



## Executive Headteacher Recruitment pack

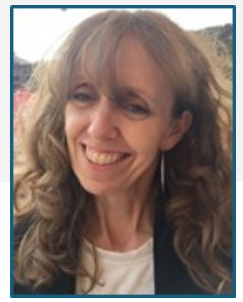
*Standing together with our community to unlock opportunity and secure achievement for all.*

We invite you to embrace our vision and share the privilege of serving this community

Closing date for applications

12 noon on Monday 9th September 2024

# Message from our Chair of Governors



Hello,

It's good to welcome you to Riders.

In preparation for writing this letter, I have read lots of recruitment packs from lots of other schools. We are all individual of course, but we all have something in common – we are all seeking inspirational, exceptional, outstanding leaders for our schools. This is the language we all use because all of us who are involved in education are passionate about making our schools the very best they can be for the children and communities we serve.

But Riders – Riders is a place that gets under your skin and speaks straight to the heart of everything. Leigh Park is a big and warm-hearted estate with Riders at its centre. The neighbourhood ranks high on IMD data and the context of the schools reflects this, with a current average of 73% of children attracting pupil premium across the Federation. There are endless and deep-rooted social and economic challenges here, but those things contribute to making this community what it is - honest, open and full of fabulous people. This is a community which makes you earn its respect and then embraces you. It is a community which is rightly proud to be itself, and we are genuine and passionate advocates for it – as it is, not as others think it should be. We strive always to stand in solidarity with our neighbours and stakeholders, and to model leadership alongside and within rather than from outside or above, as reflected in our mission statement:-

"Standing together with our community to unlock opportunity and secure achievement for all."

Against this backdrop, the needs of our strong-minded, resourceful, funny, fabulously engaging children are at the forefront of everything that happens at Riders. It is imperative that we provide what they need to prepare them for their next stages in learning, and that our strategic focus – remaining creative, nurturing, enriching and always inclusive – is firmly and forensically fixed on continued school improvement.

The most recent Ofsted inspection (Infant School, June 2023) returned an overall Requires Improvement judgement with good aspects. The narrative of the report spoke of much impressive improvement and ambition but, because this was a further RI judgement, an Academy Order has now been issued and Governors are, by necessity, in communication with the DfE about the academisation process. It is an unsettling time for us all.

Nevertheless, we are ready to face the challenges ahead because what happens here really matters. We are ready to build on positive, honest relationships with parents; to develop excellence in teaching and learning; to foster the very best practice in our committed, motivated staff team; together we are excited to further develop an impactful curriculum to meet our children's needs; to grow in our understanding of trauma; to continue to overcome obstacles and build vision and ambition; to create individual opportunity and foster achievement; to nurture and facilitate; and to be a model of excellence in education and a source of pride to this community.

Riders staff care deeply for the children in their care. Senior leaders are focussed and dedicated. Governors are experienced, committed and supportive. Together we have a powerful, sparkling vision for Riders in which barriers are broken down and challenges are transformed. Maybe, for you, reading this letter and wondering whether to apply to be our Executive Headteacher, this is what sets Riders apart. Every school has a vision that they are passionate about, but at Riders we are offering the chance to be part of making that vision a reality in a context that goes right to the heart of what it means to be an inspirational or exceptional or outstanding leader. I suppose what I mean is this – if you are a person who has these skills, why use them elsewhere when Riders needs you and you, probably, need Riders?

I look forward to meeting you soon.

**Carolyn Owens, Chair of Governors**







### Our Schools

The Federation of Riders Infant and Junior Schools is situated in Leigh Park, Havant and both schools share the same site, along with Phoenix Pre-School, which is led and managed separately. Riders Infant and Junior Schools share the same building, following an extension, when the schools federated, to bring the two schools together. This very much means that our schools operate as a 'virtual primary school', helping us to share the best provisions, opportunities and, a seamless experience for children and families as they journey through the primary years with us.

Here at Riders, we are genuine and passionate advocates for our community and our school family.

Leigh Park is an honest and open community, full of fantastic people.

It is a community which is rightly proud to be itself and, at Riders, we are rightly proud to be at the heart of it.

Our staff work as an integrated team to ensure the smooth transition of the children throughout the whole school and to ensure that children continually make good progress. Please visit our website to find out more about our fantastic schools. [www.ridersschools.co.uk](http://www.ridersschools.co.uk)



# Our Federation Vision and Values:

Community

Opportunity

Achievement

***'Standing together with our community to unlock opportunity and secure achievement for all.'***

- A curriculum that provides inspirational opportunities for all
- Outstanding teaching that builds resilience in every learner and celebrates achievement in all its forms
- A collaborative learning community that promotes responsibility and reciprocity
- Creative, reflective and resourceful lifelong learners: who are equipped to succeed in an ever changing world

## Ofsted

The Junior School was last inspected by Ofsted in September 2021 and was rated Requires Improvement with Good Personal Development.

The Infant School was last inspected in June 2023 and was rated Requires Improvement with Good Behaviour and Attitudes, Personal Development and Early Years Provision.

To view the Ofsted reports please click on the links below.

[Riders Infant School - Open - Find an Inspection Report - Ofsted](#)

[Riders Junior School - Open - Find an Inspection Report - Ofsted](#)

The Infant School is currently subject to an Academy Order and a process is in place to select a suitable Multi Academy Trust.

## Community Involvement

Leigh Park has been at the centre of its community since Riders Infant School was built in 1952.

At Riders Schools we care deeply about our local community and believe that education can bring people together and benefit everyone. We have close links with St Francis Church and also support the local Food bank which is important to many of our families.





# Welcome from our Head

## Boy and Head Girl



Welcome to Riders Federation! Our school is amazing and, as pupils, we have experienced the potential of Riders.

Rider's learning environment is suitable for every pupil. Our teachers try to engage everyone in their learning. The learning set for each child will be modified to their liking and needs.

We have amazing utilities for many different subjects; English, Maths, Art, Science and many more. There are working walls to look back at previous lessons and help each child's learning.

Bullying is rare at our school but if it happens, a teacher will always be there to sort things out. We have lots of activities and clubs to do, so that we all work together and build friendships.

Riders has a range of support staff including Learning Support Assistants and people to help us with our mental health, feelings and emotions. These adults are great assets to our school and will find a way to help those who find learning more difficult. Adults at Riders really care about us.

In our school we have four House Teams; Eagles, Hawks, Falcons and Ospreys. We get House Points for following our school values and class charters, and the winning house of the week gets rewarded with non-school uniform the following week. We also have a Star of the Week in each class, for excellent learning attitudes and behaviours. Rider School Models get a chocolate treat!

Thank you for reading about our amazing school!

## Our School Council



At Riders we have a School Council, made up of representatives from across all classes within the federation. The School Council actively work with school staff as means of 'Pupil Voice' in helping make decisions and shape improvements across the federation. In addition to this, they also organise and carry out charitable work and organise events across the federation, often linked to emerging national and global events.

## Come and visit.

We would be delighted to welcome you.  
Please email our bursar, Jacqui Whall, to arrange an appointment.  
[j.whall@riders-jun.hants.sch.uk](mailto:j.whall@riders-jun.hants.sch.uk)

# Executive Headteacher

## SUMMARY JOB DESCRIPTION AND KEY FOCUS AREAS

**Job Title:** Executive Headteacher

The Contract of Employment between the Governing Body and the Executive Headteacher will be the current Contract of Employment for an Executive Headteacher. The job description can be amended at any time, following consultation between the Executive Headteacher and the Governing Body and will be reviewed annually.

**Salary Scale:** The Governing Body have determined that this post should be paid on the Hampshire agreed pay scale. The Federation of Riders Infant and Junior Schools is a Group 3 school. Governors have set the Individual Salary Range at **(L17) £69,970 to (L23) £81,070.**

**General job expectations and accountabilities:** The Executive Headteacher is an employee of the Governing Body and is required to carry out his/her professional duties in accordance with the terms and conditions of the current School Teachers' Pay and Conditions Document and relevant employment legislation.

**Responsible to:** The Governing Body of the Federation of Riders Infant and Junior Schools

### Key responsibilities:

**Safeguarding:** The post holder will be the lead Designated Safeguarding Lead (DSL) and is responsible for ensuring that all school and county child protection policies are adhered to and concerns are raised in accordance with these policies

**Financial Management:** Advising the Governing Body on the school's annual budget and the budget revision as appropriate, as well as being responsible for the day-to-day running of the budget.

### National Standards Headteachers (2020)

The Headteachers' Standards form the basis of our Headteacher job description. They can be found at [Headteachers' standards 2020 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/headteachers-standards-2020)

### Focus areas for our Executive Headteacher

We have identified the following focus areas for our Executive Headteacher during the next part of our journey:

**We want our new Executive Headteacher to further develop our inclusive culture so that children have opportunities thrive and flourish in their personal, social and academic lives.**

How will you build on what we have already created?

**Our new Executive Headteacher needs to be an effective communicator and good listener, able to build mutually respectful relationships where people are valued, as they lead our Federation through a period of significant change together.**

How will you work with all our stakeholders to achieve this?

**We want a leader who builds collective ambition for every child, who unlocks opportunity so that children can experience achievement, regardless of barriers.**

How will you ensure this is the experience for our children?

**We want our new Executive Headteacher to stand together with our community; to be visible and approachable to parents, carers and the wider community and to develop positive and trusting relationships.**

How will you balance an authentic approach to achieve this whilst managing your strategic role in the school?

These focus areas will be subject to a review, after appointment, with the governing body and Local Authority Leadership and Learning Partner to ensure that they remain the priorities for action.

**Federation of Riders Infant and Junior Schools  
Executive Headteacher Person Specification  
and links for the application process**

Your application statement should refer to your consideration of the relevant experiences, achievements, and skills **identified as A (application) below** and the **key focus areas** described in the job description

<b>Core professional experiences, qualifications</b>	<b>Essential or Desirable</b>	<b>Shortlisting evidence sought in application (A), reference (R) or interview (I)?</b>
Is a qualified teacher with Qualified Teacher Status	<b>Essential</b>	A
Evidence of relevant professional study and/or qualification e.g. NPQH, MA	<b>Desirable</b>	A
Has a proven track record of success, and of managing change, as a senior leader (Deputy Head / Assistant Head / Head of School / Acting Head / Head / Executive Head)	<b>Essential</b>	A
Has knowledge and understanding of strategic financial planning, budgetary management and principles of best value.	<b>Desirable</b>	A, R, I
Has proven experience of using a range of evidence and performance data, to support, monitor, evaluate and improve aspects of school life, including challenging performance	<b>Essential</b>	R, I
<b>National Standards for Headteachers (2020)</b> <i>Please tell us how, in your current and previous leadership roles, you:</i>		<b>Shortlisting evidence sought in application (A), reference (R) or interview (I)</b>
Promote positive and respectful relationships across the school community and a safe and inclusive environment.		R, I
Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.		A, R, I
Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.		A, R, I
Establish and sustain high expectations of behaviour for all pupils, built upon relationships, and consistent and fair expectations and routines, which are understood clearly by all staff and pupils.		A, R, I
Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.		A, R, I
Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.		R, I
Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care.		R, I
Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.		A, R, I
Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.		R, I
Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.		R, I

<p style="text-align: center;"><b>Hampshire Leadership Qualities and Behaviours</b> Please tell us how, in your current practice, you:</p>	<p style="text-align: center;"><b>Shortlisting evidence sought in application (A), reference (R) or interview (I)?</b></p>
<p>Actively reflects on what works and what does not and uses the information to influence the way ahead and to make decisions.</p>	<p>R, I</p>
<p>Shapes and articulates a vision with clarity, inspires others with the vision and leads the organisation to the realisation of the vision through hard work and determination.</p>	<p>R, I</p>
<p>Has a passion for learning; recognises herself/himself as a learner who needs a team approach for success.</p>	<p>R, I</p>
<p>Builds community relationships based on a mutual and collective responsibility with diverse partners, to create a high-quality learning environment for all.</p>	<p>R, I</p>

### Application Procedure

Candidates should complete the application form and return it via email so that it is received no later than noon on **Monday 9th September 2024**. E-mail address: [htrecruitment@hants.gov.uk](mailto:htrecruitment@hants.gov.uk)

You should provide a full statement in support of your application, which should not exceed two sides of A4 paper. Please do not restate the factual details already included elsewhere on the application form.

### Selection Procedure

- The shortlist will be drawn up on **Thursday 12th September 2024** and the selection process will take place on **Wednesday 25th September & Thursday 26th September 2024**.
- Further details will be sent to those candidates called for interview.
- Applicants will be advised within 3 working days after the shortlisting date whether they have been successful or not.
- Failure to send your application form to the above email address may invalidate your application.

### Equality Monitoring

All applications will be required to complete an Equality Monitoring form.

### Receipt of Application

Applications are acknowledged (by email whenever possible) within two working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately at [htrecruitment@hants.gov.uk](mailto:htrecruitment@hants.gov.uk).

### Safer Recruitment

We 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 & Barring checks along with other relevant employment checks.

### 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 personal 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 reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

You have some legal rights in respect of the personal information we collect from you. Please see the Schools' website for further details on their privacy notice and data protection policy. You can contact the Schools' Data Protection Officer if you have a concern about the way they collect or use your data.



## 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 Headteachers 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 Headteachers, in partnership with governors, the LA operates a structured induction development programme which also helps develop close working relationships with other Headteachers 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). Hampshire has a lot to offer. We hope you will join us.