

The Federation of **Fryern Infant & Junior Schools**

Growing together, learning for life



Headteacher Information Pack

Application closing date: 19th June 2025

<https://www.fryernfederation.co.uk>



Welcome from the Chair

Dear Applicant

On behalf of the Governing Body, I would like to extend a very warm welcome to the Federation of Fryern Infant and Junior schools and to thank you for your interest in the position of Headteacher.

The Federation was formed in 2009 and is led by the Headteacher, supported by an experienced Senior Leadership Team and has a single Governing Body. We are fortunate to have extensive grounds and excellent buildings (the Junior School was newly built in 2021). While the Infant and Junior Schools have their own distinct facilities and features, the Federation effectively operates as an all through Primary School.

The successful applicant will be a visible and accountable leader who is able to inspire and develop our brilliant staff team as well as build positive relationships with the whole school community. The children have a positive approach to learning and their excellent attitude and behaviour is often commented on by visitors.

The Federation encourages all children to develop a strong sense of identity, self worth, and happiness with a thirst for learning, qualities which form the basis of our values and ethos.

Both schools were inspected by Ofsted last year who identified the many strong features that exist in the Federation with both schools retaining their good judgment. We are not complacent however and we would expect the new Headteacher to want to drive improved outcomes for all children.

The Governing Body is focused on its strategic responsibilities and works constructively and collaboratively with the Headteacher in order to fulfil its accountabilities.

I am very proud to hold the position of Chair of Governors. The Federation is similarly proud of its special features: the play-based curriculum in the Infant School; being a My Happy Mind Federation; its provision of wraparound care; frequent opportunities for all children to perform in productions and concerts; our extensive and high-quality environment; and our ethos and values.

If you are interested in the position, please do come and visit us and discover for yourself what makes Fryern Federation so special.

Yours sincerely

Karen Murray



About us

Fryern Infant and Junior Schools are local authority-maintained schools that operate as a federation under a single governance structure.

Whilst the schools share a wonderful single site with extensive shared playing fields, each has its own building and designated external spaces. The excellent and generous facilities, including a modern junior school building, are outstanding features of our schools and provide a stimulating environment for both learning and teaching.

Working together the Federation promotes a caring, nurturing and familiar environment which is appreciated by teachers, parents/carers and children alike.

We have an active PTA who work hard to provide wonderful experiences for all children, such as the ever-popular school discos, as well as raising important funds for the Federation through events such as the annual Fryern Fireworks display which is always well attended by families across the Chandler's Ford area.

The Governing Body provides strong support and challenge to the Federation leadership team and is made up of governors from across a wide spectrum of backgrounds and experience.



Our schools are located near the centre of Chandler's Ford, a Parish of around 21,000 people in the borough of Eastleigh in south Hampshire. Situated between Winchester and Southampton and close to the New Forest, Chandler's Ford benefits from excellent road, rail and air links and is considered a highly desirable place to live and work.



"We have fantastic grounds to learn and play in" – Child comment

The Federation runs early birds and afterschool clubs which are available to all enrolled children and provide much needed wrap around care for working families from 7.45am to 6pm.

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About us

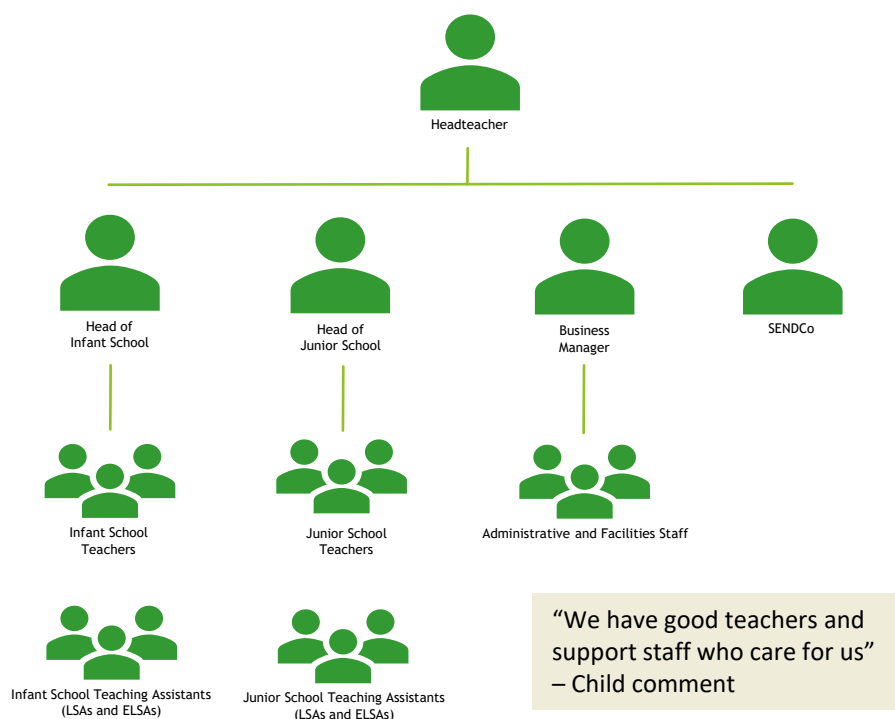
Across the Federation we currently have 355 children on roll of which 73 are eligible for pupil premium and 49 receive SEN support. The published admission number (PAN) for the Infant School for September 2025 is 50. There are 43 Year R admissions for September 2025.

The PAN from 2026 is 45 in the Infant School and 48 in the Junior School.

Our brilliant staff team, is headed by a Senior Leadership Team of Head of Infant School, Head of Junior School, Business Manager and Federation SENDCo. We employ 23 (17 FTE) teaching staff and a further 28 (14.27 FTE) learning support staff across the Federation. These are further supported by an administrative and facilities staff of 12 (6.13FTE).

Given the current and projected pupil numbers, which are declining throughout the Chandler's Ford and Eastleigh area, there is a need to keep the staffing structure under review. This work has recently started and will be an important area for the new Headteacher to progress.

Current staffing structure



Pupil outcomes:

<https://www.fryernfederation.co.uk/key-information/school-data>

"Our school is kind, loving and wonderful" – Child comment

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Our vision, values and ethos

Our vision:

Nurturing the whole child to develop into ambitious, curious, respectful, resilient and reflective learners who are equipped to achieve academically, socially and emotionally with a strong sense of belonging.

At Fryern everyone is encouraged to develop a strong sense of identity, self-worth and happiness with a thirst for learning. We have a commitment to learning beyond the classroom and we aim to achieve our vision by:

"Pupils are kind and respectful at Fryern Infant School. They enjoy coming to school and feel safe. Pupils are confident learners. They talk enthusiastically about the school's values which include ambition, curiosity and reflection. They know that together they will learn these important life skills." - Ofsted Infant School March 2024



Creating a culture of inclusion and respect



Providing high quality teaching and learning, memorable and purposeful experiences through high levels of challenge and support



Structuring an exciting and ambitious curriculum that builds on prior knowledge and understanding through the development of key skills using initiative, being prepared, collaboration and making connections



Valuing and promoting opportunities for talk and reflection. Creating opportunities to explore and be curious



Enabling pupils to become confident to pursue their own interests, brave to take risks, developing independence and a motivation to learn



Working in close collaboration with each other, parents and other agencies, schools and the wider community



Valuing the ideas and celebrating the achievement, successes and individuality of everyone

Our values:

Curiosity

We have a strong desire to learn about new things

Respect

We are respectful of each other, recognising and valuing our differences, of ourselves, of our community and of the environment

Ambition

We challenge ourselves to do the things we never thought we'd be able to

Reflection

We reflect on our learning to help us know what we did that will help in the future. We reflect on how we act and the choices we make

Resilience

We keep trying even when we find learning tricky or make mistakes

"Being kind, safe, honest and proud is second nature to pupils." - Ofsted Junior School July 2024

Our school values together with the 4Bs (Being kind, safe, honest and proud) support the nurturing ethos of the Federation.



Our Children want:



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Person specification and key tasks

Please ensure that you cover all aspects of the person specification below in your initial application. Should you be shortlisted, the interview criteria will also be based on the Headteachers Standards 2020 and this person specification.

Qualifications	<ul style="list-style-type: none"> • Holds Qualified Teacher Status (QTS) • Holds National Professional Qualification for Headship or similar (desirable)
Professional experience	<ul style="list-style-type: none"> • Has proven successful Headship, Deputy Headship, or membership of a Senior Leadership Team in a Primary, Junior or Infant School • Can provide experience of foundation stage, KS1 or KS2 • Demonstrates the ability to uphold public trust and confidence and always maintain appropriate positive professional boundaries in relationships with both children and adults • Has strategic financial planning and budget management experience which can achieve educational priorities, whilst addressing a deficit budget
Professional knowledge	<ul style="list-style-type: none"> • Is aware of relevant current issues, recent educational developments, research and significant legislative changes • Can understand high quality, inclusive teaching and learning and know how to plan and implement an effective curriculum • Is able to evaluate the school accurately using a variety of sources of information to drive school improvement • Is able to successfully market the school in order to enhance its presence locally and numbers on roll
Skills and attributes	<ul style="list-style-type: none"> • Understands and welcomes the role of effective governance, upholding their obligation to give account and accept responsibility • Communicates and engages effectively with stakeholders with clarity and integrity • Can analyse complex situations rapidly and be able to provide effective solutions based on consistently clear principles • Supports a culture where staff are motivated, encouraged to take initiative, make decisions and undertake continuing professional development • Is committed to nurturing the whole child to support them to become ambitious, curious, respectful, resilient and reflective
Personal skills	<ul style="list-style-type: none"> • Is able to make reasoned judgements and take difficult decisions, conveying required outcomes clearly and with sensitivity • Can build supportive relationships with the whole school community – children, staff, governors, parents and carers, including our more vulnerable families • Is a self-reflective and inspiring leader who leads by example
Safeguarding	<ul style="list-style-type: none"> • Can demonstrate a commitment to keeping children safe and promoting a robust safeguarding culture within the school
Equality and diversity	<ul style="list-style-type: none"> • Can show 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



Person specification and key tasks

For the first year in post, Governors have identified the following key tasks for the newly appointed Headteacher, linked to our School Improvement Plan:

1	Develop a strong personal understanding of what underpins the school ethos and establish positive relationships with all stakeholders
2	Understand and review the impact of the current curriculum, identifying strengths and areas of development to improve outcomes for all pupils across the Federation
3	Ensure a sound financial plan is in place to respond to current financial and wider economic challenges whilst maximising the opportunities for the children
4	Develop the profile of the Federation within the local community celebrating its uniqueness

The Headteacher is accountable to the Governing Body of the Federation and subject to the current conditions of employment for headteachers contained in the current School Teachers' Pay and Conditions Document.

[School teachers' pay and conditions - GOV.UK](https://www.gov.uk/school-teachers-pay-and-conditions)

In accordance with the Headteachers Standards 2020, the Headteacher is responsible for the professional leadership, strategic direction, and operational management of the schools, ensuring high-quality education and the effective use of resources.

[Headteachers' standards 2020 - GOV.UK](https://www.gov.uk/headteachers-standards-2020)

While this information pack does not reproduce the full set of criteria outlined in the HT standards, we will apply those provisions in assessing applicants.

The person specification included in this information pack details the particular qualities, experience, and priorities the governing body is seeking in our next Headteacher along with the commitment to this job in these schools.



Wider community

The Federation is an integral part of our local community, engaging with various groups. We offer our school venue and grounds to several clubs which are open to all. There are sports facilities and grounds for football training, a large hall for dance and music practice, performances and karate.

The Federation has an ethos of caring for and supporting the community and engages with the local library, Methodist Church and Food Bank, with our Harvest Festival donations being given to the latter. We also advertise local family events and promote organisations who may be of help to our families.

The Federation supports the Parish Council's Fryern Funtasia every May Bank Holiday with the children electing a May King and May Queen along with a performance by the choir and a maypole dancing display.

We start our transition arrangements for new children well in advance of their first day in Reception class through Friendship Fridays, home visits and links to local nursery schools. Children benefit from transition days between years as they progress their journey throughout our schools and beyond to local secondary schools with whom we have also fostered links.

The active and engaged PTA organise regular events throughout the year for the children and their families. The annual Fireworks evening is always spectacular and well attended by families from across the area.



"Children settle well into the schools' routine when they start in Reception"
- Ofsted Infant School March 2024



What makes Fryern special

Our Curriculum

Our curriculum is designed to foster a love of learning that will last a lifetime, inspire children to be curious, prepare children to become independent learners and gain skills for life. Whilst sustaining high standards and expectations in English and Mathematics, we treasure the enrichment that the foundation subjects, extra-curricular activities and the hidden curriculum bring to the lives of our children. We believe all children should have access to a wide range of memorable and purposeful experiences. Foundation subjects are carefully planned and sequenced to take children on a learning journey in a well-structured and creative way. Each subject is taught in topics. Every new topic starts with a hook day to spark interest and curiosity and encourages children to start exploring

"The well-designed curriculum ignites pupils' interest in learning, in the world immediately around them and further afield. Teaching encourages them to 'have a go', that it is okay to make mistakes and is important to keep trying. Pupils' attitudes to their learning are impressive and help maintain the momentum of learning in class. Their knowledge and skills build across the full range of subjects over their time at Fryern." - Ofsted Junior School July 2024



Visits and opportunities

Fryern children thrive with the opportunities available for curriculum linked activities. Year 5 and year 6 residential visits, day visits to Marwell Zoo, Longdown Dairy Farm, Winchester Science Centre and Planetarium are just some of them.

We have a longstanding commitment to performing arts and pride ourselves in the tradition that every year, every child takes part in a performance, on stage or as part of the wider production team, helping to build self-confidence.

Our well attended school choir delights us with performances at events and services throughout the school year. All children sing regularly in assemblies and celebrations. Pupils have access to a range of sports, as well as musical and creative opportunities both during the school day as part of the curriculum and after school. Provision run by outside agencies includes football, karate, hula hooping and computing skills.



Wellbeing

Children's wellbeing and mental health are an integral part of their education. The award-winning NHS backed My Happy Mind programme promotes the understanding and implementation of strategies for resilience, self-esteem and happiness. It is taught weekly in all classes across both schools. Assemblies, the use of positive language and displays around the schools re-enforces this for children, staff, parents and visitors.

Happy children make great learners. OPAL (Outdoor Play And Learning) is a lunchtime initiative currently in development. It increases physical activity, improves fine motor skills, teamwork and imaginative play.



What makes Fryern special

Enterprise week

One of our favourite weeks of the year takes place each year in the summer term when all our classes in the junior school become entrepreneurs for a week. Each class gets a loan from the school to set up a business and after a week of planning, designing, manufacturing, creating, advertising and financial planning, there is a market where the children sell to the rest of the school and parents/carers. Whatever profit classes have made from their stalls after repaying the loan is spent on a chosen class reward activity. This is a great opportunity to develop a hands-on understanding of sales, finances and marketing and to work in a team towards a common goal.

Reflect on learning

Metacognition is embedded throughout our whole curriculum. This contributes to a learning toolbox which helps children to use their knowledge and skills to plan, monitor and evaluate aspects of their learning and supports them to become more independent learners.

Mixed age classes and the play-based curriculum

In preparing for the introduction of combined year 1/2 classes from the start of this academic year, we have redeveloped our KS1 curriculum to play based learning in continuous provision. It is designed to create high quality opportunities for children to learn and apply their learning through play and is now fully implemented in KS1. Carefully designed knowledge webs identify key knowledge, skills, and vocabulary for each topic and follow the contents of the national curriculum. The knowledge webs enable teachers to assess the learning and progress of individual children and inform planning of teaching to ensure children are equipped with the knowledge and skills to access further learning. Learning and support are scaffolded based on individual and class needs. As year groups progress through the Federation further decisions will need to be taken in relation to the curriculum and class organisation.

"Pupils are confident learners" -
Ofsted Infant School March 2024

Drawing club and Curious Quests

Year R children have been using the Drawing Club programme for several years and it has been so successful that our Year 1 and 2 have been embarking on the follow-on programme, Curious Quests, since it was developed for their year group. Both programmes are designed to awaken children's interest in mark making and writing. Within the landscape each Curious Quest provides, the teacher tailors the content of the teaching to the needs and ability of the children. We have seen a positive impact on children's engagement with writing and on the quality of their writing.



"Our learning is fun in the
Infants" – Child comment

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Working 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.



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Application process

School visits	Application closing date	Selection process
By appointment	12 noon on 19th June 2025	30 th June & 1 st July 2025

If you are interested in applying, we would be delighted for you to visit our school in advance of your application. Please email Hannah Wickens, the School Business Manager, at adminoffice@fryern.net to arrange your visit.

Candidates should complete the application form and return it to htrecruitment@hants.gov.uk no later than midday on 19th June 2025

Applications are acknowledged within 2 working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately at htrecruitment@hants.gov.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.

We will shortlist candidates on 23rd June 2025 and the selection process will take place on 30th June & 1st July 2025

Further details will be sent to those candidates called for interview. All applicants will be required to complete an Equality Monitoring form.

Safer recruitment

Fryern Federation 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 (DBS) 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 our GDPR and Privacy Policies. [GDPR - Fryern Federation -](#). You can contact the School's Data Protection Officer if you have a concern about the way we collect or use your data.