



# Executive Headteacher

## Candidate Information Pack

**Closing Date:** Noon on 06th February 2026

**Interview Dates:** 26th and 27th February 2026

**Contact email address:** [htrecruitment@hants.gov.uk](mailto:htrecruitment@hants.gov.uk)

Visits to the school are welcome, where possible on 10th Dec or 13th, 19th or 22nd Jan. Visits can be arranged by contacting the school office on 01425 653624 or by emailing [adminoffice@fjs.hants.sch.uk](mailto:adminoffice@fjs.hants.sch.uk).

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## Introduction from Co-Chairs of Governors

Dear Applicant,

Thank you for your interest in the role of Executive Headteacher at Fordingbridge Infant and Junior Schools Federation. We are delighted that you are considering this exciting opportunity to lead our schools, and we hope this pack gives you a sense of who we are and what makes our Federation special.

Situated on the edge of the New Forest, our Federation offers children the best of both worlds: two schools on one campus, each tailored to the developmental needs of the children it serves. They are united by one seamless educational journey from Reception to Year 6, with a new nursery provision now being incorporated too. We are proud of our Federation's caring, inclusive ethos and its commitment to continuous improvement to provide the very best education for all our children.

At the heart of everything we do are our core values: Honesty, Responsibility, Respect, Kindness, and Effort. These shape how our children learn, how our staff work together, and how we engage with the families and community we serve. Our new Executive Headteacher will embody these values and ensure they remain central to our Federation's culture.

We are looking for a leader who is visible and engaged: someone who is present on the playground and in classrooms; who leads Monday assemblies to set the week's tone and Friday celebrations to recognise achievements; is on-hand to mentor staff and support individual families. We seek someone who places the care and wellbeing of our children and staff at the heart of their leadership, and who can create and implement their own strategic vision for the Federation's future.

This is a wonderful opportunity to build on the strong foundations established by our current Headteacher and to develop our Federation towards its next chapter. We encourage you to visit and experience the warmth, purpose, and community spirit that make Fordingbridge such a rewarding place to work.

We look forward to receiving your application and learning how you would help our children to Believe, Strive, and Achieve.

Yours sincerely,

**Claire Ainsworth & Julian Sims**

Co-Chairs of Governors, Fordingbridge Infant and Junior Schools Federation

## About Fordingbridge

Fordingbridge is an historic market town located on the western edge of the New Forest in Hampshire. Set along the banks of the River Avon, the town is known for its iconic seven-arched medieval bridge, attractive riverside setting, and strong sense of community.

The town has a well-balanced mix of independent shops, cafés, and local services, as well as convenient links to nearby centres such as Salisbury, Ringwood, and Bournemouth. Fordingbridge benefits from a supportive local economy, active community groups, and a friendly, welcoming atmosphere. Its schools, leisure facilities, and outdoor amenities contribute to a high quality of life, and the town's heritage and cultural events continue to strengthen its identity.



## About the School

Fordingbridge Federation is comprised of a two form entry infant and junior school. At our Federation children thrive in the best of both worlds: two schools, as the Federation is able to offer the nurturing first school years of an infant environment, smoothly transitioning into their secondary school preparation at Junior School, while simultaneously enjoying the benefits of being the best funded primary offering in the area. This means the schools share unrivalled resources and facilities, including:

- Single year group classes leading to more focused differentiation
- A swimming pool
- Expansive playing fields
- An IT suite and well-stocked libraries
- Purpose-built outdoor learning areas
- Onsite breakfast and afterschool clubs

There is lots of additional information available on the Federation website at <https://www.fordingbridgefed.co.uk>.

## The Team

We have an exceptionally dedicated, experienced and hard-working staff team who are both committed and caring. Staff are proud to be part of the Fordingbridge ‘family’ and are engaged in all aspects of school life.

They are key to creating the positive, inclusive and nurturing environment that the school is known for.



## The Children

There are currently 359 children on the school roll, with 152 in the Infant School and 207 in the Junior School. They come from a range of social and economic backgrounds.

Our last OFSTED inspection of the Junior School commented that, “Pupils feel safe and happy at school, and enjoy their learning. Pupils behave extremely well in lessons and are focussed on their work.”

In the Infant School, inspectors said that, “Pupils enjoy coming to this warm and happy school; they are curious and enthusiastic learners who behave well.”

## Curriculum

We have developed an exciting, relevant and balanced curriculum that gives children a wide range of experiences and opportunities to develop the skills, knowledge and learning powers they need to succeed. Our Federation motto 'Believe Strive Achieve' is one of encouraging personal endeavour and determination to be the best they can be.

We have high expectations of literacy and numeracy skills for every child, ensuring they are equipped to go on learning forever. A love of learning is the biggest gift a school can bestow and our curriculum strives to produce children who can think for themselves, are resilient and are able to face the challenges placed upon them in their next stage of life.

All class teachers are responsible for providing a curriculum that is suitable for all pupils in the class, including those with Special Educational Needs or Disabilities (SEND) with support from the Federations SENCOs.



## OFSTED

The most recent OFSTED inspection for the Junior School was in June 2023 which graded the school Good.

The Infant School was last inspected in November 2024. It was an ungraded inspection and judged that the school continued to be Good.

# What do we want from a Headteacher?

Taking on the role of Executive Headteacher at Fordingbridge Federation is both a **privilege and a challenge**. It's not just about leading a school, it's about shaping lives, building a strong community, and driving meaningful change.

The Fordingbridge Federation is seeking a dynamic, approachable and community-focused Headteacher who will lead our school with vision, empathy and integrity, and embody the Federation's values of **Believe, Strive** and **Achieve**. The successful candidate will be a visible and active presence within the school, fostering strong relationships with pupils, staff, families, and the wider community. This is a unique opportunity to continue the legacy of our current Headteacher who believes in the power of collaboration, inclusion, shared community and kindness, and who has developed an ethos that places the care and wellbeing of our Federation's children at the heart of everything.

## Core Traits

**Visible and Engaged:** regularly involved around the school – covering PPA, the classrooms, lunchtime playground duty, taking weekly assemblies.

**Approachable:** welcomes conversation with pupils, staff and parents alike. Continues to create a culture of openness and trust.

**Strategic Community Connector:** builds strong, meaningful relationships between the school and the wider community.

**Immersive Leadership:** participates in school events, supports and takes extracurricular activities, and celebrates the achievements of all. Is visible and present throughout the school during the school day, working alongside staff where needed. Is alert to what is happening in the school

**Empathetic and Supportive:** truly understands the needs of the children and staff, and advocates for their wellbeing and growth.

**Collaborative Visionary:** works with all stakeholders to shape the school's direction, ensuring everyone feels heard and valued.

**An involved educational leader:** Blends strategic work with hands-on teaching and support in the classroom.

# What do we want from a Headteacher?



## The Children

### **What makes a good headteacher?**

Across both schools, the children's message was clear: they want a headteacher who is kind, friendly and fair. Our youngest pupils asked for someone who is smiley, helpful and a bit funny, but also a bit strict when needed. The older children added that they want a leader who is passionate about the school's values, keeps calm under pressure, and makes everyone feel welcome. Children of all ages want a headteacher who is visible around school, visits classrooms, takes assemblies, and takes time to look at their work.

### **What they love about school**

The infant children told us they love their friendly teachers, good friends, and the fun they have learning, especially maths, writing and jigsaws. The junior children value the school motto, the flexibility in how their days are organised, and knowing there's always someone to talk to if they're having a hard day. Both groups appreciate a headteacher who is present at the gate and around the school.

### **What they'd like to see**

The infant children had one clear request: new things in the playground. The junior children had thoughtful suggestions too: they'd like to explore other languages, try different learning apps, and have more opportunities to reflect on their own progress. They also want classrooms with colourful displays they can contribute to, and support for children who need help with focus.

## What do we want from a Headteacher?

**Parents** told us they were drawn to Fordingbridge by the warm, welcoming atmosphere they felt from their very first visit. Our reputation for inclusive, nurturing education—particularly for children with SEND—was a key factor for many families.

Above all, families value the compassion, care and kindness shown to every child. They praised our approachable, visible staff, our strong home-school communication, and the genuine community spirit that runs through our schools.

Looking ahead, parents want our new leader to maintain these strengths while continuing to develop our provision. They highlighted the importance of consistent behaviour expectations rooted in kindness, and called for continued focus on SEND, including staff training and activities accessible to all children. Families would welcome more extra-curricular opportunities and ways to celebrate every child's achievements, not just academic success.



**Staff** want a leader who is approachable, kind and supportive—someone who listens to all views and communicates openly and honestly. They value hands-on leadership that is visible and proactive across both schools. Staff hope for a head who inspires and empowers them, trusts them to do their jobs well, and places children at the heart of every decision.

Staff are proud of the warm, supportive community that has been nurtured across the Federation. They value the child-centred approach, the focus on wellbeing, and the inclusive culture where every child is supported to thrive. Staff appreciate the open-door culture, the collaborative spirit among colleagues, and recent improvements to teaching approaches that they want to see embedded further.

Looking ahead, staff hope our new leader will build on current strengths while bringing fresh ideas and allowing time for new initiatives to embed. Priorities include consistent behaviour expectations, continued SEND support, stronger links between the infant and junior schools, enhanced playtimes, and more creative and celebratory opportunities for children.

# 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.



# Person Specification

## Professional Qualifications

- Qualified Teacher Status (QTS) (A)
- National Professional Qualification for Headship (NPQH) or equivalent (A)
- Evidence of sustained professional development in leadership and education (A, R)

## Experience

- Proven senior leadership experience in primary education, at least at the level of DHT/HoS/AHT, with clear and sustained impact (A, R)
- *Proven senior leadership experience ideally multiple key stages, (A, R) Desirable*
- Demonstrable success in driving school improvement and raising pupil outcomes (A, R, I)
- Experience of strategic financial planning and resource management (A, R, I)
- Experience of leading inclusive provision and supporting pupils with SEND (A, R, I)
- Previous experience as a Designated Safeguarding Lead (DSL) or Deputy DSL (A, I)

## Leadership and Vision

- Able to articulate and implement a clear, strategic vision for the Federation (A, I)
- Leads with integrity, empathy, and a deep commitment to the wellbeing of children, staff, parent and carers, creating a culture where all are motivated, encouraged to take initiative and make decisions, develop their own skills (A, I)
- Demonstrates immersive and hands on leadership—visible and engaged (R, I)
- Inspires trust and confidence through consistent modelling of school values: Honesty, Responsibility, Respect, Kindness, and Effort (A, R, I)
- Champions a growth mindset and resilience in pupils and across the school community (A, R, I)
- Ensures high standards for all pupils, championing inclusion and equity for all pupils (A, R, I)
- Have worked 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, R, I)

## People Management

- Builds and sustains a culture of openness, collaboration, and continuous improvement (A, R, I)
- Skilled in mentoring and coaching staff at all levels, building professional resilience (A, R, I)
- Handles difficult conversations with professionalism and empathy (A, R, I)
- Creates an environment where staff feel valued, supported, and empowered (A, R, I)

# Person Specification

## Teaching, Learning and Inclusion

- Deep understanding of effective teaching and learning practices, and using evaluation to ensure high standards across all classes (A, R, I)
- Experience of developing aspects of high-quality inclusive teaching and learning, including through effective performance management (A, R, I)
- Experience of effective curriculum design, development and implementation, with evidence of good impact on all pupils, particularly those who are most vulnerable (A, R, I)
- Evidence of using assessment to raise the achievement of all groups, including those with SEND and those with an entitlement to pupil premium funding (A, R, I)
- Advocates and has developed high-quality and inclusive SEND provision and empowers all leaders and staff to strengthen provision for vulnerable pupils (A, R, I)

## Safeguarding and Behaviour

- Demonstrates a robust understanding of safeguarding legislation and best practice (A, R, I)
- Embeds strong a culture of safeguarding throughout the Federation (A, R, I)
- Makes school a place where children feel safe, supported, and eager to learn (A, R, I)
- Has established and sustained high expectations of behaviour for all pupils, built upon relationships, rules and routines that are inclusive and are understood clearly by all staff and pupils (A, R, I)

## Operational Oversight

- Strategic and pragmatic in managing budgets and resources (A, R, I)
- Transparent and inclusive in financial decision-making, making decisions that prioritise educational outcomes (A, R, I)
- Ensures compliance, safety, and well maintained school environment (A, R, I)

## Community Engagement

- Builds strong, meaningful relationships with parents, carers, governors, local organisations and the wider community (A, R, I)
- Represents the Federation with confidence and integrity, and is able to navigate complex social issues with sensitivity and care (A, I)
- Ability to build resilience and a growth mindset for pupils and their families (A, R, I)

# Person Specification

## Personal Qualities

- Emotionally intelligent and highly relational (A, R, I)
- Approachable, visible, and actively involved in school life (A, R, I)
- Resilient, calm and adaptable in the face of challenges (A, R, I)
- Passionate about making a difference at scale, beyond the classroom (A, R, I)

Evidence will be sought through application (A), reference (R) and interview (I).



## Key Tasks for the first year

### 1) Further Strengthen Teaching and Learning

Enable subject leaders to develop assessment in non-core subjects to ensure consistency and high standards for all pupils

Develop and embed improvements in core curriculum areas, particularly writing and mathematics

### 2) Support Inclusion and SEND

Ensure that all staff are meeting the needs of children with SEND through highly effective provision, improving outcomes for children with SEND and those with multiple vulnerabilities

### 3) Ensure Financial Transparency

Conduct a full financial review of the school's budget and resources, leading to a strategic plan developed alongside governors that ensures financial stability

### **Application Procedure**

Candidates should complete the application form and return it via email so that it is received no later than noon on **Friday 06<sup>th</sup> February 2026** to [htrecruitment@hants.gov.uk](mailto: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.

### **Selection Procedure**

The shortlist will be drawn up on 10th February 2026 and the selection process will take place on **Thursday 26<sup>th</sup> February and Friday 27<sup>th</sup> February 2026**. 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**

Applicants will be required to complete an Equality Monitoring form.

### **Receipt of Application**

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](mailto:htrecruitment@hants.gov.uk).

### **Safer Recruitment**

Fordingbridge 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**

Fordingbridge Federation collects information about you 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 Federation. The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or 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 Federation's website for further details on their privacy notice and data protection policy. You can contact the Federation Data Protection Officer if you have a concern about the way they collect or use your data.

### **Inclusive workforce**

Hampshire schools are committed to on-going partnership working across the Authority to ensure our communities are represented.

Our schools are dedicated to being diverse and inclusive employers and aim to recruit the best people from a wide range of backgrounds and talents.

Please see [Inclusion and Diversity Partnership](#) for more information.



### **Why Choose to Teach in Hampshire?**

#### **Make your best career move and choose to teach in Hampshire!**

Hampshire is committed to excellence in education and will continue to strive for the best possible outcomes for each and every child.

As one of the largest authorities in the country, we offer an incredible variety of teaching opportunities. Whether you're drawn to the challenges of urban and city schools or the close-knit community of rural primary schools, you'll find a vibrant setting for your next career move.

# **EDUCATION IN HAMPSHIRE**

Discover more about what Hampshire has to offer by visiting

**Hampshire County Council**  
**Education and learning.**



***Hampshire has so much to offer, and we hope you will join us!***

### **A Place for Every Student**

Hampshire is home to over 170,000 school-age children across approximately 438 primary, 71 secondary, and 26 special schools.

While most are community schools, we have strong partnerships with Diocesan bodies to maintain places in church schools. Our 26 special schools and 42 Resourced Provision in mainstream schools offer tailored education and support for children with various needs, including learning difficulties, physical and sensory disabilities, and social and emotional needs.

### **Community and Diversity**

Our schools are dedicated to serving their local communities and reflecting the rich cultural diversity of Hampshire.

We believe in local management, with the Local Authority providing support wherever needed, ensuring each school can thrive.

### **Professional Development**

We pride ourselves on offering first-class learning opportunities for our teachers, both internally and through external course providers.

For new headteachers, we offer a structured induction development programme in partnership with governors, helping to build close working relationships with other headteachers and Local Authority colleagues.

### **Support and Collaboration**

We foster a strong ethos of collaboration and communication, with regular meetings of headteachers in various groupings to facilitate effective working relationships between the Local Authority and schools. Hampshire Authority maintains an established network of advisers providing responsive and flexible support.