

Harnham Church of England (VC) Junior School



Headteacher Application Pack



Welcome

From the Chair of Governors



Thank you for your interest in Harnham Church of England (VC) Junior School. I hope that what you see here will pique your interest and encourage you to think about joining us as our new Headteacher.

Harnham sits on the edge of Salisbury in Wiltshire. On one side is our medieval city with its iconic cathedral and on the other the rolling Wiltshire

countryside. One of our school's boundaries is formed by the woodland of "Harnham Slope" while another joins us to our partner infant school. Salisbury is a marvellous place to live and to grow, with good communication links and plenty to do culturally.

As a Church of England school, we joyfully embrace the Church's mission to serve all in our diverse community and, through learning, to seek life in all its fulness (John 10:10) for all. The school's entrance is graced by a contemporary mural of the parable of the Good Samaritan. This constantly lays Jesus' call before us and inspires us to respond to his question: "Who is my Neighbour?" both in our words and in our actions.

We have a new classroom block providing bright, well equipped, stimulating learning spaces; some new play and recreation areas offering a range of options for play times, and some quirky spaces for small groups and interventions. Our staff are dedicated and capable and the Governing Body is hard working and genuinely engaged.

We need you to bring your understanding of children and their learning and your ability to inspire and lead staff. We need you to communicate well with parents and to enjoy partnerships. We need you to build an ever-closer friendship with our infant school partners. We need you to bring effective, strategic and practical management. Above all we need you to care about each of our pupils and their learning, and well-being.

We are a good school and we're ambitious. We want to be outstanding. Staff and Governors have the desire and the capacity to take that next step, and we invite you to bring your vision, understanding and skill to that journey.

Michael Camp

The Revd Michael Camp
Chair of Governors

Our vision, ethos and values

We aim to be at the heart of the community by providing an education of the highest quality within a Christian ethos. With the spire of Salisbury Cathedral constantly in view we encourage our pupils to ...

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- Our school is a joyful place where everyone can flourish with faith, love, laughter and learning.
- Our aim is to inspire children and adults to develop self-motivation, confidence and independence.
- We celebrate perseverance, resilience and risk taking, ensuring children welcome challenge and use mistakes as opportunities to learn, always treating others with care, compassion and kindness.
- We will provide every child with memorable and fulfilling experiences as a foundation to become life-long learners.

In our life together, we show **FAITH**:

- **F**orgiveness through patience and peace.
- **A**ctive love through compassion and service.
- **I**nspiration through encouragement and friendship.
- **T**enacity through perseverance and courage.
- **H**armony through respect, trust and joy.

Our vision, ethos and values are rooted in Jesus' call, in his parable of the Good Samaritan, to treat everyone with love and kindness. Our mural holds this challenge constantly before us.



General Information about the School and the appointment process



The School

- Number of children on roll: 291.
- Number of classes: 11.
- Last Ofsted rating: "Good" November 2021.
- Last SIAMS rating: "Good" September 2016.
- Link to website <https://harnhamj.co.uk>.

Here are the headlines from our 2023 KS2 tests as presented to the Governors in July. The contextual information varies from year to year of course. 19.24% of all our pupils are entitled to free school meals but this fluctuates between year groups from 13%-25%.

Context

Item	Harnham Junior School	Wiltshire LA
Gender (Boys)	56.3%	52.5%
SEN Support	26.3%	18.9%
EHCP	2.5%	5.5%
Ethnicity (BME)	12.5%	9.5%
Language (EAL)	6.3%	6.9%
Disadvantaged	27.5%	21.3%

Attainment

	Harnham Junior School			Wiltshire LA		
	≥EXS	GDS	Average Scaled Score	≥EXS	GDS	Average Scaled Score
Reading	67.5%	23.8%	103.4	72.8%	29.5%	105.1
Writing	51.3%	2.5%		69.3%	12.5%	
GP&S	52.5%	17.5%	101.6	67.9%	24.2%	103.6
Maths	58.8%	18.8%	101.1	68.0%	18.7%	102.9
Science	66%					
R&M combined	54%	10%				
R, W & M combined	42.5%	2.5%		55.7%	6.7%	

The appointment process

- Salary range for our new Headteacher: L18-L24, £71,729 – £83,081.
- Closing date for applications: 11 April 2024.
- Application should be made using the Wiltshire LA application form. CVs will not be accepted.
- Shortlisting date: 15 April 2024.
- Interview dates: 25th and 26th April 2024.
- Expected start date for our new Headteacher: September 2024,

A statement about safeguarding and safer recruitment

Harnham Church of England (VC) Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Harnham Church of England Junior School is committed to safer recruitment and will follow all relevant safer recruitment processes including the relevant sections of Keeping Children Safe in Education. All applicants will be subject to a Disclosure and Barring Service check before an appointment is confirmed.

An invitation to view the school

We encourage you to arrange to visit to the school. To do so, please contact the School's Office Manager, Mrs Vicki Poole, on 01722 327218 or email: finance@harnham-jun.wilts.sch.uk.



What do the children say?

We asked our children what they thought, here is what they would like you to know about them...

- We are all unique.
- We are kind, smart and caring children.
- We are resilient, we are forgiving, we are respectful.
- We are a fun, clever and friendly place.
- We are good citizens and we work hard.
- We love sport and school trips.
- We'd like our new Headteacher to know that we have a real sense of identity as Harnham pupils.



...and here are the qualities they'd like to see in their new Headteacher...

- Get to know us all.
- Know about us, always keep knowing our names.
- Give us time and understanding. Join in with our learning.
- Have fun with us!
- Someone who is resilient and forgiving.
- Someone who is sporty.



Harnham Church of England (VC) Junior School, a sketch



Harnham Junior School is a special school, not only have Ofsted called it 'a joyous place', but it sets an example of service to its children and community which has been followed by many children and adults whose successful stories of life after Harnham have been shared over the years.

Changes in education nationally along with multiple local housing developments have seen the school and its community change greatly of late. Within the school we have benefited from real stability, not least in the service of just four Headteachers in 67 years. Our staff, too, bring stability in changing times, and we have worked hard to promote their professional development. Many have gone on to significant roles in other schools and there are three local Headteachers who began their teaching careers at Harnham.



We are looking carefully at the curriculum (and how it is presented), starting hub-working with other local schools. See "Collaborations and Partnerships" for more information about this.

Although Harnham Junior School was built as a five-class school, it presently has eleven, with three form entry in each year except year 4. Our PAN is 360. Children like coming to school, and are successfully supported to do so. Our attendance rate of 96.38% is recognised as being above national post-pandemic rates.



24.71% of our pupils are on our SEND Register. They are supported by all members of staff, led and guided by our very successful SENDCo and Inclusion Team who work with children and adults from within and outside the organisation to ensure that the provision and therapy that children need is available and impactful. With lots of pupils who have EAL We're able to celebrate many cultures and languages.



The school site incorporates buildings which have been developed enormously since 2002 – firstly with a large, welcoming and friendly library/ICT Suite, and then, a new project which included a six-class building to replace double mobiles, and new play & adventure opportunities. There are plenty of spaces for which we have plans, and for you to put your mark upon.

Harnham Junior School has made an important journey, moving from an Ofsted judgement of Satisfactory in 2002, to Good in 2011, 2017 & 2021, whilst being recognised as supportive and key to the development of children and adults alike. The school's very positive reputation has been built on its care for the community and for every facet of a child's life, offering an environment which supports challenges and provides opportunities for all.



The image of the Good Samaritan in our foyer (designed by the artist Sophie Hacker, with ideas gathered by the children) welcomes visitors, and reminds us that, whilst we share Values and Visions, it is actions that matter, and which speak louder than words.



Collaborations and Partnerships

Harnham Church of England (VC) Junior School is in the Parish of Harnham. The Vicar, Revd Becky Roberts is a Governor and, a former teacher herself, she is passionate and knowledgeable about children's learning and spirituality. She is a welcome and familiar presence in school. There are two Churches St. George's and All Saints, and we visit them for worship at festival times. See <https://www.harnhamparish.org.uk> for further information about the Parish.



The school and Parish are in the Diocese of Salisbury. There are 192 Church of England Schools across the Diocese serving 42,000 students and pupils. 'The work of the Salisbury Diocesan Board of Education (SDBE) is highly respected by schools and It has become a trusted partner in the provision of education, for the common good.' (External review 2022). Every church school has the opportunity to partner with SDBE through the Partnership Service Agreement and so to receive the support and challenge of SDBE staff. See www.salisbury.anglican.org/schools for further information about the SDBE's vision and mission and the support it offers.

Harnham Infant school is next door and although we are separate schools (the infant school is not a Church school) we want to work increasingly closely together. There are many benefits for our pupils from such collaboration and we see ourselves growing ever-closer over the next few years. We want this to be a priority for our new Headteacher.



Working together on the curriculum - we have signed up for a Local Authority initiative – the Improving Pupil Premium Outcomes Programme (IPPOP) – through which we are looking at four specific areas:

- 1) Curriculum – to be even more, interesting, memorable and engaging, by developing links between subject areas.
- 2) Supporting All Learners – We are tailoring the IPPOP to work with the Local Authority to focus on the following areas, in a school specific:
 - Support with development of our effective Pupil Premium strategies.
 - Staff training on best practice for Disadvantaged Learners.
 - A supportive review focused on an area of Pupil Premium practice.
 - The implementation of identified strategies.
- 3) Learning Behaviours – so that children can remember more, by having real links fostered by their curiosity and ownership of their learning.
- 4) Leadership & Management – developing a sustainable model which inspires ambition through leadership development.

We have reflected, and continue to reflect, on the question of Academy conversion. For the time being we have decided not to take that path, but we have warmly embraced our partnership with other neighbouring schools (including Harnham Infants) in the newly formed Salisbury City Hub. This is organised under the auspices of the LA and it joins schools in a shared partnership which leaves future possibilities open. We look forward to seeing how this new enterprise works. In any case we also benefit from membership of the Salisbury Area Schools Cluster.



Harnham, a sketch of our Parish and Community

Harnham sits next to the Cathedral City of Salisbury. Historically, it's an old farming village, but it now has a population of over 8000 people. It stretches from Netherhampton and the Livestock Market in the West, to Salisbury District Hospital and a recently completed three phase housing development, in the East. Two big housing developments currently being built will provide 640 new homes. Though the school's roll has been falling, we expect the new developments to reverse this trend.

Harnham holds both the most expensive properties in Salisbury and some of the most deprived - from mansions to bedsits. Army personnel often raise their families here, traveller families also. Some parts of Harnham are recognised as deprived by Salisbury City Council. Social housing has grown; affordable housing less so. Some families grow up in Harnham and stay here, others return after having moved away to attend university or develop their careers. In some parts of Harnham 25% of the population have no recognised qualifications and there are many retired residents.



Harnham has beautiful green spaces; community facilities, and allotments. We're only 40 minutes' drive from the beaches on the South Coast although some Harnhamites enjoy their time bathing in the mill stream and lounging on nearby local parkland commonly known as 'Harnham beach.'

Business in the area consists of a trading estate, local garden centre, 3 pub hotels, bed and breakfasts. Three local shops provide groceries and post office facilities. There are restaurants in the pubs and a fish and chip shop. Transport networks are good, with regular trains from Salisbury to London and the West Country, as well as Southampton. Accessible leisure facilities include a Tennis Club and Golf Course and the Five Rivers Health and Wellbeing centre on the other side of Salisbury. There is no doctors' surgery in Harnham.



The Paish has two Church buildings: St George's (see above, over 900 years old) and All Saints (left, Victorian) and both have regular congregations, we also have Messy Church. There is a social club and there are three halls (one parish; one community, and a Scout Hut) which host regular community groups. Children's groups in the area consist of The

Bunker, and youth organisations as well as those hosted by the schools. Children's nurseries include Puddleducks which is on our neighbouring infant school site. On leaving Harnham Junior school, children move to 7 different Secondary schools, including the Grammar schools which form part of our local educational landscape.



Our new Headteacher – The person specification

The role of the Headteacher covers three key domains.

Culture and ethos • School culture; behaviour; professional development.

Curriculum and learning • Teaching; curriculum and assessment; additional needs and inclusion.

Organisational effectiveness • Organisational management; school improvement; working in partnership.



Essential threshold requirements and qualifications

1. Qualified Teacher Status.
2. Readiness for headship – NPQH, or evidence of equivalent level of learning achieved through senior leadership role within a school.
3. Successful teaching experience in the primary phase.
4. Recent and relevant in-service professional development and training including Safeguarding.
5. Understanding of the Christian ethos of a Church school and commitment to supporting and developing it.
6. Suitability to work with children and the ability to keep them safe from harm and promote their well-being.
7. Awareness and knowledge of the current Ofsted and SIAMS processes and framework along with current approaches to curriculum development.
8. Actively welcome opportunities to work in partnership with parents, governors, other schools, the local parish and community etc.
9. Capacity to effect skilled clear and effective communication with parents and others which encourages participation in learning.
10. Capacity to inspire, motivate and challenge staff, pupils and others to embrace a new vision for the school and to embark on an ambitious journey from "Good" to "Outstanding".

NB Applicants should ensure that their letter of application demonstrates their fulfilment of the above "essential" requirements and, where possible, the "desirable" requirements indicated below.

Desirable experience, wisdom and skills.

Experience : recent and succesful experience of ...

11. Tracking pupil progress; highlighting areas of concern; leading colleagues in planning and implementing interventions, and ensuring these actions have a significant, positive impact on attainment and progress, especially among vulnerable groups of pupils.
12. Managing a delegated budget in line with the school's ethos.

Wisdom : understanding of...

13. Principles and strategies for the development of effective learning and teaching that reflect the unique and ultimate worth of each pupil and ensure inclusion and life in all its fullness for all members of the school community.
14. The range of data available for the evaluation and improvement of school performance and how to share this in an accessible way with staff, governors and parents/carers.
15. Principles of school self-evaluation and strategies for planning school improvement.
16. Visible leadership.
17. The legislative framework for a VC school, including governance, curriculum and inspection frameworks and the requirements for statutory assessment.
18. Personnel issues and strategic financial planning.
19. The unique context of Harnham Church of England Junior School.



Skills : ability to

20. Define and model the highest standards of excellence in teaching and learning and in living together.
21. Provide leadership in Collective Worship that reflects the Christian identity of the school.

22. Welcome effective and engaged governance with confidence and professionalism.
23. Foster effective relationships with local churches.
24. Monitor and evaluate the performance of people and policies in line with the ethos of the school to promote the professional development of individuals and the improvement of the school as a whole.
25. Create and maintain an effective learning environment and culture that positively recognizes individual strengths and needs.
26. Manage own workload and that of others to allow a work-life balance which fosters human flourishing, in line with Christian principles and practices.
27. Relate constructively to all, with humour and care, inspiring confidence in others, whilst supporting their personal flourishing.
28. Foster good teamwork through promoting a sense of community through a culture of 'living well.'



Our new Headteacher – The job description

Post Title: Headteacher (full time).

Responsible to: The Governing Body of Harnham Church of England (VC) Junior School.

Responsible for: All staff, volunteers and children within the school.

Main Purpose: To carry out the duties of Headteacher in accordance with the Teachers' Pay and Conditions Act and The Headteachers' Standards (2020).

Ethics and professional conduct.

The Headteacher will demonstrate consistently high standards of principles and professional conduct. The Headteacher will meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. The Headteacher will uphold and demonstrate the seven Nolan principles of public life.

The Headteacher will:

- Demonstrate the school's vision and Christian values in everyday work and practice.
- 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.



Key Areas of Responsibility

1. School Culture:

Working with the Governing Body, the Local Authority, the Diocese of Salisbury and other leaders, the Headteacher will create a shared Christian vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community.

This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that this Church School moves forward for the benefit of its pupils, providing a world class education for pupils it serves.

The Headteacher will:

- Establish and sustain the school's Christian values, 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.

2. Teaching and Learning:

The Headteacher has a central responsibility for raising the quality of teaching and learning. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning culture which will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

The Headteacher will:

- Ensure high-quality, expert teaching across all subjects which reflects the distinctively Christian vision and values of the school and is 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

The Headteacher will:

- Ensure teaching and learning reflects the distinctively Christian vision and values of the school in order that pupils flourish as learners and the highest possible standards are achieved.
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in

learning and using a robust system of assessment of pupil achievement in order to set ambitious but realistic targets for all children.

- 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.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

4. Behaviour

Create and maintain an environment and implement a Behaviour Policy that reflects the school's ethos and promotes development and learning and secures safety and discipline. Provide a safe and calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in wider society.

The Headteacher will:

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



5. Additional and special educational needs and disabilities

The headteacher takes responsibility for a professional community which enables all children to flourish. The Headteacher ensures that the curriculum is accessible and relevant to all children.

The Headteacher will:

- 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

Effective communication and relationships are key to effective headship. The Headteacher needs to build a professional learning community which enables all to flourish. They need to manage the complexity of a school team and be committed to their own continuing professional and spiritual development, including attending distinct training and development as appropriate for Church school leadership.

The Headteacher will:

- 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

The Headteacher provides effective management of the School and continuously seeks to improve organisational structures based on self-evaluation. The Headteacher leads by example, modelling the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for all staff.

The Headteacher will:

- Ensure that the school's ethos and commitment to Christian values is evidenced in how all work and learn.

- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- 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.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

8. **Continuous school improvement**

Working with the Governing Body, the Local Authority, the Diocese of Salisbury and other leaders the Headteacher will create a shared Christian vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express the school's core Christian educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The strategic planning process is critical to sustaining school improvement and ensuring that this Church School moves forward for the benefit of its pupils, providing a world class education for pupils it serves.

The Headteacher will:

- 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**

The Headteacher should engage with the internal and external school community to secure engagement collaborate strategically and operationally with a wide range of partners to bring positive benefits. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies the well-being of all children.

The Headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

The Headteacher will:

- 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.
- In particular the Headteacher will seek to work in close partnership with Harnham Infant School, ensuring a positive and cooperative relationship, by which the two schools serve the community together and in which they seek an ever-closer working relationship.
- 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

With the school's values at the heart of leadership, the Headteacher has a responsibility to the whole school community and is accountable to a range of groups, in particular: pupils, parents, carers, Governors, the Diocese of Salisbury and the Local Authority.

The Headteacher will:

- 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.
- Welcome strong governance and provide information, objective advice and support to actively support the governing body to enable it to meet its responsibilities. These include the securing of effective teaching and learning; the highest standards of attainment and for achieving efficiency and value for money.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including Governors, parents and carers.
- The Headteacher will support the governing body in fulfilling its functions to set school strategy and to hold the Headteacher to account for pupil, staff and financial performance.

This job description outlines the key responsibilities for the role of Headteacher and it may be necessary to undertake additional duties as the governing body may require. This job description will be reviewed at least annually as part of the Headteacher's Performance Management programme.

Dated: 10 October 2023

