



Candidate Briefing Pack

**Headteacher - Harefield Primary School**

t: 023 8078 6833 e: info@hamwic.org w: Hamwic.org

Hamwic Education Trust, Unit E, The Mill Yard. Nursling St, SO16 0AJ

Hamwic Education Trust is registered in England and Wales, registered address as above. Company No. 10749662



Dear Candidate

On behalf of the Governing Body at Harefield Primary school we thank you for your interest in the advertised position. The governors at Harefield Primary School are seeking to appoint a talented and inspirational Headteacher for the Summer Term 2020.

The governors and staff are passionate about the children’s education and are looking for a dynamic and inspiring Headteacher who will build on existing relationships with pupils, staff, parents, governors and the wider community. This is a great opportunity to lead an outstanding Primary school situated on the east side of Southampton.

Our children are excited about welcoming a new Headteacher to the school and have begun to think about the kind of Headteacher they would like to see. They say they are looking for a Headteacher who is:

caring

friendly

honest

happy

trustworthy

listens

funny

supportive

loyal

open

patient

thoughtful

clever

helpful

fair

eco-friendly

good communicator

confident

independent

dependable

sociable

decisive

sporty

active

discusses ideas



Pupil engagement and enjoyment in learning is at the core of everything we do. We are determined to ensure that our children achieve the best possible progress across all areas of the Curriculum. As a school we embrace challenges and continue to provide the best all round education for our children. Harefield is a school where your child comes first. We seek to keep all children safe and **happy**, working together with parents and the community.

If you wish to be considered for this appointment, please complete the Headteacher’s application form with a covering statement outlining your reasons for applying for this position and what you believe you would bring to Harefield Primary as the new Headteacher. Your application should relate to the person specification and job description, in particular elements marked with ‘APP’ on the person specification are expected to be addressed in the written statement as part of the application.

Application closing date: Friday 4th October (at 12.00 noon)

Shortlisting: 7th October

Interview Date: 14-15th October

Please note: candidates invited to attend for the second day will be required to carry out a task in preparation for day two, as advised at the end of day one.

Start Date: 1st April 2020

We would be delighted to give you a tour of the school and answer any questions you may have. Please contact the school to arrange an appointment.

Yours sincerely

**Carrie Thompson**

**Chair of Governors**





Hamwic Education Trust Chief Executive Introduction

 We are seeking to appoint an inspirational individual with a track record of delivering strong educational outcomes and school improvement at a senior level. This is an exciting opportunity to lead and further develop the quality of education at Harefield Primary school.

I hope you share this sense of excitement to deliver strong and dynamic leadership at Harefield so that it can fulfil the potential of its ‘Outstanding’ Ofsted grading.

The Hamwic Education Trust is a community based Trust striving to create academic excellence through community engagement. Our aim is to establish self-improving school systems by creating local partnerships of schools where School Leaders take a collective responsibility for student outcomes.

As of 1 September 2019, our Trust comprised of 6 local partnerships containing 30 academies, in excess of 10,000 pupils and over 1,600 staff. The 29 academies consist of 27 primaries, 1 secondary and 1 hospital school. We also have another school in conversion. The 6 local partnerships are spread across Portsmouth, Southampton, Poole and Dorset. The Trust also contains a Teaching School and SCITT.

At the Hamwic Education Trust we are passionate about the central role of education in improving individual life chances for children and young people. We bring professional expertise and experience to secure the highest possible achievement for all. We believe in a local education, with the freedom to collectively support the needs of the community it serves.

I hope that you would want to be part of the team.

**Robert Farmer**

**Chief Executive**

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**What is our school all about?**

Harefield is an Ofsted graded “**outstanding**” school. Every family’s co-operation has made Harefield a **successful**, happy school where children succeed and genuinely enjoy their day at school. The leadership team have worked alongside all stakeholders to renew the school vision, values and ethos in order to provide a collective understanding of 'why we are here'.

**Pupil engagement** and **enjoyment in learning** is at the core of everything we do. With this, we are determined to ensure that all children achieve the best possible **progress** across all areas of the Curriculum.

**Our Aims**

At Harefield Primary School we aim to ensure:

* Children throughout the school will achieve their full potential in their learning to enhance their own life chances and aspirations
* Children will engage in a broad, balanced, progressive curriculum, relevant to their needs, that offers enriched learning in a stimulating environment
* The school becomes the centre of a happy and healthy community that builds confidence and self-esteem and celebrates achievement

**Our Core Purpose**

“To Educate, Prepare and Motivate each student to Aspire, to Learn and to Achieve”

**Our Vision**

Harefield Primary School will provide the best all-round education for our children. We will work collaboratively to ignite a passion for learning which will enable every child to be the very best they can be.

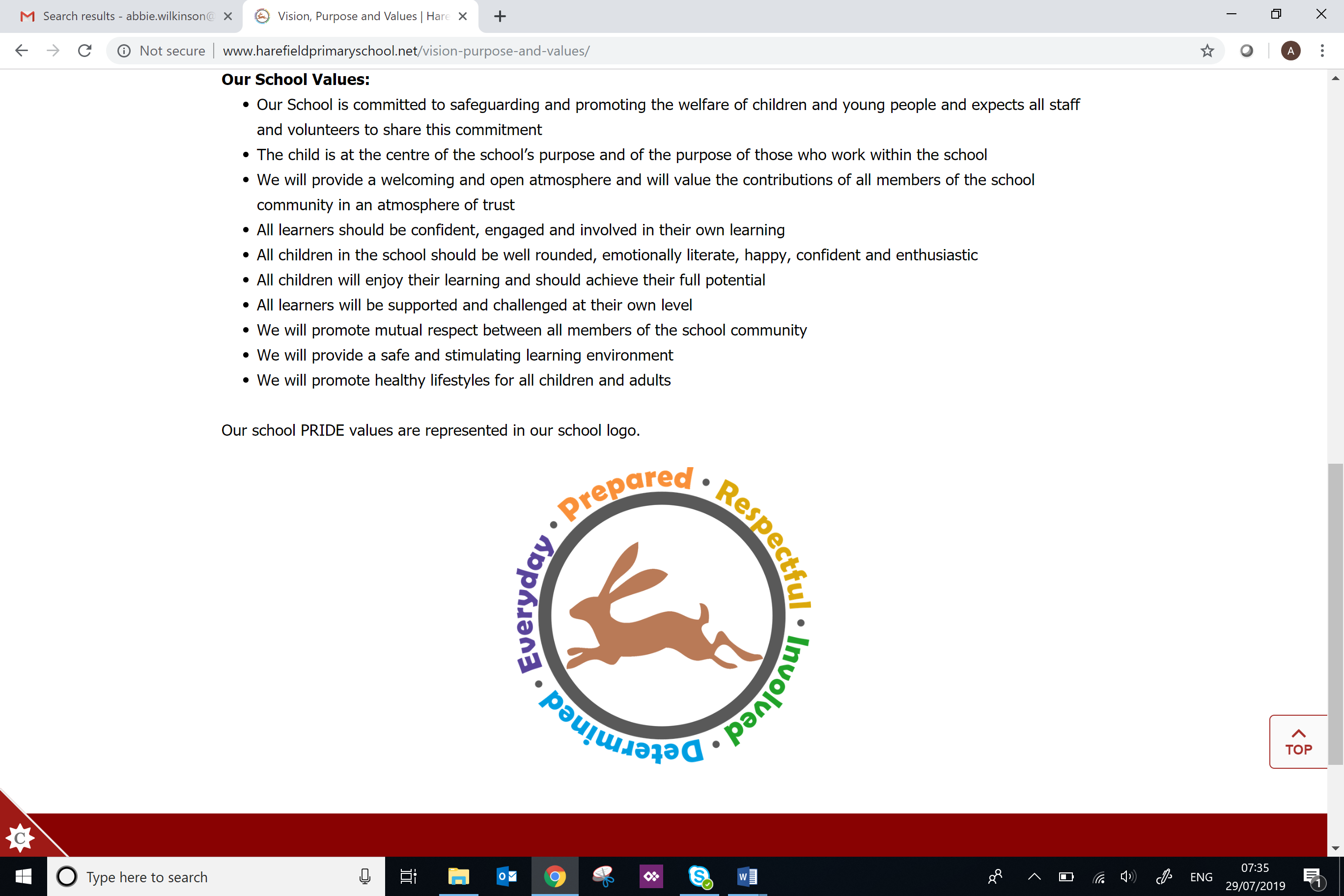




**Our Values**

* Our School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
* The child is at the centre of the school’s purpose and of the purpose of those who work within the school
* We will provide a welcoming and open atmosphere and will value the contributions of all members of the school community in an atmosphere of trust
* All learners should be confident, engaged and involved in their own learning
* All children in the school should be well rounded, emotionally literate, happy, confident and enthusiastic
* All children will enjoy their learning and should achieve their full potential
* All learners will be supported and challenged at their own level
* We will promote mutual respect between all members of the school community
* We will provide a safe and stimulating learning environment
* We will promote healthy lifestyles for all children and adults

Our children take **PRIDE** in their learning, behaviour and our school community.







**Location and Environment**

We are a vibrant school on the east side of Southampton serving a catchment area encompassing the edges of Bitterne and the whole of Harefield estate. Harefield is a school where the children and their families come first.

The area around the school is home to around 4500 people. Approximately 1500 of these live in the Harefield area and the remaining 3000 in the Townhill Park and Midanbury parts of the area. The Harefield Ward is one of the most income-deprived areas of Southampton and in the top 10% most income deprived LSOA in England.

Within the local area, schools have high levels of children receiving free school meals, and Harefield has significant and increasing levels of child poverty and a higher than average percentage of lone parents. A high percentage of adults in the Harefield Ward have no qualifications at all and there are high levels of unemployment. A significant number of people in the area live in fuel poverty, and this is known to sometimes lead to isolation, poor health and poor nutrition.

The school offers a haven for many children and their families. The buildings are bright and modern and there are high quality outdoor spaces. These include a newly developed EYFS outdoor area which compliments the outdoor spaces available for classes in key stage 1 and lower key stage 2 and the large playing field. There is an attractive open library space and breakout communal spaces throughout the site.

Harefield is above average in size for a primary school. Although three quarters of its pupils are of White British backgrounds, 13 of the possible 17 ethnic groups are represented in the school. 14% of the pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is much higher than in most schools – around 35%. This varies between year groups and can be as much as 50% of a cohort. Around 20% of pupils have special educational needs and/or disabilities.

At Harefield Primary School, we are committed to providing all of our children with equal opportunities, and strongly believe all have an entitlement to achieve their potential, whatever their circumstances. We place inclusivity at the heart of all we do fostering close relationships with the families of the children in the school.

We promote high aspirations of all our learners and recognise our responsibility as a professional community to secure the very best outcomes for our children.





**Staff and Governors**

Our School Governing body is made up of elected parents, staff (teaching and non-teaching including the Headteacher) and appointed representatives of the local community. Meetings are held every half term where Governors work with the school leadership team determining the future of the school and driving ingoing improvements in school standards. The Governors at Harefield see themselves as a ‘critical friend’ of the school, asking questions of the Leadership team with a view to making improvements across all areas.

**Hamwic Education Trust**

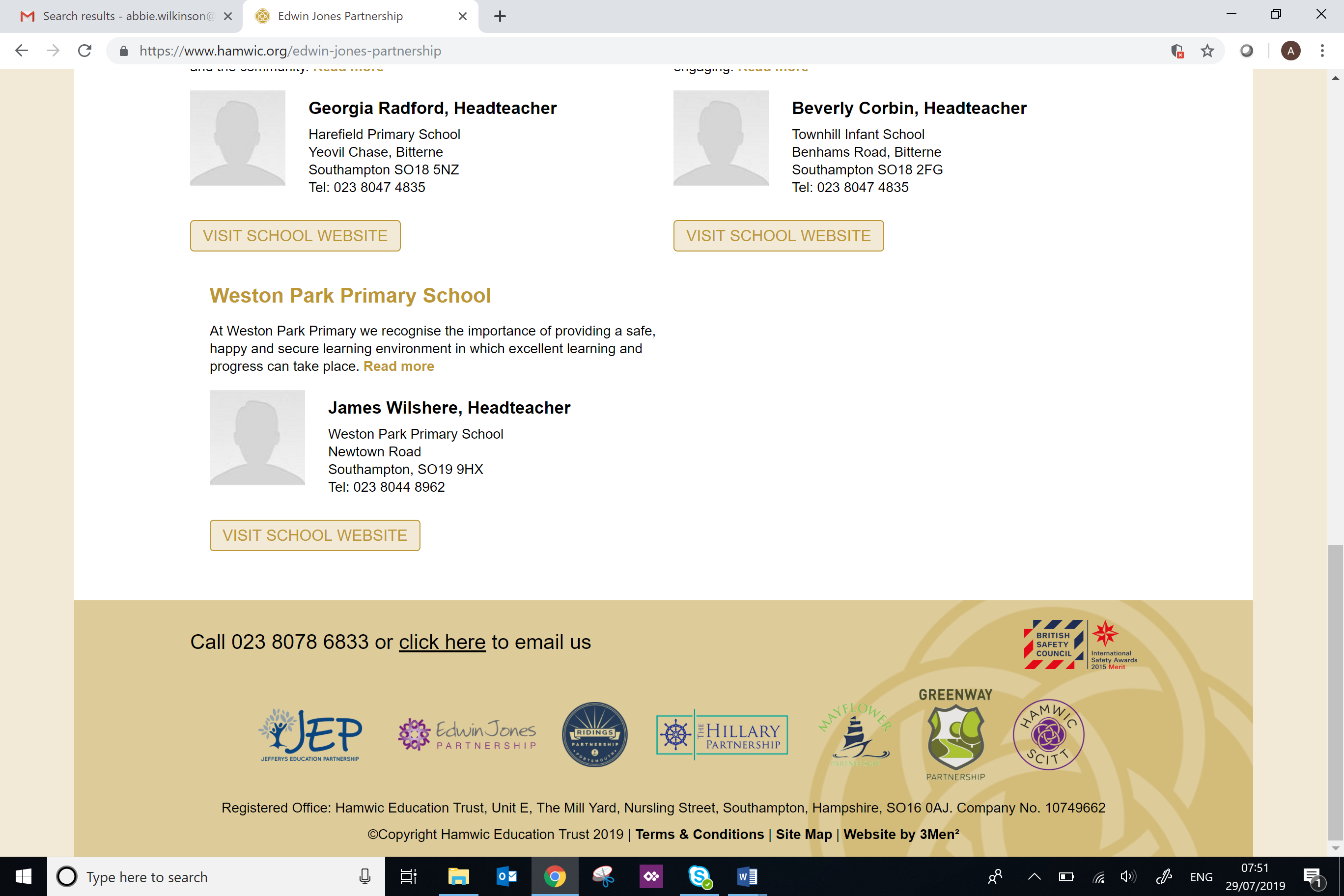
Harefield Primary is part of the Edwin Jones Partnership.

The vision for the Edwin Jones Partnership is for schools, Head teachers and governing bodies to take a collective responsibility for education in their local community. The schools work together across the Partnership improving standards and practice, developing the curriculum and identifying strengths.

We share a commitment to making a positive difference to our children and their families through a nurturing, caring ethos and raising aspirations within our community. We bring professional expertise and experience to secure the highest possible achievement for all. All aspects of our work will have a clear focus on improvement in the skills of our pupils, staff and community on sustaining measurable impact.

Our aim is to continue to develop our united learning community through a network of leaders and practitioners committed to sharing successful practice. We think and work differently and use new opportunities to ensure all learners remain at the heart of education. We aim to develop passionate life-long learners who are able to make a positive contribution to society.

The Edwin Jones Partnership is one of six partnerships across the trust. The Trust believes in creating academic excellence through community engagement and the aim is to establish self-improvement systems by creating local communities of schools where Headteachers take a collective responsibility for student outcomes.

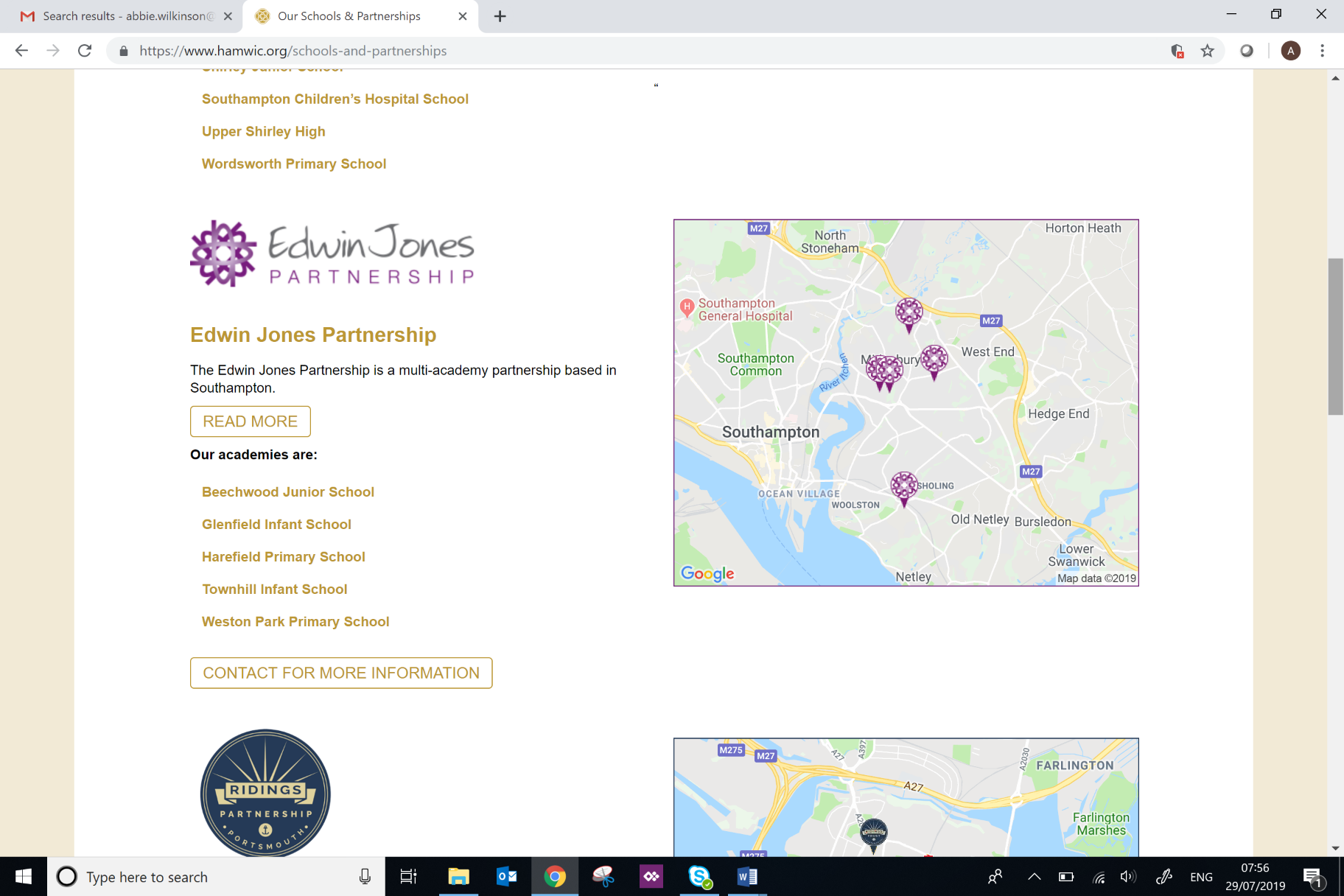






**Benefits of being part of Hamwic Education Trust**

* The utilisation of local expertise
* CPD and training opportunities for staff across the Multi Academy Trust
* Highly trained staff including an experienced advisory team, National and Specialist Leaders of Education working with schools in order to raise standards, monitor progress and attainment for individual schools and across all phases
* Provision of managed services to support in school business functions including finance, HR, Health and Safety and IT solutions
* Qualified staff ensuring statutory compliance requirements are met
* Maximising best value by using economies of scale in the procurement process
* Implementation of proven governance structures
* Experienced academy conversion team
* A collective responsibility for academic excellence in the community
* Procurement of shared services providing lower costs for schools within the MAT







Advert

**Role: Headteacher**

**Location: Harefield Primary School, Southampton**

**Start Date: April 2020**

**Salary Range: L18 - 24**

Governors are seeking an innovative leader, with a passion for developing high quality teaching, to shape the quality of education at Harefield Primary.

The successful candidate will drive the development of the schools’ curriculum offer, ensuring that more pupils than ever before leave each stage of their educational journey well-prepared for their next. Strategies will place the need of the most disadvantaged children and those with additional and complex needs firmly at the centre of developments.

Our new Headteacher will inspire and bring out the best in staff, have resilience and drive, and have a proven track-record of delivering strong educational outcomes.

The school has a committed staff - we are exceptionally proud of our children and our teaching. Our inspection in 2011 found that:

*Harefield is an outstanding school. Children get off to an excellent start in Reception and their excellent progress is maintained throughout Key Stages 1 and 2. The teaching is excellent, care is exceptional and the curriculum innovative and highly stimulating. As a result, pupils' behaviour is excellent and they feel extremely safe. Parents and carers are very happy with the education their children receive. One wrote: 'I couldn't ask for a better school for my children to attend.'*

You can be part of leading the next phase of our journey as we strive to fulfil our ‘outstanding’ judgement.

**WE ARE SEEKING A PROFESSIONAL INDIVIDUAL WHO:**

* Is currently an outstanding practitioner and inspirational leader
* Has a strong track-record of success in their current role across the Primary phase
* Can develop teaching practice so that it secures progress for all pupils across the primary phase
* Will effective model leadership, ensuring senior leaders have the skills they need to do their job well
* Innovates to improve the quality of the curriculum offer to address social disadvantage
* Builds upon our good relationships within the schools, across partnerships and in the wider community

**ABOUT HAREFIELD PRIMARY SCHOOL**

We believe every child is unique and we go out of our way to ensure they have the education that equips them to fulfil their ambitions. We support this within our inclusive and diverse community working alongside our parents and carers. Being an academy in a large multi-academy Trust enables us to work closely with, and be supported by, other local schools.

Harefield is above average in size for a primary school. The very large majority of its pupils are of White British backgrounds. Very few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is much higher than in most schools. An average proportion of pupils have special educational needs and/or disabilities.

At Harefield Primary School, we are committed to providing all of our children with equal opportunities, and strongly believe all have an entitlement to achieve their potential, whatever their circumstances. We place inclusivity at the heart of all we do fostering close relationships with the families of the children in the school.

We promote high aspirations of all our learners and recognise our responsibility as a professional community to secure the very best outcomes for our children.

Harefield Primary is part of the Edwin Jones Partnership.

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*We share a commitment to making a positive difference to our children and their families through a nurturing, caring ethos and raising aspirations within our community. We bring professional expertise and experience to secure the highest possible achievement for all. All aspects of our work will have a clear focus on improvement in the skills of our pupils, staff and community on sustaining measurable impact.*

*Our aim is to continue to develop our united learning community through a network of leaders and practitioners committed to sharing successful practice. We think and work differently and use new opportunities to ensure all learners remain at the heart of education. We aim to develop passionate life-long learners who are able to make a positive contribution to society.”*

The Edwin Jones Partnership is part of the Hamwic Education Trust. As a Trust, we aim to deliver an outstanding education to our pupils and to do so we must employ ***outstanding*** people. We offer a training pathway for all employees including teachers, support staff and our middle and senior leaders. Our staff have opportunities to work on cross phase projects and to work in other schools within the Trust in order to gain invaluable experience and enhance their skills.

**APPLICATION PROCEDURE:**

Should you wish to apply for this vacancy, please view the recruitment pack and complete the application form which can be found at [www.hamwic.org](http://www.hamwic.org). Completed applications should be returned to [recruitment@hamwic.org](mailto:recruitment@hamwic.org)

We would be delighted to give you a tour of the school and answer any questions you may have. Please contact the school on [023 8046 3240](https://www.google.com/search?q=harefield+primary+school&rlz=1C1EJFA_enGB739GB739&oq=harefield+primary&aqs=chrome.0.0j69i57j69i59j0l2j69i60.3043j0j8&sourceid=chrome&ie=UTF-8) to arrange an appointment.

**SAFEGUARDING:**

All schools within the Trust 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 checks along with other relevant employment checks.

**Advert Closing Date:** Friday 4 October 2019

**Shortlisting:** Monday 7 October 2019

**Interviews:** 14 – 15 October 2019



Job Description

**Job Title:** Headteacher

**Location:** Harefield Primary School

**Salary Range:** L18 - 24

**Terms and Conditions**

* The terms and conditions detailed in the Hamwic Education Trust (HET) Pay Policy and unless varied by the Policy, the current ‘School Teachers Pay and Conditions’ document will apply. Any variation from these terms and conditions will be with the agreement of governors and the post holder.

**Job Purpose including Main Duties and Responsibilities**

**Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school:**

* To secure a strong commitment from all stakeholders to continuity of education from 4-11 years across the school
* To provide the leadership and management with governors which enables the schools to give every pupil high quality education and which promotes the highest possible standards of achievement and well being
* To deliver the annual performance management targets set by Governors in conjunction with the HET Deputy CEO (Education) and the Standards Team
* To ensure the school maintains a creative and enjoyable learning environment in which children achieve exceptionally well
* To build leadership capacity at all levels through actively developing strategic governance, staffing structures and roles and responsibilities
* To represent and be an advocate for the schools in the local and wider community and work to develop productive engagement across the partnership and wider trust

**Key Accountabilities**

1. **Creating the future of the schools**
2. Working with governors and key stakeholders to create the strategic vision for the school
3. Motivate others to create a shared learning culture and positive climate through distribution of leadership through teams and individuals
4. Translate the vision into agreed objectives and operational plans
5. Use the schools structure to maximise and deploy both resources and expertise to raise achievement
6. **Leading Teaching and Learning/outcomes and standards**
7. Lead teaching and learning from the Foundation Stage to Key Stage 2 so that children achieve their very best
8. Provide an outstanding curriculum that meets the schools’ educational vision
9. Ensure that teaching and learning sit at the heart of all leadership decisions
10. Create a culture of high expectation for all and ensure that parents and carers are included as partners in their children’s progress
11. Monitor, evaluate and review school practice and promote improvement strategies
12. Tackle under-performance at all levels
13. **Developing Self and Working with Others**
14. Promote and maintain a culture of high expectations for self and others
15. Regularly review own practice, set personal targets and take responsibility for own development
16. By example lead, value effort, support, challenge and encourage an ethos of trust, teamwork and continual improvement among all staff
17. Recognise and promote the excellent opportunities within the community to attract and retain high quality staff
18. Lead, motivate, support, challenge and develop the leadership teams, ensuring organisational structures are fit for purpose
19. **Managing the Organisation**
20. To ensure the ongoing development of an organisational structure which reflects the schools’ values and enables effective and efficient operations
21. To ensure evidence-based improvement plans and policies promote continuous school improvement
22. Manage the school on a day-to-day basis ensuring that Trust policies, including those relating to safeguarding and health & safety are fully adhered to;
23. Manage the school’s financial and human resources in line with relevant policies to ensure efficiency in achieving the school’s educational goals and priorities;
24. To recruit, retain and deploy staff appropriately
25. Ensure that policies and practices take account of national and local circumstances and initiatives;
26. **Securing Accountability**
27. Develop an ethos which enables everyone to work collaboratively
28. To ensure individual staff accountabilities are clearly defined, understood, agreed and recorded
29. To work with the governing body to enable it to meet its statutory responsibilities
30. To ensure every individual pupil has access to high quality teaching and learning
31. **Strengthening Community**
32. To create and promote positive strategies for challenging racial and other prejudice
33. To ensure a range of community-based learning experiences
34. To collaborate with other agencies to ensure pupil and community needs are met
35. Work with schools within the trust to promote community cohesion
36. Work collaboratively, at both strategic and operational levels, with parents and carers and across multiple agencies for the well-being of all children
37. Collaborate with other schools in order to share expertise and bring positive benefits to all including, but not limited to, close co-operation with EJP Headteachers in support of developing the EJP educational strategy and the wider Hamwic Education Trust
38. **Safeguarding**
39. To carry out the role as Designated Safeguarding Lead Officer
40. To have due regard for safeguarding and promoting the welfare of children and young people and to follow the schools’ child protection policies and procedures
41. To ensure a safe working environment for pupils and staff alike and to comply with Trust and school health and safety policies
42. **Other Duties**

At an appropriate level, according to the job role, grade and training received, all employees in the Trust are expected to:

1. Support the aims, values, mission and ethos of the school and participate in a team approach to all aspects of school life
2. Attend and contribute to staff meetings and INSET days as required, and identify areas of personal practice and experience to develop
3. Take appropriate responsibility for safeguarding and children’s welfare and be aware of confidential issues linked to home/child/teacher/school and keep confidences appropriately
4. Be aware of health and safety issues and act in accordance with the school’s and Trust’s Health and Safety policy
5. To liaise with other school staff, contractors and outside agencies/organisations as appropriate;

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar and he/she has appropriate qualifications or receives appropriate training to carry out these duties.



Person Specification

The person specification comprises of:

* Part one - Qualifications, training and experience
* Part two - Qualities and Behaviours: for school leadership now and in the future

Candidates should note that the elements markers with an ‘APP’ are expected to be addressed in the written statement as part of the application. These will be used by the panel to shortlist for the interview stage.

**Part 1: Qualifications, training and previous experience**

|  |  |
| --- | --- |
| ***Candidate is able to provide pertinent evidence of their previous education, training and experiences*** | **Essential or Desirable** |
| **Professional experiences and qualifications:**   1. Qualified Teacher Status **(APP)** 2. Evidence of appropriate professional development **(APP)** 3. Holds NPQH or equivalent **(APP)** 4. Willingness to continue professional development 5. Experience of working in partnership with other schools and organisations **(APP)** 6. Experience and evidence of successful senior leadership within each phase represented in the school: EYFS/KS1/KS2 **(APP)** 7. Experience of supporting schools other than their own to improve 8. Experience of leadership within schools of different socio-economic areas and communities 9. To have a strong understanding of the Designated Safeguarding Lead Officer role **(APP)** | **Essential**  **Essential**  **Desirable**  **Essential**  **Essential**  **Essential**  **Desirable**  **Desirable**  **Essential** |
| **Has knowledge and understanding of/and:**   1. Ability to use comparative data, benchmarking and target setting data **(APP)** 2. Ability to think strategically and plan for educational improvement 3. Strategic understanding of current educational issues and curriculum research 4. Effective teaching, learning and assessment methods 5. Understanding of effective leadership 6. Knowledge/experience of tracking progress and attainment **(APP)** 7. The national inspection framework for schools and the proposed changes from Sept 2019 8. Current national curriculum research and evidence based approaches within education | **Essential**  **Essential**  **Essential**  **Essential**  **Essential**  **Essential**  **Desirable**  **Desirable** |
| **Is able to demonstrate experience:**   1. Clear evidence of leading a team to accelerate pupil progress **(APP)** 2. The effective delivery of the performance management appraisal process | **Essential**  **Essential** |

**Part 2: Qualities and Behaviours:**

|  |  |
| --- | --- |
| **Leadership Qualities and Behaviours:** *Candidate is able to give significant examples of the ways in which they exhibit the following characteristics* | **Essential** or Desirable |
| 1. A driver of staff engagement 2. A driver of strong pupil outcomes across the curriculum 3. High levels of resilience 4. Communicates effectively to a range of audiences 5. Action-orientated and solution focused 6. Self-awareness 7. An effective and inspirational leader 8. Flexible and able to respond to change in local and national climates 9. Willingness to contribute to the wider ethos of the Partnership and Trust | **Essential**  **Essential**  **Essential**  **Essential**  **Essential**  **Essential**  **Essential**  **Essential**  **Essential** |
| **Has the following skills and attributes:**   1. An effective and inspirational leader 2. High levels of emotional intelligence 3. Strategic vision for raising standards and the impact of effective deployment of funding including for the most vulnerable pupils 4. Ability to change and ensure all stakeholders are on board 5. Ability to develop effective relationships with staff and promote succession planning 6. Excellent organisational skills and written communication skills 7. Ability to prioritise, meet deadlines and work under pressure 8. Ability to hold challenging conversations and oversee capability procedures 9. Leadership of effective transition points across the primary years | **Essential**  **Essential**  **Essential**  **Essential**  **Essential**  **Essential**  **Essential**  **Essential**  **Essential** |
| **Can demonstrate the following teaching and learning attributes:**   1. Strong understanding of what makes an outstanding classroom practitioner 2. Development of a range of teaching and learning styles 3. Experience in raising academic standards 4. Expertise in monitoring classroom performance 5. Evidence of the impact of coaching/support for individuals | **Essential**  **Essential**  **Essential**  **Essential**  **Essential** |
| **Motivation and personality:**   1. Positive and optimistic 2. Sense of accountability 3. Good sense of humour 4. A constant drive for improvement 5. Able to work in a professional manner as part of a team | **Essential**  **Essential**  **Essential**  **Essential**  **Essential** |



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