



Four Lanes Federation

Head of Infant School Information Pack



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Our Vision, Values and Aims

Our Federation community has developed both a vision and a set of values that underpin our aims and expectations at Four Lanes Federation. These are essential to the ethos of our schools and form the basis of our strategic plan.

Four Lanes Federation is a nurturing and ambitious community where every child is known as an individual, valued for who they are, and challenged to achieve their best. Through evidence-informed practice and strong community partnerships, we equip children with the knowledge, skills and attributes to thrive academically, socially and emotionally – in learning and in life.

Our Values

Aspiration

Kindness

Perseverance

Respectfulness

Our Aims

In order to achieve our vision for Four Lanes Federation we have identified a number of key aims to ensure that every child is given the very best chance to succeed:

- Nurture and instil the Federation values within children: aspiration, kindness, perseverance and respectfulness

- Deliver the National Curriculum and EYFS framework to a high standard, enabling children to value, retain and recall knowledge from lesson-to-lesson and over time, developing a love for learning

- Develop strong, collaborative relationships with parents, the wider community and feeder organisations to support children’s progress and long-term success

- Remove barriers and tackle disadvantage for all pupils, enabling strong progress, broad opportunity, and high aspiration



-Utilise research-informed practice and professional development to secure exceptional classroom standards and guide a forward-thinking approach responsive to children's evolving curriculum and learning needs

-Meet the needs of every learner, equipping them for the future academically, socially and emotionally

-Instil high ambition and self-motivation within children



Executive Headteacher's Welcome

Dear Applicant,

It is with great pleasure that I welcome you to Four Lanes Federation and thank you for your interest in the role of Head of Infant School.

As a Federation, we are fully committed to developing each child's unique potential within a secure and caring environment. We believe that our children should not only reach their best academically, but also develop a thirst for knowledge and a love of learning. The children of Four Lanes Federation are happy learners, who work hard to achieve the challenges set by their teachers.

At Four Lanes Federation, we are very proud of our community atmosphere and we strive not only to provide the highest quality of education, but also help our children become happy, successful and fulfilled individuals.

This application pack contains information about the opportunity that exists at Four Lanes Federation to work with our established staff team to build a learning culture where pupils and their progress is always put first. I hope that the information provided tells you about the type of leader we are looking for to join our team and lead. Four Lanes Federation is a fantastic place to work; it provides a fun and supportive environment, where every day is different. In order to find out more about our approach and outcomes as a school, please do look at the Federation website.

I have been the Executive Headteacher at the Federation since September and in that time we have been working hard to align our practices to ensure effective primary practice to enhance pupils' experiences across the seven years with us. I am proud to lead a team of staff and governors that are driven to secure the very best opportunities and outcomes for both the pupils and the community it serves.

I am looking for a Head of School who shares this ambition, is highly driven and demonstrates an unwavering commitment to the children in their care. The successful applicant will need to be reflective, innovative, enthusiastic and most importantly have strong curriculum and pedagogical knowledge.

I firmly believe in the importance of leaders modelling the high expectations that we desire for our children at all times and am looking for someone to work alongside me in this role.

I would love to have the opportunity to meet you and show you around our Federation. This is also a great way of meeting our fantastic children and dedicated team.

I look forward to meeting you soon and receiving your application.

Mrs Ruth Griffiths

Executive Headteacher



Contextual Information

- Four Lanes Federation is made of two schools, an infant and a community junior school growing annually in diversity.
- Children, their parents and the staff are happy to be members of the Federation community.
- Four Lanes Federation has undergone several leadership changes in the past 5 years.
- Outcomes for pupils have declined over the past three years.
- Following an OFSTED inspection in 2024 Four Lanes Junior School was given an overall effectiveness rating of Good. In 2023 Four Lanes Infant School was given an overall effectiveness of Good, with some areas Outstanding.

What our 2023 Infant School Ofsted says about us:

Pupils are proud to attend this harmonious and inclusive community.

Leaders ensure that children make an exceptional start to their education. A highly ambitious curriculum in the early years ensures that all children learn very well. Adults prioritise the time spent with children during purposeful play.

The arrangements for safeguarding are effective.

Leaders and governors have a shared commitment for every pupil to receive a high quality education.

What our 2024 Junior School Ofsted says about us:

Pupils are highly positive about their school. They feel welcomed and say that 'it is easy to make friends here' in the school's vibrant atmosphere.

Pupils value the different school trips on offer, such as the Year 6 and Year 4 residentials. They would like more opportunities to develop their talents and interests.

The arrangements for safeguarding are effective.

Areas for Improvement were identified as:

In some foundation subjects, leaders have not yet precisely identified and fully sequenced the detailed knowledge that they want pupils to learn within the curriculum. This means that pupils are not always confident in recalling and using key knowledge and skills. Leaders should continue to monitor the full implementation of the curriculum to ensure that all pupils acquire what they need in readiness for the next stage of their education.



In a small number of subjects, the planned curriculum is not yet securely implemented. This means that teachers are not always clear about precisely how pupils' knowledge should build over time, which leads to pupils not learning as much as they could. The school should continue to work with staff to fully implement its curriculum plans, providing the required training and support.

Main Tasks and Priority Responsibilities

The successful applicant will have these key job responsibilities:

- Model high expectations and professionalism
- Lead and manage the effective delivery of effective systems, policies and procedures to ensure the smooth day to day running of the infant site
- Fulfil the lead Designated Safeguarding Lead role to ensure an effective Safeguarding culture at the infant school
- Be accountable for education and outcomes for pupils and Federation improvement priorities
- Contribute towards the development of the Federation's strategic vision and values
- Lead and motivate staff thorough effective performance management, training and professional development



Job Description: Head of School

Responsible for

Day-to-day leadership and management of the Infant School: safeguarding, teaching & learning, staff development, operational management, community engagement and school improvement.

1. Managing the Organisation – Operational

- Be responsible for the day-to-day leadership and management of the infant school.
- Ensure that school organisation reflects key strategic principles, priorities and values.
- Ensure policies and practices take account of national and local guidance and LA priorities.
- Work with the Executive Headteacher to manage the school's financial and human resources effectively.
- Recruit, retain and deploy staff appropriately, ensuring workload is manageable and aligned with school goals.
- Implement performance management processes for all staff.
- Ensure the school environment meets curriculum needs, health and safety regulations, and reflects an inclusive ethos.
- Monitor and evaluate the use, quality and impact of resources to ensure value for money.
- Use and integrate technology effectively to support management and communication.
- Manage and monitor risk assessments and ensure the safety of pupils, staff and visitors.

2. Leading Learning and Teaching

- Articulate and promote the principles and practice of effective teaching and learning.
- Ensure a continuous whole-school focus on pupil achievement, using data to monitor progress for every child.
- Access, analyse and interpret information to inform school improvement planning.



- Lead staff development in high-quality teaching, including coaching, training and support.
- Ensure learning is central to strategic planning and resource decisions.
- Demonstrate high expectations and set ambitious targets for individuals and groups.
- Implement strategies to secure high standards of behaviour and attendance, including work with vulnerable pupils.
- Ensure the delivery of a curriculum that meets pupils' needs and is aspirational.
- Challenge underperformance and ensure effective follow-up and support.
- Oversee the monitoring of teaching and learning through observations, learning walks, planning reviews, pupil conferencing and work scrutiny.
- Manage assessment cycles, including data drops, analysis, reporting and use of whole-school data.

3. Developing Self and Working With Others

- Treat all members of the school community with fairness, dignity and respect, creating a positive culture.
- Build a collaborative learning community and engage actively with partnership schools.
- Lead staff induction, professional development and appraisal processes.
- Ensure effective planning, allocation, support and evaluation of work for teams and individuals, with clear delegation where appropriate.
- Celebrate the achievements of individuals and teams.
- Give and accept support from colleagues, governors and the Local Authority.
- Maintain personal and staff well-being, promoting healthy work-life balance across the school.
- Provide coaching, guidance and support for staff at all levels, including ECTs and trainee teachers.

4. Securing Accountability

- Lead robust and collaborative self-evaluation processes and use outcomes to drive improvement.



- Use school performance data to identify strengths, address weaknesses and inform strategic planning.
- Ensure individual staff accountabilities are clearly defined, understood and subject to rigorous review.
- Report on the impact of school improvement work to governors and other stakeholders.

5. Strengthening Community

- Ensure strong safeguarding systems are in place and work effectively with external agencies for the protection of children.
- Act as the public face of the infant school and advocate of the federation.
- Build a culture that values the richness and diversity of the community.
- Enable pupils to understand their responsibilities to others and contribute positively to society.
- Promote equality and equity, challenging prejudice and supporting inclusive practice.
- Work with external agencies to support pupils' academic, spiritual, moral, social, emotional and cultural development.
- Build effective partnerships with parents and carers to support learning and engagement.
- Promote the school publicly and internally to enhance its reputation.
- Support recruitment and transition of pupils.

This job description covers the main duties but is not exhaustive. Responsibilities may be amended in consultation with the post holder to meet the evolving needs of the Federation.



Person Specification: Head of School

	Essential	Desirable
Qualifications	<p>Qualified Teacher Status</p> <p>Degree</p> <p>Evidence of continuous commitment to further professional development for a leadership role</p>	<p>A qualification from the National Professional College e.g. NPQSL or equivalent</p> <p>Safer recruitment training and certification</p>
Experience	<ul style="list-style-type: none"> • At least 5 years' of experience teaching a breadth of year groups • Has held a leadership post in a previous school, including senior leadership roles • Experience as a Designated Safeguarding Lead • Strong understanding of the EYFS framework and KS1 curriculum • Evidence of leading or developing curriculum areas, with clear impact on progress and attainment • To have played a significant role in school improvement, including innovation • To have led and managed colleagues in a variety of situations, including giving feedback, support and mentoring • Have played an active role in the performance management process, including holding others to account 	<ul style="list-style-type: none"> • Experience having taught in more than one Key Stage • Have managed budgets and resource allocation • Has experience of governance • Has experience of coaching others • Has experience of reporting to wider stakeholders e.g. Ofsted, Local Authority, Governors • Experience supporting or training deputy DSLs
Knowledge and Understanding	<ul style="list-style-type: none"> • Able to articulate theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) 	<ul style="list-style-type: none"> • Has knowledge of recruitment processes • Has an up to date knowledge of



	<ul style="list-style-type: none"> • Understanding of how children learn and effectively apply their learning • Understanding of how to motivate a team and take stakeholders with you • Understanding of how to embed reading, phonics and early literacy as whole-school priorities • Has led an aspect of assessment and reported to stakeholders • Understanding of statutory requirements for school operations (e.g. attendance, first aid, health & safety, HR, risk assessment, fire safety) • Understanding of self-evaluation processes (SEF), school improvement planning (SIP) and monitoring impact • Deep knowledge of statutory safeguarding guidance (KCSIE, Working Together to Safeguard Children, EYFS statutory framework) 	<p>recent educational change</p> <ul style="list-style-type: none"> • Experience drafting or contributing to the school's SEF/SIP
<p>Skills</p>	<ul style="list-style-type: none"> • An ability to adapt teaching to meet the needs of all learners and to challenge and support pupils effectively • The ability to motivate and inspire pupils • To communicate effectively with all stakeholders • Strong ability to communicate orally and in writing • Confident use of ICT and data management systems • To be able to prioritise, manage time effectively and be decisive • An ability to reflect on situations and develop a pathway forward • Demonstrate organisational skills, attention to detail and being thorough 	<ul style="list-style-type: none"> • An ability to delegate within a team



	<ul style="list-style-type: none"> • Experience delivering or leading staff training, INSET or curriculum CPD • Ability to ensure organisational compliance and monitor the effectiveness of systems and procedures • Experience in managing operational issues, including staffing and daily logistical arrangements • Ability to handle complex safeguarding cases with professional judgement and emotional resilience • Ability to build strong relationships with parents and carers, especially where support or challenge is needed 	
<p>Personal Characteristics</p>	<ul style="list-style-type: none"> • Demonstrates integrity, professionalism and emotional resilience at all times, being decisive when required • Commitment to evidence-informed practice and willingness to engage with current educational research • Passionate about support and delivering strong outcomes for every child, including the most vulnerable • A desire to be involved in the wider life of the school and the development of its future • Ability to act as a role model • Approachable • A good sense of humour and enthusiasm! 	



Application Procedure

Candidates should complete the application form and return it so that it is received no later than midday on 17th April 2026.

Four Lanes Federation

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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.

We do not expect candidates to address all elements of the Person Specification within the application only.

Selection Procedure

The shortlist will be drawn up on 17th April and the selection process will take place on 20th April. Applicants will be advised within 1 working day of 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 (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact us immediately on the number above.



Safer Recruitment

Four Lanes Federation 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 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 schools' website for further details on our privacy notice and data protection policy.

You can contact our Data Protection Officer if you have a concern about the way we collect or use your data.