



# Letter from Chair of Governors

Dear potential Headteacher of Cove School,

Thank you for your interest in the post at Cove School. This information pack sets out the qualities we are looking for in our new Headteacher and provides you with a feel for the type of school we strive to be for, our pupils, staff, and local community.

Whilst we have a focus on GCSE results, we are equally focused on developing balanced young citizens who can take their place in a competitive world, flourish, help others and be happy. We feel there is a balance to education and while academic success is key, supporting, nurturing, and helping our pupils develop is also important. You will see this is reflected in our school values of *"Care, Character and Academic Excellence"*.

The current Headteacher, Dr Andrew King, has served the school well for the past eleven years, having joined at a time where the school needed to stabilise. He has led the school during considerable educational change including the COVID pandemic. His successor will need to drive rapid school improvement to reach the ambitions of the governing body for all pupils who attend Cove School.

We hope that the accompanying paperwork demonstrates that our school has a vibrant atmosphere in which you could make a real difference and that you will see the great potential of our school.

We would be grateful if your application could specifically explain how your experience to date matches the requirements set out in the person specification and explain how you would continue developing the key areas as set out in this information pack.

Rest assured, while there are well trodden routes to being a headteacher in Hampshire, we also welcome applications from the less well trodden paths – if you think you have the talent and dedication, but not necessarily the usual background, we'd also like to hear from you.

We hope you can visit the school prior to interviews and discover what defines us. We would be delighted to arrange a guided tour.

Yours sincerely,  
Finola Harrington  
Chair of Governors  
Cove School



<b>Closing Date:</b>	Friday 12 <sup>th</sup> June 2026 (Noon)
<b>Interview Date(s):</b>	30 <sup>th</sup> June and 1 <sup>st</sup> July 2026
<b>Job Start Date:</b>	January 2027 (or earlier)
<b>Contract:</b>	Permanent
<b>Salary Type:</b>	Leadership Scale L29-L35
<b>Salary Details:</b>	The indicative pay salary is set at £103,030 - £118,169
<b>Hours of Work:</b>	Full-time
<b>Location of Role:</b>	Cove School, Farnborough, Hampshire.
<b>Number on roll:</b>	1008
<b>Contact e-mail address:</b>	<a href="mailto:HTRecruitment@hants.gov.uk">HTRecruitment@hants.gov.uk</a>

# Introduction to our School

Cove School was founded in June 1877 under the name Cove and South Hawley Council School, during a period of major expansion in elementary education following the Elementary Education Act of 1870.

The original school buildings were located on Fernhill Road, in the heart of the Cove community. Those buildings are now occupied by Cove Junior School, reflecting the way education provision in the area gradually split into separate primary and secondary phases. At its founding, the school primarily served children from Cove, South Hawley, and surrounding rural communities, many of whom were from working-class families linked to local agriculture and emerging industry

By the early 20th century, Farnborough and Cove were growing rapidly, driven by military aviation, engineering, and housing development. This population growth placed increasing pressure on local schools. As a result, Cove School moved to its present site on St John's Road in 1937, allowing for larger buildings, modern classrooms, and improved facilities better suited to secondary-age pupils.

This move marked the school's transition from a small Victorian council school to a more recognisable modern secondary school. After the Second World War, educational reform across England reshaped Cove School's role. Like many schools in Hampshire, it evolved to meet the demands of comprehensive secondary education, serving pupils of all abilities rather than selecting by exam.

In more recent decades, Cove School became a foundation school, meaning that while it remains part of the state education system, it has greater control over its admissions, staffing, and land ownership.

We continue to be supported and overseen by Hampshire County Council, which coordinates admissions and maintains standards. The school works with a Leadership and Learning Partner from the Local Authority, with regular visits and ongoing collaboration supporting improvement.



We enjoy working closely with our local primary schools to ensure smooth transition and equally we pride ourselves on supporting pupils with choices of GCSE subjects in year 9 and their destinations when they leave us.

A traditional and well maintained site, the school sits within a single perimeter fence and has its own sports fields.

The campus is easy to navigate and is made up of several buildings that encircle the original school that was built in 1937.

The school has several large hall spaces which allows for dining, sports and performances . Additionally, there are several specialist spaces allowing for a wide extra curricular offer.

## The school's current strengths

The school was last inspected in January 2025, with Ofsted finding the school graded as "Good" for behaviour and personal development

Our school is proud to be an inclusive, multicultural community where every pupil is valued and supported to succeed. A key strength lies in our commitment to meeting the needs of all learners, particularly those with special educational needs. We have robust screening processes in place to identify needs early, ensuring that timely and effective support enables every child to flourish.

We celebrate our rich diversity and foster a genuine sense of belonging for all. Inclusivity and pupil wellbeing are at the heart of everything we do, underpinning both our curriculum and wider school life. Events such as our vibrant multicultural day highlight and celebrate the different backgrounds and experiences within our community.

Our strong provision in areas such as Religious Education and the teaching of British values further enriches pupils' understanding of respect, tolerance and global citizenship.

Beyond the classroom, pupils benefit from a wide range of extracurricular opportunities that enhance their learning and broaden their horizons, including exciting experiences such as STEM visits to Farnborough Airport.



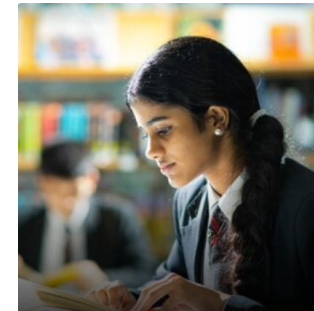
## School Improvement Priorities for 2025 /2026

The school remains ambitious for all pupils, but particularly in its intent to ensure that those pupils who sometimes find education more difficult to access are well supported. In addition, the school continuously strives to achieve consistency in the delivery of its curriculum and to recruit, develop and retain inspiring and happy teaching and support staff.

Consequently, leaders at the school have identified the following six key threads as school improvement priorities for 2025/26:

- Establish, implement and monitor plans for the continuous improvement of leadership, teaching and achievement.
- Embed adaptive teaching across the curriculum so that it is visibly consistent
- Continue to improve attendance, building on significant successes of the previous academic year, with a focus on improving the attendance of disadvantaged pupils
- Continue to improve outcomes for SEND and disadvantaged pupils.
- Establish strategies and opportunities which support the effective recruitment and retention of staff.
- Ensure improvements align with at least the expected standards under the Ofsted framework

These priorities are an integral part of CPD for staff, governor monitoring and scrutiny of the work carried out between the school and its Leadership and Learning Partner (LLP).



# OFSTED January 2025

Cove was last inspected in January 2025 and was graded Good for behaviour and personal development and requires improvement for quality of education and leadership.

## Key findings

- Pupils are generally happy at Cove School. They recognise that their teachers care about them and want them to do well.
- Pupils know that their teachers have high expectations of how they should behave in school. In general, they rise to these expectations.
- Behaviour at social times is typically calm and lessons are focused. Learning is rarely disrupted. If pupils lose focus, staff address this quickly by following the school's systems.
- Pupils know that if there is any bullying or unkindness the school will handle it well.
- Pupils benefit from a range of clubs, such as sporting activities, instrumental lessons and choir. They take full advantage of these opportunities.
- The pupil leadership team enjoy the opportunity to contribute to decisions about the school, influencing various improvements, events and initiatives.
- The school now checks all pupils' reading ability so that it can put in place support, but the impact of these initiatives is still emerging.
- The school has introduced a range of strategies to improve the quality of teaching across the school. Although in the early stages, these initiatives are beginning to have an impact. For example, new approaches to checking pupils' understanding are helping teachers to identify and fill gaps in knowledge.
- The school has done some very effective work to improve the attendance of pupils so that it is now average. Equally, the number of pupils being suspended has reduced significantly.

## Areas for Improvement

- The delivery of the curriculum is not always effective in meeting the needs of pupils with SEND or those who find reading difficult. This means that some pupils do not learn or achieve as well as they should. The school should ensure that teachers have the expertise and understanding to adapt the curriculum and ensure that it enables all pupils to succeed.
- Leaders have not ensured that their improvements to the delivery of the curriculum are being applied consistently well. There is too much variation in the quality of education pupils receive. Leaders should check the impact of the changes they make and take necessary action to ensure staff have the necessary expertise.
- Governors' work has not been sufficiently focused on ensuring that the school delivers a high standard of education. Although they have discussed new initiatives, they have not secured robust enough assurances about the impact of these on pupils' learning. Governors should ensure that their work is effective in challenging leaders to raise standards for the benefit of all pupils.

[Cove Ofsted Inspection Report 2025](#)

## Examination results 2025

A8 at Cove in Summer 2025 was improved from 2024, improving from 40.4 in 2024 to 42.7 in 2025.

The % of students achieving the Basics at 4+ in 2025 was 54.3%, and 35.5% at 5+.

There was a significant improvement in the attainment of disadvantaged students in 2025. A8 improved from 32 in 2024 to 38.9 in 2025.

[Cove School - Compare school and college performance data in England - GOV.UK](#)

## Staffing at Cove School

### Senior Leadership Team

Cove School has a Senior Leadership Team format, recognisable to the majority of schools in Hampshire and surrounding counties.

Working to the Headteacher is one Deputy Headteacher. They in turn are supported by four Assistant Headteachers and a Business Manager. The Headteacher is supported by a full time PA.

### Academic Leadership

The core faculties of English, Maths and Science are led by a Head of Faculty and supported by a second in faculty. Foundation subjects are mostly led by a Head of Subject.

### Pastoral Leadership

The school is structured in year groups with each one being led by a Head of Year and supported by a team of tutors. There are 8 tutor groups in each year group.

### Resourced Provision

The school has a resourced provision for children with a hearing impairment. There are 6 spaces and the provision is regularly reviewed by Hampshire County Council.



### Supporting Student Wellbeing

Student wellbeing is supported by a Designated Safeguarding Lead and one Deputy DSL, who is non-teaching and is also the Mental Health Lead of the school. The school has its own onsite counsellor alongside further welfare support for pupils from an ELSA and the school's welfare hub.

### Inclusion support for pupils with SEN

There is currently a qualified SENDCO and to support their work an Assistant SENDCO is also in post. A team of learning support assistants provide a blend of support via 1:1 sessions, in class mentoring and by delivering targeted subject interventions.

### Recruitment and Retention

Following some recruitment challenges the school has entered a period of stabilisation and leaders have prioritised the recruitment of ECTs.

Additionally, the school is actively involved with Teach First and other ITT providers so that they have access to the next generation of teachers.

## Job Description



**JOB TITLE:**

Headteacher

**RESPONSIBLE TO:**

The Governing Board of Cove School

**RESPONSIBLE FOR:**

The headteacher carries out duties in line with the conditions of employment as set out in the current *School Teacher's Pay and Conditions* document, the *National Standards of Excellence for Headteachers (2015)*

The Headteacher occupies an influential position as the lead professional and must be a significant role model within the local community. The values and ambitions of the school's Headteacher determine the ethos and achievements of the school. As Headteacher you are accountable for the education of current and future generations of children. Your leadership will have a decisive impact on the quality of teaching and pupils' achievements.

You will lead by example, demonstrating professional conduct and effective practice to teachers, and support staff, in a way that minimises unnecessary teacher workload, leaving time for high quality, continuous professional development of your staff. You will manage a climate for the exemplary behaviour from pupils. You will set expectations for high academic standards within and beyond the school, recognising differences and respecting cultural diversity within the local area and Britain in general. As Headteacher of Cove School, you will work tirelessly to overcome underperformance wherever it exists in the school, and you will ensure sustained improvement and highest achievement in all that you do.

**Care, Character and Academic Excellence**

# Application Procedure

## Application Procedure

Visits to the school are warmly welcomed.

Tours of the school and Q&A with current HT will be available during the **morning** of:

**Tuesday, 2<sup>nd</sup> June**

**Thursday, 4<sup>th</sup> June**

To organise a tour please email: [s.downham@coveschool.uk](mailto:s.downham@coveschool.uk)

### Click the “Apply” button to complete your application.

Applications should be received no later than noon 12<sup>th</sup> June 2026.

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 18<sup>th</sup> June 2026 and the selection process will take place on the 30<sup>th</sup> June and 1<sup>st</sup> July 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.

### 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 the Recruitment Team immediately on

[HTRecruitment@hants.gov.uk](mailto:HTRecruitment@hants.gov.uk)

## Safer Recruitment

Hampshire County Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. As part of this commitment, all appointments in Hampshire County Council schools are subject to robust pre-employment safeguarding checks, which typically include:

- An enhanced Disclosure and Barring Service (DBS) check
- A Children’s Barred List check (where the role involves working with children)
- Two suitable references, usually including the most recent employer
- Verification of identity, qualifications, Right to Work, and employment history
- Online background searches on shortlisted candidates, in line with *Keeping Children Safe in Education* guidance

## 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 personnel 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 purposes for 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 [Welcome to Cove School](#) for further details on our privacy notice and data protection policy. You can contact the School’s Data Protection Officer if you have a concern about the way they collect or use your data.

# Key Responsibilities of the Post

## Overall responsibilities

- Take the lead role on working with the Governing Board to develop a collaborative school vision, which embraces ambition, excellence, high standards and inclusion. Translate the vision into a financially viable development plan and implement it successfully.
- Secure a culture of excellence in teaching and learning to achieve high standards of learning and attainment across the whole 11-16 range, including inspiring and preparing pupils for post-16 education and training, employment and higher education.
- Hold all staff to account for their professional conduct and practice in line with guidance and standards from the Department for Education and other professional bodies and be responsible for the efficient and effective internal organisation, management and control of the school.
- Lead and champion an inclusive approach to education, ensuring high quality adaptive teaching that meets the diverse needs of all pupils, particularly those with SEND.
- Ensure effective monitoring and evaluation of the school's performance and establish a secure basis for responsive and sustainable school improvement so that the school meets at least the expected standards under the Ofsted framework.
- Develop and sustain effective relationships with the Governing Board and the Chair of Governors in particular, to ensure effective governance of the school and the discharge of the Governing Board's responsibilities and statutory duties.
- Build/develop and maintain effective relationships with families and all members of the school and wider community to enhance the quality of education and achievements of all students

## Leadership Skills

- Inspirational leadership and the ability to lead and mentor others effectively.
- Proven ability to provide visionary and strategic leadership.
- Excellent decision making skills, especially in complex or challenging situations.
- Proven experience in leading and motivating a diverse team of educators and staff.

## Educational Vision

- A clear and inspiring educational vision aligned with the school's values.
- Commitment to fostering a positive learning environment and promoting high academic standards.
- Clear vision of high quality inclusive teaching, learning and assessment to ensure all pupils make strong progress at the school and *at least* attain, if not exceed, their targets and goals.
- Clear understanding on achievement related priorities, including for pupils with SEND and from disadvantaged backgrounds.

## Communication Skills

- Excellent communication skills, both verbal and written, to effectively engage with families, staff, pupils, governors, and external stakeholders.
- Ability to articulate the school's vision and goals to various audiences.

## Collaboration and Relationship Building

- Proven ability to build strong relationships with families, pupils, staff, and the wider community.
- Capacity to collaborate with the school's governing body, local education authorities, and external partners.

## Strategic Planning

- Skill in developing and implementing strategic plans to ensure the school meets at least the expected standards under the Ofsted framework
- Ability to analyse data and use evidence based practices for continuous improvement.

## Educational Pedagogy

- In depth knowledge of current educational research, pedagogical practices, and curriculum development.
- Awareness of the diverse needs of pupils and strategies for inclusive education – specifically including an understanding of pupils with a special education need.

# Key Responsibilities of the Post

## Financial Management

- Competence in financial management, budgeting, and resource allocation to optimise educational outcomes within budget constraints.

## Staff Development

- Commitment to professional development for staff.
- Capability to lead a culture of continuous improvement and learning through robust accountability and professional support.

## Emotional Intelligence

- High emotional intelligence to understand and respond effectively to the needs of families, pupils and staff.
- Ability to manage conflicts and build a positive school culture.

## Innovative Thinking

- Openness to innovation and creativity in educational approaches and solutions.
- Willingness to explore change and be decisive in taking the necessary actions.

## Problem-Solving Skills

- Strong problem solving skills to address challenges and navigate complexities in the educational landscape.

## Cultural Competence

- Cultural competence and a commitment to promoting diversity, equity, equality and inclusion within the school community.

## Resilience and Stamina

- Resilience to handle the demands and pressures of leading a secondary school.
- Stamina to manage a busy schedule and handle multiple responsibilities.

## Vision for Wellbeing

- Recognition of the importance of pupil and staff wellbeing and a commitment to creating a positive and supportive school culture.

## Governance and Compliance

- Understanding of governance structures and compliance requirements for schools in England.



# 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.

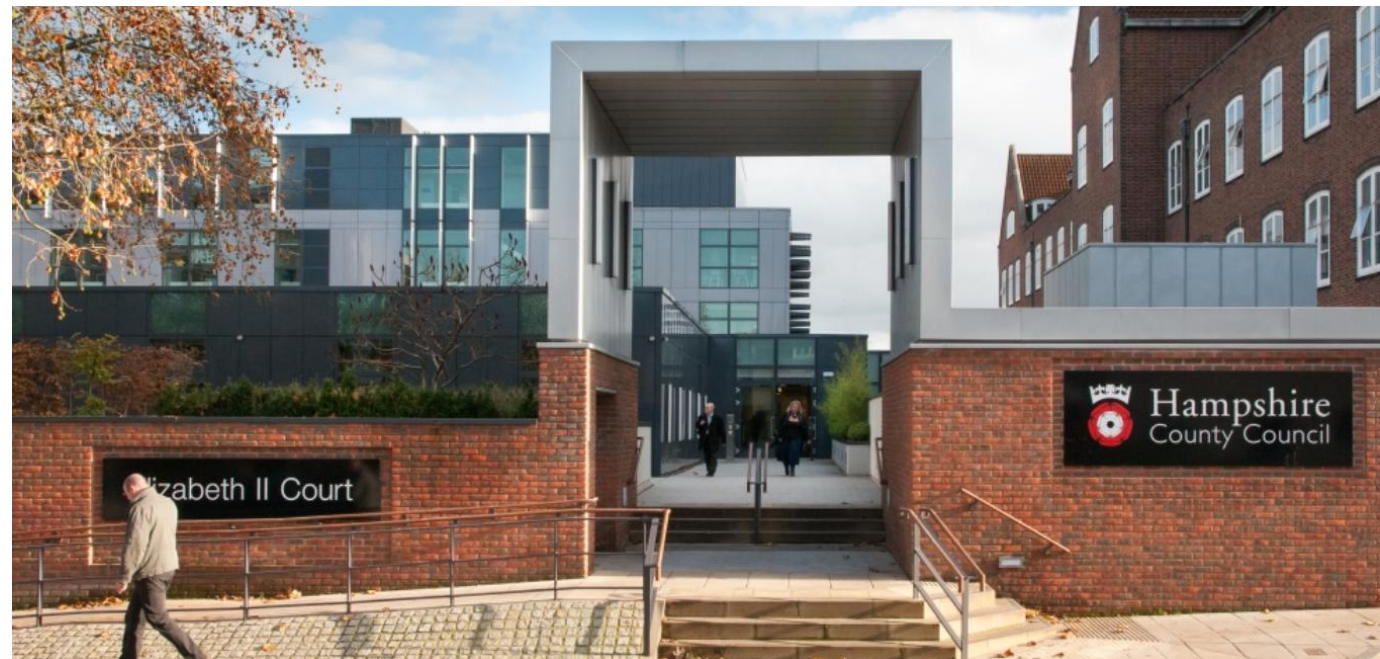
Hampshire's 'Early Admission' policy allows children to start school at the beginning of the school year in which they are five years old. At the other end of the age range, Hampshire was one of the first authorities in the country to establish a joint agreement on the 14-19 education of all students 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. 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 [Hampshire County Council | Hampshire County Council](https://www.hampshire.gov.uk) Hampshire has a lot to offer. We hope you will join us.



## Destination Farnborough



Set at the heart of Hampshire, Farnborough is a thriving town with a proud aviation heritage and a modern business outlook. Well connected by rail and road, it offers easy access to London and the South East, alongside green spaces, strong local amenities and a growing professional community. It's a place where innovation, opportunity and quality of life come together—making it an excellent base for talented people to do their best work.

Farnborough is home to a diverse and skilled population, with a strong mix of professionals, families and early-career talent drawn by its excellent transport links and employment opportunities. The local economy is anchored by world-class employers in aerospace, defence, engineering and technology, alongside a growing presence of innovative SMEs and professional services. This creates a dynamic labour market and a collaborative professional network, making Farnborough an attractive place to build and sustain a rewarding career.

Don't take our word for it – visit Farnborough  
[Farnborough Hampshire - Farnborough Tourist Information](#)

### Thank you

Thank you for your interest in the role of Headteacher at Cove. We hope this pack has been helpful in telling you about our school and we very much hope to have the opportunity to meet you in the very near future.