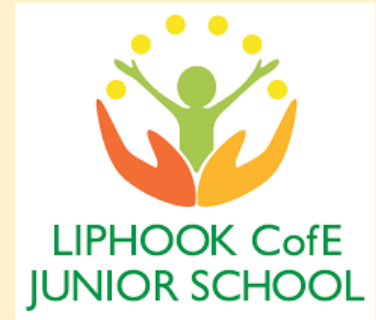




The Federation of

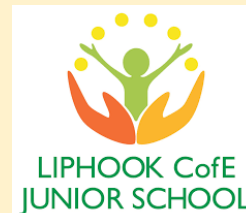


Liphook Infant School and Liphook Church of England Junior School





Excellence, Friendship, Respect



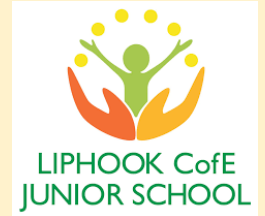
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An Introduction from our Chair

Firstly, thank you for your interest in becoming Executive Headteacher at our Federation. I am delighted you are considering applying for this exciting and unique opportunity. This vacancy has arisen as our current Executive Headteacher will be retiring in summer 2023 following 11 years of excellent leadership at the Federation resulting in both schools being graded Outstanding by OFSTED in the last 12 months.

We are looking for an inspirational leader. You will work in partnership with staff, pupils, parents, governors and the wider community, to continue to develop and improve our Federation. As well as ensuring they stay at the forefront of education provision in our complex and ever-changing world.

Over the past 10 years we have developed a Federation combining the friendliness and community feel of smaller schools with the consistency, economies of scale and opportunities of a large primary school.

We strive to have a welcoming, open, friendly environment, focused on what is best for the children. Whilst there are always challenges, we support each other through them and strongly value hard work, enthusiasm and fun.

The Job Description and the Person Specification can only cover so much. We need a very special person who has a caring and 'child centred' approach to education and embeds this in their vision and values. The ability to be inspirational and be inspired by others are essential. Leading by example you will have drive, and determination.

In return, we will give you:

- an excellent, experienced and committed staff;
- a supportive and effective governing body;
- an active and successful fund-raising organisation;
- lively children committed to learning; and
- engaged and supportive parents and wider community.

Liphook is a growing and welcoming community which retains the feel of an active village rather than a town. On the edge of the South Downs National Park, the surrounding countryside offers beautiful scenery and outdoor opportunities. Chichester, Guildford, Portsmouth, Woking and Winchester are within easy reach. There are also excellent road and rail connections to London, the South Coast, with Gatwick and Heathrow airports only an hour's drive away.

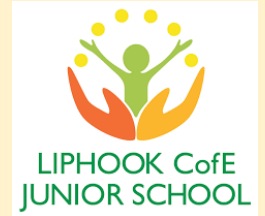
I strongly encourage you to visit the Federation to see the pupils and staff at work. Please contact the school on 01428 722490 to make an appointment.

I look forward to hearing from you and receiving your application by the closing date of **16th January 2023**.

Yours sincerely,
Steve Saycell



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Introduction

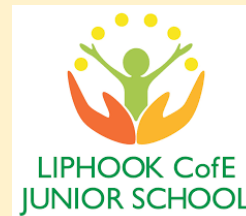
The Federation of Liphook Infant School and Liphook CofE Junior School ('the Federation') includes two schools on the same site. Both provide a safe, secure, family environment with the children at the heart of it. To fully describe the Federation in an introduction is difficult, so we looked to our recent Ofsted reports ...

"Pure joy" sums up Liphook Infant School. Pupils are universally happy. There is an atmosphere like no other. Outside, there is a year-round summer feeling. Pupils dance to upbeat music; they play on the 'beach'; they navigate the trim trails and purpose-built climbing wall; and they race on the running track. There is something for everyone. At the heart of this school is friendship. Kindness flows through pupils. They make sure nobody feels left out... Adults look out for all children. They put right any unintentional fallouts. Everywhere pupils go, they feel safe. Leaders set the bar high. Pupils exceed this bar at every opportunity. They work incredibly hard in lessons. They have a thirst for knowledge. Pupils behave perfectly. Four-year-olds model excellent qualities, while the oldest pupils are standout Liphook ambassadors. Pupils learn to do right in this world. The federation's 'Gingerbread Child' representation teaches pupils these values. Pupils raise money for numerous charities. Inspirational people come into school to teach pupils about diversity. Pupils aspire to be leaders at a young age, whether that be protecting the planet, young governor, digital leader or well-being champion. Year 2 pupils strive for the young citizens award.

Liphook Junior School is a warm and welcoming community where leaders do whatever it takes to help every child flourish. Pupils here love their time at school, not least because of the enormous range of opportunities on offer. Pupils benefit from a fabulous array of extra-curricular activities, from sports and music clubs to baking and first aid. Many are excited about the civic award scheme that they can join when they get to Year 6. Pupils feel incredibly safe at the school. Many describe it as like an extension of their family. This environment helps pupils to become remarkably confident and self assured. Their attitudes are summed up by the school's values of excellence, friendship and respect. Bullying is extremely rare at the school, but pupils have absolute trust in adults to resolve any issues that arise. Parents and pupils feel proud to have such a fantastic school in their local community. Parents who responded to Ofsted's online survey were unanimous in recommending the school. Summing up the feelings of many, one told inspectors, 'I feel privileged that my child goes to this school. She is cared for, nurtured, challenged and made to feel supported every day'.

To read our full reports click [here](#) and to find out more about our Federation please read on.







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Values

At Liphook Federation we have developed our very own 9 learning hearts. Our learning hearts are taught to the children to help them understand how to best learn. These skills are embedded over the children's 7-year journey at the federation. This impacts directly on every child's achievement, self-belief and confidence.



These skills fundamentally help our children to believe that they can:

1. Growth Mindset - Achieve anything,
2. Collaboration - Learn to work with others,
3. Perseverance - Not giving up,
4. Communication - Communicate effectively through articulations, writing and creativity,
5. Learning Tools - use different ways to find a solution,
6. Creativity - think out of the box and be creative,
7. Resilience - bounce back when things are hard,
8. Independence - learn by themselves,
9. Feedback - finally listen to others advice.

Our curriculum and Federation is about giving every child the very best opportunities to have choices, develop kindness and to be learners for life.

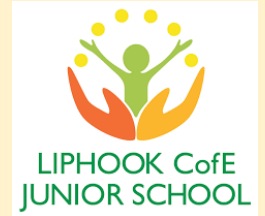
Wellbeing

Our children also learn 24 well-being strategies, through a programme called Trick Box, starting in year R. These strategies focus on confidence, communication, creativity and calmness – see the Trick Box page and find more information [here](#). We also run a mentoring programme, where selected children are assigned a mentor who, as a trusted adult, will regularly visit them to encourage, guide and help with school work.





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Christian values

Our Christian values are the heartbeat of our Federation and were chosen by all stakeholders in the school. More can be found [here](#). Here is a message from our Reverend...

It has been a pleasure to work with the Federation over my time in Liphook. The Federation is right at the heart of our community, with the church and Junior School working closely together.

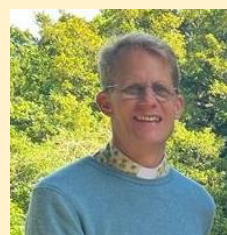
I enjoy leading assemblies, but it has also been great to encourage other churches to get involved such as the "Wey Assemblies Group", who periodically come and lead collective worship. Members of our churches have served or currently serve on the Governing body or as mentors for the children. This has been especially helpful when we have focussed on SMSC as governors and I was really pleased to be asked by the leadership team to help develop the core values of the Federation.

Some of the highlights that I have enjoyed include:

- seasonal prayer weeks where the Wey assemblies converted an office into a prayer room for the week, which pupils visited and were encouraged to pray through creative activities.
- hosting the children in our church for seasonal services including Easter, Harvest, Carol Services and our special Canada Day.

We were delighted that during lockdown the Federation offered space for Liphook Foodbank and worked closely with the church to provide somewhere neutral for people to visit. At St Mary's Bramshott and Liphook Church Centre we have a great relationship with the Federation and we welcome you as a new candidate with our support and prayers.

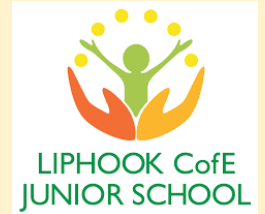
God Bless



Reverend Valentine Inglis-Jones



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Our Inspirational staff

By joining our Federation, you will be greeted by an enthusiastic, knowledgeable staff team who are willing to go the extra mile to ensure every child reaches their full potential. Our motto of 'whatever it takes' is made real through diverse opportunities and learning experiences presented to children in an engaging, varied manner.

All staff play a crucial role in educating our children. Teachers weave a broad and balanced curriculum rich in subject knowledge and skills. Well planned and sequenced lessons balance retrieval of prior learning carefully alongside the teaching of new content; with purposeful opportunities to practice and explore concepts.



Becoming the Federation's Executive Headteacher, brings with it a close staff family. Our respectful and enquiring culture unite us as a professional learning team where our developments are embedded in research; often staff led through our own subject expertise. Shaping the future of the Federation is an exciting opportunity and one that will be fully supported.

Let's hear from the staff...

"We really mean it: 'Whatever it takes'. No challenge is too small, there is always a way through for every child; we just need to find it! That is what makes our Federation such a buzz."

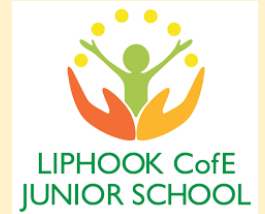
"The love, care and warmth that staff have towards the children makes Liphook a fantastic place to work. The opportunities that both children and staff have at the federation enables the children to develop through life experiences and teachers to grow professionally."

"I trained at Liphook Federation and am now lucky enough to have become part of the teaching staff. I could not have received more support and encouragement throughout my training and now in the early stages of my career. No matter what, I felt like I had a thousands hands ready to catch me should anything go wrong and an abundance of unwavering support from the caretakers to the senior leadership team. It really does feel like a family at Liphook."

"An outstanding school in so many ways: the staff, the children, the high expectations, the quality first teaching, the progression and every child being at the heart of what we do as a Federation. I couldn't wish for a better school to be part of."



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"I have been teaching here for 14 years. This is a wonderful school to work in and everyone works together to achieve the very best for all of our pupils. Individuals and families matter. We are a very supportive team where we ensure that everyone moves forward together. We care."

"All staff at the Federation are welcoming, supportive and highly encouraging in everyday responsibilities. The staff have opportunities for professional growth, high expectations for all and place the children at the centre of everything we do. This makes Liphook an outstanding place to work!"

"Liphook truly is special. Our care, attention and values run through all that we do. For staff and for children; everyone is guided to achieve their very best."

What our pupils say –

"It's amazing, I like how they make learning fun and interesting so you don't get bored. My most memorable time so far was Canada Day. I enjoy the different responsibilities, such as play leading as you get to play and help out with other children from different years. The teachers are really kind and help you."



"I adore this school because we have lots of good play equipment outside."

"This school is incredible because everybody joins in with everything."

"I love this school because all the teachers are kind and they help you if you are stuck."

"The Federation is life changing. I have made amazing friendships. The Federation has taught me how to be respectful and to take pride in my work."

"We are one big family. We love and care for each other like family do."

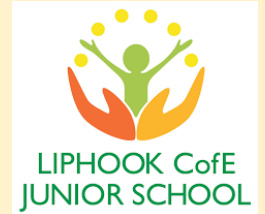
"I feel lucky to go to this school because everybody is so kind and helpful themselves and they get it in return."

"I love P.E. it's fun and there is a wide variety of options It has helped build my enthusiasm towards sports. I also find forest school a really fun experience, being in the wild and being able to build dens out of the resources you can find."

"I love Liphook Junior School because it has so many friendly children and staff who make me feel happy and welcomed every day. This school is also amazing because we learn so much through the superb education! If a problem happens at lunch time, adults always make it right and this makes me feel loved and safe."



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What our Parents and Carers say

Here are a few comments from our parent family as to what they think of their experience at our Federation.



"I want to make a point of telling the school that you are all brilliant. My son has come on leaps and bounds, not just from a learning point of view, but he has found his voice and is much more confident in class - a huge difference. He puts his hand up in his clubs outside of school! Despite the challenges of the past few years, I have been impressed with how the school continued and still continues to make the wellbeing of it's students it's focus too. As a family we've been going through a tricky time and the school have been super supportive."

"The teaching, support staff and leadership team have been amazing and they have ensured that there are no barriers in the way of achievement, participation and inclusion. Learning, encouragement and fun have been hand in hand all the way and not enough recognition and praise is given to the wonderful community of staff, children and parents/carers that make Liphook Infant and Junior schools so special. I would like to thank all staff members for making our school such a friendly, encouraging and welcoming environment to learn and thrive in"



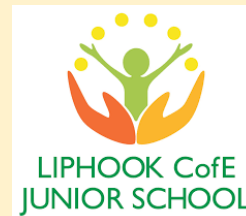
"I cannot speak highly enough of Liphook school Infant and Junior. No doubt that this is one of the best schools. I'm so happy my daughter is here. The school has fantastic teachers and headteachers. My daughter has loved her teachers and all the activities they do. The School is amazing! All the teachers are kind caring and so good with the children."

"I love how much praise and encouragement is given to the children and how the teacher and LSAs manage to challenge the high achieving children whilst still encouraging and nurturing those that are struggling. No one is left behind in our class and it is wonderful."





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Financial Information

The Executive Headteacher oversees two budgets, one for each school in the Federation. The Liphook Infant School budget also takes into account income and costs associated with the operation of breakfast and after school clubs that are hosted in the school's community room. The combined budgeted income for the Federation in the 2022/23 financial year is well over £3 million, with capital budgets in addition.



The Federation manages its financial affairs prudently, balancing the various needs and demands it faces. Both schools are carrying forward surpluses because of ongoing careful management. While costs are closely monitored and controlled, where appropriate, the schools are prepared to make significant investments, notably in technology and school infrastructure. This helps provide the children with an enriched learning experience, fully aligned with the

[School Improvement Plan](#). Close attention is also paid to the staffing structure which forms the largest part of the cost base, where the Executive Headteacher will assess the current circumstances while also looking to a sustainable future.

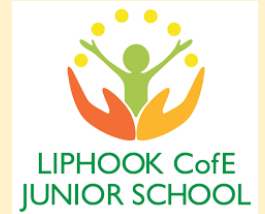


While each school's budget is managed independently, every opportunity for synergies and efficiencies is sought, particularly with respect to administrative and support capabilities. With respect to financial matters, the Executive Headteacher is supported by an experienced Business Manager and her team, as well as by the Local Authority where necessary. The Executive

Headteacher and Business Manager also work very closely with the Governing Body's Business Committee in setting overall financial strategic objectives and to ensure appropriate oversight is exercised over the financial affairs. The Business Committee membership brings extensive financial experience both within an educational and wider professional context, to support and challenge as needed.



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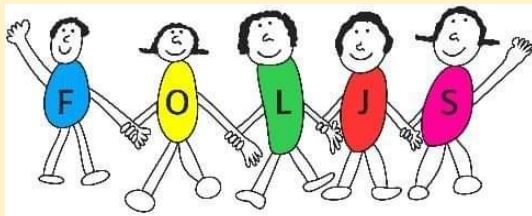


Parent Teacher Associations

We have two very dedicated and committed parent associations, Liphook Infant School Friends Association (LISFA) for the Infants School and Friends of Liphook Junior Schools (FOLJS) for the Junior CofE School. Whilst two separate charities, these associations work closely to create some fantastic events throughout the academic year.



We have a very active Friends Association at Liphook Infant School. This involves all parents, staff and other interested parties. There are regular meetings of the committee which is elected at the AGM held in October. Parents of children at Liphook Infant School are automatically members. Many of the social and fund-raising events are held throughout the year such as the Quiz, Easter hunt, cake sales, Christmas and May Fairs. LISFA has raised significant amounts which have been used in a variety of ways including play equipment, outdoor spaces and resources for teachers as well as contributing towards trips and experiences for our children.

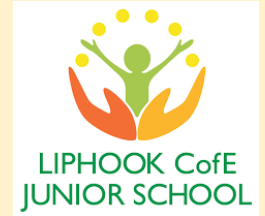


Friends of Liphook Junior School

FOLJS encompasses friends, parents and teachers of the Junior School. We work to raise money for the school holding several events such as the Dog and Duck, Bingo, May Fair and the 12 Stalls of Christmas. The money we raise goes towards improving the grounds and facilities, as well as helping and supporting the school to provide experiences for the children that are above and beyond the standard curriculum. Everyone automatically becomes a member of FOLJS, but we have a small working party that are involved in pulling together events and ensuring the admin side of things is completed. More info can be found [here](#)



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Summary Job Description

Job Title: Executive Headteacher

The Contract of Employment between the Governing Body and the Executive Headteacher will be the current Contract of Employment for a 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 2021 Hampshire agreed pay scale. Liphook Federation is a Group 4 school. Governors have set the Individual Salary Range at L21 £72,483 – L27* £83,126.

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 Liphook Federation

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)

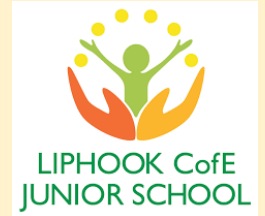
The 2020 standards replace the National Standards Of Excellence For Headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual Headteacher and school. They are designed to be relevant to all Headteachers.

The standards can be used to:

- shape Headteachers' own practice and professional development, within and beyond the school
- support the recruitment and appointment of Headteachers, including the development of job descriptions and person specifications
- underpin frameworks for the training of school leaders, including current and aspiring Headteachers
- inform the performance management of Headteachers



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The teachers' standards (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for Headteachers are built.

Executive Headteachers, like other teachers, are expected to meet the teachers' standards. The Headteachers' standards articulate how Headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

Section 1 of the Headteachers' standards outlines the ethics and professional conduct expected of Headteachers. This is developed from part 2 of the teachers' standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of Headteachers. Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

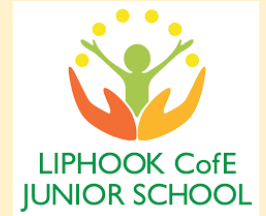
- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position.
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.



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As leaders of their school community and profession, Headteachers:

- serve in the best interests of the school's pupils.
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen.
- uphold their obligation to give account and accept responsibility.
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- take responsibility for their own continued professional development, engaging critically with educational research.
- make a positive contribution to the wider education system.

Section 2 of the Headteachers' standards sets out 10 Headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to Headteachers. There is no hierarchy to the standards:

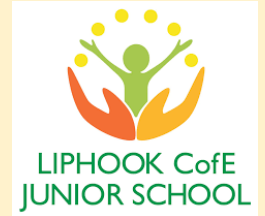
1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism



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2. Teaching

Headteachers:

- 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
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

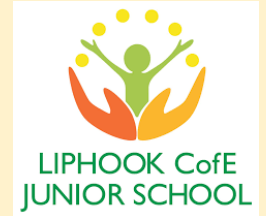
4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen



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5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- 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
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- 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
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

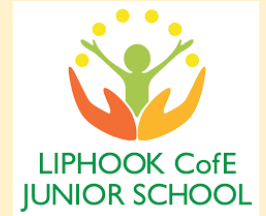
7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently



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- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- 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
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

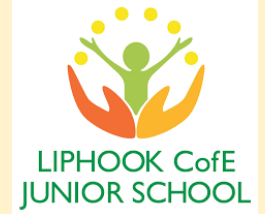
10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties



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Focus Areas for our new Executive Headteacher

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

We want to deliver a rich inclusive curriculum to every child from Early Years to Year 6; a deep understanding of substantive and disciplinary knowledge is key to this.

How will you ensure that every teacher throughout the Federation is equipped with this understanding?

Our Federation focuses on the importance of effective communication in developing pupils' confidence.

How will you develop teachers' expertise and awareness to deliver learning so that all children access and develop high quality speech and oracy?

Our Federation places a strong emphasis on the use of digital education.

How will you embed safeguarding into our digital education strategy? How would you ensure that digital technology enhances computational thinking and learning?

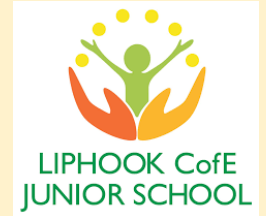
We want to ensure all our learners and staff feel confident and supported to thrive in an ever changing and challenging world.

What values do you bring to the role? What techniques do you think will be effective?

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



Excellence, Friendship, Respect



Application Procedure

Candidates should complete the application form and return it via email so that it is received no later than noon on 16th January 2023.

E-mail address: 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 19th January and the selection process will take place on 31st January and 1st February. 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 within 2 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