federation of Burley and Sopley Primary Schools

We are seeking a dynamic and charismatic leader who can inspire and empower staff and children to embrace and advance our strategic vision, ensuring our schools remain welcoming and inclusive environments for all. This is an exciting time for our schools and there will be the opportunity to appoint a deputy as part of this role. The ideal candidate will demonstrate integrity, exceptional communication skills, and will have an empathetic, approachable demeanour that resonates with all stakeholders, including parents and the broader local community.



We warmly encourage you to visit our schools to experience the vibrant learning communities we have developed. This will provide insight into how our unique setting and educational philosophy come together to create a nurturing and stimulating environment for both children and staff. Please contact Michelle Rixon at Sopley Primary on 01425 672343 to arrange a visit.

If you are a visionary leader with a passion for outdoor education and a desire to lead schools that thrive on community engagement and natural surroundings, we would be thrilled to receive your application.

Thank you for considering this exciting opportunity to lead our Federation into the future.

Yours sincerely,

Gail Radford Chair of Governors  
The Federation of Burley and Sopley Primary Schools





# 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, Hampshire schools are encouraged to operate and develop in a way which serves their local community, reflecting the cultural diversity the county offers. This is best achieved through local management, with the Local Authority (LA) 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. The 26 special schools, with an additional 42 units in mainstream schools, provide 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. 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 who provide a responsive and flexible service. There is also a strong ethos for collaboration and liaison, with regular meetings of headteachers in phase, cluster, and area groupings, aimed at maintaining communication and cooperation with the LA and between schools.

Hampshire prides itself on providing first-class learning opportunities for teachers and the LA operates a structured induction development programme for new heads. Hampshire is continually looking for innovative ways of improving standards in their schools, which can only be achieved through commitment to their staff. To find out more about Hampshire and what it has to offer, visit [www.hants.gov.uk](http://www.hants.gov.uk).

# About our federation

Sopley and Burley, two thriving village schools, are situated on the Hampshire border. Just four miles apart, they are located within the stunning New Forest National Park.

Our schools federated in May 2016. This structure provides rich opportunities for staff to collaborate and develop together for the benefit of our children, while maintaining close knit communities within each school.

## *Ofsted says*

“The staff have created a real sense of community in this caring school. Pupils show kindness and respect towards one another and adults. Older pupils look after younger ones at different times in the school day, acting as their ‘buddy’. This helps pupils to feel safe.”



While both schools have their own unique charms and characters, they are united by a focus on outdoor and experiential learning, a strong vision, and a set of shared values.

The federation values of honesty, enthusiasm, ambition, respect, and togetherness are the beating HEART of the schools and underpin the attitudes and expectations of staff and children alike.

# The Federation of Burley and Sopley Primary Schools



Sopley Primary sits among sprawling farmland, a short drive from the open forest. The school environment is enhanced by:

- the secret garden - a beautiful space tucked at the end of the play area. It features large planting areas and a pond teeming with wildlife



Burley Primary is nestled in the New Forest, often surrounded by horses, cows, and pigs. The school environment is enhanced by:

- the schoolhouse garden where the children enjoy planting and harvesting veg
- the enchanted woods, where forest school and outdoor learning happens regularly

## Both schools enjoy:

- beautiful library spaces
- large open playgrounds and separate early years and KS1 outdoor learning spaces
- thoughtfully equipped early years and KS1 classrooms that support continuous provision





# Our curriculum with HEART

Our children are naturally curious and deserve a curriculum approach that enables them to ask questions, challenge their thinking and beliefs, and make connections. As a result, we designed a curriculum using termly projects which evolve to match the needs and interests of our children and which use the strengths and skills of our staff.

Carefully mapped progression documents ensure children are equipped with the knowledge and skills to CREATE, DISCOVER and EXPLORE. Learning is scaffolded and continuous provision continues into year 2, with hope to extend it further.

*Ofsted says*

“The school curriculum is broad and ambitious. Across subjects, the important knowledge, skills and vocabulary are clearly identified from Reception to Year 6.”



Our beautiful forest environments enhance our curriculum, and we work to foster a love and respect for the outdoors. Our curriculum with HEART encourages our children to demonstrate independence and involvement in their learning as well as understand their responsibility towards each other and the wider world.



# Where Learning Is An Adventure

## EARLY YEARS FOUNDATION STAGE SUMMARY

Our EYFS beliefs have the child at the centre of each decision. As a Federation we feel that the best way for children to develop in the seven areas of learning and development is through play and exploration. Our aspirational classes have a rich provision to; promote curiosity, develop critical thinking and provide a range of experiences. Our adults play alongside our children and we believe this holistic approach ensures our children are ready for the adventures of KS1.



EYFS



## KEY STAGE 1 SUMMARY

We believe continuous provision is important for our children to allow them to continue to develop the characteristics of effective learning through the KS1 curriculum. Research tells us the importance of play for the development of the whole child. This means our children are prepared and ready for the adventures of KS2.

KS1

## KEY STAGE 2 SUMMARY

In KS2, we learn in depth. Our concept based approach allows time to question ourselves and each other and be motivated towards our continual adventure goals. Our learning toolkits ensure we are collaborative and evaluative. We retrieve continually to build on previous skills and knowledge.

LKS2



UKS2



## OUR VISION

Our forest/rural surrounding encourages curiosity and wonder and therefore our curriculum is an adventure that allows our children to **EXPLORE** new things, **DISCOVER** more about themselves and the world around them and **CREATE** a toolkit of knowledge and skills that mean they are well equipped to face the next stage of their adventure. Our values run through everything we do and mean we face adventures with **HEART**.

## THE FEDERATION FIVE

### THE EXPECTATIONS FOR THE ADVENTURE

1. When someone else is talking, we listen
2. When we want to share, we raise our hands
3. We keep equipment safe and use it for learning
4. We respect each other's learning space.
5. When moving we consider where we are and who we are with.



# Our values and expectations



## What our values mean to us...

**Honesty** - About what I am good at and what I need to develop

**Enthusiasm** - To engage with challenge

**Ambition** - Always learning

**Respect** - As we are all unique and we all add value

**Togetherness** - Accepting each other as individuals who work with one another

*Ofsted says*

“Pupils behave well and enjoy learning. They and their parents and carers appreciate the strong support that they receive from the staff with their work, their emotions and any worries that they may have.”

## Federation Five

*The expectations for the adventure*



When someone else is talking, we listen.



When we want to share, we raise our hands.



We keep equipment safe and use it for learning.



We respect each other's learning space.



When moving we consider where we are and who we are with.



# Reading schools

We work hard to foster a love of reading in our children, believing it is the key to unlocking knowledge and imagination. Book clubs, author visits, carefully curated libraries, and intentionally selected texts are all ways we sustain a culture of reading at our schools.



*Ofsted says*

“

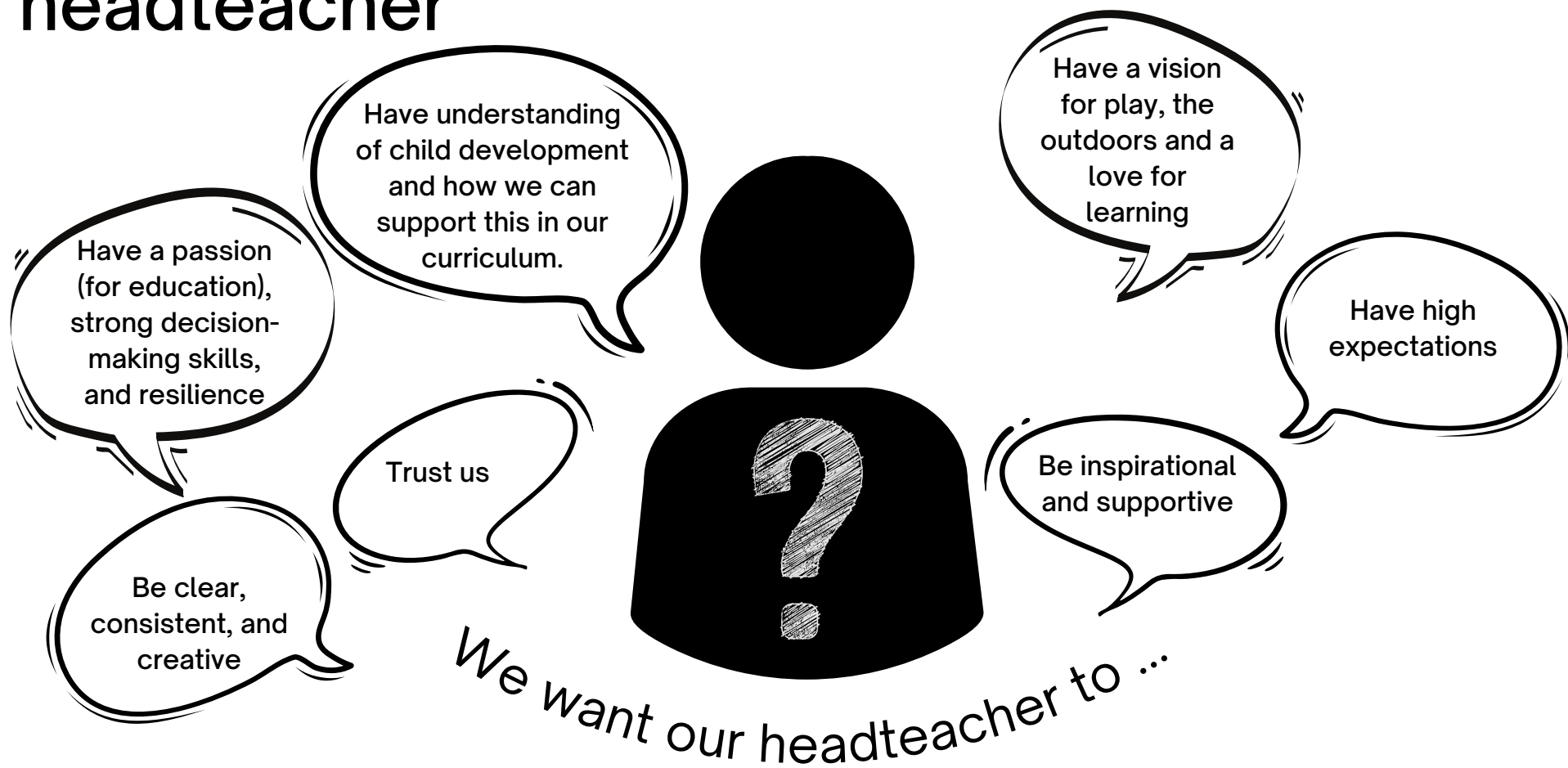
Reading is a high priority. Children learn how to read from the start of Reception. Any pupils who struggle receive targeted support so that they rapidly become fluent readers. The wider reading curriculum, through a diverse range of texts, supports pupils to develop strong reading skills. The school strongly promotes the love of reading. Pupils reflect this, talking enthusiastically about their current books.

”

# Our children's ideal headteacher



# Our staff's ideal headteacher





# Person specification

**The headteacher's role is to:**

- **provide professional and effective leadership so every child can fulfil their potential**
- **promote and safeguard the welfare of our children**
- **ensure 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](http://www.gov.uk)).

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

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

**All elements are essential unless stated as desirable.**

# Person specification

	Essential	Desirable
<b>Professional qualifications and experience</b>	<ul style="list-style-type: none"> <li>• Has Qualified Teacher Status with other relevant qualifications e.g. Cert Ed., B Ed or first degree with PGCE (A, R)</li> <li>• Evidence of significant continued professional development relevant to this post (A, R)</li> <li>• Has a proven track record of success as a senior leader in a primary school as a deputy headteacher, head of school, assistant headteacher, or headteacher (A, I, R)</li> <li>• Is passionate about teaching and learning, has experience of delivering outstanding teaching in the primary phase and can model this in the classroom (A, I, R)</li> <li>• Can demonstrate successful improvement in an education environment (A, I, R)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of mixed-year group classes (A, I, R)</li> <li>• Experience of performance management (A, I, R)</li> </ul>

# Person specification

	Essential	Desirable
<b>Professional qualifications and experience</b>	<ul style="list-style-type: none"><li>• Has experience of using a range of evidence, including performance data, to support, monitor and evaluate, and improve aspects of school life, including challenging poor performance (A, I, R)</li><li>• Has effectively led and evaluated work undertaken by teams and individuals, ensuring clear communication and delegation of tasks and responsibilities (A, I, R)</li></ul>	
<b>Qualities and knowledge</b>	<ul style="list-style-type: none"><li>• Strong interpersonal skills that are used to influence and motivate others (A, I, R)</li><li>• Demonstrates emotional self-awareness and reflects on the impact of their behaviour on those around them (A, I, R)</li><li>• Can establish and sustain a culture and practices</li></ul>	



# Person specification

	Essential
<b>Qualities and knowledge</b>	<p>that enable all pupils to experience a positive and enriching environment, while accessing the curriculum and learning effectively (A, I, R)</p> <ul style="list-style-type: none"><li>• Expects their own high expectations to be an example to all staff and pupils (A, I, R)</li><li>• Can establish and sustain a culture and practices that enable all pupils to experience a positive and enriching environment, while accessing the curriculum and learning effectively. Has high expectations of themselves, staff, and pupils to realise their full potential (A, I, R))</li></ul>
<b>Teaching, learning and curriculum</b>	<ul style="list-style-type: none"><li>• Ensures teaching is underpinned by high levels of subject expertise and effective use of assessment (A, I, R)</li><li>• Can establish and sustain high-quality teaching, built on an evidence-informed understanding of effective teaching and how pupils learn (A, I, R)</li><li>• Ensures a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills, and values that will be taught (A, I, R)</li><li>• Upholds ambitious educational standards which prepare all pupils from all backgrounds for their next phase of education and life (A, I, R)</li></ul>

# Person specification

	Essential
<b>Safeguarding</b>	<ul style="list-style-type: none"><li>• Ensures the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care (A, I, R)</li><li>• Experience of creating a strong safeguarding ethos and culture within school (A, I, R)</li></ul>
<b>Stakeholders</b>	<ul style="list-style-type: none"><li>• Forges constructive relationships in and beyond school to create a positive culture encompassing learning and citizenship (A, I, R)</li><li>• Can establish and sustain professional working relationship with those responsible for governance (A, I, R)</li><li>• Ensures staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs (A, I, R)</li></ul>

# Person specification

	Essential
<b>Self-improving school system</b>	<ul style="list-style-type: none"><li>• Uses current research to assess the schools and uses the information to influence effective implementation of improvement strategies, which lead to sustained school improvement over time (A, I, R)</li><li>• Understands the principles of change and demonstrates the processes of managing change effectively (A, I, R)</li><li>• Maintains a successful balance between operational and strategic activities (A, I, R)</li><li>• Evidence of effective development of leadership capacity in order to secure school improvement priorities and consistency across classes (A, I, R)</li></ul>

# Key tasks and priorities for the first school year



Explore and develop leadership capacity to ensure that teaching and the use of assessment is effective in all classes.



Discover how to raise standards across the federation at the end of KS2 so that they are at least in line with national averages.



Create opportunities to embed the wider curriculum so it supports the vision for the Federation and expected outcomes.