



# Kings Copse



Primary School  
Headteacher Information Pack 2025



# Letter from the **Chair** of **Governors**

Dear Candidate,

Thank you for your interest in our Head teacher vacancy at Kings Cope Primary School. We are delighted that you have shown an interest in the role.

We are a 1FE resourced provision Primary School based in the town of Hedge End. We currently have 225 pupils on roll with up to 9 places for Vision impaired pupils each year. We're the only primary in the south of Hampshire with this provision. All our VI children integrate with our mainstream children.

At Kings Cope Primary School, we strive to encourage children to be the best that they can be. Aspirations and aiming high are central to how we want our children to think. Children are nurtured to develop as respectful, independent, resilient, collaborative, curious motivated individuals, with a broad and balanced education which builds on children's strengths. They develop strong roots, working with our strong team of staff in a



caring environment which values learning in and outside the classrooms. It is our goal to be an ambitious community, working together in valuable partnership with parents to give all of our children the best start to their lifelong education.

The school has amazing facilities, including a craft room, food technology room, music and drama room, a magnificent library and bespoke provision for pupils with a visual impairment. Landscaped outdoor play areas, a large nature area and pond, extensive grassed areas and playgrounds provide space and facilities for our children and for community use.

As a successful oversubscribed school, we also have a reputation locally for providing amazing SEN support for our children. We have a number of children with SEN needs, ranging from SEMH needs to more physical and medical needs within the school. We offer a nurturing environment and proud ourselves on knowing each and every child in the school.

The school has a strong and supportive staff team, who put the children first and ensure that they are being supported in the best way possible.

Prospective candidates are warmly encouraged to come and visit the school during the school day to get a feel for the school. We will be carrying out visits on the following dates –

- Wednesday 23rd April
- Friday 25th April
- Monday 28th April
- Thursday 1st May

Visits can be organised by emailing [headteacher.recruitment@kingsapps.co.uk](mailto:headteacher.recruitment@kingsapps.co.uk) or by contacting the school admin office on 01489 785040.

We appreciate that it may be difficult to visit the school during these times so we will also

do our best to accommodate other dates if possible.

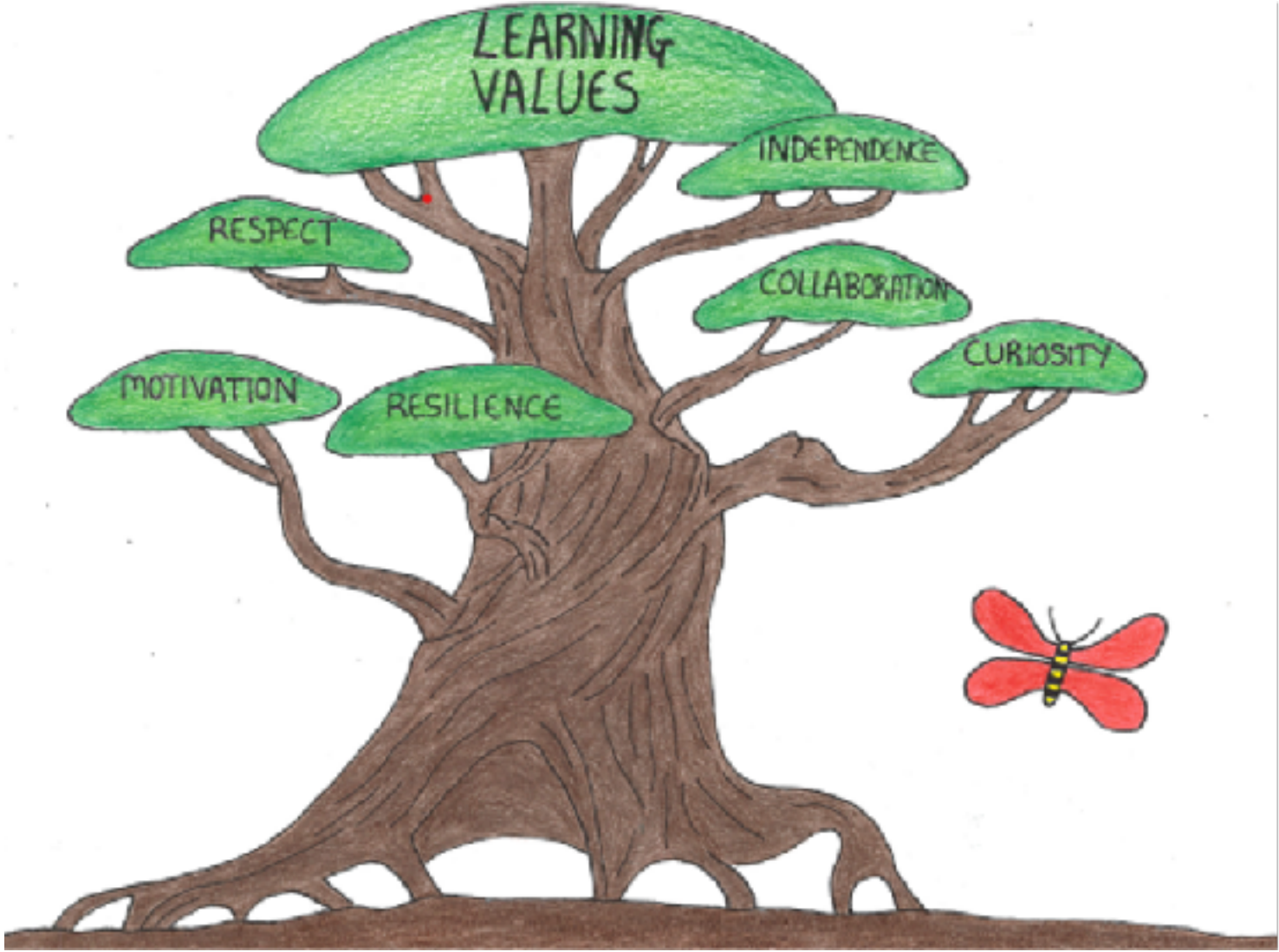
We are looking to appoint a passionate and caring candidate who is looking to work with us to continue to provide the best that we can for all our children. If you feel that you could be that person, then please do get in touch with us.

Yours faithfully

Sharon Taylor

**Chair of Governors**









# About Our School

- Hedge End is a town in the borough of Eastleigh in the south of Hampshire that borders Southampton.
- Kings Copse Primary works alongside other local schools as part of the Hedge End Cluster. We have strong working relationships with all the Hedge End Schools.
- In 2008, Kings Copse School was rebuilt with a purposeful VI unit attached making the school fully accessible. In 2020 the extension was added to support new local housing developments.
- We have a strong PTA team – Team Kings Copse – who work tirelessly to raise money to provide opportunities for all the children in our school.
- The school has a range of extra-curricular activities including football clubs provided by ACE Sports, an externally run Performing Arts club and has its own Forest Area providing opportunity for year round Forest School education.
- We have a sizeable playing field for sports days, outdoor play and varying summer events as well as trim trails for the children to use at break and lunch times.
- Our Oasis room provides a safe and quiet space for children that at times need more 1-1 or small group support outside of the mainstream classroom.





# School Council

Governors met with the school council to gain their views on what they want from a new headteacher. This is what they asked for.



## Keywords

*Kind | Encouraging | Understanding | Motivational | Committed*



### What does a Headteacher do?

- Keeps everyone safe
- Help children and adults
- Be respectful to everyone
- Take pride in what they do



### What kind of a person should the new headteacher be?

- Kind/Helpful to all
- Happy
- Helpful-approachable and for the children to feel safe around
- Motivating
- Energetic but not crazy!



### Important qualities in a headteacher

- Pride in the school and surrounding areas
- Present in school and during break times
- Keep things mostly the same
- Be happy



# Staff Views

## A Good Headteacher

Clear Leader, leads by example, clear vision, approachable, patience, empathy, acceptance, Inspire, big picture thinker, friendly, value staff, supportive, knowledgeable, consistent, good communicator

## How can a Headteacher ensure students and staff feel motivated and supported?

Constructive criticism, Praise and encouragement, approachable for advice and guidance, value staff, enforce high level of respect throughout the school, be present, observe what is going on around the school, awareness of strengths, school merit system, enforcing behaviour policy, inspire and collaborate, checking on wellbeing

## How would you like your Headteacher to interact with you as staff?

Time to talk and share ideas, understanding, open door policy, value input, get to know the staff, check in regularly, sense of humour, respect, empathy, team environment, passionate about change, share the vision, transparent, clear and concise expectations.



## What should our Headteacher's do in the first 100 days?

Allow the team to continue with what they are currently doing, get to know them along with children and parents. Take time before implementing change, staff 1-1, lots of contact with children, accept differences, visit all classrooms, develop relationships, ask questions, review goals proactively

## How can a headteacher ensure a positive learning environment?

Part of a team, engage with staff and students, regular communication, be visible, team building, supportive, listen, look after wellbeing, ensure the school is safe, be aware, encourage, reinforce





# Our Curriculum

At Kings Copse, we strive to deliver knowledge and skills through exciting, enriching and engaging projects that broaden and deepen children's knowledge and understanding in order to be lifelong learners.

Our curriculum intent is to provide children with experiences that makes their time at Kings Copse memorable. For us, it is about meaningful learning that helps them to see their place in the world and care about the mark they make on all that is around them, whether this is through the wider curriculum, wellbeing sessions or personalised projects. Our pupils not only acquire knowledge, but are provided with independent opportunities to apply skills and make connections between what has happened before, what they are learning now and the direction in which they want to go. It is vital to us that we foster a love for learning so that children take pride in all they achieve.

We achieve this by:

- Teaching children to speak, read and write fluently through a rich text-driven English curriculum. We aim to create empathetic learners who can communicate their ideas and emotions purposefully to others using a wide vocabulary. We aspire for children to better understand themselves, their communities and the wider world through a love of reading.



- Teaching a rich and progressive maths curriculum, which enables the children to make sense of the world around them. The focus is on children advancing their fluency in maths by developing their arithmetic, reasoning and problem solving skills.
- Using thought provoking questioning in our Science, which allows children to investigate problems and work as scientists to solve scientific enquiries.
- Adopting 'Golden Nugget' principles that ensure learning across the curriculum has clear intentions and children meet statutory requirements, while inspiring and motivating them to want to learn more about different curriculum areas.
- Implementing learning journeys that meet the needs of specific individuals, ensures a high level of inclusivity and promotes independent learning.
- Adopting an Early Years approach with child-led project based learning across the school that gives a sense of freedom, chance to question global events and a choice in what they are learning. This allows pupils to engage with projects that enthuse them, interest them and make them curious about the world they live in.
- Giving all pupils opportunities to work collaboratively across many areas of the curriculum. We encourage this through cross phase sessions, house team tasks and class based activities that enables children to develop a mutual respect for each other as well as tolerance no matter age, social values, faith or ethnic origin.
- Taking risks to ensure learners are engaged with the work they are completing and have regular awe and wonder pit-stops along the way. Through this, our children develop resilience skills so that they also feel safe to take risks of their own within a range of learning opportunities.



- Developing Social, Moral, Social and Cultural learning (SMSC) sessions that focuses on the wellbeing of pupils, their place in the world and health, while also supporting them in setting high aspirations for themselves and developing transferrable skills for life beyond primary education.
- Inviting visitors to school and planning trips to further enrich the learning and deepen our projects in a way we cannot simply do in the classroom – from rocket-powered workshops, to Stone Age carving or visiting museums.
- Preparing learners positively for life in modern Britain and promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs and for those without faith. Our key goals are to inspire children to want to learn more and to set aspirations beyond what they have already experienced. They are the drivers of our curriculum.

Further information on our broad and balanced curriculum can be found on our website.

[Kings Copse Curriculum](#)



Our most recent Ofsted visit took place in March 2024 where the school was rated Good in all areas.

Our [Full Report](#) can be found on the Ofsted Website

Governors provide effective challenge and support to the school to focus on continued improvements

---

The curriculum is ambitious and designed thoughtfully to help pupils build their knowledge gradually over time.

Pupils produce quality work and staff quickly address misconceptions.

---

The school's values of respect, independence, resilience, collaboration, motivation and curiosity are embedded into daily life.

---

Carefully considered adaptations ensure that VI children succeed across the whole curriculum.

Pupils are proud of their inclusive and caring school!

---

The school has high ambitions for every pupil including pupils with SEND needs.

---

Pupils benefit from a broad range of interesting experiences, including being a member of the school council or a cyber ambassador.







# Person Specification

## Role of the headteacher

- To provide professional and effective leadership in order that every child can fulfil their potential
- To promote and safeguard the welfare of our children
- Promote 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.



## Glossary

**A** = *Application*

**I** = *Interview*

**R** = *Reference*



	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 and relevant continued professional development that prepares you for this post (A,R)</li> <li>Has been a DHT, AHT or Head of School or other senior leadership experience in primary education (A, I, R)</li> <li>Experience of delivering outstanding teaching in the primary phase (A, I, R)</li> <li>Substantial evidence of improving the attainment of children (A, I, R)</li> <li>Evidence of own training or experience in developing a strong knowledge of meeting needs of children with SEND (A, I, R)</li> <li>Proven experience of driving school improvement that results in improved outcomes for children and their families (A, I, R)</li> </ul>	
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>Experience of developing and supporting a strong safeguarding culture within a school, with up-to-date knowledge of safeguarding requirements and current legislation (A, I, R)</li> <li>Experience as a DSL or deputy DSL with a strong understanding of working with children's services (A, I, R)</li> </ul>	



	Essential	Desirable
<b>Pupils, Staff and Stakeholders</b>	<ul style="list-style-type: none"><li>· Uses pupil voice as part of evaluation and school improvement (A, I, R)</li><li>· Has established and sustained high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are inclusive and are understood clearly by all staff and pupils (A, I, R)</li><li>· Communicates effectively with all members of the school community (A, I, R)</li><li>· Can demonstrate the impact of networking and working with other schools (A, I, R)</li></ul>	
<b>Leadership and management</b>	<ul style="list-style-type: none"><li>· Is able to articulate and implement an inspirational vision for the development of the school (A, I, R)</li><li>· Demonstrates strong aspirational leadership motivating, empowering and inspiring others whilst valuing distributive leadership (A, I, R)</li><li>· Experience of working to develop provision for children with SEND so that it meets individual needs and they make good progress (A, I, R)</li><li>· Adaptable to changing circumstances, and able to manage, lead and communicate change sensitively and effectively (A, I, R)</li><li>· Able to manage time, act decisively and prioritise (A, I, R)</li><li>· Evidence of using data to raise the achievement of all groups, including those with SEND and those with an entitlement to pupil premium funding (A, I, R)</li><li>· Evidence of effective delegation and developing leadership capacity in order to secure school improvement priorities (A, I, R)</li><li>· Experience of working in partnership with the Governing Body in an open and transparent manner to ensure statutory responsibilities are met, and to enable the Governors to play their full part in the strategic planning, challenging and support of the school (A, I, R)</li><li>· Uses a range of tools to monitor and evaluate a range of school provision supporting school improvement (A, I, R)</li><li>· Able to make informed financial decisions to maximise financial efficiency and ensure resources are effectively used to achieve the best outcomes for the children (A, I, R)</li><li>· Is an active, visible leader who leads by example and develops leadership capacity to implement positive change (A, I, R)</li></ul>	Experience of leading staff performance management (A, I, R)



	Essential	Desirable
Teaching, learning and assessment	<ul style="list-style-type: none"><li>• Able to model highly effective teaching and learning with the classroom (A, I, R)</li><li>• Evidence of a commitment to ensuring and contributing to an inclusive school through an effective understanding of equity, equality and diversity, and challenging all forms of discrimination (A, I, R) Strong knowledge of the Primary curriculum and experience of effectively developing an aspect of the curriculum (A, I, R)</li><li>• Engages effectively with research, other schools and agencies to impact positively on improved outcomes for children and their families. (A, I, R)</li><li>• Evidence of strengthening teaching, learning or the impact of assessment (A, I, R)</li></ul>	Highly effective teaching experience across both KS1 and KS2 (A, I, R)

### Key tasks and priorities for the first school year

During the first year, the new headteacher will need to be confident in being able to carrying out the following key priorities as identified by the governing board in conjunction with HIAS.

- Raise standards at the end of Key Stage 2, so that they are above national averages
- Further develop the use of assessment and associated strategies to increase progress for target children
- Further develop the leadership of wider curriculum, so that the intended impact is consistent across all subjects





# 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 Admissions' 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



# Education In Hampshire contd.



provides a responsive and flexible service to 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 are 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 Headteachers, 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.

Hampshires most recent Annual Performance Assessment confirmed that we are an Authority that provides excellent education and has an excellent capacity for future 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](http://www.hants.gov.uk)  
Hampshire has a lot to offer. We hope you will join us.



# Application Process

Visits to the school are warmly welcomed and will be hosted by the governing board on the following dates.

- **Wednesday 23rd April**
- **Friday 25th April 2025**
- **Monday 28th April 2025 (PM only)**
- **Thursday 1st May 2025 (PM only)**

Application Form Deadline:

- **Midday on Thursday 8th May 2025**

Shortlist – Tuesday 13th May

Applicants who have been successfully shortlisted will be notified by the 16th May.

References will be requested prior to interview and need to be received prior to interview.

Interview Day 1 – **Thursday 22nd May** – all day

Interview Day 2 – **Friday 23rd May** (Applicants who have successfully got through Day 1.



Candidates must be able to attend the interview dates stated above. Applications need to be on the Hampshire Applications Form and must be sent to [Headteacher.recruitment@kingsapps.co.uk](mailto:Headteacher.recruitment@kingsapps.co.uk) by midday on the closing date. CVs will not be accepted.

Failure to send your application to the above email address may invalidate your application.

Applications will be acknowledged with 2 days or receipt.  
If you wish to have an informal discussion with the Chair of Governors or the current Headteacher then please email us.

### **Safer Recruitment**

Kings Copse Primary 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. The successful candidate will be subject to a Disclosure and Barring Service Check along with other relevant employment checks including an online search.

