



## Executive Headteacher Information Pack



**NORTHERN**  
FEDERATION

[www.northernfederation.org.uk](http://www.northernfederation.org.uk)



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# Welcome from the Chair

On behalf of everyone at the Federation of Northern Infant and Junior Schools, I would like to thank you for your interest in becoming our next Executive headteacher. We are looking to appoint an inspiring leader with the capabilities and work ethos to work with our dedicated and hard-working staff to bring consistent improvement to teaching and learning whilst providing a safe, warm, and inspiring learning environment for every child.

Our aim is to lay the foundation of a successful life for all our children. We are looking for a new Executive headteacher with strategic leadership skills and vision who can manage and support our staff to be the best they can be. You will need to have the drive and ambition to bring out the best in everyone and have a high level of energy, passion, and resilience to continually move the schools forward.

Since the federation was formed, both schools work closely together maintaining their individual identities but working effectively as one school with a single governing body.

Our school is located on Portsdown hill overlooking Portchester, the Castle and Portsmouth harbour. It is a rural community surrounded by plenty of green spaces, we have extensive grounds which we fully enjoy and share with local groups. There is a separately managed 'Wrap Around Childcare Service' (also known as 'Sprouts') located between both schools, and access to countryside and historic properties close by.

Our children are encouraged to 'Believe, Succeed and Achieve' by being curious and trying new things, they are resilient, and reflect on their own learning and behaviour. We want them to take pride in their learning, believe in themselves and make their work the best it can be. They will typically have very positive attitudes and engage well with teachers. They are kind, caring and respectful to each other's ideas and they are willing and encouraged to help each other.

We can offer you a supportive governing body that will challenge and support you with governors who like to work collaboratively with the Senior Leadership team to ensure a clear strategic vision for the federation and strong accountability. We view this as a great opportunity to recruit a supportive and inspirational leader who shares our values, will add a new leadership perspective to our schools and build on the foundations developed and embedded by our current Executive Headteacher and his staff.

We very much look forward to welcoming you for a visit and to receiving your application.

Karen Fryatt - Chair of governors.



# Message from our Executive Headteacher

Dear prospective applicant,

As the current Executive headteacher, I am writing to share my experience of working within this amazing Federation and encourage you to apply for the post.

I have been fortunate enough to lead Northern Infant and Junior School for the last 7 years. Having worked in schools for over 30 years, I feel the time has come to experience new challenges outside of education.

Both schools within the federation are well placed to continue the great progress and outcomes. The strengths in each are a result of the incredible teachers and support staff, it is their skill and dedication that makes the difference to the children each day. Children flourish academically, socially and emotionally due to an ethos and culture of high expectation, respect, care and inclusion.

Parents and governors are extremely supportive and are keen to be fully involved in the life of the school.

I look forward to working with the successful candidate to ensure a positive transition on the next important step for the Federation.



**Mr. John Bailey**



# About us

Northern Federation comprises of both an Infant and Junior School that operates under a single governance structure. It is led by an Executive headteacher who is supported by a Head of School at each site and a School Business Manager.

The Federation is across a split site, with each school having its own building, joined by a set of steps between the playgrounds. The Federation benefits from extensive grounds that include: two large fields, a pond area, allotment and forest trail. The children benefit from enriched opportunities to access their learning outside.

The Federation benefits from an experienced staff team that work collaboratively across both schools to provide children and families with a 'virtual primary school'. The Federation prioritises the personal, social and emotional development of children and has been recognised for its nurturing ethos.

Both schools have recently been inspected by Ofsted: the infant school in October 2023 and the junior school in April 2023, with 'Good' judgements across all areas.

Our schools are located close to the centre of Portchester and therefore are within walking distance of historical sites and local services .

Across the Federation there are 358 children on roll of which 90 are eligible for pupil premium and 70 receive SEND support. The Infant School Published Admission Number (PAN) has recently changed to 45 and as such the Infant school operates mixed age classes, whilst the Junior school remains pure year groups.

Our dedicated staff team comprises of 2 Heads of School, a Business Manager, SENDCo, 16 teachers, 17 teaching assistants, a school counsellor, 4 administrative staff, 2 caretakers and a school dog. This extensive team work tirelessly everyday towards the shared vision of the school, providing the children with enriched learning opportunities in a safe and caring environment.





# Vision, values and ethos

The vision and values for Northern Federation centre around our motto – **BELIEVE, SUCCEED and ACHIEVE**. Staff, governors and parents worked together to agree on what we felt was important to believe in, what we wanted to achieve as a Federation and what we would need to do to succeed. From this work came our core values and our learning values.

At Northern Federation we **BELIEVE** in respecting ourselves, others and the environment.

In respecting ourselves we take responsibility, challenge ourselves, make the effort, value ourselves, have aspirations and we stay safe and healthy. In respecting others we show kindness, caring and supporting those around us. We actively listen and build our emotional intelligence. We are inclusive and value others through celebrating difference. We have aspiration for others. Our respect for the environment includes our class, our school, our community and our planet.

We **SUCCEED** academically, socially and emotionally through being resilient, resourceful, reflective and through meaningful relationships.

We **ACHIEVE** quality outcomes and achieve the goals we set for our learning.





# Vision, values and ethos



REFLECTA GIRL

Values characteristics	What we will see and hear	
	Adults	Children
<b>Relationships</b> Respect Care Support Empathy collaboration communication	<ul style="list-style-type: none"> <li>Setting the right ethos and culture</li> <li>Teaching skills of effective collaboration</li> <li>Planned opportunities for team activities</li> <li>Modelling how to listen and respond respectfully</li> <li>Promoting the use of talk partners and learning partners</li> <li>Teaching the skills of effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Valuing and building on the ideas of others</li> <li>Contesting, disagreeing and debating in a respectful way</li> <li>Knowing when someone needs help and stepping in to support</li> <li>Showing caring thinking and empathy</li> <li>Showing active listening skills, contributing to team work</li> <li>Working effectively in partnership</li> </ul>



Relationship Ruby

Values characteristics	What we will see and hear	
	Adults	Children
<b>Reflection</b>  Being able to self-evaluate and be self-aware as a learner.	<ul style="list-style-type: none"> <li>Teaching the skills of self-assessment</li> <li>Role model making errors and self-correcting.</li> <li>Giving children time during the session to self-evaluate and check work.</li> <li>Role model editing and improving</li> <li>Generating success criteria to use as the basis of self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Editing and improving their work</li> <li>Accurately evaluating their outcomes</li> <li>Talk about how they learn best</li> <li>Identify the progress they have made and set themselves a goal</li> <li>Revisiting and revising learning</li> <li>Selecting the best idea to move forward with</li> <li>Using critical thinking skills</li> </ul>

Values characteristics	What we will see and hear	
	Adults	Children
<b>Resourcefulness</b>  Being able to learn in different ways. Using initiative and being independent.	<ul style="list-style-type: none"> <li>Praising children when they take initiative with learning</li> <li>Provide the enabling environment</li> <li>Ensuring opportunities to promote independence</li> <li>Using working walls that support current learning</li> <li>Modelling how to be resourceful when learning</li> <li>Promoting creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Independently selecting the right resources to support their learning</li> <li>Trying different resources to see which work best for them</li> <li>Being flexible and making links</li> <li>Being innovative and creative</li> <li>Asking the right questions</li> <li>Reasoning</li> </ul>



Resourceful Rose

Values characteristics	What we will see and hear	
	Adults	Children
<b>Resilience</b>  Being persistent and determined. An ability to cope and thrive despite setbacks.	<ul style="list-style-type: none"> <li>Promoting growth mindset.</li> <li>Using the language of resilience</li> <li>Modelling how to positively overcome a setback</li> <li>Ensure sufficient challenge with the task design</li> <li>Teacher modelling making mistakes and learning from it</li> <li>Showing children where they have made progress in their work as a result of effort</li> <li>Modelling how we learn from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Showing stickability when things get difficult</li> <li>Being able to cope and thrive when overcoming setbacks</li> <li>Being absorbed and focussed on work</li> <li>Articulating how their effort has led to improvements in work</li> <li>Self-motivated and determined to do well</li> <li>Knowing the right time to seek help</li> </ul>



MR RESILIENT



# What Governors heard from our community

We met with all stakeholders and heard the following comments with regards to what we want from a new Executive headteacher appointment:

## We want someone who:

- ★ has an understanding of a federated school
- ★ values the school ethos, staff, children, parents and local community
- ★ respects the environment
- ★ values positive decisions and communicates with all staff
- ★ has knowledge of and values early years development
- ★ is organised, approachable and caring
- ★ is natural leader who is both friendly and thoughtful



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# What our children want from our new Executive Headteacher

Someone who:

encourages  
fun ways to  
learn

treats all equally/  
is respectful to all  
ages and abilities

is a good  
person and is  
sometimes  
silly

loves animals,  
nature creative  
and arty

likes football and  
other sports but is  
not a Man U  
supporter!!

is happy and  
has a good  
sense of  
humour and  
can be funny

is trusting,  
patient and  
kind

is  
courageous,  
brave and  
resilient

is relaxed  
and smart  
and not  
shouty

understands  
our ambitions





# What our parents want from our new Executive Headteacher

## Someone who is:

a natural leader and a good teacher

clear and effective communicator

present and visible within both schools

approachable, empathetic and understanding

good with children and able to foster a love of learning

has a genuine interest in children's cultural and holistic needs

organised, efficient and supportive

welcoming, helpful, warm and a good listener

approachable, compassionate and kind

keen to maintain links with our forces families



# What our staff want from our new Executive Headteacher

## Someone who:

promotes professional development

is friendly, respectful and a good communicator

has a good sense of humour

has a good understanding of children's emotional needs

understands staff's wellbeing and mental health and is supportive of their worklife balance

can spread themselves evenly across both schools

is visible and will join in with children in the playground

has an open mind with a positive open culture approach

is empathetic, approachable and inclusive

understands the importance of play





# Wider community

Northern Federation has expansive grounds and offers these to a wide range of clubs within the community. This includes a regular holiday club, football team and Guide group. In addition, throughout term time the space is used by a dance teacher, art club and 'Wrap Around Childcare Service' (also known as 'Sprouts') who provide before and after school clubs for our families.

To support the community the Federation works to engage with local charities to raise money and the profile of each cause. The Federation regularly collect shoe boxes for the Rotary club and run sponsored events like the 'Danceathon' to raise funds for charities.

As the Federation has many children from Forces Families, we work hard to provide opportunities for children impacted by deployment. The Federation runs a free Forces club and looks for opportunities to go on trips that directly benefit these children for example, going to watch a PT passing out parade.

The Federation benefits from Friends of Northern Schools (FONS), our PTA group, who raise funds for the school by running engaging events across the year for our children and their families.

The Federation boasts strong relationships with both feeder nurseries and secondary schools to aid transition for children. Children are offered transition that is bespoke to their needs to ensure they are successful in their education both academically and socially. This strong sense of communication and transition also benefits the children when moving between year groups and school sites.





# Curriculum

We believe that our children deserve to have access to a rich, broad and relevant curriculum that motivates, inspires and prepares them for the future. The curriculum at Northern Federation is underpinned by our core values and learning values, focused on our core beliefs of - **BELIEVE, SUCCEED and ACHIEVE.**

Our curriculum is designed to enable children to become confident lifelong learners and emotionally intelligent people. As learners, children demonstrate how to be **Resourceful, Resilient and Reflective** whilst developing good learning **Relationships.**

For children at the Northern Federation- we guarantee to children that you will:

- have learning experiences that are exciting, engaging and real
- have a say and make choices in your learning
- build on the knowledge and skills that you have already learnt
- be able to read, write and be numerate to a level that enables you to achieve in the next stage of your learning
- have opportunities to make links in your learning
- have opportunities to apply your knowledge and skills in different ways
- become a confident user of technology
- have time to act upon feedback to improve your work
- have fun, be safe and enjoy school life
- have opportunities to use trips and visiting speakers to support your knowledge and understanding
- have opportunities to communicate effectively and work collaboratively
- have opportunities to develop as an independent learner.





# Curriculum

## Curriculum intent and implementation

Our curriculum is led with a primary focus on Reading and Writing. Carefully selected subjects within the curriculum are organised around a themed unit, with each unit led by English and a quality text. Foundation subjects incorporate English into an integrated cross curricular approach. Some subjects may be taught discretely.

## Rationale for our integrated cross curricular curriculum

- Organisation of the curriculum to help learners recognise natural connections and links between separate subjects. Bringing together knowledge and skills from different subject areas under a concept or theme
- Strengthens the relevance and coherence of the curriculum for children
- Decisions around the themes can provide a curriculum experience that is more engaging, meaningful, relevant and enjoyable
- Providing hands on experiences across subjects
- Promoting creativity by sparking children's imagination and promoting originality
- The application of literacy and number knowledge and skills across other subjects supports children's good progression in the core subjects.





# Job Description

**Salary range:** Leadership Pay Range Level 14 to 20 (£68,586 to £79,475)

The post is subject to the current conditions of employment for headteachers contained in the current School Teachers' Pay and Conditions Document.

The core purpose of the Executive headteacher is to provide professional leadership and management for the Northern Federation of Schools. This will promote a secure foundation from which to achieve success in all areas of the school's work.

The headteacher/headteachers are accountable to the Governing Body and local authority for the three key Domains taken from the National Standards for Headteachers (2020):

- Culture and Ethos
- Curriculum and teaching
- Organisational effectiveness

For full details, please refer to the role of Head Teachers as defined by the National Standards for headteachers and for conditions refer to School Teachers Pay and Conditions 2024.



# Key Tasks

For the first year in post, Governors have identified the following key tasks for the newly appointed Executive Headteacher, linked to our school improvement plan:

1	Build momentum with staff to manage change
2	Develop a strong personal understanding of what underpins the school ethos and establish positive relationships with all stakeholders whilst leading two schools as a federation
3	Develop the federation's profile within the local community to become the school of choice in Portchester
4	Manage the financial constraints of the budget following a recently reduced PAN
5	Maximise the opportunities for the children through an ambitious and inspiring curriculum



# Person Specification

Qualifications	<ul style="list-style-type: none"><li>• Holds Qualified Teachers Status (QTS)</li><li>• <b>Desirable</b> : Holds National Professional Qualification for Headship or similar</li></ul>
Professional Experience	<ul style="list-style-type: none"><li>• Proven successful Leadership in a Junior and Infant school</li><li>• Can provide experience of :<ul style="list-style-type: none"><li>◦ teaching across foundation stage, KS1 and KS2</li><li>◦ providing oversight of accurate assessment, recording and reporting pupil performance and progress to drive improvement</li><li>◦ working in partnership with parents, carers and the wider community, including external agencies</li><li>◦ planning and implementing of the curriculum</li><li>◦ implementing successful positive behaviour strategies</li><li>◦ constructive handling of problems</li><li>◦ monitoring, evaluating, and improving the quality of teaching and learning</li><li>◦ meeting needs of wide ranges of abilities of children</li><li>◦ <b>Desirable</b>: headship</li><li>◦ <b>Desirable</b>: working in a federation</li><li>◦ <b>Desirable</b>: strategic financial planning and budget management to achieve educational goals and priorities</li><li>◦ <b>Desirable</b>: implementing staff performance management procedures.</li></ul></li><li>• Is an active visible leader who leads by example to implement positive change</li><li>• Demonstrates the ability to uphold public trust and confidence and always maintain appropriate positive professional boundaries in relationships with both children and adults</li></ul>



# Person Specification

## Professional Knowledge

- Knows how to lead and manage change effectively to improve outcomes for children
- Effective and inclusive teaching and learning strategies that improve outcomes for all children across the primary base
- The current National Curriculum and Ofsted framework and how to communicate this effectively
- The use of monitoring and self-evaluation to improve school performance
- Has an excellent understanding of early years education (EYFS) and teaching across the primary age range
- An awareness of relevant current issues, recent educational developments and research and significant legislative changes
- Reflects on their own training needs and aspires to continued professional development.

## Skills and attributes

- Is an inspirational and supportive leader that has a clear vision of the school's journey
- Demonstrates the ability to be approachable, be resilient and be a good listener
- Engages effectively and demonstrates effective communication skills that motivate, inspire and influence others
- Manages change effectively
- Understands and welcomes the role of effective governance, supporting them to uphold their obligation to hold leaders to account
- Establishes and sustains professional working relationships with those responsible for governance
- Promotes an effective nurturing culture within the school for all staff and pupils
- Has the ability to oversee and manage appropriate risk assessment procedures in school
- Demonstrates a high level of commitment and a desire to be a key member of the Portchester community
- Works flexibly, creatively and strategically to deal with the challenges in a fast paced, ever-changing environment
- Is an effective leader and manager.



# Person Specification

<b>Personal Skills</b>	<ul style="list-style-type: none"><li>• Communicates effectively with others – children, staff, governors, parent and carers, including the more vulnerable members of our community</li><li>• Can demonstrate an ability to make reasoned judgements and take difficult decisions, conveying required outcomes clearly, positively and with sensitivity to a range of audiences</li><li>• Creates a culture where staff are motivated, encouraged to use their initiatives and make decisions, develop their skills and deepen their subject knowledge.</li></ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"><li>• Demonstrates a commitment to keeping children safe and promoting a robust safeguarding culture within the school</li><li>• Can show evidence that demonstrates knowledge and understanding of current legislation, guidance and best practice for child protection including safer recruitment</li><li>• Can demonstrate an ability to co-operate and work with relevant agencies to safeguard children.</li></ul>
<b>Equality and Diversity</b>	<ul style="list-style-type: none"><li>• Can show evidence of a commitment to ensuring an inclusive school through clear understanding of equity, equality and diversity, and a determination to challenge all forms of discrimination.</li></ul>



# Working 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 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). Hampshire has a lot to offer.

We hope you will join us.





# Application Process

School visits	Application closing date	Selection process
17th to 28th March 2025	31st March 2025	28th & 29th April 2025

If you are interested in applying, we would be delighted for you to visit our school in advance of your application. Please email Helen Pottle, the School Business Manager, at [H.Pottle@northern-jun.hants.sch.uk](mailto:H.Pottle@northern-jun.hants.sch.uk) to arrange your visit with one of our governors.

Candidates should complete the application form and return it to [htrecruitment@hants.gov.uk](mailto:htrecruitment@hants.gov.uk) no later than midday on **31st March 2025**.

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](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.

We will shortlist candidates on **2nd April 2025** and the selection process will take place on **28th & 29th April 2025**.

Further details will be sent to those candidates called for interview. All applicants will be required to complete an Equality Monitoring form.



# Picture gallery





# 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 school's website for further details on our GDPR notice and privacy data protection policy.

You can contact the school's Data Protection Officer if you have a concern about the way they collect or use your data.

