



The Mark Way School

www.markway.hants.sch.uk

Headteacher Candidate Pack



The Mark Way School
Inspirational Special School

Headteacher Recruitment

The Mark Way School – Secondary Special Needs Provision

Andover, Hampshire

Scale Range L25-L31* (£93,424 to £107,131)

Permanent, Full Time

Starting: April 2026

Closing Date: Noon on 1st December 2025

Interview Dates: 13th and 14th January 2026

Applications to: htrecruitment@hants.gov.uk



Letter from the Chair of Governors

To the new Headteacher. Thank you for your interest in the Headteacher position at The Mark Way School.

We are proud to be an Outstanding school, with a strong track record of academic success and a reputation for exemplary pastoral care. Our students thrive in an environment where high expectations across a full and varied curriculum are matched with meaningful support through personalised learning. We have many therapies both in the classroom and beyond to support students' needs.

This is a school where the whole child matters. We are looking for a leader who will not only continue our pursuit of excellence in teaching and learning but also demonstrate a deep commitment to nurturing every student's personal development, wellbeing, and unique potential.

The Mark Way School has benefited from recent expansion and offers a modern and well resourced learning environment.

The successful candidate will be someone who:

- Shares our belief in high expectations for all.
- Champions inclusive, student-centred education.
- Leads with integrity, vision, and compassion.
- Will expect to be stretched and challenged within a supportive leadership team.
- Is ready to build on our strong foundations to take the school confidently into its next chapter.

This is an exciting opportunity to lead a dedicated team and a vibrant learning community on its continued journey of growth and discovery. If you believe in the power of education to change lives and are ready to lead a school where every student is known, valued, and inspired, we would be delighted to hear from you.

Yours

Louise Waldron

From a Parent and Governor

To the New Headteacher

I consider myself fortunate to be both a Governor of, and have a child attending, The Mark Way School. This gives me visibility of the school from two perspectives, Governor and parent.

My son has been made to feel safe and supported by the school and has therefore grown noticeably in confidence. He is always eager to attend school and engages in the curriculum. I appreciate how the school takes the time to understand his individual needs, ensuring he receive the right academic, social, and emotional support.

The staff's commitment to inclusivity gives me confidence that my child's unique needs are recognised and met.

I can emphatically say that the governing board has developed, over many years, an extensive understanding of the school's operation, vision and key values. This has enabled us to support the headteacher and senior leadership to implement their agenda to achieve the school's objectives. While the school has been deemed outstanding, a truly great school should always be aiming higher and be committed to continual improvement, thus we are looking forward to providing our full support to the successful candidate.

Dr Bryan Allbutt

Governor



**Pupils excel at
this exceptionally
inclusive school**

Ofsted 2025



**Pupil behaviour is
exemplary**

Ofsted 2025



Student Stories - Young Person A

This young person was in care, with emotional regulation challenges and difficulties maintaining relationships at school. The Mark Way worked with CAMHS to secure an ASC diagnosis and treatment plan. The Mark Way actively managed the plan and instigated other interventions such as play therapy, THRIVE and social communication therapies resulting in good school attendance, an open honest relationship with foster carers and 4 GCSEs and 5 Entry Level qualifications. Since leaving they have passed their motorcycle test, attended college and aspire to a train driving job.

About our school

The Mark Way School in Andover is a school for young people with Special Educational Needs aged 11-16, the school is designated as a moderate learning difficulties (MLD) school.

We cater for a range of Special Educational Needs within the school, these include; Moderate Learning Difficulties; Global, Developmental Delay; Autism Spectrum Conditions; Speech, Language and Communication Disorder; gross and fine motor difficulties and moderate visual impairment and moderate hearing impairment. More recently young people with more severe learning difficulties (SLD) have joined the school but this is not our area of expertise.

At The Mark Way School we aim for our students to achieve the best possible outcomes given their starting points and we are incredibly aspirational for all that join the school.

As a small school we have a very strong sense of community which we have managed to maintain despite doubling in size over the past few years. Young people attending the school report they feel well supported and their special needs are met well by the school.

Staff are highly trained and professional and know the students and their families extremely well and work with them for the best outcomes possible. All students who attend the school have an 'Education and Healthcare Plan' (EHCP) and this is required to gain placement in the school. Placements are gained through the Local Authority SEN department; the school is not able to agree placements for young people in any other way.

Ethos and aims

At The Mark Way School we aim to support, nurture, inspire, motivate and challenge our young people to achieve their very best; we believe this is important for social, emotional and academic success. The school works hard to develop student aspirations and self-belief so they recognise they can do well and succeed in life. We like to see our students 'fly high' and enable them to do this in a supported and controlled way.

Underpinning our practice is recognition for the basic needs of all of our students to be met; this is before we even get to academic education. We ensure on young people's basic needs are met before approaching academia, seeking the support of other agencies to achieve emotional well-being as required.

We recognise our students require strong links between home and school and aim for a unified approach to meeting the needs of our young people by working together. Our home/school contract supports this collaborative work.

The school recognises that a young person with Special Educational Needs and their family can face challenges. We offer support in the home through our Family Support Worker who can guide and advise families as well as signposting and facilitating access to other agencies. In return we work with parents/carers and aim to gain advice and knowledge from the people who know their young person best, the families.

Personalising Learning

The school understands that all its pupils are individuals and seeks to provide a highly inclusive school environment where young people are stretched, challenged and supported to meet their true potential. The school is extremely supportive of all members of its community to ensure that young people and staff alike exceed expectations and are equipped for the challenges they face. This supportive school environment leads to excellent outcomes for all where progress is seen and celebrated.

The Mark Way School Virtues

Communication
Responsibility

Tolerance
Respect

Resilience
Independence

Courage
Organisation

The school virtues are extremely important and the school runs with these interwoven as an expectation for all members of the school community.



Governors evaluate the school very accurately and provide effective support and challenge

Ofsted 2025



Learning extends comprehensively beyond academics

Ofsted 2025

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 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.

What it means to be a maintained special school in Hampshire

Headteachers in maintained special schools in Hampshire have access to information, advice and guidance to support ongoing school improvement. Every maintained school has an allocated Lead Learning Partner (LLP). This is someone who gets to know the school and visits on a termly basis to focus on school improvement and provide supportive challenge and advice. The LLP is a key point of contact who can support the headteacher where there are challenges which arise.

All maintained schools benefit from new headteacher induction and support. This provides access to school improvement managers and a headteacher mentor to enable the transition to a new headship be as smooth as possible. Alongside this, maintained schools have regular access to Local Authority (LA) officers and updates from their area of service.

The service level agreement which enables maintained schools to access training support, more bespoke support and access to personnel and financial services provides access at a reduced cost. These services can then be accessed and commissioned as required.



Role Profile

The Headteacher is responsible to the Full Governing Body (FGB) of The Mark Way School and is responsible for the teaching staff, the support staff and the students of The Mark Way School.

1. Leadership and Strategic Direction:

The Mark Way School is a student focussed learning and developmental environment which seeks to ensure the best possible outcome for each unique pupil. This aspiration is important and has been key to the school's journey to an "Outstanding" Ofsted rating. The new Headteacher will be expected to fully support these aspirations and further develop the school's vision and values, as we seek to continuously improve.

Regardless of The Mark Way School remaining 'Outstanding' by Ofsted, following an inspection in March 2025, it is expected that the Headteacher will empower a culture of continuous improvement and take responsibility for the management of change across all school activities. Such change may be driven by the strategic direction of the school, the School Improvement Plan, the changing needs of the student cohort or in response to changes in educational policies and procedures. The design and implementation of the curriculum will be driven by its impact, ensuring that the needs of all students can, and will be met, enabling each student to achieve their best possible outcomes.

The Headteacher will:

- Maintain a culture of collaboration, aspiration and innovation that will drive the culture of learning and the systems necessary to ensure all staff and students are able to thrive.
- Work with the FGB and others to further develop a shared strategic vision and plan which inspires and motivates students, staff and all other members of the school community, leading to raised standards of achievement. They will ensure that the school's Improvement Plan is developed, implemented, evaluated, re-viewed, and updated and will regularly inform the FGB on its progress.
- Ensure the welfare and safety of staff, students and visitors and that effective behaviour management systems are implemented. Attendance, suspensions and behaviour will be monitored by the Headteacher and reports provided to FGB as required.
- Manage external relationships with DFE, Ofsted, Hampshire County Council and health partners (currently Hampshire Hospitals NHS Foundation Trust) to promote the best outcomes, ensuring the school works effectively in partnership with parents, carers and professionals to identify the additional and special educational needs of students, providing support and adaptation where appropriate.
- Will be responsible for overseeing the school's budget, ensuring financial sustainability, and making responsible decisions about resource allocation.

2. Management and Operations:

The Headteacher will:

- Be responsible for ensuring the smooth and efficient running of the school, including managing resources, timetables, and other operational aspects.
- Be responsible for recruiting, managing, and developing staff, including performance management, professional development, and ensuring a positive and supportive work environment. They will identify and support emerging talents in all roles within the school promoting clear succession planning. They will also create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Implement effective performance management and CPD aligned with SEND priorities.
- Work collaboratively with, and delegate to, the Senior Leadership Team, ensuring that leadership at all levels has a direct positive impact on strategic school improvement, pupil outcomes and effective business operation.
- Ensure effective deployment of support staff and external specialists.
- Maintain the highest standards of safeguarding, ensuring compliance with relevant legislation and policies, and promoting a safe and secure environment for all.
- Ensure that the ethos and values of the school are embedded and visible amongst students and staff.
- Promote full and effective collaboration across the school, delivering measurable pupil outcomes, professional development, and efficiency savings.
- Be responsible for managing budgets and resources efficiently, ensuring value for money.
- Oversee site safety, accessibility, and compliance with health and safety regulations.

3. Teaching and Learning

The Headteacher will:

- Lead the development and implementation of a broad, balanced, aspirational and relevant curriculum that meets the needs of all students. This curriculum may need to undergo rapid development in response to changes in the student cohort.
- Be responsible for promoting effective teaching and learning practices, including providing support and guidance to teachers and ensuring high-quality instruction. These teaching and learning practices should recognise the unique SEND needs of individual student to obtain the best possible outcomes and experiences.
- Demonstrate strong SEND subject knowledge and understanding of effective teaching methods. The Headteacher should promote evidence-informed teaching strategies that support diverse learning profiles.
- Ensure compliance with statutory frameworks, including, but not limited to, the SEND Code of Practice.
- Monitor student progress, using assessment data to inform teaching and learning that reflects individual progress and EHCP outcomes and ensures that all students have the opportunity to succeed. This monitoring will be reviewed by the FGB on a regular and appropriate basis.

- Promote positive behaviour and emotional well-being through therapeutic and restorative approaches.

4. Relationships and Communication

The Headteacher will:

- Be responsible for building positive relationships with students, staff, parents, governors, and the wider community, communicating effectively with all stake-holders, sharing information clearly and transparently, and fostering open dialogue.
- Engage with the local community, building partnerships, representing the school in a positive light, and pro-actively securing appropriate support and provision for students and their families both in and out of school.
- Liaise with the school's pastoral care and family liaison team to ensure positive relationships with parents, carers and local authorities (for looked after children).
- Ensure the smooth transition into the learning environment for new pupils and the management of challenges presented by “out of school” causes.

Student Stories - Young Person B

This young person suffered trauma in their early years and was a young carer. Their school attendance was very poor and they were often experienced high levels of anxiety. The Mark Way worked with external agencies and provided emotional and academic support resulting in improved attendance, academic outcomes and life chances. The young person is a school councillor, an anti-bullying ambassador and advocate for the school. They have established trust based relationships with adults at the school and solid friendships in their peer group. They are now able to travel independently in public transport, have a clear pathway to further education and it is expected they will transition to study carpentry at college.



Specific Responsibilities

Educational Leadership and Management

The Headteacher is responsible for performance, pupil progress and standards. They will:

- Create an ethos and culture through collaboration with staff in all roles
- Develop and maintain the school's values and ethos.
- Ensure the School's Improvement Plans demonstrate appropriate ambition and challenge.
- Ensure Self Evaluation is accurate and the resulting actions are valid.
- Develop a shared expectation of outstanding teaching and learning which is measured by the impact it delivers.
- Ensure complaints from students, parents and staff are effectively processed.
- Agree, communicate and deliver aspirational short and medium term aims within the context of the longer-term vision, to drive school's development and improvement.
- Support the Senior Leadership (SLT) Team, in leading any staffing changes, ensuring that the staffing needs for the school are understood and that effective succession planning is in place.
- Work with the SLT to develop the curriculum ensuring the consistency of quality learning and teaching throughout the school
- In collaboration with the Governing Body, ensure appropriate recruitment strategies are in place for all members of staff.
- Oversee student Admissions, identifying candidates who's needs would not be best met by the school and to negotiate with the local authority to prevent class sizes becoming excessive. They will attend, and ensure appropriate paperwork is completed for, Admissions Tribunals.
- Ensure that the school has a rigorous and effective staff appraisal system and pay progression decisions are made in line with agreed policies.
- Ensure effective performance of all Senior Leaders.
- Hold all staff to account for their professional conduct and practice
- Ensure resources are shared across the school when this will drive efficiency and quality.
- Create a climate of reflective practice and professional development that enables staff to achieve the best they can.
- Proactively use and learn from staff, pupil, and parent/carer surveys, demonstrating that appropriate action is taken to address issues raised.
- Promote equality and fairness for all.
- Take responsibility for their own professional development.

Financial and Business Management

The Headteacher is responsible for the financial probity, legal compliance and health and safety. They will:

- Work closely with Business Manager to ensure budgets are set and managed within agreed policies.
- Ensure the School continues to deliver a staffing structure with the potential to develop in line with need and available spend, monitoring the spend against the budget.
- In collaboration with the Business Manager and Chair of Governors, develop effective medium and long-term financial strategies to demonstrate effective use of available budgets.
- Ensure the School follows appropriate policies and strategies to ensure safe, legal and effective running of the school.
- Ensure Health and Safety Policies are up-to-date, fully implemented and managed.

Links with Community

The Headteacher will proactively develop links with the community. They will:

- Provide visible leadership and actively engage with relevant business, community and public bodies to benefit the students of the school.
- Ensure all members of the Senior Leadership Team are developing strong and effective partnerships with parents/carers and other external partners.
- Proactively develop and create positive and effective links with the community such as other local and regional schools including being an active member of the local area Special Schools Heads group.
- Work closely with the school's Family Support Worker to ensure:
 - Support transition into the Mark Way School through visits to the school, liaising with feeder schools to establish a relationship. Our aim is to make sure the students and families feel welcomed and reassured during their introduction into their next step of education.
 - The Family Support Worker conducts a home visit to all prospective parents and carers, an opportunity to iron out any worries or reservations they may have about attending a special provision.
 - Assistance for the parents/carers with completing the transition paperwork, if they should require it.
 - Support for the whole family to ensure a positive and clear approach which is paramount for all members of the family. They are able to sign-post the young person to make social and emotional progress.
 - Support for other members of staff with advice should they need it, as well as going with them to meetings/sitting in on EHCP Annual Reviews/court appearance etc.
 - Continued support for families during transition to further education /apprenticeships and advice for NEET, seeking support if necessary.

Reporting

The Headteacher will report to governors. They will:

- Report to the Full Governing Board (FGB). The FGB, and its Chair in particular, will work closely with the Headteacher in relation to the responsibility to act as a 'critical friend'.
- Provide a report at each FGB, updating the board on successes and challenges, including, but not exclusively, complaints, attendance and staffing.
- Have targets set by the Headteacher Performance Panel, and these will be reviewed on an annual basis.
- Hold regular meetings with the Chair of Governors to provide support and updates. These meetings will be held monthly, but frequency can be changed by mutual agreement.

The Headteacher job description will be subject to annual review as part of the performance management cycle.

Student Stories - Young Person C

The young person comes from a challenging home environment. Having transitioned from mainstream education with a diagnosis of ASC/ADHD, they displayed anxiety, dysregulated and physical behaviour at home and school. The Mark Way quickly identified that this young person also had difficulties with receptive and expressive language skills.

The Mark Way has intervened through CBT, THRIVE and intensive SALT therapies and have supported the parents with parenting and behaviour management skills training. The social and academic result is significantly improved. The young person's increased confidence and reduced anxiety has led to improved life chances, with a developed friendship group and a planned transition to study Fisheries and Aquatics at college.



Person Specification

Qualifications and Professional Development	Essential	Desirable
Qualified Teacher Status (QTS)	✓	
National Professional Qualification for Headship (NPQH) or equivalent		✓
Evidence of recent and relevant leadership and management professional development	✓	
Further academic/professional study (e.g., MA, SEND qualifications)		✓
Up-to-date knowledge of educational research, Ofsted policy, and SEND best practice	✓	
Evidence of professional development to develop self and others	✓	

Leadership and Management Experience	Essential	Desirable
Proven senior leadership in a special or inclusive school	✓	
Successful experience in the role of Headteacher		✓
Experience of leading whole-school improvement and self-evaluation	✓	
Experience of curriculum leadership and innovation	✓	
Strategic financial planning and budget management	✓	
Experience leading Ofsted inspections	✓	
Workforce development including succession planning and wellbeing	✓	
Effective performance management and use of staff appraisal systems	✓	
Experience in managing HR processes including recruitment	✓	
Experience using data and contextual information to drive improvement		✓
Experience of tribunals and panels	✓	

Knowledge and Understanding	Essential	Desirable
Strong understanding of SEND Code of Practice and EHCP processes	✓	
Understanding of curriculum design for diverse and complex SEND needs	✓	
Knowledge of statutory safeguarding guidance and legislation	✓	
Knowledge of inclusion, diversity and equity in education	✓	
Understanding of therapeutic and restorative behaviour strategies		✓
Familiarity with legal responsibilities (e.g., H&S, safeguarding)	✓	

Teaching, Learning and Curriculum	Essential	Desirable
Proven experience in teaching students with SEND	✓	
Ability to model and promote outstanding teaching	✓	
Understanding of inclusive teaching across age and ability ranges	✓	
Promotes student voice and adapts communication methods	✓	
Experience adapting learning for individual needs	✓	
Experience modifying curriculum for changing profile of needs		✓
Ability to monitor and evaluate teaching and learning	✓	

Communication and Relationships	Essential	Desirable
Excellent verbal and written communication	✓	
Ability to build strong relationships with pupils, staff, and parents	✓	
Ability to work collaboratively with a range of stakeholders	✓	
Skilled in presenting to and engaging with external audiences	✓	
Promotes open, transparent, and consultative communication	✓	

Safeguarding and Welfare	Essential	Desirable
Demonstrates secure commitment to safeguarding	✓	
Knowledge of statutory safeguarding responsibilities	✓	
Understands strategic and operational safeguarding leadership	✓	
Robust understanding of quality assurance of safeguarding arrangements in school	✓	

Personal Qualities and Attributes	Essential	Desirable
Visionary, values-led leadership style	✓	
Passion for inclusive, student-centred education	✓	
High emotional intelligence, empathy, and self-awareness	✓	
Resilient, adaptable, and calm under pressure	✓	
Commitment to continuous personal and professional growth	✓	
Integrity, honesty, and ethical leadership	✓	
Innovative and forward-thinking	✓	
Skilled at building teams and promoting a learning culture	✓	
Flexible and willing to work outside regular hours when required	✓	





Welcome to Andover

Andover is an historic market town and civil parish in the Test Valley district of Hampshire, England, known for its Saxon-era roots, 18th century coach stop heritage, and significant 20th century armed forces presence. Located on the River Anton, it offers attractions such as the Andover Museum, the Museum of the Iron Age, the modern arts venue The Lights, and nearby nature spots like the Test Way and Hawk Conservancy Trust.

The town offers good schools and amenities, supported by recent housing developments like the Picket Twenty. Andover is known for having affordable housing compared with neighbouring towns.

Andover benefits from excellent rail links to London Waterloo, Basingstoke and Salisbury, as well as good road networks to Hampshire and Wiltshire.

Application Process

Closing date for applications: Noon on 1st December 2025.

Please return your completed application via email to **htrecruitment@hants.gov.uk**

School Visits: The Governors would welcome visits to the school on 17th, 20th, 25th and 26th November. Please contact with the school office on **01264 351835** or email

Adminoffice@markway.hants.sch.uk to arrange an appointment.

Interview dates: 13th and 14th January 2026

You should provide a full statement in support of your application, which should not exceed two sides of A4 paper, and should take account of the key focus areas in the job description and person specification. Please do not restate the factual details already included elsewhere on the application form.

Selection procedure

The shortlist will be drawn up on 8th December 2025 and references will be requested.

Applicants will be advised soon 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. The selection process will take place on 13th and 14th January 2026. Further details will be sent to those candidates called for interview.

Equality Monitoring

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

Safeguarding

The Mark Way 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 all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks. All candidates invited to interview will be subject to online searches and checks.



**We look forward to
your application**

htrecruitment@hants.gov.uk

www.markway.hants.sch.uk