



Candidate Briefing Pack

Headteacher - Glenfield Infant School



Glenfield Infant Governing Body Introduction



Dear Candidate,

Thank you for your interest in the post of Headteacher at Glenfield Infant School.

As a Governing body we are looking for an exceptional candidate who is forward thinking, passionate and inspiring. The Headteacher will be a knowledgeable, engaging leader, able to drive improvement in a good school striving to be outstanding. We are passionate about creating a learning community where children thrive and are seeking a leader who places our children at the heart of their decision making.

Our new Headteacher will:

- Champion a love of learning
- Promote effective communication by staff and pupils
- Inspire children to confidently form their own ideas and opinions whilst respecting those of others
- Promote inclusive practice and advocate for all children in the school
- Provide a progressive curriculum that expands on first-hand engaging, real life experiences
- Foster positive relationships with ourselves, each other, local schools and the wider community
- Nurture a welcoming community where the welfare of its pupils sits at the heart of its work

In addition to this, the Headteacher will need to support our core values of resilience and kindness.

Glenfield Infant School can offer you:

- Happy children who are eager to learn
- Dedicated and enthusiastic staff who are committed to providing the best possible education for every child so they can reach their full potential
- A diverse school that encourages children to respect and celebrate the local community around them
- A supportive Governing body and parents
- A wider support network as part of Hamwic and the Edwin Joines Partnership

To arrange an informal visit, please contact 02380 227966.

Visit our school website: [Glenfield Infant School - Home \(glenfieldschool.co.uk\)](http://glenfieldschool.co.uk)

Yours faithfully

Mrs Sam Coote
Chair of Governors

Hamwic Education Trust Chief Executive Introduction

An exciting opportunity has arisen for a Headteacher to lead Glenfield Infant School situated in Bitterne, Southampton.

Glenfield Infant School is part of the Hamwic Education Trust. We are a community-based trust striving to create academic excellence through community engagement. Our aim is to establish self-improving school systems by creating local partnerships of schools where School Leaders take a collective responsibility for student outcomes.

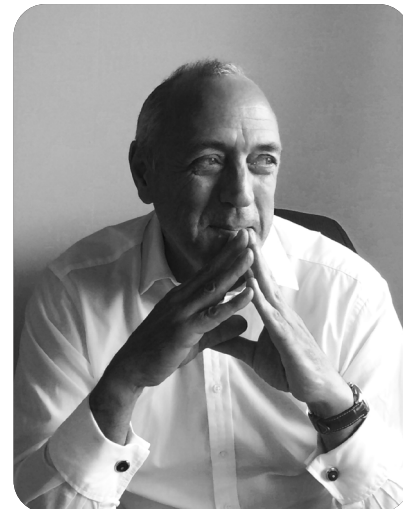
The Trust has a strong managed service team who, working with our school leaders, support our schools with all aspects of running a successful school. The team consists of 40 members of staff covering education, safeguarding, behaviour, Finance, HR, IT and Estates.

As of 1 September 2023, our Trust comprised of 6 local partnerships containing 35 academies, more than 12,000 pupils and over 1,700 staff. The 35 academies consist of 32 primaries, 2 secondaries and 1 hospital school. The 6 local partnerships are spread across Portsmouth, Southampton, Poole, and Dorset. The Trust also has its own SCITT where most graduating teachers continue their careers in our academies.

A few years ago saw the launch of our Hamwic Education Foundation, our fundraising arm which supports our more disadvantaged children and families. Last year we provided over 600 Christmas Eve boxes for our more disadvantaged children.

At the Hamwic Education Trust we are passionate about the central role of education in improving individual life chances for children and young people. We bring professional expertise and experience to secure the highest possible achievement for all. We believe in a local education, with the freedom to collectively support the needs of the community it serves.

I hope that you would want to be part of the team.



Robert Farmer
Chief Executive Officer

Our Vision

Developing Resilience and Kindness.

We provide a safe, caring, nurturing and stimulating environment for all pupils, challenging them to achieve their full potential through equal access to an appropriate, balanced and differentiated curriculum that develops their skills for lifelong learning. Children will have success today and be prepared for tomorrow.

To inspire each child to be confident, ambitious and to be proud of achieving great personal targets.

Our Strategy to achieve this is to:

- Create a 21st century learning environment and make the most of our unique surroundings.
- Increase the extent of our provision and become a valued community hub.
- Further develop our curriculum, governance and teaching to achieve an outstanding Ofsted rating.
- Continue to work effectively with the Edwin Jones Partnership to improve standards and sustain a succession of high-quality staff.



Hamwic Education Trust



Glenfield Infant School is part of the Edwin Jones Partnership. The Edwin Jones Partnership is a multi-academy partnership based in Southampton.

The vision for the Edwin Jones Partnership is for schools, Head teachers and governing bodies to take a collective responsibility for education in their local community. The schools work together across the Partnership improving standards and practice, developing the curriculum and identifying strengths.

We share a commitment to making a positive difference to our children and their families through a nurturing, caring ethos and raising aspirations within our community. We bring professional expertise and experience to secure the highest possible achievement for all. All aspects of our work will have a clear focus on improvement in the skills of our pupils, staff and community on sustaining measurable impact.

Our aim is to continue to develop our united learning community through a network of leaders and practitioners committed to sharing successful practice. We think and work differently and use new opportunities to ensure all learners remain at the heart of education. We aim to develop passionate life-long learners who are able to make a positive contribution to society.

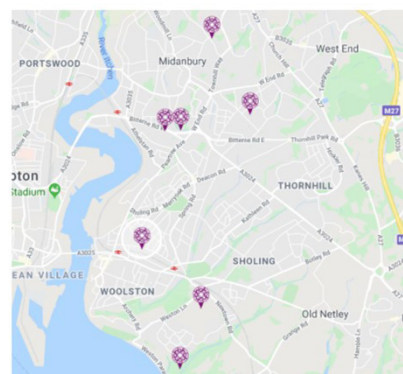
The Edwin Jones Partnership is one of six partnerships across the trust. The Trust believes in creating academic excellence through community engagement and the aim is to establish self-improvement systems by creating local communities of schools where Headteachers take a collective responsibility for student outcomes.

Benefits of being part of Hamwic Education Trust

- The utilisation of local expertise

- CPD and training opportunities for staff across the Multi Academy Trust
- Highly trained staff including an experienced advisory team, National and Specialist Leaders of Education working with schools in order to raise standards, monitor progress and attainment for individual schools and across all phases
- Provision of managed services to support in school business functions including finance, HR, Health and Safety and IT solutions
- Qualified staff ensuring statutory compliance requirements are met
- Maximising best value by using economies of scale in the procurement process
- Implementation of proven governance structures
- Experienced academy conversion team
- A collective responsibility for academic excellence in the community
- Procurement of shared services providing lower costs for schools within the MAT

EDWIN JONES PARTNERSHIP



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Governors are seeking to appoint an experienced, tenacious leader, who understands that learning is the heart of our school. The successful candidate will build on the strong foundations that already exists. Our new Headteacher will inspire and bring out the best in staff, be resourceful, have resilience and drive, and have a proven track-record of delivering strong educational outcomes. The school has a committed family of staff, governors and parents/carers - we are exceptionally proud of our children and our community. Our inspection in October 2021 said:

'All pupils and families are welcomed into the heart of the school's generous community. If pupils have special educational needs and/or disabilities (SEND), school leaders and staff make sure that the right support is in place. Pupils accept each other and enjoy being together, irrespective of different backgrounds, abilities or families.'

The successful candidate will drive the development of the school's curriculum offer, ensuring that more pupils than ever before leave each stage of their educational journey well-prepared for their next. Strategies will place the needs of the most disadvantaged children at the centre of their design.

WE ARE SEEKING A PROFESSIONAL INDIVIDUAL WHO:

- Is currently an outstanding and experienced leader, resilient and solution focused
- Has a strong track-record of success in their current role within the Primary phase
- Can develop the quality of learning provision so that it secures progress for all pupils from entry to exit
- Will effectively model leadership, ensuring staff have the skills they need to do their job well
- Innovates to improve the quality of the curriculum offer to address social disadvantage and fully meet the needs of pupils with special education needs
- Demonstrates commitment to build good relationships within the school, across partnerships and in the wider community.

APPLICATION PROCEDURE:

Should you wish to apply for this vacancy, please view the candidate pack and complete the application form which can be found at www.hamwic.org. Completed applications should be returned to recruitment@hamwic.org. CVs will only be accepted along with a completed application form.

We would be delighted to give you a tour of the school and answer any questions you may have. Please contact the Lois Gennings, School Business Manager on 02380 227966 to arrange a visit.

SAFEGUARDING:

All schools within the Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Job Description

Job Title:	Headteacher
Location:	Glenfield Infant School
Salary Range:	L15 – L21



Terms and Conditions

The terms and conditions detailed in the Hamwic Education Trust (HET) Pay Policy and unless varied by the Policy, the current 'School Teachers Pay and Conditions' document will apply. Any variation from these terms and conditions will be with the agreement of governors and the post holder.

- Ensure the school maintains a creative and enjoyable learning environment in which children achieve exceptionally well
- Represent and be an advocate for the schools in the local and wider community and work to develop productive engagement across the partnership and wider trust

Job Purpose including Main Duties and Responsibilities

Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school:

- Secure a strong commitment from all stakeholders to build the foundations of education from 4-7 years across the school
- Provide the leadership and management with governors which enables the schools to give every pupil high quality education, and which promotes the highest possible standards of achievement and well being
- Deliver the annual performance management targets set by Governors in conjunction with the HET Director of Primary and the Standards Team

Key Accountabilities

1. Creating the future of the schools
 - Work with governors and key stakeholders to create the strategic vision for the school
 - Motivate others to create a shared learning culture and positive climate through distribution of leadership through teams and individuals
 - Translate the vision into agreed objectives and operational plans
 - Use the schools' structure to maximise and deploy both resources and expertise to raise achievement
2. Leading Teaching and Learning/outcomes and standards

- Lead teaching and learning across the Infant range so that children achieve their very best
- Provide an outstanding curriculum that fully reflects the schools' educational vision for education
- Ensure that quality teaching and learning sit at the heart of all leadership decisions
- Create a culture of high expectation for all and ensure that parents and carers are included as partners in their children's progress
- Monitor, evaluate and review school practice and promote improvement strategies
- Tackle under-performance at all levels

3. Developing Self and Working with Others

- Promote and maintain a culture of high expectations for self and others
- Regularly review own practice, set personal targets and take responsibility for own development
- By example lead, value effort, support, challenge and encourage an ethos of trust, teamwork and continual improvement among all staff
- Recognise and promote the excellent opportunities within the community to attract and retain high quality staff
- Lead, motivate, support, challenge and develop the leadership teams, ensuring organisational structures are fit for purpose

4. Managing the Organisation

- Ensure the ongoing development of an organisational structure which reflects the schools' values and enables effective and efficient operations
- Ensure evidence-based improvement plans and policies promote continuous school improvement
- Manage the school on a day-to-day basis ensuring that Trust policies, including those relating to safeguarding and health & safety are fully adhered to
- Manage the school's financial and human resources in line with relevant policies to ensure efficiency in achieving the school's educational goals and priorities
- Recruit, retain and deploy staff appropriately
- Ensure that policies and practices take account of national and local circumstances and initiatives

5. Securing Accountability

- Develop an ethos which enables everyone to work collaboratively
- To ensure individual staff accountabilities are clearly defined, understood, agreed and recorded
- To work with the governing body to enable it to meet its statutory responsibilities
- To ensure every individual pupil has access to high quality teaching and learning

6. Strengthening Community

- Be a strong leader who promotes the highest standards and encourages the whole community to do the same
- Ensure a range of community-based learning experiences
- Collaborate with other agencies to ensure pupil and community needs are met
- Work with schools within the trust to promote community cohesion
- Work collaboratively, at both strategic and operational levels, with parents and carers and across multiple agencies for the well-being of all children
- Collaborate with other schools in order to share expertise and bring positive benefits to all including, but not limited to, close co-operation with Headteachers across the wider Hamwic Education Trust

7. Safeguarding

- Carry out the role as Designated Safeguarding Lead Officer
- Safeguard and promote the welfare of children and young people, following the schools' child protection policies and procedures
- Ensure a safe working environment for pupils and staff alike and to comply with Trust and school health and safety policies

8. Other Duties

At an appropriate level, according to the job role, grade and training received, all employees in the Trust are expected to:

- Support the aims, values, mission and ethos of the school and participate in a team approach to all aspects of school life
- Attend and contribute to staff meetings and INSET days as required, and identify areas of personal practice and experience to develop
- Take appropriate responsibility for safeguarding and children's welfare and be aware of confidential issues linked to home/child/teacher/school and keep confidences appropriately
- Be aware of health and safety issues and act in accordance with the school's and Trust's Health and Safety policy
- To liaise with other school staff, contractors and outside agencies/organisations as appropriate.

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar, and he/she has appropriate qualifications or receives appropriate training to carry out these duties.

Person Specification

The person specification comprises of:

- Part one - Qualifications, training and experience
- Part two - Qualities and Behaviours: for school leadership now and in the future

Candidates should note that the elements markers with an 'APP' are expected to be addressed in the written statement as part of the application. These will be used by the panel to shortlist for the interview stage.

Part 1: Qualifications, training and previous experience

Candidate is able to provide pertinent evidence of their previous education, training and experiences	Essential or Desirable
Professional experiences and qualifications:	
1. Qualified Teacher Status (APP)	Essential
2. Evidence of appropriate professional development (APP)	Essential
3. Holds NPQH or equivalent (APP)	Desirable
4. Willingness to continue professional development	Essential
5. Experience of working in partnership with other schools and organisations (APP)	Essential
6. Experience and evidence of successful senior leadership within each phase represented in the school: EYFS/KS1	Essential
7. Has a strong understanding of high quality EYFS provision	Essential
8. Experience of supporting schools other than their own to improve	Desirable
9. Experience of leadership within schools of different socio-economic areas and communities	Essential
10. To have a strong understanding of the Designated Safeguarding Lead Officer role (APP)	Essential
Has knowledge and understanding of/and:	
1. The effective use of comparative data, benchmarking and target setting data (APP)	Essential
2. Strategic thinking and planning for educational improvement	Essential
3. Strategic priorities arising from current educational issues and curriculum research	Essential
4. Effective teaching, learning and assessment methods	Essential
5. Effective leadership styles	Essential
6. Tracking progress and attainment within accountability systems (APP)	Essential
7. The national inspection framework for schools and the changes from Sept 2019	Desirable
8. Current national curriculum research and evidence-based approaches within education	Desirable

Is able to demonstrate experience:

1. Leading teams to accelerate pupil progress (APP)	Essential
2. Managing change and staff workload within a school (APP)	Essential
3. The effective delivery of the performance management appraisal process, including coaching staff to develop outstanding teaching and addressing any underperformance in school	Essential
4. Promoting high quality personal development of pupils and demonstrable improvements in pupils' behaviour and attendance so they are well prepared for future citizenship.	Essential

Part 2: Qualities and Behaviours

Leadership Qualities and Behaviours: Candidate is able to give significant examples of the ways in which they exhibit the following characteristics	Essential or Desirable
1. A driver of staff engagement	
2. A driver of strong pupil outcomes across the curriculum	Essential
3. High levels of resilience and persistence	Essential
4. Communicates effectively to a range of audiences	Essential
5. Action-orientated and solution focused	Essential
6. Self-awareness	Essential
7. An effective and inspirational leader	Essential
8. Flexible and able to respond to change in local and national climates	Essential
9. Willingness to contribute to the wider ethos of the Partnership and Trust	Essential
Has the following skills and attributes:	
1. An effective and inspirational leader	Essential
2. High levels of emotional adaptability to deal with challenging situations	Essential
3. Strategic vision for raising standards and the impact of effective deployment of funding including for the most vulnerable pupils	Essential
4. Ability to change and ensure all stakeholders are on board	Essential
5. Ability to develop effective relationships with staff and promote succession planning	Essential
6. Excellent organisational skills and written communication skills	Essential
7. Ability to prioritise, meet deadlines and work under pressure	Essential
8. Ability to hold challenging conversations to guarantee good outcomes for pupils.	Essential
9. Leadership of effective transition points from Early years to key stage 1	Essential

Can demonstrate the following teaching and learning attributes:

1. Strong understanding of what makes an outstanding classroom practitioner	Essential
2. Development of a range of teaching and learning styles	Essential
3. Experience in raising academic standards	Essential
4. Expertise in monitoring classroom performance	Essential
5. Evidence of the impact of coaching/support for individuals	Essential

Motivation and personality:

1. Positive and optimistic	Essential
2. Resourceful and tenacious	Essential
3. Sense of accountability	Essential
4. Good sense of humour	Essential
5. A constant drive for improvement	Essential
6. Able to work in a professional and supportive manner as part of a team	



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