

# Head Teacher Vacancy September 2020

## Application Pack



Fair Oak



Junior  
School

A: Fair Oak Junior School, Botley Road, SO50 7AN | T: 02380 693195 | W: [www.fairoakjunior.co.uk](http://www.fairoakjunior.co.uk) | T: @FairOakJS

**Application Closing date:** Noon, 27<sup>th</sup> March 2020

**Interview dates:** 27<sup>th</sup> and 28<sup>th</sup> April 2020







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Dear Potential Head Teacher of Fair Oak Junior School,

It is a privilege to be Chair of Governors at such an exciting time for our school. Fair Oak Junior School is a large, five form entry school located close to the cities of Winchester and Southampton. Our recent OFSTED Inspection in July 2019 confirmed that the school continues to be Good, and well on the way to becoming Outstanding. Our vacancy arises as our well respected Head Teacher is relocating with his family to another part of the country.

The Governing Body wishes to appoint someone who is a strategic leader with a clear vision of excellence and who will work with staff, pupils, parents and Governors to take us further along the journey to being an Outstanding school.

#### **We can offer:**

- A positive and supportive environment where your career development will be championed
- A dedicated, stable and talented team of staff with supportive parents and Governors who are enthusiastic about helping the school continue to grow
- Inquisitive, vibrant and well-behaved children who love to learn
- A school that is committed to safeguarding and promoting the wellbeing of everyone in our Fair Oak Family

#### **We seek...**

- The vision, energy, leadership and creativity to drive innovation whilst building on existing practices that are working incredibly effectively
- An uncompromising commitment to ensure outstanding teaching for every child
- A rigorous approach to identifying gaps in learning and accelerating progress
- A positive, can-do attitude where challenges are seen as opportunities

We are a family, so if you would like to see what the different parts of the family require of their next Head Teacher, [click here](#).

If this sounds like you then we want to hear from you.

Visits to the school prior to application are strongly encouraged and will be warmly welcomed. Tours with me can be arranged on the following dates:

- Wednesday 11<sup>th</sup> March 2020
- Wednesday 18<sup>th</sup> March 2020
- Wednesday 25<sup>th</sup> March 2020

Please email Katy Layley, the Deputy Head, to book a tour: [k.Layley@fairOak-jun.hants.sch.uk](mailto:k.Layley@fairOak-jun.hants.sch.uk)

Please request an application pack from [eps-recruitment@hants.gov.uk](mailto:eps-recruitment@hants.gov.uk). I look forward to meeting you soon.

- **Salary: Leadership Scale 40-52: £66,372 - £76,878**
- **Closing date: Noon, 27<sup>th</sup> March 2020**
- **Shortlisting: 1<sup>st</sup> April 2020**
- **Interview dates: (candidates will be required for both days): 27<sup>th</sup> and 28<sup>th</sup> April 2020**
- **Start as the new Head Teacher at Fair Oak: 1<sup>st</sup> September 2020**

Best Wishes,

Rob Gardner – Chair of Governors

Dear Potential Head Teacher of Fair Oak Junior School,

It is my absolute privilege to write to you about the vacancy at Fair Oak Junior School and thank you for your interest in the post. Fair Oak Junior School is a very special place and you would be joining the 'family' at an exciting time. As Head Teacher, you will have the opportunity to continue the journey started by Mr De Silva, who is relocating to Kent with his family. Part of his legacy has been the notion of our school as a family. As a result, the whole culture of the school is so positive, and all stakeholders are fully engaged in the vision of the school: To provide outstanding learning opportunities for all children. We now look forward to appointing our next Head Teacher to work with our dedicated staff, caring parents, supportive Governors and amazing children. Could that be you?

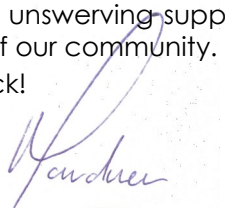
The Governing Body is looking to appoint a dynamic Head Teacher, who will build on our current achievements and help provide the vision to drive our school forward in these exciting times. The successful applicant will share our curriculum intent to provide our children with inspirational learning experiences.

If you are excited by the idea of leading Fair Oak Junior School with its great teachers, children who love to learn, supportive parents and forward-thinking Governors, please apply to join us. As a first step, we would be delighted for you to experience the Fair Oak Family at first hand – come visit!

I know that if you choose to visit, our children will be delighted to share their thoughts about their school with you. Please take the opportunity to talk to them! They will tell you far more in a few minutes than I ever could. If you would like to find out what the different parts of the family require, [click here](#).

I hope I have shared information that will be useful to you. I can assure you that our new leader will have my unswerving support and I look forward to meeting you and working in partnership for the benefit of our community.

Good luck!



Rob Gardner, Chair of Governors



Mr Andrew De Silva



Dear Colleague,

Firstly, may I thank you for obtaining this application pack for the headship at Fair Oak Junior School. Having recently been through a Head Teacher recruitment process myself, I know that a lot of thought would have already been spent on this post and, should you wish to apply, a considerable effort will be made on your part. So, is it worth it? Simply... absolutely! Fair Oak Junior School is a fantastic community to lead. It is often assumed that children, staff and parents can get lost in large educational settings, but that couldn't be further from the truth at Fair Oak. The school is a family, and I often refer to it as such. Importantly, all members of the family have invested time and energy to make our school a truly remarkable place, and they are all looking for the journey to continue.

Not only do we perform well academically - although there is room for improvement - we are known for our musical and sporting achievements; whether that be 50 children singing at the O2 in London, or our boys football team narrowly losing a penalty shoot out, resulting in them being crowned the second best football team in the country. In terms of finance - the school is in a relatively strong financial position and is well resourced, both in terms of people and operational resources, so that staff can get on with the day job of teaching and learning.

The staff team really are incredible and are very supportive of changes that will have positive impacts on children. The Senior Leadership Team have been selected based on their skills and leadership styles, so that there is a balance to the team. With this balance comes a broad range of viewpoints and energy, and it will be up to you to continue to grow the leaders into the potential heads of the future.

What can I say about the Governors? They are led superbly by our Chair, Rob, and are determined to see Fair Oak continue to grow, not just as an academic institution, but also as a beacon of excellence nationally, and even internationally! At this point, I would recommend that you have a look on the [website](#), [prospectus](#) and on our [Twitter feed](#), as you will get a real flavour of what it means to lead the Fair Oak family - whether taking part in residential, presenting to 600 Head Teachers in China, leading staff training - or, most importantly, seeing the learning journey of our children.

Parents at the school are on-board with our vision to provide outstanding learning opportunities for all pupils. As you will be able to see from the *School and Home* section of this pack, you will have an incredibly supportive parental group who will want to be listened to, informed and respected - as you will surely expect.

All children are great - but those at Fair Oak are truly fantastic. I will be immensely sad to be leaving them, and indeed the whole Fair Oak family, at the end of the year, as it is a truly remarkable school to lead.

So... if you can see yourself leading this wonderful group of people, with respect and humility, then go for it!

*Mr De Silva*

Good luck!





## Inspiring successful learning

### *Our Vision and Aims are to:*

- Help everyone to enjoy learning and achieve success
- Provide a safe and caring place where everyone is valued and respected
- Expect the highest standards in work and behaviour
- Promote healthy lifestyles
- Encourage everyone to make positive contributions in school and the wider community
- Prepare for the opportunities, responsibilities and experiences of life
- Encourage partnership between children, parents, staff, governors and the community
- Raise Spiritual, Moral, Social and Cultural awareness and develop respect for everyone regardless of cultures and religions
- Provide the highest standards of teaching, learning and care in a broad and balanced curriculum
- Develop confident, independent learners

### *Every child has the right to learn*

- Always do your best
- Be fair, honest and reliable
- Show self control and take responsibility for your own actions
- Be kind and polite, helping everyone to enjoy school
- Respect others and their property
- Tell someone you trust if you have a problem



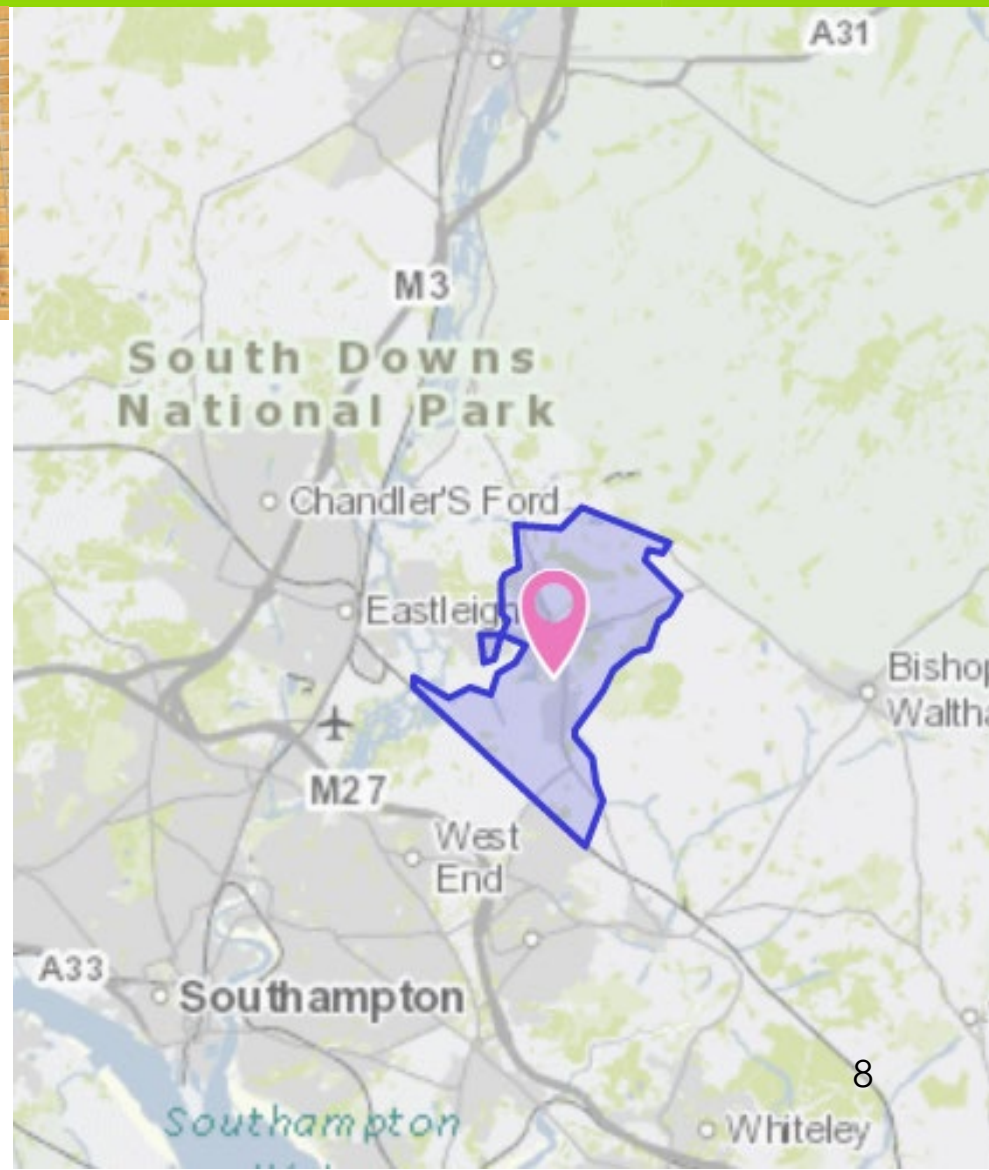
Fair Oak Junior School is a large, over-subscribed 5 form entry Hampshire County Council school located in the village of Fair Oak, with easy access to the cities of Winchester (7 miles) and Southampton (8 miles). The school site is extensive and forms part of a campus, including a nursery, an infant school and a secondary school.

Fair Oak Junior School serves the highly populated village of Fair Oak, with a mix of housing, including owner-occupied properties as well as social housing. There is significant building taking place in and around the village and the school has benefited from funding – see next page.

The majority of children enter from Fair Oak Infant School. As such, relationships are strong between the schools and the incoming Head will be required to continue these, so that all children benefit from an outstanding primary offer. Once the children finish in year 6, the vast majority attend Wyvern College. Once again, relationships are strong.

The school has extensive outdoor space, with several playgrounds and a large school field. In addition, the school occasionally uses outdoor space from the Parish Council and from Wyvern College.

The school is in a fortunate financial position and benefits from wonderful resources – which have to be seen to be believed!



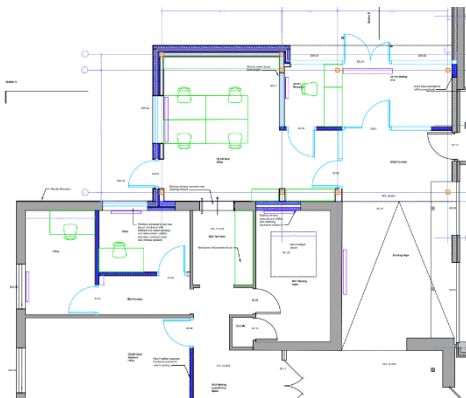


Due to the extensive house building in and around Fair Oak, the campus will benefit considerably. Some specific benefits for Fair Oak Junior School are:

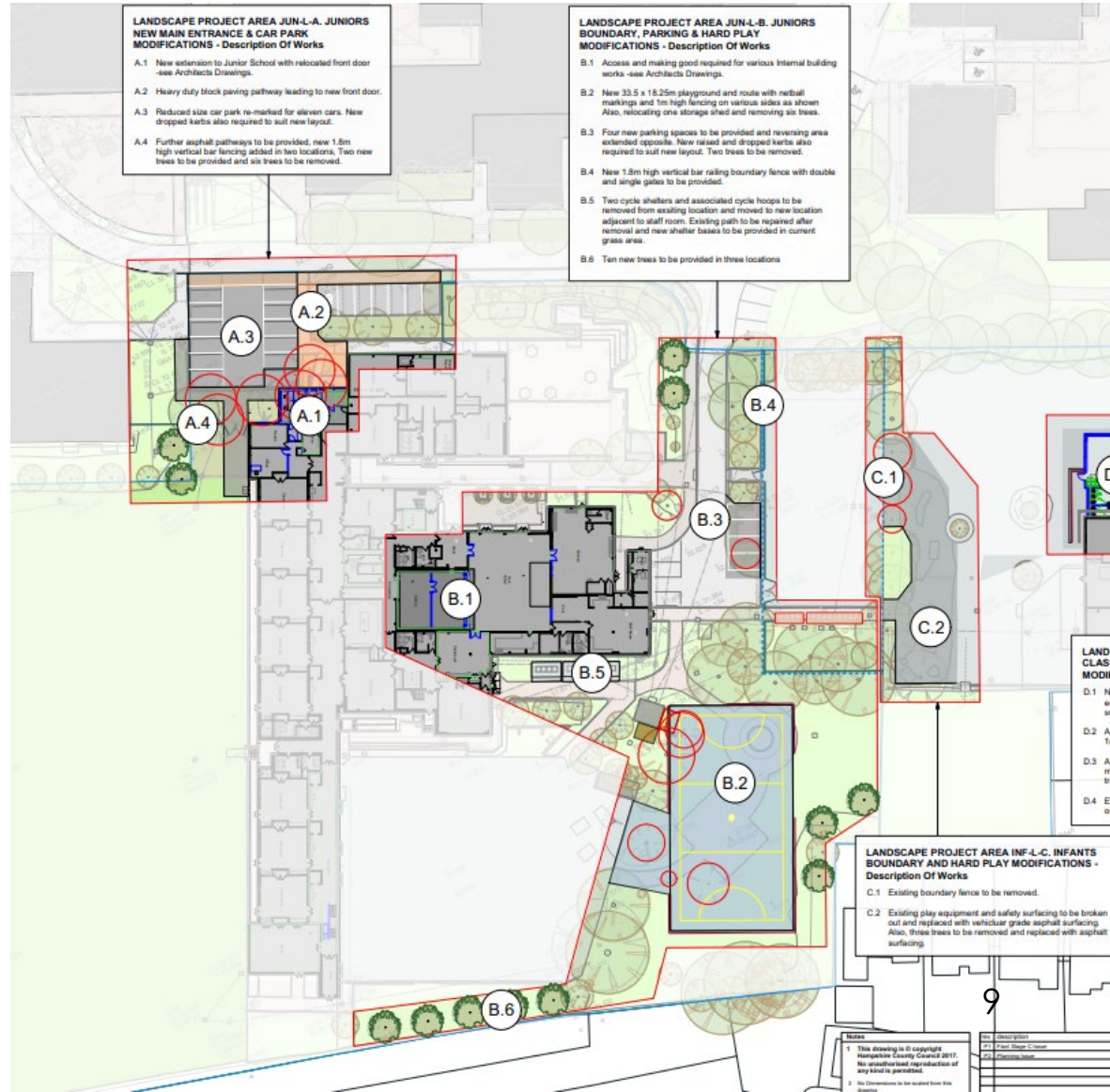
- A new playground
- A new front entrance to the school
- An extension to the school hall

As one would expect, there will be significant opportunities for the incoming Head to navigate the building project. The work is expected to begin during the summer of 2020; the exact timelines have not been confirmed, but planning permission has been granted.

## Proposed layout of the office area



## New front elevation of the school entrance



## To educate and inspire all

### Key Learning Values To Be...

Creative, thoughtful, resilient, aspirational, respectful, self-belief, sympathetic, empathetic, motivated, challenged, imaginative, compassionate

## Curriculum aims, which encourage all to be...

### Successful Learners

Who make strong progress and achieve well

### Confident individuals

Who lead safe and healthy lives

### Responsible young people

Who make a positive contribution to society

## Design principles to inspire and challenge

Challenges  
all

Secures learning  
pathways

High quality  
outcomes

**Authentic  
experiences**  
Responsive,  
relevant and  
memorable

**Concepts based  
education**  
Personal identity  
and relationships  
with their world

Problem solving/  
enquiry based learning  
fuels curiosity – **framed  
around our concepts  
curriculum**

**Solo Taxonomy**  
Secure to  
deep learning

Coherent,  
broad and  
balanced

## An inclusive curriculum for all irrespective of background and starting point – concepts learning...

Equality  
Beauty  
Choice  
Class  
Consent  
Justice  
Friendship  
Free will  
Community  
Fear  
Strength  
Belonging  
Service

Happiness  
Rights  
Cohesion  
Democracy  
Identity  
Love  
Mercy  
Forgiveness  
Media  
Individuality  
Weakness  
Prejudice  
Diversity

Peace  
Passion  
Reform  
Trust  
Truth  
Value  
Virtue  
Freedom  
Integration  
Care  
Fairness  
Oppression  
Tradition

Stewardship  
Common good  
Power  
Responsibility  
Creativity  
Protest  
Judgement  
Loyalty  
Discrimination  
Sacrifice  
Consequences  
Sustainability  
Resilience

Faith  
Duty  
Change  
Adversity  
Conflict  
Compassion  
Failure  
Spirituality  
Belief  
Dreams  
Influence  
Segregation  
Pride





## Components

Lessons Topics Events Environment Routines and Expectations Enrichment Partnerships

## Teaching and Learning

Clear understanding of learning and cognition, good subject knowledge, skilful instruction, coaching and facilitating, flexible and responsive teaching strategies (variation), stimulating and well organised learning environments, high expectations and strong relationships

## Approaches

Sequences of learning that link key ideas in subject domains with skills progression, rich connected learning journeys, class-based inclusion strategies, concept based education to enable SMSC, empowering children to plan and evaluate

All learning based on Solo Taxonomy:

Prestructural – Unistructural – Multistructural – Relational – Extended Abstract

SOLO level	Verbs
<b>Unistructural</b>	define, identify, name, draw, find, label, match, follow a simple procedure
<b>Multistructural</b>	describe, list, outline, complete, continue, combine
<b>Relational</b>	sequence, classify, compare & contrast, explain (cause & effect), analyse, form an analogy, organise, distinguish, question, relate, apply
<b>Extended abstract</b>	generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, prioritise, design, construct, perform

### Umbrella of Knowledge

Propositional knowledge



Procedural knowledge



## National Curriculum

English	Maths	Science	Computing	Design and Technology
History	Geography	Art and Design	Music	PE
MFL	PSHE	RE		

## Wyvern Cluster

Fair Oak Junior School is part of the Wyvern Cluster. This consists of:

- Wyvern College
- Fair Oak Infant School
- Stoke Park Infant School
- Fair Oak Junior School
- Stoke Park Junior School
- Durley Primary School
- Upham Primary School

The new Head will be required to attend the half-termly Head Teacher meetings. In addition, the cluster holds meetings for the areas of:

- Music – this includes the planning for a cluster vocal event
- SEND
- ICT and Computing
- PE
- PSHE
- Finance
- KS2/3 Transition

During this year, Fair Oak Junior School organised the Cluster INSET training on pupil wellbeing – this provided teachers with a toolkit on how to support children with growing levels of anxiety.

## International Links

Globalisation is very important to Fair Oak Junior School as we should not be learning in isolation. As such, the school is keen to continue expanding learning opportunities across the globe. For example, the school recently supported fundraising for those affected by the bushfires in Australia, resulting in over £3,500 being raised by the family.

In October, Mr De Silva went out to Shenzhen, China with two year leaders. We look forward to continuing our links with China, including visits of Chinese pupils to the school during the next academic year.



## Wrap Around Care

The school provides wrap around care for our children. Breakfast Club runs from 7.45 am and children take part in a range of activities. Breakfast is sold by our school caterers, HC3S. Bookings are 'ad hoc' and parents are required to pay cash. Staffing is in-house and is provided by LSAs and members of the site team.

After School Club finishes at 6pm each day, and takes place in the school's Music and Drama room. Booking for this is significantly more formal than Breakfast Club, due to the nature of care required. Bookings are to be confirmed before the scheduled days. The school accepts child care vouchers for this provision. Staffing is in-house with a specific After School Club team, led by a supervisor.

The school also outsources its after school sports club provision. This is currently provided by ICON sports. The Head runs procurement for this yearly, with close consultation with the Developing Excellence in PE teacher.



**School & Home** - As you would expect, the school has incredibly positive relationships with parents and guardians based on honesty, openness, trust and respect. Please do visit the [Parental Handbook](#) on the school website, as this will inform you about our working day, as well as our expectations of the parental side of our school family.

The Head is expected to be visible and contactable to the whole school community. The best feedback the current Head receives is from parents on the school gate before and after school, as well as the twice-termly Parents in Partnership Meetings (PIPs). The table on the right provides you with the results from the most recent Parental questionnaire. Should you visit the school prior to application, you will notice the school's high expectations around presentation, including the recent changes to the uniform.

Statements	Overall FOJS Agree		Overall national %	Overall FOJS Disagree		Overall national %
	Count	%		Count	%	
<b>My child is happy at Fair Oak Junior School</b>	249	100.00%	92.00%	0	0.00%	8.00%
<b>My child feels safe at Fair Oak Juniors</b>	245	98.39%	93.00%	2	0.80%	7.00%
<b>My child makes good progress at Fair Oak Juniors</b>	246	98.80%	88.00%	2	0.80%	12.00%
<b>My child is well looked after at Fair Oak Juniors</b>	246	98.80%	90.00%	1	0.40%	10.00%
<b>My child is taught well at Fair Oak Juniors</b>	249	100.00%	88.00%	0	0.00%	12.00%
<b>My child receives appropriate homework for their age</b>	237	95.18%	83.00%	9	3.61%	17.00%
<b>Fair Oak Juniors makes sure pupils are well behaved</b>	245	98.39%	85.00%	2	0.80%	15.00%
<b>Fair Oak Juniors deals effectively with bullying*</b>	167	96.53%	84.00%	6	3.46%	16.00%
<b>Fair Oak Juniors is well led and managed</b>	242	97.19%	83.00%	1	0.40%	17.00%
<b>Fair Oak Juniors responds well to any concerns I raise*</b>	227	97.42%	84.00%	6	2.57%	16.00%
<b>I receive valuable information from Fair Oak Juniors about my child's progress</b>	246	98.80%	84.00%	2	0.80%	16.00%

\*removed the 'don't knows'

Would you recommend Fair Oak Juniors to another parent?	Yes		National %	No		National %
	247	99.20%	86.00%	2	0.80%	14.00%

Our **PSA** are nothing short of phenomenal. Last term they raised just under £9,500. This valued group runs at least 2 events each term, ranging from the Winter Wonderland (Christmas Fayre), Discos, Film nights, Easter Hampers, Quiz nights to name but a few.

The Head is required to work closely with the PSA, including attending PSA functions, so that they are visible, interacting and supportive of the group, staff and parents. To read more about the PSA, visit the [website](#).

The **School Council** provide an important role as a key voice for the pupils at the school. They are democratically elected by their fellow classmates each academic year and each class provides a member to the group.

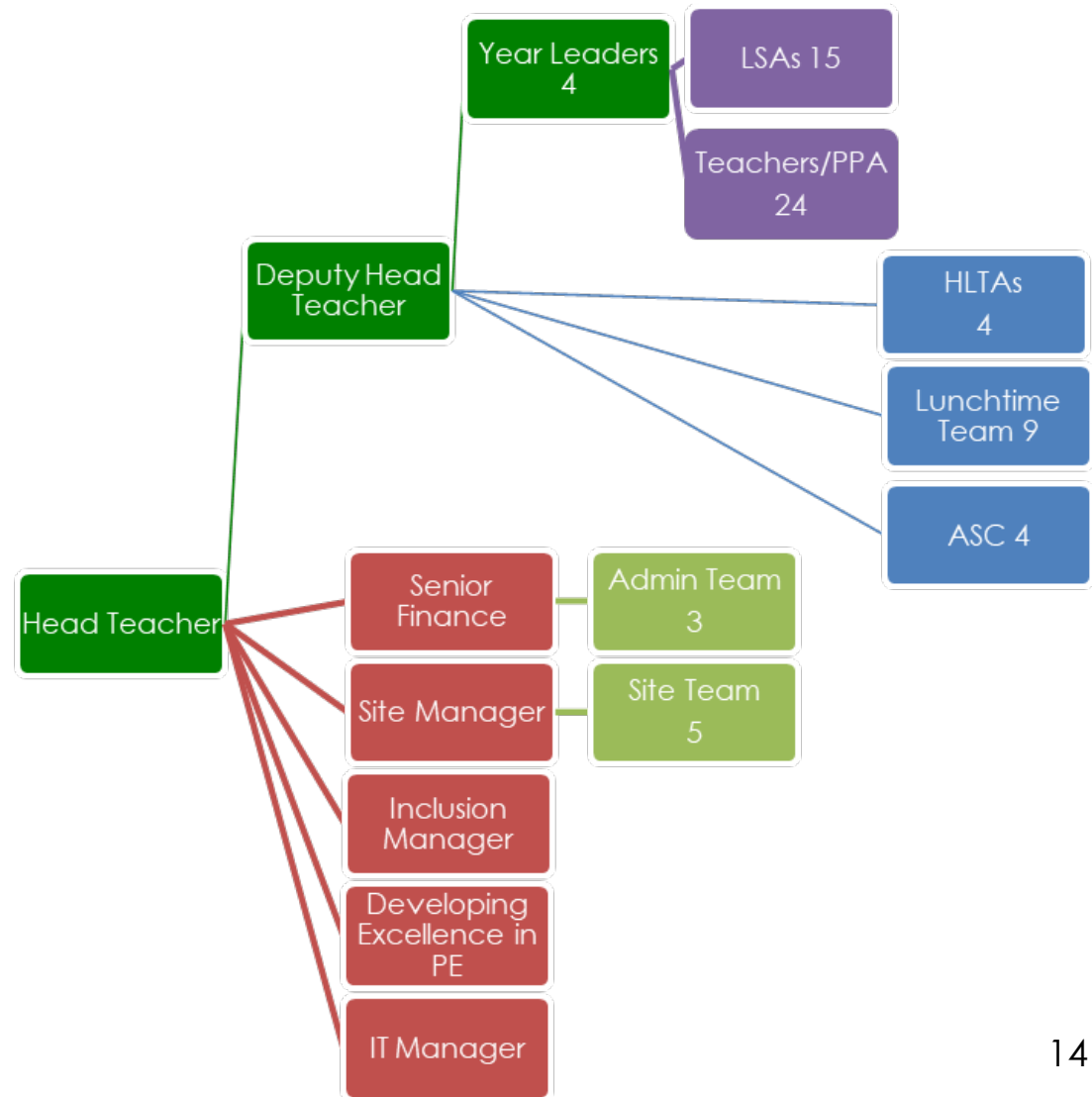
School Council meet regularly with the Head Teacher to discuss concerns and ideas. Recent initiatives have involved recycling pens and crisp packets, as well as helping with the procurement process for the school's outdoor gym. School Council also present regularly to Governors. They are really passionate about the school and look forward to meeting you.



The staffing structure enables the smooth operational running of the school, and is agreed yearly with Governors. SLT consists of the HT, DHT, Inclusion Manager, 4 year leaders and the managers for English and Maths.

Currently, all staff working above 10 hours receive two 'duvet days' a year, and all employees have free access to the Wyvern Gym, which is located next to the school. The DHT, Inclusion Manager and the Developing Excellence in PE teacher are all non-class based and, in addition to the 4 HLTAs, provide cover, including PPA and Leadership time. Staff are given PPA as a year team for a half day each week.

The staffing structure can be seen to the right and a full list of staff can be found on the [school website](#).



Deputy Head: Katy Layley



Inclusion Manager:  
Laura Cooper



The school tracks data according to its own end of year expectations in English and Maths; these have been created from the end of Key Stage 2 expectations. The school uses a bespoke, internal tracking system for Reading, Writing and Maths and one of the year leaders has recently been given responsibility for assessment, although in reality all teachers and leaders track the assessment of children through formative and summative assessment.

All subjects are tracked by a mixture of KPIs and Skills. In Maths, the school follows the INSPIRE Maths scheme as its primary device for teaching Maths mastery. The impact of this so far has been significant, and was commented on positively by OFSTED. Governors have invested heavily in this scheme and will require evidence of its impact over time.

## SATs: 2019

	Reading		Writing (teacher assessed)		Maths		Grammar, Punctuations and Spelling (GPS)		Combined Reading, writing and maths	
	At Standard	Higher standard	At Standard	Greater Depth standard	At Standard	Higher standard	At Standard	Higher standard	At Standard	Higher standard
<b>Fair Oak</b>	85.60%	36.30%	88.40%	36.30%	85.60%	34.90%	84.20%	45.90%	77.40%	19.90%
<b>Hampshire</b>	75.80%	29.70%	81.20%	24.80%	80.10%	26.70%	78.40%	34.70%	67.40%	12.40%
<b>National</b>	73.10%	26.90%	78.40%	20.10%	78.60%	26.60%	77.90%	35.60%	64.70%	10.50%

	Reading	Maths	GPS	Writing is not included as teachers assess whether a child is Below Standard, At Standard or working at Greater Depth of the standard.
<b>Fair Oak</b>	105.56	105.96	107.29	
<b>Hampshire</b>	105	105.2	106.2	
<b>National</b>	104	105	106	

Progress Scores	Reading	Writing	Maths
<b>Fair Oak</b>	0.50	1.36	0.39
<b>Hampshire</b>	-0.40	-0.07	-0.76
<b>National</b>	0	0	0



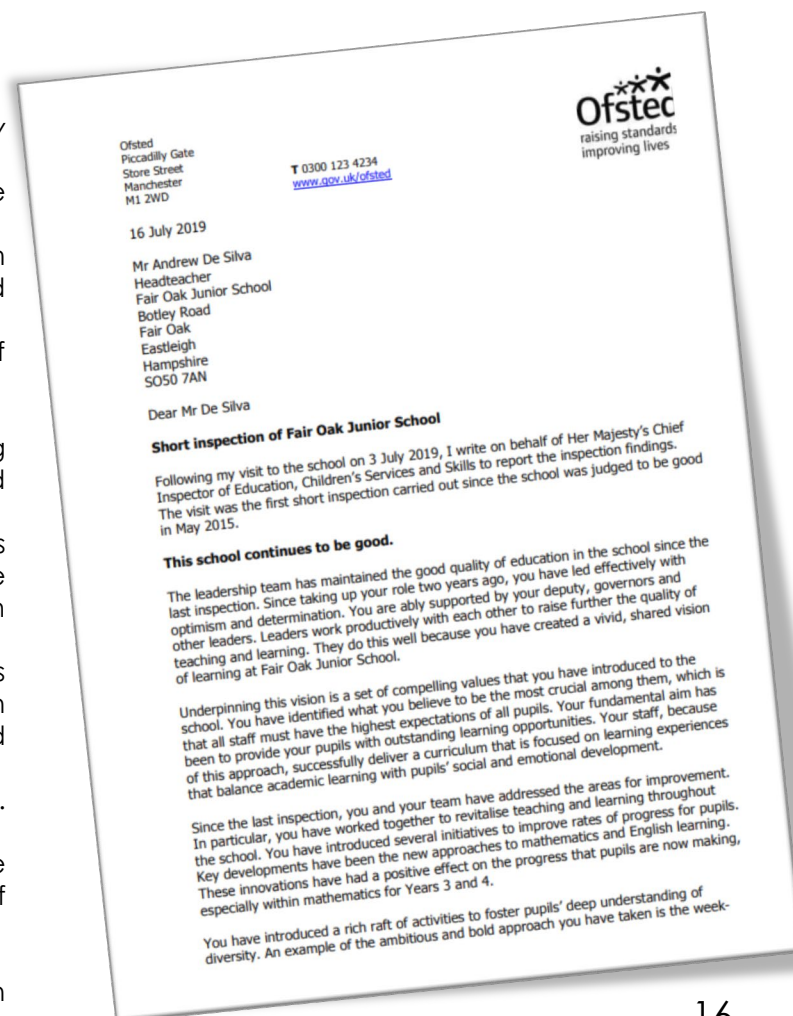
## Findings from July, 2019



Fair Oak Junior School remains a **good school with outstanding Leadership and Management and Personal Development, Behaviour and Welfare**. To read the full report, visit [here](#).

Some key quotes from the report:

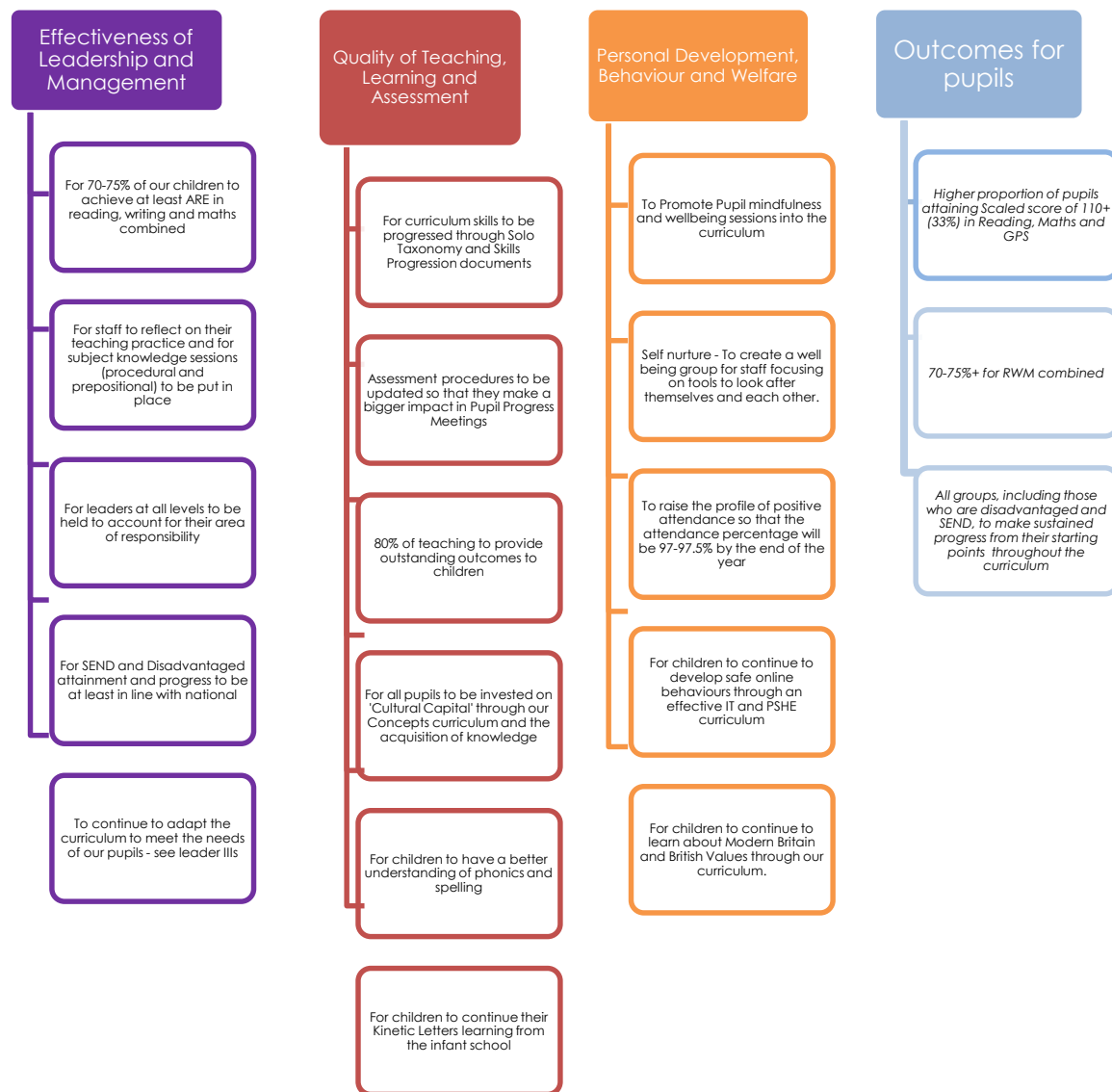
- Pupils are happy at school. They describe the school as *completely and utterly phenomenal*
  - The leadership team has maintained the good quality of education in the school since the last inspection
  - Since taking up your role two years ago, you have led effectively with optimism and determination. You are ably supported by your deputy, Governors and other leaders
  - Leaders work productively with each other to raise further the quality of teaching and learning
  - All staff must have the highest expectations of all pupils
  - Your staff successfully deliver a curriculum that is focused on learning experiences that balance academic learning with pupils' social and emotional development
  - I was able to witness first hand, your week long visit of pupils from China. I was able to see the commitment that you have made to opening a door onto the world for your pupils. This example is typical of the school's efforts to widen pupils' horizons
  - Every effort is made to provide pupils with engaging and stimulating resources to foster curiosity. Pupils value the opportunities that are provided to broaden their learning, describing teachers as amazing and the school as fun and unique
  - Pupils of all ages can talk in detail about what they learn and how to improve. Pupils are stimulated and have such a positive attitude towards their learning
  - Pupils behaviour at school is of a very high standard. They are always polite and courteous. They respect each other. They are aware of the importance of accepting difference.
  - Safeguarding is effective. Pupils feel safe in the school
  - Parents and carers are very happy with the education that their children receive. Typical of their comments about the school is the following...
- 'This is a superb school. The teaching is first class, with staff going beyond the call of duty to ensure a fulfilling and enriching education'**





2019-2020:

To keep our children safe and to provide them with outstanding learning opportunities



## Main Purpose



We expect the Head Teacher to fulfil the role of a Head Teacher specified in the DfE Teachers' Standards document dated July 2011 (updated June 2013). We follow guidance in the National Standards for Excellence dated January 2015 in assessing performance and apply the DfE's most recent School Teacher's Pay and Conditions document in our assessments.

**In addition to this job description, the Head Teacher is expected to meet:** *Documents have been hyperlinked*

- [The Teacher Standards](#)
- [The National Standards of excellence for Head Teachers](#)
- Performance Management Targets, as created with the Head Teacher Performance Management Committee

### Main Purpose

The Head Teacher will work with the staff and governors to provide professional leadership, vision and strategic direction for the school in order to continue its success and ensure the highest quality of education for all its pupils, enabling them to reach their maximum potential in all areas of learning through the following key areas:





### School Ethos and Values

**The Head Teacher will:**

- Identify opportunities to quickly become fully integrated and enhance the current school culture, adopting the school ethos and values.
- Working in partnership with the Governing Body and school council, continue to maintain and improve the current high behavioural and safeguarding standards, creating a school environment in which children feel happy, safe, secure and their exemplary behaviour reflects this.

### Shaping the Future

**The Head Teacher will:**

- Review the School Development Plan, working collaboratively with the Governing Body to identify areas for enhancement and revision.
- Develop, implement and embed a strategic plan to address raising standards of attainment and achievement.
- Develop, implement and review policies in accordance with legislation, national, local and school data and research findings.

### School Management

**The Head Teacher will:**

- Recruit, retain and deploy staff to maximise the school's efficiency and effectiveness.
- Exercise strategic, innovative and creative, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school sustainability.
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Maintain and provide adequate and appropriate records, statistical data and reports, in accordance with current legislation and policies.
- Ensure a firm and transparent behaviour policy is implemented and communicated.
- Work in partnership with the Governing Body to manage the school environment effectively and efficiently to ensure that the needs of the curriculum, educational standards and health and safety are met.

**The Head Teacher will:**

- Adopt and enhance the school's shared learning approach, across both staff and children, to implement and embed the new curriculum.
- Ensure the highest standards of enjoyment and achievement for all children, regardless of ability or background, through creative, responsive and effective approaches to teaching and learning.
- Monitor, evaluate and increase standards of teaching and learning in the school using appropriate learning outcome measures.
- Promote pupil achievement through the processes of effective assessment, recording and reporting.
- Working in partnership with the Governing Body, ensure SEN requirements and provision.
- Create an ethos and structure within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Develop a transparent framework for continued professional staff development. Identify emerging talents, coaching current and aspiring leaders and creating opportunities for staff to excel, in a climate where excellence is the standard.
- Engage in classroom activity where practical and appropriate to support the staffing team and provide an outward facing, approachable presence amongst pupils.
- Continue to engage the Governing Body in the strategic analysis of data to enable effective challenge and support of educational standards.

**The Head Teacher will:**

- Quickly establish effective and open communications to engage all stakeholders; pupils, parents, staff, Governors and the wider community.
- Lead by example to inspire and influence others within the school and wider community. Setting standards and expectations for work/life balance, continuous professional development amongst staff and exemplary behaviour of pupils.
- Further develop the existing wider community and external links with other schools and organisations to champion best practice and secure excellent achievements for all pupils.



## Personal Skills and Attributes

### Essential

- Approachable and caring, forms constructive relationships with all, and has a high level of commitment
- Has a presence that inspires confidence and trust, and an ability and willingness to delegate
- Adaptable to changing circumstances, new ideas and different leadership styles
- Is capable of making reasoned judgements and to take difficult decisions, conveying them clearly, positively and sensitively
- Energetic in pursuit of excellence and driving the school to meet challenging targets
- Can intuitively relate to children's needs and respond in a way that is appropriate to the child's individual personality and situation
- Is committed to coaching
- Is emotionally robust and can give examples of using effective support mechanisms in challenging times.

## Managing the Organisation

### Essential

- Able to build and motivate a strong team, to enable all staff to carry out their respective roles to the highest standard and to work effectively together to deliver school improvement
- Has experience of leading performance management and other staff development procedures

### Desirable

- Experience of setting and managing budgets, including setting priorities for expenditure and providing an effective, efficient and safe learning environment
- Has a track record in management of financial resources and people to achieve educational and strategic goals.

## Professional Qualifications and Experience

### Essential

- Has Qualified Teacher Status
- Has experience of being a successful Deputy Head Teacher or Head Teacher
- Shows evidence of relevant professional development, such as leadership and management training

### Desirable

- Previous Headship experience
- Holds NPQH

## Teaching and Learning

### Essential

- Is an outstanding teacher
- Has a developed understanding of curriculum design
- Able to monitor, evaluate and improve the quality of teaching and learning and have evidence of impact, including of vulnerable groups
- Has evidence of how theory can support teaching and learning
- Can articulate how to engage children through inspiring learning environments

### Desirable

- Has a clear understanding of the SEND code of practice
- Experience of mastery approach to maths

## Shaping the future

### Essential

- Is able to articulate a strong, clear vision for high quality education
- Has experience, and is personally responsible for, leading and bringing about successful school improvement and can demonstrate how this has impacted the school positively, specifically on pupil achievement

### Desirable

- Experience of managing a school building project
- Experience of developing children's understanding of citizenship - locally, nationally and globally.
- Passionate about improvement to teaching and learning through the use of IT.

## Self-Development and working with staff

### Essential

- Can demonstrate the ability to forge successful learning relationships with all staff to achieve the school's aims
- Able to manage own workload and that of others, in order to maintain an appropriate work/life balance
- Ability to recognise when own skills and experience need further support in order to meet the needs of the school
- Experience of planning and leading staff development initiatives

### Desirable

- Experience of cross-school collaboration, including transition points, e.g. KS1 to KS2 and KS2 to KS3
- Evidence of managing underperformance

## Strengthening the community

### Essential

- Is committed to the local community and has a willingness to listen, reflect and act upon feedback
- A desire to maintain relationships with link schools, cluster schools, Winchester and Eastleigh Schools (district area for Fair Oak)
- Evidence of being the face of the school and is confident in front of the range of stakeholders.

### Desirable

- Experience of collaborative working with other agencies for the benefit of children



## Securing Accountability

### Essential

- Is committed to safeguarding and promoting the welfare of children and young people
- Has experience of working with Governors regularly and is aware of their role
- Has evidence of working closely with parents, including how they can support their child's learning
- Welcomes accountability to a wide range of groups, particularly pupils, parents, Governors and the Local Authority
- Experience of OFSTED and Local Authority monitoring visits (known as LLPR in Hampshire), including the development of next steps following these visits



## Timeline

**Pre-advert**

27.2.20

**Advert**

4.3.20

**Visits to Fair Oak  
Junior School**

**Closing date**

27.3.20

**Interview days**

27/28.4.20

### Step 1

Now that you have seen the candidate pack, you may wish to visit Fair Oak Junior School. Visits will be with the Chair of Governors and the current Head Teacher. These may be joint visits. Dates for these are:

- Wednesday 11<sup>th</sup> March 2020
- Wednesday 18<sup>th</sup> March 2020
- Wednesday 25<sup>th</sup> March 2020

You can arrange a tour by emailing the Deputy, Katy Layley:

[k.layley@fairoak-jun.hants.sch.uk](mailto:k.layley@fairoak-jun.hants.sch.uk)

### Step 2

The Closing date for applications is: 27<sup>th</sup> March 2020 (12 noon)

You will be expected to email your applications to:

[eps-recruitment@hants.gov.uk](mailto:eps-recruitment@hants.gov.uk)

Your application should include:

- The application form
- The equalities monitoring form

### Step 3

Shortlisting will take place with the panel on 1<sup>st</sup> April 2020. Candidates will be informed on 2<sup>nd</sup> April 2020. References will be sought at this point.

### Step 4

Interview for the post of Head Teacher at Fair Oak Junior School.

### Step 5

Start the journey, as our new Head Teacher.

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 advisers which provides a responsive and flexible service to the schools in their respective areas. There is also a strong ethos for collaboration and liaison, with regular meetings of Head Teachers in phase, cluster and area groupings, aimed at maintaining a policy of communication and cooperation with the LA and between schools.

In Hampshire, we pride ourselves on providing first-class learning opportunities for our teachers both internally and with outside course providers. For new Head Teachers, in partnership with Governors, the LA operates a structured induction development programme which also helps develop close working relationships with other Head Teachers and LA colleagues.

Hampshire's most recent Annual Performance Assessment confirmed that we are an Authority that provides excellent education and has an excellent capacity for further improvement. We are continually looking for innovative ways of improving standards in our schools, which can only be achieved through a commitment to our staff.

To find out more about Hampshire and what it has to offer, visit our website at [www.hants.gov.uk](http://www.hants.gov.uk).



“

The teachers are amazing at FOJS. Each year the school gets better and better. Thank you for supporting my children and enabling them to have the very best education. FOJS ROCKS!

”

*Quote taken from Parents' Evening Questionnaire Results March 2019*

Fair Oak



Junior  
School