



Bransgore Church of England Primary School



Headteacher Recruitment Information



Headteacher Information Pack

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A word of welcome

On behalf of the Governing Body, I am delighted to extend a warm welcome to you as you consider the opportunity to join Bransgore Primary School as our new Headteacher. We are a standalone academy school, with strong links to our local authority, Hampshire, and other local schools.

Our school is not just a place of learning; it is a vibrant community where pupils flourish, staff thrive, and strong community and church bonds are valued. As Chair of Governors, I am proud to oversee a school that is deeply committed to providing a nurturing and supportive environment for all.

Recently, we have expanded to a two-form entry, opening up exciting new avenues for growth and development. This expansion presents a unique opportunity for a visionary leader to play a role in shaping the future of our school. We are looking for someone who can build upon our strong foundation, inspire and support our dedicated staff, and encourage our wonderful pupils to achieve their potential.

At Bransgore Primary School, we value everyone's unique contribution. We are dedicated to fostering a love for learning and nurturing every child's individual talent and ability. Our staff are passionate and dedicated professionals who work tirelessly to ensure that every child receives the best possible education in a caring and supportive environment.

As you consider your next career move, I encourage you to explore the prospect of joining our team. You will find a school community that is not only supportive but also eager to embrace new ideas and initiatives.

If you share our commitment to excellence in education in a loving environment and have the vision and drive to lead our school into an exciting new chapter, we would be thrilled to receive your application.

Thank you for considering this important opportunity. Should you have any questions or require further information about our school or the application process, please do not hesitate to contact b.murphy@bransgore.hants.sch.uk.

We look forward to hearing from you and potentially welcoming you to Bransgore Primary School in the near future.

Warm regards,

Beth Miles

Chair of Governors



Bransgore C of E Primary School - where our children grow in the forest

Bransgore Church of England Primary School is located in the lovely village of Bransgore which borders Hampshire's picturesque New Forest.

We are a very happy school which is at the heart of our wonderful, supportive village community. We have very close links with both St. Mary's Church and Bransgore Community Church in the village. We pride ourselves on being a traditional village school which, at the same time, is dynamic and forward-thinking.

We are proud of our Christian foundation and our school is committed to the development and encouragement of all of our pupils and staff. We recognise the positive contribution the school makes to the local community, our stakeholders, parents and partners.

Inclusion and accessible learning are key to our success, as is the development of our staff. We work to remove barriers to learning and engagement in all that we do as well as actively seeking opportunities for dialogue and better understanding between different people. Everyone is unique and we value that daily and visibly through our special VIP programme.

Have a closer look at our school on this virtual tour - [Bransgore Church Of England Primary School - Virtual Tour \(bransgoreprimaryschool.co.uk\)](http://www.bransgoreprimaryschool.co.uk)





Our School Ethos

As part of our mission statement, we aim to help every person recognise and celebrate their uniqueness as a miraculous creation of a loving God. We considered all the different values that we cherish and work to promote every day in our school.

The more we thought about it, the more we realised that we can express our vision, our mission and our beliefs in one all-encompassing value; Love. We want to express our love every day for ourselves, our community and our world in the way we conduct ourselves. We want to relate to each other and live our lives within and beyond our school community. Love is fundamental to the development and growth of every single person whatever your age.

We believe that by defining ourselves as a Loving School and by identifying how we live this out in our daily life in school we are supporting the Church of England's vision for education of:

- Educating for Wisdom Knowledge and Skills
- Educating for Hope and Aspiration
- Educating for Community and Living Well Together
- Educating for Dignity and Respect

We are proud of our Christian foundation and we live this out by being A Loving School



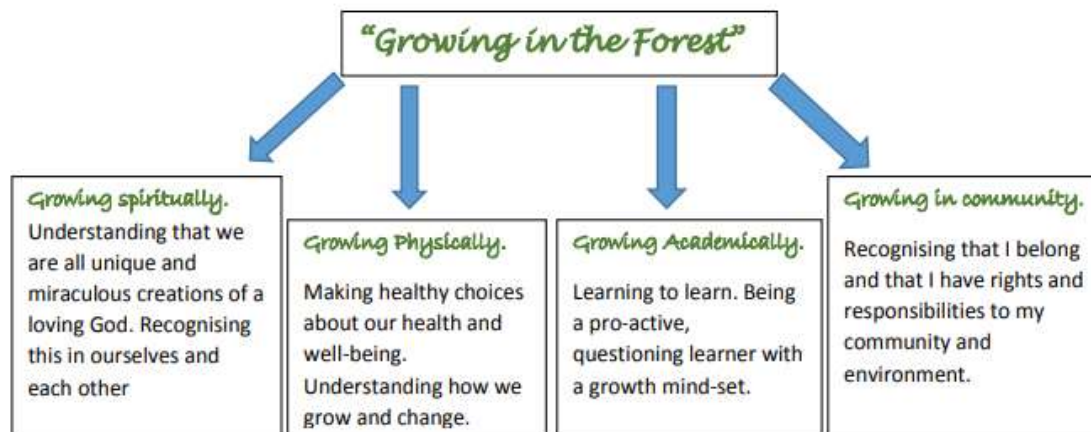
To find out more have a read of our Loving School Values and Vision and Mission Statement here

<https://www.bransgoreprimaryschool.co.uk/about-us>



Our Vision and Values

When staff discussed our vision statement, we wanted something that described us as a school, what we aspire to be and to reflect our enviable learning environment with so much opportunity for outdoor and experiential learning



We considered the type of learners we wanted to send on to secondary school. We asked pupils, parents, governors and staff the characteristics and values we would like our children to display by the time they leave us.



Everyone chose up to twelve words. This word cloud describes the type of pupils we all wish to develop at Bransgore school. It is displayed in every learning space as a reminder to staff and pupils of what we are aiming for as we work together day to day.

We have so much wonderful learning to share here at Bransgore, take a look at some of our newsletters. They give an amazing insight into what we have been up to this year.

<https://www.bransgoreprimaryschool.co.uk/parents-zone/letters-home>



Our School Improvement Priorities 2023/2024

Our School Improvement Plan (SIP) outlines our strategic approach to addressing key areas of concern identified in recent OFSTED reports and aligns with the latest research findings from the Education Endowment Foundation (EEF).

Our goal is to improve the overall quality of education and the well-being of our students and to maintain and enhance our school site. This plan outlines specific actions for each identified area, with a focus on evidence-based strategies:

- **Boys Writing and Spelling:** To raise writing standards for all students, but especially for boys
- **Child Wellbeing:** To further enhance the provision of support for our students' emotional control, well-being, and mental health
- **Site Maintenance:** To ensure that the whole site is fit for purposeful operation whilst working within a tight budget constraint.
- **Staff Wellbeing:** Increased support for the staff's wellbeing and mental health
- **Curriculum and Assessment:** Following our Ofsted 2022 report, to have a clear, sequenced approach.



Letter from the Diocese

The Dioceses of Portsmouth & Winchester Diocesan Board of Education

Within the Dioceses of Portsmouth and Winchester there are 153 schools with links to the Church of England. Consisting of 86 Voluntary Controlled, 49 Voluntary Aided, 1 Foundation, 2 Joint Anglican and Roman Catholic, 6 Academies, 11 Affiliated, 7 Federated Schools and 32 Independent Church Schools. These are spread across six local authority areas, Bournemouth, Dorset, Hampshire, Southampton, Portsmouth and the Isle of Wight.

The Bishops of Portsmouth and Winchester encourage Church school Headteachers and governing bodies to consider carefully, with parish clergy and parochial church councils, matters relating to the spiritual, moral, social and cultural development, ethos, worship, religious education and the partnership between school and parish.

The Diocesan Board of Education and its staff support church schools in these matters as well as working alongside Local Authorities with general support, advice and training for church schools and their governing bodies. The education staff also support parishes and clergy in developing their work with schools.

New Headteachers are encouraged to attend leadership training courses provided by the Diocese as part of their induction process. The Diocese also offers courses and events for school staff on all aspects of church school leadership and management.

The diocesan representative involved in the appointment process at the school you are applying to will be:

Richard Wharton
Church Schools Advisor

If you are successful in the post you are applying for, the Diocesan Director of Education and his staff will be pleased to offer you whatever support they can during your time in the school.



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Key Facts About our School

Type of School:	Church of England, Standalone Academy
Diocese:	The Diocese of Portsmouth and Winchester
Age Range:	4 - 11
Location:	Ringwood Road, Bransgore, Christchurch, Dorset BH23 8JH
Number of pupils:	353
Average Class Size:	KS1 = 25, KS2 = 25. We have recently become a 2-form entry school. We have opened up all year groups to take more children.
Teaching and support staff:	50 staff, teaching and support
Children on FSM:	13.5%
Children with SEN:	14.4%
Children with EAL:	1.15%
Pupil Premium:	14.4%
Attendance:	95.7%

Results 2023:

Year 6 End of Key Stage 2 SATs Results (n=51)

	Reading		Writing		Maths		GPS		Science	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total EXS+GDS	42	82.4	41	80.4	39	76.5	37	72.5	43	84.3
National		73		71		73		72		80

Year 2 End of Key Stage 1 SATs Results (n=45)

	Reading		Writing		Maths	
	Number	%	Number	%	Number	%
Total EXS+GDS	36	80	33	67	33	73
National		68		60		71

EYFS (n=54)

GLD - Good Level of Development taken from first 12 early learning goals (Communication and language, Physical Development, PSED, Literacy and Maths)

	% attaining a GLD	% attaining at least expected in all 17 ELGs
All children (n=54)	72.2	72.2
National Average	67.3	67.3

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External Accreditations:

Ofsted 'Good' March 2022

Transition Partnerships:

- **Secondary Schools** – Our children are in the privileged position of having access to a few secondary schools in our catchment area, two of which have close links to Bransgore. Ringwood School and Highcliffe School.
- **Pre-Schools** - There are a few pre-schools/nurseries in the local area. Bransgore has strong links with two of the providers in Bransgore village, Jack and Jill's and Stepping Stones. This means a smoother/easier transition for children starting at Bransgore School.

Academy Finances:

External audit takes place each October. This will be our 13th Audit. Over the last few years we have used reserves to expand the size of the school, building new areas and extensions to existing buildings.



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What we would like from a Headteacher

Our children said:

"We would like a Headteacher who really listens to us"

"We would like a Headteacher who appreciates our mistakes and sees them as learning"

"We would like a Headteacher who can adapt to and understand our uniqueness and personalities"

"We would like a Headteacher who is funny with a can-do attitude, but who can also be serious and dependable"

"We would like a Headteacher who can carry on the loving school tradition"

"We would like a Headteacher who is helpful, patient and kind"

Our parents said:

The four attributes that are most important for our new Headteacher are:

- Effective Communicator
- Caring about emotional and social wellbeing
- Having integrity
- A strong leader

Some questions our parents would like to ask our new Headteacher are:

"How do you create an inclusive environment that fosters learning and builds confidence?"

"What changes have you made in previous schools that have had the greatest impact?"

"How will my children remember and describe their time at Bransgore during your tenure?"

"How will you promote and drive the loving school ethos that Bransgore is passionate about, enabling all learner, staff, parents and the whole school community to feel part of and included in?"

Our staff said:

The four attributes that are most important for our new Headteacher are:

- Effective Communicator
- Caring about emotional and social wellbeing
- Emotional intelligence
- A strong leader

Some questions our staff would like to ask our new Headteacher are:

"How would you ensure that our school provides a professional and challenging curriculum that fosters progression in skills and knowledge for all students, while also upholding the values and ethos of the Church of England?"

"How would you ensure staff continue to feel valued?"

"What strategies do you plan to implement to support staff development and well-being and how will you measure their effectiveness?"

"How do you see the school in two years' time?"



The Role

Role:	Headteacher
Location:	Bransgore Church of England Primary School
Start Date:	1 st January 2025
Salary Range:	Leadership Scale (L15 – L22)
Contract:	Permanent, Full Time
Closing Date:	6 th September 2024
Interview:	26 th & 27 th September 2024

Do you have a passion for education, a vision for leading a thriving village school, and a commitment to Christian values?

Bransgore Church of England Primary School, nestled in the heart of the New Forest, seeks an inspirational and experienced School leader to join our vibrant school community. We are a friendly and welcoming school with a strong focus on inclusion and nurturing every child's potential. We describe ourselves as a Loving School and celebrate difference and diversity.

This is an exciting opportunity for a passionate individual to lead our school on its next chapter of growth and success.

About the Role:

As Headteacher, you will be responsible for providing professional and effective leadership to ensure every child reaches their full potential. You will uphold the Christian vision and values of the school while promoting a safe and secure environment for all pupils and staff. You will be a strategic leader, setting the direction for the school's development and ensuring high standards are maintained across all areas.

Key Responsibilities:

- Uphold and articulate the Christian vision, values, and ethos of the school while fostering inclusivity.
- Ensure strong academic performance with a focus on effective teaching, assessment, and raising standards, particularly in writing and for vulnerable groups.
- Develop a culture of continuous improvement, innovation, and collaboration among staff.
- Provide effective leadership for all staff, fostering professional development and career progression.
- Strengthen partnerships with parents, governors, and the wider community.



You are the ideal candidate if you:

- Hold Qualified Teacher Status (QTS) with significant senior leadership experience in a primary school setting.
- Possess a strong commitment to Christian values and the ethos of a Church of England school.
- Demonstrate a proven track record of raising standards and leading successful school improvement initiatives.
- Have experience in developing a strong SEND provision and ensuring inclusive learning for all.
- Are an excellent communicator with a collaborative leadership style.

Bransgore Church of England Primary School offers:

- The opportunity to lead a successful and well-resourced school with a supportive governing body.
- A dedicated and talented staff team who are passionate about education.
- A vibrant school community, with pupils who enjoy coming to school and look forward to learning.
- A beautiful setting in the heart of the New Forest National Park.
- A competitive salary and benefits package.





Key Priorities

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

- To provide professional and effective leadership in order that every child can fulfil their potential
- To promote and safeguard the welfare of our children
- Promote a secure foundation from which to achieve success in all areas of the school's work and development

Key tasks and priorities for the first school year

- Ensure the consistency of curriculum design and precise progression in the wider curriculum, enabling the rigorous impact and implementation across subjects, with a focus of developing effective assessment
- Ensure standards remain above national averages, with a focus on embedding systems to improve teaching, learning and assessment, initially in writing and for vulnerable groups
- Further develop progression opportunities and potential at all levels so that all staff are engaged and motivated
- Review our church school ethos and provision in order to make sure it is effective, and we are fully prepared for our future SIAMS inspection



Person Specification

Factor	Essential	Desirable	Evidence
Professional qualifications and experience	Qualified teacher status		A, I, R
	Significant senior leadership experience in mainstream primary education at least as a deputy or assistant head or head of school	Leadership experience at both EY/KS1 & KS2	A, R
	Evidence of relevant further professional in-service training and continuing professional development		A, R
	Can demonstrate experience of making reasoned judgements and taking difficult decisions, conveying required outcomes clearly, positively and with sensitivity to a range of audiences		A, I
Leading a church school	Upholds and articulates Christian vision, values and moral purpose and is inclusive of the wider faiths, cultures and communities		A, I, R
		Knowledge of the SIAMS framework	A
	Is able to articulate key values, beliefs and responsibilities of the school within the community.		A, I, R
	Is committed to providing acts of Christian Collective Worship and developing the distinctively Christian character of the school	Experience of developing the ethos and values of a school and can articulate how this would apply to our Church school setting	A, I
Shaping the future	Experience of developing high quality learning behaviours with high expectations across all year groups.		A, I
	Has a philosophy that promotes active, independent learning with a broad, rich curriculum.		A, I, R
	Encourages the school community to contribute to the school's continued development and innovation.		A, I, R



	Has experience of leading successful school improvement and can demonstrate how this has impacted on pupil achievement		A, I, R
	Lead by example with high, clear expectations of excellence and is able to successfully build a culture of aspiration.		A, I, R
	Has supported staff to develop their own skills and subject knowledge to sustain collaborative and distributed leadership		A, I, R
	Manage financial resources including setting priorities for expenditure, allocating funds, and applying the principles of best value to achieve educational and strategic goals in accordance with the school vision		A, I, R
Teaching, learning and curriculum development	Has successful experience of developing teaching, learning and assessment including expectations of high-quality inclusive teaching and ensuring systems in place to make improvements are effective		A, I, R
	Is passionate about teaching and learning, and with a clear vision for best practise, including the development of trainee teachers		A, I, R
	Experience of developing a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught across wider curriculum areas.		A, I, R
	Takes an active role in staying well-informed of educational research and development and promote a culture of innovation		A, I, R
	Has a commitment to ensuring a creative curriculum that allows flexibility in learning to meet the needs of all pupils.		A, I, R
	Can demonstrate impact of holding ambitious expectations for all pupils including those with additional vulnerabilities		A, I, R
	Has experience of delivering inclusive provision, which has effectively reduced barriers to learning and successfully contributed to meeting the needs of vulnerable children, including those with SEND		A, I, R
	Successfully used a range of evidence to inform action which leads to improved pupil progress and attainment		A, I, R
	Values and promotes pupils emotional literacy, including self-esteem, confidence, resilience, self-regulation and empathy		A, I



Self-development and working with others	Is dedicated to inspire, develop and motivate others and promote personal and team development.		A, I, R
	Able to manage own workload and that of others, in order to maintain an appropriate work life balance and well-being		
	Can demonstrate how you use your own professional development to improve your own and other's practice.		A, I
	Experience of leading, developing staff and holding staff to account through performance management and professional development, taking account of future career progression and aspirations.		A, I, R
	Collaborating effectively with governors enabling them to play a full part in strategic planning, challenging and supporting the school		A, I, R
	Can forge constructive relationships beyond the school, collaborating in partnership with parents and carers, governors, other schools, outside agencies and the local community		A, I, R
Safeguarding	Experience of creating and maintaining a strong safeguarding ethos and culture, as either a DSL or deputy DSL		A, I, R
	Provide a safe, positive, calm and well-ordered environment for all pupils and staff.		A, I,
Personal skills and attributes	Excellent communication and interpersonal skills which enable you to interact and connect within the schools and the wider community.		A, I, R
	Is emotionally intelligent and can give examples of using effective support mechanisms in challenging times		A, I, R
	Able to use time efficiently, by delegation, utilising your teams' strengths and prioritising to drive improvement		A, I, R

A= Application form I= Interview R= Reference



Job Description

RESPONSIBLE TO:

- The Trustees of the Academy
- The Governing Body of the Academy
- DfE as Accountable Officer (Academy)

JOB DESCRIPTION

This job description may be amended at any time following consultation between the Headteacher and Governing Body and will be reviewed annually.

JOB PURPOSE

- To provide professional leadership and management of the academy by:
 - Building a secure foundation to ensure the achievement of high standards in all areas of the school's work.
 - Establishing high quality education through the effective management of teaching and learning to ensure that all pupils achieve their potential.
 - Establishing a culture that promotes excellence, equality and high expectations of all staff and pupils.
- To be responsible for creating a stimulating and productive learning environment, which is engaging and fulfilling for all pupils.
- To be accountable to the Governing Body, providing vision, leadership and direction for the school ensuring it is managed and organised to meet the aims and targets by: evaluating the academy's performance to identify the priorities for continuous improvement; raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are managed efficiently and effectively.
- To secure the commitment of the wider community to the academy by developing and maintaining effective relationships/partnerships with other schools (both primary and secondary), services and agencies for children.
- To carry out the duties set out in part IX of the School Teachers' Pay and Conditions Document.

KEY AREAS OF RESPONSIBILITY

1. SHAPING THE FUTURE

- 1.1 Ensure the vision for the academy is clearly articulated, shared, understood and acted upon effectively by all.
- 1.2 Work within the academy community to translate the vision into agreed objectives and operational plans which will promote and sustain academy improvement.
- 1.3 Demonstrate the vision and values in everyday work and practice.
- 1.4 Motivate and work with others to create a shared culture and positive climate.
- 1.5 Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.



- 1.6 Ensure that strategic planning takes account of the diversity, values and experience of the academy and community at large.
- 1.7 Ensure that the vision and development plans are financially viable and funding identified.

2. LEADING TEACHING AND LEARNING

- 2.1 Ensure a consistent and continuous academy-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- 2.2 Ensure that learning is at the centre of strategic planning and resource management.
- 2.3 Establish creative, responsive and effective approaches to learning and teaching.
- 2.4 Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their learning.
- 2.5 Demonstrate and articulate high expectations and set stretching targets for the whole academy community.
- 2.6 Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- 2.7 Monitor, evaluate and review classroom practice and promote improvement strategies.
- 2.8 Determine and implement a policy for the pastoral care of the pupils and securing that the standard of behaviour and attendance of the pupils is acceptable.
- 2.9 Maintain, as a Church of England academy, the existing close links with our local church, St. Mary's.
- 2.10 Challenge underperformance at all levels and ensure effective corrective action and follow-up.

3. DEVELOPING SELF AND WORKING WITH OTHERS

- 3.1 Treat people fairly, equitably, with dignity and respect to create and maintain a positive academy culture.
- 3.2 Build a collaborative learning culture within the academy and actively engage with other schools to build effective learning communities.
- 3.3 Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- 3.4 Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- 3.5 Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- 3.6 Develop and maintain a culture of high expectation for self and for others and take appropriate action when performance is unsatisfactory.



- 3.7 Regularly review own practice, set personal targets and take responsibility for own personal development.
- 3.8 Manage own workload and that of others to allow an appropriate work/life balance.

4. MANAGING THE ORGANISATION

- 4.1 Create an organisational structure that reflects the academy's values, and enable the management systems, structures and processes to work effectively in line with legal requirements.
- 4.2 Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- 4.3 Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
- 4.4 Manage the academy's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- 4.5 Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals for the academy.
- 4.6 Manage and organise the academy environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- 4.7 Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- 4.8 Use and integrate a range of technologies effectively and efficiently to manage the school.
- 4.9 Maintain an 'open-door' and 'listening' culture.

5. SECURING ACCOUNTABILITY

- 5.1 Develop an academy ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- 5.2 Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- 5.3 Work with the Governing Body, providing information, objective advice and support to enable it to meet its responsibilities.
- 5.4 Develop and present a coherent, understandable and accurate account of the academy's performance to a range of audiences including Governors and parents/carers.

6. STRENGTHENING COMMUNITY

- 6.1 Build an academy culture and curriculum which takes account of the richness and diversity of the academy's communities.
- 6.2 Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.



- 6.3 Ensure learning experiences for pupils are linked into and integrated with the wider community.
- 6.4 Ensure a range of community-based learning experience.
- 6.5 Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- 6.6 Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- 6.7 Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the academy to enhance and enrich the school and demonstrate its value to the wider community.
- 6.8 Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- 6.9 Co-operate and work with relevant agencies to protect children.

7. SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

- 7.1 Ensure that the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- 7.2 Ensure that sufficient resources and time are allocated to enable the designated safeguarding person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- 7.3 Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner and in accordance with agreed whistle blowing practices.
- 7.4 Work as the Designated Safeguarding Lead and attend regular accredited training.





Application Procedure

Application closing date	12 noon - 6 th September 2024
Shortlisting date	9 th September 2024
Interview dates	26 th and 27 th September 2024
Appointment date	1 st January 2025

We welcome visits to the school, please contact Becky Murphy by email b.murphy@bransgore.hants.sch.uk to arrange a suitable time for your visit.

Candidates should complete the application form together with the Equalities Monitoring form and return it by email to b.murphy@bransgore.hants.sch.uk so that it is received no later than 12 noon on 6th September 2024.

When submitting your application, please use the following format as the email subject heading:
Bransgore C of E Primary Headteacher – Your Name.

Receipt of Application

Applications are acknowledged within two working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately at b.murphy@bransgore.hants.sch.uk

Selection Procedure

Shortlisting will take place on 9th September and applicants will be advised within three working days whether they have been successful or not.

Further details will be sent to those candidates called for interview.

Failure to send your application form to the above email address may invalidate your application.

Safeguarding

Bransgore C.E. Primary School is committed to safeguarding and promoting the welfare of children and young people and expects 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 and Barring Service checks along with other relevant employment checks.



Education in Hampshire

Statement from the local authority (LA)

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 LA 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, the LA 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 we have to offer, visit our website at www.hants.gov.uk