

# Clarendon Federation



## Executive Headteacher Recruitment Pack



Clarendon Federation  
(Infant & Junior Schools)  
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## Chair of Clarendon Federation Governing Body

### Welcome

I am delighted you have expressed an interest in the post of Executive Head Teacher at Clarendon Federation, Tidworth, Wiltshire. This is an exciting time for the Federation, and I hope this introduction and the rest of this recruitment pack will give you a flavour of how we have arrived at this point in time.

Our retiring Executive Head, Karen Ward, has been in role since 2011 and led both schools prior to forming the Clarendon Federation in Sept 2021. Both of our schools have gone through their own development journey, leading us to work closely with the Local Authority on generating new places for children with special needs, through the provision of our new Complex Needs Resource Bases. The schools are based in the Garrison Town of Tidworth on Salisbury Plain and predominantly serve children from the military community. We are very proud of our cultural diversity and maximise opportunities to celebrate this. The Federation's journey has been exciting, with the schools coming together to make sure all children's needs, whatever they are, are focused on by our enthusiastic and dedicated staff. As governors, we are very proud of our Federation's achievements. Both schools had successful OFSTED inspections during the 22/23 academic year. We are committed to ensuring that our vision and values are reflected in all we do day-to-day throughout the Federation. All the significant changes of the last thirteen years have been overseen and driven by Karen Ward and we're very sorry to see her go, but at the same time, we're excited to be looking for a new Executive Head to inspire us and to drive us forward, possibly in ways we haven't considered. Our new Executive Head must be someone who is aligned with our vision and values, who demonstrates exceptional leadership qualities and who has the drive and passion to take our Federation further.

If you feel this is the right role for you, I very much look forward to hearing from you.

Kind regards

*Andy White*

Chair of Governors – Clarendon Federation



## About us

Clarendon Infant School

Number on roll: 246

Classes: 8 + Woodlands Resource Base

Ofsted Rating: Good – November 2022

<https://www.clarendoninfants.com/>

Vision:

**Pride      Respect      Success**

Clarendon Infants' School is a welcoming, stimulating environment where children feel safe and valued.

Clarendon Infants' School promotes happy, caring, respectful relationships.

Clarendon Infants' School provides a challenging and inspiring curriculum where children are supported to grow in confidence and become independent and motivated learners.

Clarendon Infants' School raises aspirations in an environment which nurtures and celebrates all individuals.

Resource base on site: 20 children



Clarendon Junior School

Number on roll: 284

Classes: 9

Ofsted Rating: Good – May 2023

<https://www.clarendonjuniors.co.uk/>

Vision:

**Everything we do is rooted in these core qualities**

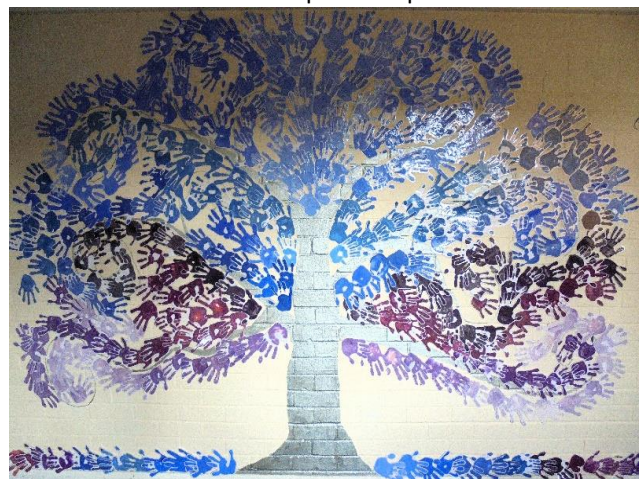
**Creativity, Compassion, Curiosity,  
Perseverance and Respect**

We have a clear vision for what we want Clarendon Junior School to be:

A safe, positive and creative learning environment, where respect for all is encouraged and nurtured.

A place where learners grow, not just academically but socially, emotionally, creatively, morally, physically and culturally.

Resource base to open September 2024.

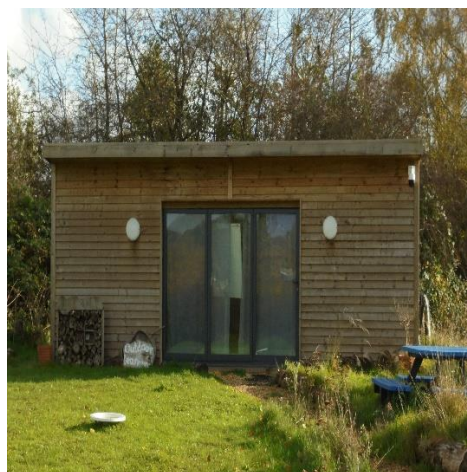






Welcome to Clarendon Federation where we celebrate the fact that every child is unique. We also believe it is vitally important to provide our children with a broad, balanced and exciting curriculum which will equip our children to be lifelong learners in the 21<sup>st</sup> century. We want to raise attainment and foster the pleasure of discovering and the joy of learning. We know our children achieve best when they are motivated, excited and supported. Our planned curriculum fosters discovery and creativity enabling children to explore their own ideas as well as using investigative skills to learn more about the world in which we live. In order to promote deeper learning and confidence in applying skills across subject areas, we have formed strong and relevant curriculum links and allow time for teachers and children to explore these to the full. We want to ensure that our children understand the notion of citizenship and develop tolerance and respect for people within our school and in the wider community.

Beyond the classroom children can take part in a range of activities. They can also learn how to swim, learn to play a musical instrument, experience a residential activity, take part in a variety of educational visits and enjoy a selection of school clubs both at lunchtimes and after school. We have extensive school grounds which include a pond and wildlife area, a Zen garden, Peace Garden and fruit and vegetable planting areas. We are very lucky to have an Outdoor Learning Hub where our children learn to be respectful and responsible global citizens.







We are committed to providing the best quality learning experiences we can for all our children regardless of gender, race or religion.

We are very proud of the respect our children show for each other and how hard they work to achieve their potential.

Clarendon Infant and Junior Schools are based in the military garrison town of Tidworth Wiltshire on the edge of Salisbury Plain. We serve a predominantly military community and celebrate the cultural diversity this brings.

We have invested heavily in emotional wellbeing support for our children and their families and our families have access to parental support, ELSA individual and group sessions, Time to Talk counselling, Art Therapy and support from our Service Pupil Champions.





Both Clarendon Infant and Junior Schools were inspected in the academic year 22/23 and maintained their Good judgements. OFSTED praised the following:

Clarendon Infant School:

Nurturing pupils' well-being is at the heart of this school. Pupils experience high-quality pastoral support that helps them to learn well. This is important because of the high number of pupils from families in the armed forces who join the school part way through their education due to redeployment. Pupils and families benefit greatly from the work of the service premium champion and family support adviser.

Pupils, including those in the resource base and early years, learn how to recognise their feelings. They develop strategies that help them to be calm and positive. This means they can focus on their learning well. Leaders make sure that there are a range of resources and support for those pupils who are struggling to manage their feelings or behaviour.

Pupils enjoy learning. They listen carefully to adults and join in with enthusiasm. They share their thinking with confidence and show respect to one another's contributions. Pupils mix happily with one another during learning and break times. They have a good understanding of bullying and say that it rarely happens at their school. They enjoy many different types of rewards and are clear about sanctions.

Through the carefully planned curriculum, pupils have a variety of visits, visitors and events that broaden their experience. They enjoy these and can explain how they help them to develop their knowledge and understanding.

Leaders have designed an ambitious curriculum for pupils. They have identified and sequenced the key knowledge they want pupils to learn. Mindful of the high mobility of their pupils, they have ensured that this knowledge is revisited. This means that pupils joining the school are not at a disadvantage.

In reading and mathematics pupils learn well. This is because subject leadership has ensured that the curriculum is appropriate and that teaching is consistently effective. Pupils in the resource base also learn well because of well-tailored support.

Clarendon Junior School:

Pupils feel happy and safe at Clarendon Junior School. They trust adults to support them when they need help. Pupils put into practice the school's values of 'Creativity, Compassion, Curiosity, Perseverance and Respect'. They demonstrate this in the way they work and behave towards each other. There is a calm and orderly atmosphere around the school. Pupils are polite and hold doors open for adults. Pupils and parents say bullying is rare. They are confident leaders deal with it when it occurs.



Leaders support pupils to be responsible citizens. Pupils hold a range of leadership roles. The school council enjoys raising money for new equipment. The eco-warriors look after the school environment through litter picking and caring for wildlife.

Pupils learn to eat healthily and be active. As a result, the school has achieved a national award for its work. Leaders plan school trips to support curriculum work by, for example, learning more about the Mayan civilization. Pupils attend a wide range of after-school activities. These include netball, football, art and dodgeball.

Leaders have designed a broad curriculum to excite pupils and build on their previous knowledge. They have high expectations for all pupils, including those with special educational needs and/or disabilities. Teachers know how to adapt lessons to support them. The interventions these pupils receive match their learning needs well.

Reading is a priority across the school. Teachers help pupils to become fluent readers and to have a love of reading. Reading books give pupils access to a diverse range of high-quality texts. In daily reading lessons, pupils build their vocabulary. This helps them to find information to answer questions and use this to predict what might happen next. Teaching promotes a love of learning. This helps pupils to remember what they have learned, and they use this to help them to learn new knowledge.

The pastoral support provided by the school is strong. The pastoral support team knows the emotional and other needs of all pupils and support them well. When pupils are facing emotional or behavioural difficulties, they have access to safe and quiet spaces around the school.

Pupils attend school regularly and there is very little persistent absence. Leaders use effective strategies to encourage regular attendance. They are quick to act when attendance falls.

Leaders work hard to strengthen relationships between school and home. Pupils are enthusiastic about the recent art workshop, where over 200 parents took part. Parents say teachers provide good support for learning at home. They find staff approachable and there is clear communication from school leaders.

We hope this has given you a flavour of Clarendon Federation and that you will want to come and lead our team! Visits to the schools are warmly welcomed and we look forward to meeting you and sharing all the benefits that becoming the new Executive Headteacher at Clarendon Federation will bring!





**Clarendon Infant and Junior School Federation**  
**Job Description and Requirements for the Role of Executive Headteacher**  
**Salary Range: L21-27**  
**Starting Date: 1<sup>st</sup> September 2024**

The role of Executive Headteacher, Clarendon Infant and Junior Schools Federation, is to provide strategic leadership and management for the Federation, defining and delivering the vision, objectives and the strategic plan as agreed with the Governing Body.

**1) Shaping the future**

Critical to the role of the Federation Executive Headteacher is working with the governors and others to further develop a shared strategic vision and plan which inspires and motivates pupils, staff and all members of the school community and leads to raised standards of achievement.

**Attributes required**

- Setting vision and strategic direction and continually reshaping and articulating the vision as circumstances change.
- Developing a strategy that maximises the combined strengths of the federation, while understanding the individual context (including drawing on the strengths and addressing the weaknesses) of each school.

**2) Leading Teaching and Learning**

To ensure a broad and balanced curriculum is provided which develops the whole child and sets high expectations so that pupils achieve their maximum potential. To lead and challenge a team of practitioners to ensure that excellent teaching and learning is provided. The Executive Headteacher will utilise and further develop current strategic partnerships and establish and develop new ones.

**Attributes required**

- Coaching senior and middle leaders, delegating responsibilities, and implementing a strategy for developing leaders across the federation.
- Establishing a clear approach for teaching and learning linked to processes for assessing performance and supporting improvement.

**3) Self-development and Working with Others**

To work with and through others, including our governors, pupils, staff, parents and other members of the community to build a professional learning environment, which enables all to achieve. To maintain public trust in school leadership by maintaining high standards of ethics, behaviour and professional conduct towards all.

**Attributes required**

- Facilitating change through effective communication, encouragement, persuasion and negotiation.
- Empowering, supporting, encouraging, and challenging teams.
- Ensuring that sufficient time and resources are allocated for organisational and professional development.





#### **4) Managing and Leading the Organisation**

To provide effective organisation and management of the Federation and to lead and seek ways of improving organisational structures and functions. Ensure that the Federation, the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment, managing available resources and ensuring value for money through effective performance management.

##### **Attributes required**

- Making long-term and short-term financial decisions linked to strategic priorities.
- Overseeing the business performance of the federation.
- Monitoring and evaluating outcomes and using indicators of progress to identify the need for change or new systems.
- Representing the federation to the wider world and growing its role, in line with the agreed strategy.

#### **5) Accountability**

The Executive Headteacher will have a professional responsibility to the whole school community. The Executive Headteacher is accountable to the governors for the Federation schools and their environment. Additionally, the Executive Headteacher is responsible for ensuring collective responsibility in order that all members of the school community accept they are accountable for the contribution they make to the school outcomes.

##### **Attributes required**

- Ensuring that governors, staff, pupils and parents are clear about the governance and accountability framework.
- Setting objectives and holding individuals, teams and schools to account.

#### **6) Strengthening Community through Collaboration**

To engage with the internal and external community to encourage and bring positive benefits to the Federation. Develop and celebrate the diversity of the wider local community.

##### **Attributes required**

- Working collaboratively across school sites with parents, community representatives and other stakeholders to bring about change.
- Providing support to other schools as requested.
- Avoiding policies that will be detrimental to other schools in the locality.
- Consulting on and responding to the needs and views of the wider community.



## **Our new Executive Headteacher – The person specification**

### **The role of the Executive Headteacher covers three key domains.**

Culture and ethos • School culture; behaviour; professional development.

Curriculum and learning • Teaching; curriculum and assessment; additional needs and inclusion.

Organisational effectiveness • Organisational management; school improvement; working in partnership.

### **Essential threshold requirements and qualifications**

1. Qualified Teacher Status.
2. Experienced Headteacher – NPQH, or evidence of equivalent level of learning achieved through senior leadership role within a school.
3. Successful teaching experience in the primary phase.
4. Recent and relevant in-service professional development and training including Safeguarding.
5. Suitability to work with children and the ability to keep them safe from harm and promote their well-being.
6. Awareness and knowledge of the current Ofsted process and framework along with current approaches to curriculum development.
7. Actively welcome opportunities to work in partnership with parents, governors, other schools, the local community etc.
8. Capacity to effect skilled clear and effective communication with parents and others which encourages participation in learning.
9. Capacity to inspire, motivate and challenge staff, pupils and others to embrace the vision for the school and to embark on an ambitious journey from “Good” to “Outstanding”.

NB Applicants should ensure that their letter of application demonstrates their fulfilment of the above “essential” requirements and, where possible, the “desirable” requirements indicated below.

### **Desirable experience, wisdom and skills.**

Experience: recent and successful experience of ...

10. Tracking pupil progress; highlighting areas of concern; leading colleagues in planning and implementing interventions, and ensuring these actions have a significant, positive impact on attainment and progress, especially among vulnerable groups of pupils.
11. Managing a delegated budget in line with the Federation’s ethos.
12. Leading and managing two or more schools

Wisdom: understanding of...

12. Principles and strategies for the development of effective learning and teaching that reflect the unique and ultimate worth of each pupil and ensure inclusion for all members of the school community.
13. The range of data available for the evaluation and improvement of school performance and how to share this in an accessible way with staff, governors and parents/carers.
14. Principles of school self-evaluation and strategies for planning school improvement.
15. Visible leadership.
16. Personnel issues and strategic financial planning.
17. The unique context of Clarendon Federation.



Skills: ability to

18. Define and model the highest standards of excellence in teaching and learning and foster a climate of respect for all.

19. Welcome effective and engaged governance with confidence and professionalism.

20. Monitor and evaluate the performance of people and policies in line with the ethos of the Federation to promote the professional development of individuals and the improvement of the Federation as a whole.

21. Create and maintain an effective learning environment and culture that positively recognises individual strengths and needs.

22. Manage own workload and that of others to allow a work-life balance which fosters emotional wellbeing.

23. Relate constructively and positively to all, with humour and care, inspiring confidence in others.

## **A statement about safeguarding and safer recruitment**

Clarendon Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Clarendon Federation is committed to safer recruitment and will follow all relevant safer recruitment processes including the relevant sections of Keeping Children Safe in Education. All applicants will be subject to a Disclosure and Barring Service check before an appointment is confirmed.

## **What do the children say?**

We asked our children what they thought, here is what they would like you to know about them...

- We are all unique and special.
- We are kind and caring children.
- We are resilient, we are compassionate, we are respectful.
- We are a fun, welcoming and friendly place.
- We look after and care about the world we live in and we work hard.
- We love sport and school trips.
- We'd like our new Executive Headteacher to know that we are proud to be part of the Clarendon family.

...and here are the qualities they'd like to see in their new Executive Headteacher...

- Someone who knows us all.
- Someone who models our qualities.
- Someone who will have fun with us!
- Someone who wants us to do our best and is proud of all our achievements.
- Someone who makes sure that everyone in Clarendon Federation is happy and safe.