

Federation of Netley Abbey Infant & Junior Schools

Head of School (Assistant Headteacher)
Application Pack





Included in this brochure:

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Introduction from our Federation Headteacher



Welcome!

Thank you very much for your interest in our schools. Netley Abbey Infant and Junior Schools are both Ofsted-rated good schools (Ofsted 2023) with a fantastic, welcoming staff, wonderfully positive and enthusiastic pupils and a supportive governing body.

Are you ready to take the next step in your leadership journey? Whether you're an aspiring leader or an experienced Assistant/Deputy Head looking to broaden your impact, this is a truly exciting opportunity to join a vibrant, values-driven school community. At the heart of our Federation is a deep commitment to kindness, empathy, excellence and resilience—values that shape everything we do and result in us achieving our vision: Excellence Everyday. We are pleased to offer a fully non-class based leadership role, giving you the time, space and autonomy to make a meaningful difference in the lives of our youngest learners across EYFS and KS1.

You'll be leading our Infant School as Head of School, supported every step of the way by a highly experienced, dedicated and genuinely supportive leadership team. This is a chance to work alongside an exceptionally talented staff team and wonderful children who are enthusiastic, curious and eager to learn.

This role is ideal for:

- A passionate educator stepping into leadership for the first time.
- An experienced Assistant or Deputy Head seeking to grow within a larger, dynamic setting.
- Someone excited by the opportunity to work across a 3-form Federation, contributing to strategic development and school improvement.

We believe in empowering our leaders. You'll have real autonomy to shape the direction of the Infant School, while being part of a collaborative leadership culture that values your voice and vision.

This post has become available due to the current post-holder's successful appointment to Headship—a testament to the impact and growth this role can offer.

Our children are happy and engaged in their learning. We have excellent facilities and a well-resourced learning environment. Our fantastic grounds enable us to develop learning outside the classroom. Visitors to the school regularly remark on the good behaviour of our children and their enthusiasm towards learning. We are told our schools have a welcoming atmosphere and we would like you to experience this as well. Further details can be found in this pack and we are happy to answer any questions you have. We would be delighted to receive your application and look forward to meeting you soon.

Mrs Rosie Earle

Federation Headteacher

Our vision & values ...



Our Values:

At The Federation of Netley Abbey Infant and Junior Schools, we believe that every child should have a secure and caring environment in which they are valued and respected as individuals. Our 7 year progressive journey for our pupils allows each of them to achieve their best. We encourage and support personal achievement and the development of independence and personal responsibility.

Ready, respectful, safe and kind are our pupil values, based on the work of Paul Dix

Kindness, empathy, excellence and resilience are our staff values, created collaboratively with all of our staff

Our Vision:

Rooted in fairness and compassion, we strive for excellence and resilience, shaping a learning community where children grow as respectful, kind, safe and confident learners.

Excellence Everyday

Our Locality

The Federation of Netley Abbey Infant and Junior Schools, formed in 2020, comprises of two delightful schools serving the local community within the Itchen Valley. Both Netley Abbey Infant and Junior School share the same site within Hampshire with a variety of contrasting localities nearby including; the coastline, countryside, heritage site, a range of facilities and quiet villages. The shores of the Hamble River are a haven for yachtsmen and the school itself is only a short distance from the Royal Victoria Country Park which sweeps down to the water's edge at Netley and is an ideal place to pursue walking and water sports amongst many other leisure facilities.

The original primary school was opened in 1876 at Butlocks Heath. The junior school moved to the present site in 1974. The infant school was then opened in 1984 on the junior school site, having moved from the village centre. Our infant school comprises of 2.5 form entry classrooms within Years R and 1, and 3-form entry within Year 2. Within the junior school, we are three-form entry with three modular buildings on our large site for our Year 3, 4, 5 and 6 Pupils. There are various playground areas and extensive playing fields. The school grounds provide a pleasant environment for the pupils and this is well utilised within our curriculum.

Within our Federation, we are committed to developing lifelong learners and responsible citizens with a clear vision for their future – excellence everyday is our visionary aim. Our high-quality responsive teaching and learning raises standards of achievement for all children within a seven year journey from Year R to Year 6.



Early Years Foundation Stage

In our Federation we believe that a strong foundation is vital for future success. We facilitate children's learning through inspiring them with irresistible opportunities and 'magical moments'. We find out what the children's fascinations and interests are as a starting point before children begin school with us in Reception. We aim to create a welcoming, engaging and stimulating learning environment which encourages the children to explore, investigate and take their learning forward with the help and support of the skilled adults. Children are encouraged to become independent learners and to take responsibility for their own lines of enquiry, with inclusive and diversity at the heart.

As the children begin their journey they are introduced to our learning characters. This is supplemented with our learning behaviours which aid and develop resilience, emotional stability, inquisitive minds, team spirit and problem-solving skills throughout their journey at Netley Abbey Infant School. Children learn in the Early Years Foundation Stage through child-led play as well as via teacher led inputs. Staff meet the individual needs, interests and stage of development of each child in their care. We know that children of this age learn in an unconscious way during informal interactions.



Key Stage One

As the children move into Key Stage 1, Netley Abbey Infant School allows for seamless transitions both environmentally and within the curriculum. This ensures the children feel safe and secure within their learning environment. Where we can we will use staff who know the children well, to move with them into their new year group. This enables all children to progress in their learning quickly without transition being a barrier.

The National Curriculum is divided up into learning adventures across the key stage. Planning has been carefully constructed utilising our curriculum overview documents of knowledge and skills for all subjects. Each year group will aim for consistent planning opportunities across the three classes. All learning adventures are planned with the children's interests in mind and begin with a hook which draws in the children's curiosity and culminates with an exciting and usually hands-on outcome.

Our Teaching and Learning Principles across the Federation are based upon the research of Mary Myatt ('High Challenge, Low Threat'), Rosenshine's Principles, Guy Claxton ('Building Learning Power') and Jon Hattie ('Visible Learning').

Outdoor learning is planned for within each learning adventure and outside areas are available for all classes in KS1 as well as the use of the field. This helps build on the foundations set within the children's first year in EYFS.



Key Stage Two

Our Federation transition package allows for pupils to move into Year 3 seamlessly, in readiness for the increase in challenge of the Key Stage Two National Curriculum, with secure relationships and happiness at the heart.

Planning is expertly created by our excellent teaching staff, based on what the children need to know and their current attainment. Although class teachers adapt planning for groups of pupils, the same general learning outcomes are consistently achieved across a year group.

Mary Myatt's curriculum development around challenge for all with low-threat task design has been key to our training across the junior school and has ensured all children experience a greater depth to their learning in all subjects. Teachers utilise their expert pedagogical knowledge to deliver engaging, high-quality inclusive teaching for all groups of pupils to achieve highly in every area of the curriculum. We learn to build knowledge and skills; because this gives pupils the best chances in life to achieve their best within our Federation, at secondary school and beyond!



What do our pupils want from our new Head of School (AHT)?



kind

helpful

have empathy

supportive

humorous

fun

listens

What do Ofsted say about our Federation?



Adults work with skill, compassion and consistency to enable all pupils to succeed.

Pupils really enjoy coming to school. Classrooms are hubs of learning, active children fill the playground and pupils are sociable at lunchtime.

All pupils show politeness and respect for adults and classmates.

Leaders have high aspirations for all pupils at the school. The curriculum has been carefully designed, with a clear priority on reading.

Staff support pupils with specific needs well, giving careful consideration to make the learning accessible to all.

Leaders have high expectations for pupils' behaviour and model this in their own conduct.

Supporting the local community is a key focus of the school. Pupils consider the needs of others.

Governors know their responsibilities, and carry these out effectively. The dedicated staff are very supportive of one another.

Pupils are encouraged by staff to 'be the best that they can be' at this vibrant, inclusive school. One pupil summed this up, saying, 'The best thing about our school is that it is a community for everyone.'

One pupil was proud to share, 'From reading to Taekwondo, you can do everything here!'

Pupils explain their 'Netley Learning Model' with confidence, describing how they are encouraged to think about people's differences so that they learn to respect each other.

Leaders have developed an ambitious curriculum for all pupils. Staff create a love of reading through initiatives such as the library book swap and by regularly sharing high-quality texts.

Pupils talk about books with enthusiasm and share detailed recounts of stories that teachers have read to them in lessons.

Leaders deliver a thoughtful programme that supports pupils' wider development.

One parent commented, 'You will find clubs suitable for everyone...teachers always have the best interests of children at heart.'



Job Description – Head of School (AHT)

Job details

Salary: Leadership Pay Range L1-5

Contract type: full-time, permanent

Main purpose

The Head of School (Assistant Headteacher), under the direction of the Federation Headteacher, will be responsible for providing the leadership and management of Netley Abbey Infant School in line with the vision of The Federation of Netley Abbey Infant and Junior Schools and manage the day-to-day running of the school.



Job Description

Duties and responsibilities

- Leadership and management of the school
- Manage the operational systems and day to day running of the school
- Be strategically innovative when undertaking self-evaluation and school improvement planning and implement change to ensure high outcomes for all pupils
- Manage senior and middle leaders, developing a professional culture amongst all staff at the school
- Support and challenge staff, dealing with underperformance effectively while making sure staff are given the support to do their jobs well
- Implement the school's appraisal policy and other management processes and systems
- Support the implementation of federation and school policies
- Promote a culture of school-wide health and safety
- Support the recruitment of teaching and non-teaching staff where necessary
- Provide training and continuing professional development (CPD) opportunities for all school staff
- Identify areas of progression and promotion for staff that support succession planning for the school
- Work alongside the Attendance Team to raise attendance, investigating persistent absences and improving punctuality.

Job Description



Teaching and learning

- Work with staff to promote high quality teaching across all subjects
- Identify any areas of weakness in teaching and take action to improve these areas as well as teaching and learning across the school
- Make sure the school's assessment system is fit for purpose and provides teachers with useful information about pupils
- Identify areas where staff may benefit from sharing good practice or accessing support from other schools
- Monitor the outcomes of pupils and draw out any patterns of underperformance in key groups of pupils
- Promoting inclusive practice
- Make sure standards of behaviour are high to foster an environment in which learning can thrive

Communication

- Continue to build on the vision of the federation and share with all stakeholders
- Build relationships with the community, including demonstrating effective parent communication
- Attend any relevant local governing meetings to keep them informed of the educational performance of the school, giving them what they need to provide support and challenge
- Have a high level of emotional intelligence and manage this to be a resilient leader



Job Description

Other areas of responsibility

As Designated Safeguarding Lead, you will have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority and working with a range of other agencies

The Head of School will be required to safeguard and promote the welfare of children and young people and follow school policies.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks expected to be carried out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Federation Headteacher.

Person Specification – Head of School



CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none">• Qualified teacher status• Degree• Further relevant qualifications (desirable)
Experience	<ul style="list-style-type: none">• Successful leadership and management experience in a school• Teaching or leadership experience within Key Stage One and/or EYFS• Understanding of whole-school improvement• Demonstrable experience of successful line management and staff development

Person Specification – Head of School



CRITERIA	QUALITIES
Skills and knowledge	<ul style="list-style-type: none">• Data analysis skills and the ability to use data to set targets and identify weaknesses• Understanding of high-quality inclusive teaching based on evidence, and the ability to model this for others and support others to improve• An interest in developing an understanding of school finances• Effective communication and interpersonal skills• Ability to communicate a vision and inspire others• Ability to build effective working relationships
Personal qualities	<ul style="list-style-type: none">• Commitment to uphold high principles• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the trust and school• Ability to work under pressure and prioritise effectively• High level of emotional intelligence• Commitment to maintaining confidentiality at all times• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position

Current Leadership Structure



Federation
Headteacher

Assistant HT

Head of School
(AHT)

Director of
Inclusions (AHT)

Head of School
(DHT)

School
Business
Manager

Application Process



E-mail address: hr@netleyabbeyschools.co.uk

You should provide a full statement in support of your application, which should not exceed two sides of A4 paper. Please do not restate the factual details already included elsewhere on the application form.

Selection Procedure: The shortlist will be drawn up and further details will be sent to those candidates called for interview. Applicants will be advised within 3 working days 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.

Equality Monitoring: All applications will be required to complete an Equality Monitoring form. Receipt of Application Applications are acknowledged within 2 working days of receipt.

Safer Recruitment: The Federation of Netley Abbey Infant and Junior Schools 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 that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure & Barring checks along with other relevant employment checks.”

Privacy notice: The Federation 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.

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.

In Hampshire, we pride ourselves on providing first-class learning opportunities for our teachers both internally and with outside course providers.

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.