



Andover Church of England Primary School

Deputy Headteacher Recruitment



Love, Courage and Forgiveness

Role: Deputy Headteacher

Salary Range: L7-L11: £57,831 - £63,815

Start Date: September 2025



Letter from the Head and the Chair

Dear Applicant

Thank you for the interest you have expressed in our school.

Andover CE Primary School is a welcoming and friendly school with a great community spirit and strong links with our local Church, St Marys.

We want our children to enjoy a rich and broad curriculum giving them opportunity to reach their full potential. We want them to be safe and happy learners, showing respect for those around them while striving for excellence in everything they do. We are seeking a Deputy Headteacher capable of supporting the Headteacher, as well as helping to drive forward school improvement.

We are looking for a strong classroom practitioner able to demonstrate inspirational teaching and model good practice. You will want our young people to achieve the very best they can - working both with the school team and outside support and agencies where appropriate.

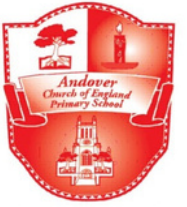
We have been on a journey of school improvement, so you need to be up for the challenges that lay ahead. But, if you are determined, motivated, and have the skills to meet these challenges, it will be a great leadership role and a chance to make your mark.

We encourage you to visit our school. In the first instance, please contact the Headteacher, Mrs Fiona Tickle, on ftickle@andover-pri.hants.sch.uk to arrange a tour.

If you are ready to meet the exciting challenges Andover CE Primary School has to offer, we want to hear from you.

Mrs Fiona Tickle
Headteacher

Mrs Nicky Parker
Chair of Governors



About our School

Love, Courage and Forgiveness

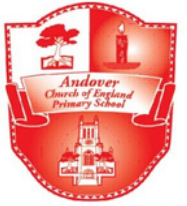
Our Vision: We strive for children to **love** others, themselves and God's World, to live comfortably with difference, making positive choices. We support children to be confident and reflective; to have **courage** to persevere; to **forgive** others, themselves and to achieve their best. Our school reflects God's love where everyone is valued.

The governors and staff of Andover CE Primary School are committed to providing a wide range of learning opportunities to help pupils become strong, independent and responsible young people. While helping them to achieve their own potential, we place great value on having consideration for others, along with being polite, helpful and lacking in prejudice. We believe much of this must come from the nurturing of spiritual and moral values in the children's daily lives, underpinned by our Christian ethos.

With the active participation and support of parents and carers, we aim to provide an environment which allows all children to develop lively and enquiring minds, to acquire knowledge and derive real enjoyment from learning.

Key facts about the school...

Maximum Capacity	210
Current NOR	189
Attendance	93.3%
Number of pupils from ethnic minority	58
Number of pupils EAL	50
Percentage of SEND	24%
Statement/EHCP	12
Percentage of FSM	38%
Percentage of Pupil Premium	39%



Location

The school is set close to the small market town of Andover. The town dates back to Saxon times. The school itself is a Grade II listed building opened in 1860 by the Church of England as three separate schools - an infant and two junior schools - one for boys and one for girls. Fast forward to 2000 and the school had additional buildings added to offer the facilities you see today.

The school grounds are very impressive, with sufficient space to offer the occasional landing spot for the Air Ambulance! We have a team of committed amateur gardeners who strive to grow vegetables and flowers and keep everything looking attractive. An enriched outdoor learning space is constantly being reviewed to deliver additional opportunities for the children.

The school is one form entry serving children from 4-11 years. We have recently invested in redecoration of the school including furniture and new PE equipment inside and outdoors.

Community collaboration

Parents are very committed to supporting the school and their children's learning. The school is well supported by a very active PTA, who raise valuable funds every year for the school.

As a Church of England School we have strong links to our local church - St Mary's Andover. Our vicar, Reverend Sam Waako, leads collective worship on a regular basis. The Church are also working on helping us more deeply embed the Christian ethos throughout the school. We visit the Church as a school on a regular basis.

We also have good connections with some of the local businesses and community groups, who provide various items to support the school and our families.





School Improvement

Our top priorities to maintain and secure rapid improvement are:

1. Reading is deeply embedded across the school to ensure pupils reach expectations
2. Continue to develop curriculum plans for foundation subjects to ensure progression of skills and knowledge from Year R to 6
3. Ensure Early Years provision is sufficiently diverse to include all children, particularly those with SEND
4. Improve KS2 outcomes for Reading, Writing and Maths



Our Curriculum

Our Curriculum is organised into a series of learning journeys. Using a blend of thematic approaches, meaningful links to add value, enrich the children's learning, and give them opportunities to enjoy experiences they may not have had before, both within school and the wider community.

Through our commitment to build and develop spiritual and moral values, we explore opportunities to raise funds for charity, work with community groups, and local organisations.

Opportunities for student voice are encouraged through school, faith and eco councils, digital leaders and JRSO. Through these councils, pupils are able to make valuable contributions to school life.



The Role of Deputy Headteacher

Job Description:

As Deputy Headteacher we expect you to provide full support to the Headteacher.

You will need to demonstrate strong classroom practice and be able to support teachers at different stages of their career.



Role Purpose:

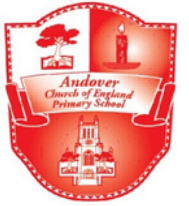
- To work in partnership with the Headteacher, governors and staff to ensure the continuous improvement of the school
- To lead the monitoring and evaluation of standards across the school
- To continue curriculum development
- To take responsibility for the school in the absence of the Headteacher
- Deputy Designated Safeguarding Lead
- Performance Management appraiser - LSAs and lunchtime staff
- Assessment for Learning/standards along with strategic management of teaching and learning
- Contribute to the self-evaluation of school
- This role will have a teaching commitment

Accountable to: The Headteacher

General Duties

Strategic Direction & Development:

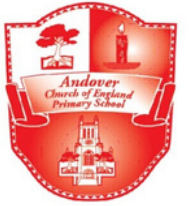
- Play a significant role in the school development planning process, taking account of the agreed priorities of the school and reflecting specifically on personal areas of responsibility
- Contribute to the identification of key areas of strength and weakness in the school with detailed reflection on day-to-day working knowledge of the school's policies and practices. Exemplify the application of agreed policies, priorities and expectations, so as to set a good example to other colleagues.
- Develop and enhance a culture of team work, in which views of members of the school community are valued and taken into account



- Contribute to the self-evaluation of the school
- To lead and manage Pupil Premium within the school including the allocation of resources and spending in relation to pupils achievement
- To work with the Child and Family Support Worker to improve attendance within the school and manage the monitoring and reporting of this

Teaching and Learning:

- Maintain a high profile as an example of best and leading practice within the classroom and foster the high expectations to which the school aspires
- To lead, develop and monitor whole school assessment in conjunction with the Headteacher
- With the Headteacher, lead the process involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality
- Share responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted
- With the Headteacher, lead the development of the curriculum and its leadership
- With the Headteacher, oversee the development of effective timetabling, which meets and responds to the needs of the pupils within the statutory frameworks and the resources available
- Through liaison and guidance, work closely with curriculum leaders and teaching and learning lead to ensure the best learning opportunities for children
- Support the teaching and learning lead in the development of a broad and rich curriculum, which meets the needs of the range of pupils in the school
- Monitor and evaluate outcomes achieved from classroom practice
- Take a leading role in development of quality and manageable assessment practice throughout the school
- To demonstrate a commitment to positive behaviour management throughout the school acting as a restorative practice facilitator.



Recording and Assessment:

- Maintain and monitor assessment data across the school
- Ensure appropriate methods of assessing and recording children's attainment and progress are maintained
- Meet at the end of each phase with every teacher to lead progress meetings
- Maintain, monitor and review a register of provision for pupils identified as in receipt of Pupil Premium, Working at Greater Depth, have English as an Additional Language, and those of Force Families.

Leadership:

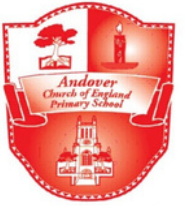
- Organise professional development opportunities for staff
- Carry out the Performance Management of all support staff.

Maintenance of Professional Standards:

- Keep yourself fully appraised and aware of educational and other appropriate developments, whether national or local, and assess their impact on the school and the team for which you are responsible
- Select equipment and materials for order within an agreed budget
- Ensure inclusive practice and equality of opportunity for all.

Other Duties and Responsibilities:

- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and promote safeguarding to ensure the welfare of children and young people is paramount
- Make a distinctive contribution to the wider school team and continued development of the school
- Contribute to the development of collaborative approaches to learning within the school and beyond
- Monitor the effectiveness of colleagues' teaching and wider professional impact and report the evaluation to the Headteacher
- Lead, manage and organise meetings as appropriate in support of the school's aims
- Set high expectations for your own performance and that of others
- Engage in relevant professional development to support growth in leadership skills.

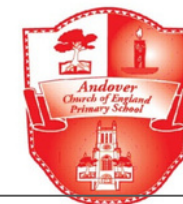


Person Specification:

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	Essential (E) / Desirable (D)	Shortlisting evidence sought in application (A), reference (R) or interview (I)
1. Qualified Teacher Status	E	A
2. 5 years of qualified teacher status	E	A
3. Own teaching is judged to be of a very high standard	E	A, R, I
4. Experience of successfully teaching pupils with a range of educational needs in mainstream and/or special settings	E	A, R, I
Strategic direction and development of the school		
5. Ability to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents, governors, other schools, external agencies and the local community	E	A, R, I
6. Experience of working in partnership with Local Authority and/or multi-agency staff	D	A, R
7. The commitment to develop a positive, diverse and inclusive school ethos which values each individual and challenges any form of discrimination	E	A, R, I
8. Experience of school self-evaluation and school improvement planning in order to secure effective teaching and learning and raise standards	D	A, R, I
9. Knowledge of recent educational developments, initiatives and legislation, and how they may impact on the school	E	A, R, I

Person Specification (continued)



Leadership and Management	Essential (E) / Desirable (D)	Shortlisting evidence sought in application (A), reference (R) or interview (I)
10. Proven experience as a middle/senior manager within school, leading, motivating and managing staff effectively and working well as a team member	D	R, I
11. Proven ability to self-motivate, use initiative and lead pro-actively	E	R, I
12. Excellent interpersonal skills, showing proven ability to build and maintain strong relationships with others, based on good communication, honesty, equity, transparency and mutual respect	E	R, I
13. Good organisational skills and the ability to have a flexible and adaptable approach	E	R, I
14. To possess excellent listening, written and oral communication skills, the ability to chair meetings, make presentations and to communicate effectively with pupils, parents, governors and staff	E	A, R, I
15. The ability to manage time effectively	E	R, I
16. The ability to identify, organise and ensure effective delivery of continuing professional development (CPD) across the primary phase	E	A, R, I
Teaching and Learning		
17. Ability to create a safe and stimulating environment that contributes positively to teaching and learning, with the knowledge and skills to promote high standards of discipline and behaviour	E	A, R, I
18. A proven ability in the use of information and communication technologies and of their application in management and education	E	R, I
19. Experience of, and commitment to, broadening the range of opportunities available to pupils through extra-curricular/enrichment activities	D	A, I
Financial and Resource Management		
20. Strong analytical skills, with proven ability to identify trends and establish priorities	E	R, I



Equal opportunities statement

Andover CE Primary School and Hampshire County Council recognise their responsibilities in the employment of staff in the school. In accordance with those responsibilities, they wish to ensure the fair and equal treatment of all staff, all those who are applicants to work in Andover CE Primary School and those individuals who undertake to work on the school premises.

Safeguarding statement

Andover CE 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. All successful candidates will be subject to DBS checks along with other relevant employment checks.



Application Procedure

Candidates should complete the application form and return it, to be received no later than **noon on 7 February 2025**.

Education Recruitment
Education Personnel Services
3rd Floor Hampshire House
84-98 Southampton Road
Eastleigh
SO50 5PA
T: 02380 383537/33
E: eps-recruitment@hants.gov.uk

You should provide a full statement in support of your application. This should include details of how you will support the Headteacher with Andover CE Primary School's improvement priorities. Please do not restate the factual details already included elsewhere in the application form.

Selection Procedure

The shortlist will be drawn up on 11 February 2025 and the selection process will take place on 25 February 2025. 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 address may invalidate your application.

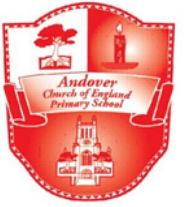
Equality Monitoring

All applicants 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 EPS immediately on the number above.





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 emotion 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 of collaboration and liaison, with regular meetings of Headteachers 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 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.

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.



Andover Church of England Primary School

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Visit us online at www.andover-pri.hants.sch.uk