



Bidbury Junior School



Letter from the Governors



**Bidbury
Junior School**

Welcome to Bidbury Junior School.

Thank you for your interest in the position of Headteacher at Bidbury Junior School. We are writing on behalf of the Governing Board to warmly welcome you and share a little more about our school and what we are looking for in our next leader.

Our current Headteacher will be stepping down at the end of the Summer term 2026, having provided outstanding leadership to our children, staff, and community over the past 3 1/2 years. Their dedication and impact have shaped the school into the vibrant and nurturing environment it is today.

We are now seeking a new Headteacher who will build on these strong foundations. We are looking for someone who will champion our inclusive, nurturing ethos – a leader who celebrates individuality, values diversity, and inspires every child to achieve their very best. Our new Headteacher will foster a culture where pupils and staff feel valued, motivated, and proud to be part of the Bidbury community.

This information pack includes key details about our school and what makes it special. Additional information is available on our website. Even better, we warmly invite you to visit us in person – come and meet our children and staff, and see first-hand why we are so proud of Bidbury Junior School.

To arrange a visit, please contact our school office by phone or email.

If this exciting opportunity resonates with you, and your skills and experience align with our job description and key focus areas outlined in this document, we would be delighted to receive your application.

Rebecca Valentine-Dunn
Co-Chair of Governors

Maria House
Co-Chair of Governors

Staff perspectives on an Effective Headteacher

Commitment to Staff and School Wellbeing

- Demonstrates a strong commitment to supporting staff wellbeing and morale.
- Promotes team building, collaboration, and distributed leadership across the school community.

Communication and Collaboration

- Communicates clearly, effectively, and collaboratively with colleagues.
- Listens actively to staff and values their input.
- Is visible and approachable, building positive relationships across the school.

Approach to Teaching and Learning

- Recognise children as individuals, focusing on all aspects of wellbeing, alongside high expectations of attainment.
- Shows strength in supporting behaviour and meeting diverse needs so all children can achieve.
- Has a strong vision for what they want to achieve in the classroom and wider school.

Personal Qualities and Values

- Understands and respects the local community.
- Is enthusiastic, and passionate about teaching.
- Is committed to helping all Bidbury children thrive.
- Maintains a visible, approachable presence around the school.





What do our Children want?

We want someone who listens to children and adults and stays calm even when things get tricky.

Our Headteacher should be firm but fair, and make sure everyone follows the school rules and values.

They need to be kind, respectful and treat everyone equally, no matter who they are.

They should be confident, trustworthy and organised, and good at leading the school.

They should look after our school and care about our property.

They should care about us and check in to see how we're doing.

We'd like someone who's friendly, funny and not boring, but can still be serious when needed.

Our Headteacher should give everyone a fair chance and help us all do our best.

They should be full of enthusiasm and really believe in our school values.

Most of all, we want a Headteacher who is memorable — someone we'll always remember for being kind, fair and inspiring.





School Information



Bidbury Junior School is a vibrant two-form entry community school located in the Hampshire town of Havant. We serve the children from Bedhampton and the surrounding areas.

Bidbury Junior school shares its site with Bidbury Infant School, and there is a long-standing relationship between the two. This close partnership ensures smooth transitions for pupils – both academically and socially – as they move through the early stages of their education.

There are 237 children aged 7–11 currently on roll at Bidbury Junior School.

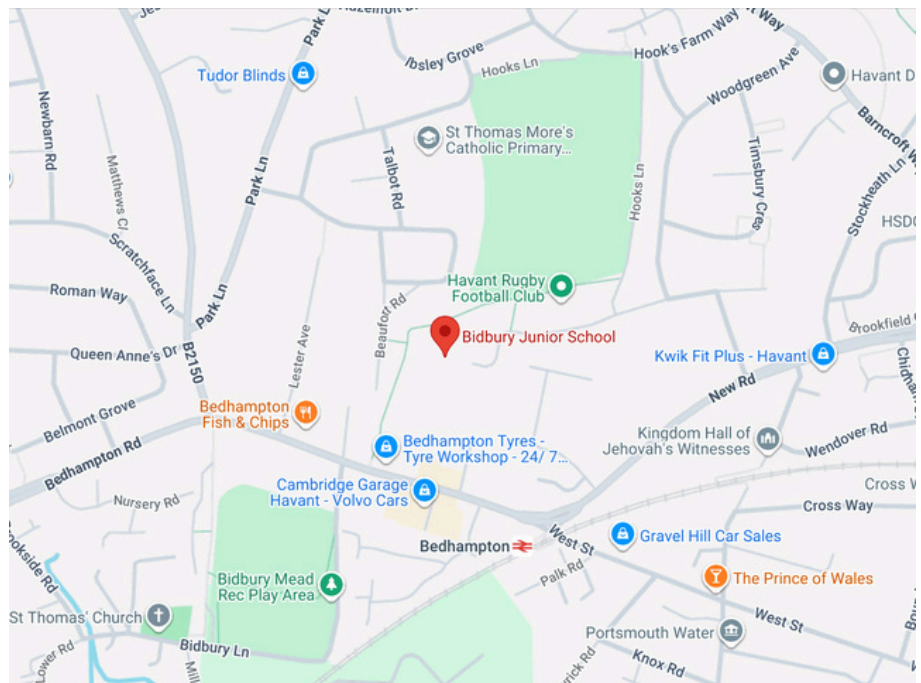
In its most recent Ofsted inspection (2024), the school was commended for having "taken effective action to maintain the standards identified at the previous inspection." (Bidbury was rated Good in 2019.) Inspectors also noted that “the school maintains high expectations for all pupils, including those with special educational needs and/or disabilities (SEND).” In addition to this we are proud that Ofsted recognised that children ‘feel proud of their school’ and it is a place where ‘everyone is welcome’.

Bidbury Junior School
Fraser Road
Bedhampton
Havant
PO9 3EF

What3Words: ///rush.crown.cross
For SatNav users: use the postcode PO9 3EJ

Telephone: 023 9247 4513
email: adminoffice@bidbury-jun.hants.sch.uk

School Website: [Bidbury Junior School](https://www.bidbury-jun.hants.sch.uk)



Vision and Values



Our vision is simple ...

Every child at Bidbury Junior School leaves Year 6 able to competently read, write and do maths; able to communicate effectively; able to keep themselves safe; and with high aspirations for themselves.

Our values

Our values are more than just words - they underpin everything we do and how we aim to do it. We have 6 core values that are embedded through our curriculum and in all that we do:

- **Resilience**
- **Respect**
- **Focus**
- **Boundaries**
- **Independence**
- **Self-regulation**



Every time a child is spotted demonstrating a value, they are awarded a values leaf through our ClassCharts app. For children who consistently 'get it right' or do something exceptional over the week, multi-coloured and golden leaves can be given.

Through our core values, our children develop a strong sense of pride, respect and responsibility for themselves and for others. We encourage high self-esteem, aspiration, expectations and respect in all our pupils. We recognise and celebrate that all are different but each are special. We encourage individuality and work hard every day to ensure that our school is a place where everyone feels valued and included. We believe that our children should develop an understanding of the wider world, their place within it and how they can make a positive difference.

Bidbury Junior School

Headteacher Person Specification

and links for the application process

Your application statement should refer to your consideration of the relevant experiences, achievements, and skills **identified as A (application)** below and the **key focus areas** described in the job description

Core professional experiences, qualifications	Shortlisting evidence sought in application (A), reference ® or interview (I)?
General: 1. Is a qualified teacher with Qualified Teacher Status Essential 2. Evidence of relevant professional study and/or qualification e.g. NPQH, MA Desirable 3. Has a proven track record of success, and of managing change, as a senior leader (Acting or substantive Assistant Head / Deputy Head / Head of School / Headteacher) Essential 4. Has knowledge and understanding of strategic financial planning, budgetary management and principles of best value Essential 5. Has experience of using a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging performance Essential	A A A R, I A, R, I

National Standards for Headteachers (2020) Please tell us how, in your current and previous leadership roles, you:	Shortlisting evidence sought in application (A), reference ® or interview (I)?
Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and create a culture where pupils experience a positive and enriching school life.	A, R, I
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.	A, R, I,
Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.	R, I
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.	R, I
Ensure the school sustains an inclusive culture and 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.	A, R, I
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.	R, I
Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care.	R, I
Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.	A, R, I
Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.	A, R, I
Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.	A, R, I

Hampshire Leadership Qualities and Behaviours Please tell us how, in your current practice, you:	Shortlisting evidence sought in application (A), reference ® or interview (I)?
Takes an overview of situations, stands back from detail and identifies connections and patterns, both internally and externally. Shows the ability and confidence to interact effectively with people in a range of contexts; understands the audience and the purpose of different relationships. Celebrates the achievements of all learners; establishes and maintains a culture of well-being and enjoyment. Exhibits a natural curiosity and eagerness to take on new challenges, demonstrated by a desire to work beyond the boundaries and be responsive to feedback from a range of sources.	R, I R, I R, I R, I

Bidbury Junior Headteacher

SUMMARY JOB DESCRIPTION AND KEY FOCUS AREAS

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 Hampshire agreed pay scale. Bidbury Junior School is a Group 2 school. Governors have set the Individual Salary Range at L15 – L21 (£73,105 - £83,680).

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 Bidbury Junior 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).

Focus areas for our new Headteacher

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

We wish to raise standards robustly in reading, writing and maths combined in all pupil groups.

What strategies have you used with staff and pupils to successfully accelerate outcomes?

We want to improve attendance, in particular for our most disadvantaged pupils.

What evidence of your impact do you have in improving attendance for a targeted group?

We want our SEND practice and provision to be a model of excellence, to ensure the school meets the needs of every child and parents are partners in this process.

How will you help create a school-wide culture of effective SEND practice, where all staff are well-trained, fully understand pupils' needs, and are able to meet those needs with real impact?

We want channels of communication between home and school to be enhanced and effective in enabling every child to thrive in school.

What strategies have you used which have proved effective in ensuring all voices are heard and what innovative practice might you bring to Bidbury Junior School?

These focus areas will be subject to a review, after appointment, with the governing body and Local Authority Leadership and Learning Partner to ensure that they remain the priorities for action.

Links to application process

The application statement should refer to the candidate's consideration of these key focus areas and their relevant experiences, achievements, and skill against identified (A) elements of the person specification.

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.