

Headteacher Recruitment Pack



Chandler's Ford Infant School

Kings Road

Chandler's Ford

Eastleigh

SO53 2EY

Tel: 023 80252655

“Caring now for future success”

[www.chandlersford-
inf.hants.sch.uk](http://www.chandlersford-inf.hants.sch.uk)



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Letter from the Chair of Governors

Dear Future Headteacher,

On behalf of the Chandler's Ford Infant School community, I want to thank you for your interest in becoming our next Headteacher, following the retirement of the current post holder at Christmas 2025.

Chandler's Ford Infant School is ambitious for all pupils and has a proud tradition of nurturing young minds and fostering a love of learning in a supportive and inclusive environment. We are a school that values creativity, curiosity, and compassion, where every child is encouraged to reach their full potential. Our dedicated, experienced staff and engaged community of parents and governors work together to ensure that each child's first steps in their educational journey are both joyful and inspiring.

We are seeking a leader who shares our passion for early education, who will bring vision, energy, and commitment to this pivotal role. As Headteacher, you will have the opportunity to shape the future of our school, ensuring that it remains a place where children thrive academically, socially, and emotionally. You will be tasked with driving excellence in teaching and learning, supporting and inspiring staff, building strong relationships with the wider community and ensuring our establishment is the school of choice in our area.

We believe that the right candidate will find the role of Headteacher at Chandler's Ford Infant School an exceptional opportunity to make a meaningful impact on the lives of our young learners and their families and to build on the successes of our recent Ofsted inspection.

If you share the vision for our school and believe you have the skills and attributes we are looking for, we warmly invite you to apply. Please find enclosed further details about the role, the school, and the application process.

We would also be delighted to welcome you for an informal visit to the school, where we would be pleased to show you around. Please contact admin@chandlersford-inf.hants.sch.uk or ring 02380 252655 to arrange a visit or for any further information.

Thank you for considering this exciting opportunity. We look forward to receiving your application and learning more about the experience and values you could bring to this role.

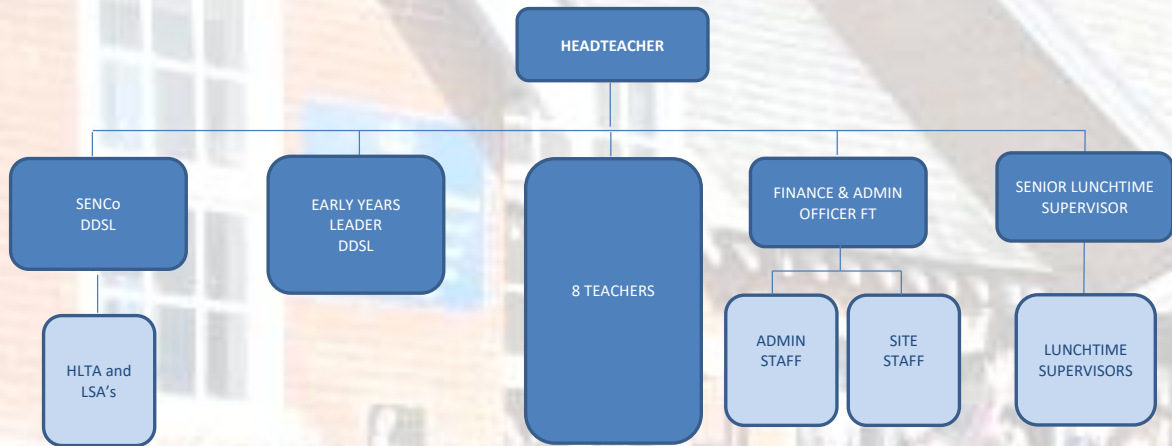
Diane Pugh

Chair of Governors



Forecast Staff structure for 2025-26

(as at 27 June 2025)



School structure

We are a two form entry school (PAN 60) with a temporary variation to a PAN of 30 for 2025-26.

Each of our classes enjoys full time LSA support.



Our Priorities and Key Tasks

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

- Refresh and align our values to reflect the strong culture and ethos of the school.
- Utilising the strengths and experience of distributed levels of leadership within the school.
- Improving outcomes and achievement in writing, whilst maintaining existing strong performance in other subjects.
- Work with all stakeholders to develop a strategy that's financially sustainable, whilst meeting the school's academic aspirations.



Data

Our school is proud of its commitment to high quality education, and our performance data reflects a strong foundation for continued development.

Phonics continues to be a significant strength, with the Year 1 phonics screening check exceeding the national average of 80.3%. Year 2 phonics retakes were particularly strong and significantly above the national average, demonstrating the impact of timely and effective intervention.

Attendance is another key strength and continues to exceed national averages, reflecting the strong engagement of families and the secure foundations of the school

Basic characteristics trends	April 25 Census	2024	2023	2022
Number on roll	154	164	179	177
Pupil premium	6.4%	7.3%	6.1%	3.4%
SEND	19.5%	15.9%	9.5%	11.9%
EHCP	4.5%	4.3%	2.8%	1.7%

EYFS trend	2025 (Provisional)	2024	National 2024
Personal, Social and Emotional Development	78.7%	91.3%	82.9%
Physical Development	91.5%	91.3%	84.8%
Communication and Language	80.9%	87.0%	79.3%
Literacy	76.6%	76.1%	70.0%
Mathematics	87.2%	84.8%	77.0%
GLD	70.2%	76.1%	67.7%

Phonics year 1	2025	2024	2023	National 24
Overall	81.0%	72.9%	71.7%	80.3%
Disadvantaged	33.3%	50.0%	20.0%	68.0%
Girls	80.0%	80.8%	74.2%	84.0%
Boys	76.4%	66.7%	69.0%	77.0%
EAL(5)	80.0%	83.3%	57.1%	80.0%
SEN(8)	25.0%	30.0%	12.5%	52.0%
Average score	34.3	34	33.4	33



Phonics year 2	2025	2024	2023	National 24
% children who retook the test and passed	92.30%	64.30%	92.90%	54.60%
% children who passed by end year 2	98.30%	98.30%	100%	

Attendance	2025 (June 25)	2024	National 23
Overall	95.90%	95.24%	93.70%
Disadvantaged	92.70%	94.22%	89.30%
Boys	96.40%	95.34%	92.70%
Girls	96.30%	95.15%	92.70%
SEN	95.60%	90.66%	89.90%
EAL	94.10%	93.29%	93.40%



Our hopes for the Future Headteacher – From our Teachers

Open door availability

Ready to muck in - teaching or lunchtime supervising if needed

Helps with behaviour issues

Approachable, fair and will listen

Emotionally intelligent

Vision to move forward

Values family atmosphere and sympathetic to village feel

Promotes community involvement

Good at marketing to grow numbers

EY and KS1 experience

Not afraid of change and ready to challenge

Values parent partnership and staff time

Nurturing and patient

Excellent rapport with children

Promotes CPD

Values our creative curriculum



Our hopes for the Future Headteacher – From our Children

Kind and respectful

Caring for children

Someone who can work hard

Not strict but fair

They celebrate our work and gives stickers, crowns and raffle tickets

Someone who talks to us

They enjoy music

Unique

Be themselves

Sense of humour

Proud of us

They will be caring and love us



Our hopes for the Future Headteacher – From our parents

Visible

Approachable to
our children

Engages with
parents in the
playground

Open door policy

Considers all
children

Compassionate

Actively listens to
parents

Takes on our
views

Good
communication
and liaison with
parents

Kind and gentl,
but can be firm
when needed

Good boundaries

Friendly



What we can offer our new Headteacher

- **An inspirational learning environment** where children are not only engaged but also excited to actively shape their own educational journey.
- **A team of dedicated and experienced staff**, passionate about providing an inclusive and nurturing educational experience, ensuring every child thrives.
- **A well-resourced school**, equipped with the tools and support necessary to foster creativity, innovation, and success in both students and staff.
- **A supportive and engaged governing body**, committed to driving the school's vision and supporting its ongoing development.
- **An active PTA, a network of engaged parents, and a vibrant local community**, all eager to contribute to the school's success and long-term growth.
- **A commitment to professional growth**, offering ongoing development opportunities and the potential for a driven leader to advance their career within a welcoming, child-centred school, set within beautiful grounds.



Photo Gallery







Job Description

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 Hampshire agreed pay scale. Chandler's Ford Infant school is a Group 1 school. Governors have set the Leadership Salary Range as £56,316 to £65,286 (STPCD '25-'26 pending).

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 Chandler's Ford Infant 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 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/428222/Headteachers_standards_2020.pdf)



Person specification

Factor	Essential	Desirable	Evidence
Professional qualifications and experience	Qualified teacher status		A
	Senior leadership experience in primary education Leadership, with experience at both EY&KS1.	An existing deputy or assistant head	A
	Evidence of relevant further professional in-service training and continuing professional development	NPQH or NPQSL	A, I
	Can demonstrate experience of making reasoned judgements and taking difficult decisions, conveying required outcomes clearly, positively and with sensitivity to a range of audiences		A, I, R
Leading and developing school culture	Understanding of the importance of strategic leadership when creating a strong vision reflecting the culture ethos and values of the school		A, I, R
	Experience of developing the ethos and values of a school and can articulate how this would apply to our school setting		A, I
Shaping the future	Experience of developing high quality learning behaviours across all year groups.		A, I
	Has experience of leading successful school improvement and can demonstrate how this has impacted on pupil achievement		A, I, R
Teaching, learning and curriculum development	Outstanding primary teaching practitioner		A, R
	Experience of developing a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught across wider curriculum areas.		A, I
	Takes an active role in staying well-informed of		A, I, R



	educational research and development and promote a culture of innovation		
	Can articulate how to engage children through inspiring learning experiences and environments		I
	Can demonstrate impact of holding ambitious expectations for all		I, R
	Successfully used a range of evidence to inform action which leads to improved pupil progress and attainment		A, I
Self-development and working with others	Improved teaching through demonstrating and modelling excellent teaching to develop and improve colleagues' practice.		A, I
	Can demonstrate how you use your own professional development to improve your own and other's practice.		A, I
	Experience of leading and developing staff through performance management, taking account of future career progression and aspirations.		A, I
	Experience of working closely with governors to improve pupil outcomes. Understands what effective governance looks like.		A, I
	Can forge constructive relationships beyond the school, working in partnership with parents, carers, governors and the local community.		A
Safeguarding	Experience of creating a strong safeguarding ethos and culture	Either a DSL or deputy DSL	A, I
	Provide a safe, calm and well-ordered environment for all pupils and staff.		A, I
Personal skills and attributes	Excellent communication and interpersonal skills which enable you to interact and connect within the schools and the wider community.		A, I, R
	Is emotionally intelligent and can give examples of using effective support mechanisms in		I



challenging times		
Able to use time effectively to drive improvement		I, R
Can think beyond the immediate situation when deciding when and how to implement new and enhanced strategies		A, I
Energetic, patient and tenacious in pursuit of excellence and driving the school to meet challenging targets		I
Has a passion for learning; recognises themselves as a learner who needs a team approach for success		I, R

Key:
A - Application
I – interview
R - Reference



Application Information

Application Procedure

You can browse through our website and get in touch with our school office on adminoffice@chandlersford-inf.hants.sch.uk so that you can visit and experience our school on 8th, 14th or 21st July, 5th or 16th September 2025.

Candidates should complete the application form and return it via email so that it is received **no later than 25th September 2025.**

You should provide a full statement in support of your application which should be no longer than 2 sides of A4 paper. Please do not repeat factual details provided in the application form.

Selection Procedure

The shortlist and the selection process will take place on 30 September 2025. Further details will be sent to those candidates called for interview.

Applicants will be advised after the shortlisting date whether they have been successful.

Equality Monitoring

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



Safer recruitment

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

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.

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.



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.