

# Candidate Briefing Pack

**Headteacher – Shirley Junior School**

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## Shirley Junior School Local Governing Committee Introduction

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Dear Candidate

Thank you for your interest in the position of Head Teacher at Shirley Junior School.

Our school is located in the vibrant, multicultural city of Southampton, with its rich history and maritime heritage, and it is a compelling choice for any Head Teacher seeking a fulfilling and impactful leadership role.

We are known for our inclusive ethos and dedication to high-quality education, and we provide a supportive environment for a leader to thrive professionally and personally while making a meaningful difference in the lives of young learners.

Our inclusive ethos is captured in our vision of providing **Every Child** with **Every Chance** to excel in their learning and personal development **Every Day**.



Our vision is underpinned by our key values of **Kindness**, **Integrity** and **Respect**.

## **KINDNESS**   **INTEGRITY**   **RESPECT**

We think about other when we act  
and go out of our way to help

We have the courage to do the right  
thing even when it feels difficult

We accept others for who they are  
including when they are different from us

We are very proud that our commitment to delivering on our vision was recognised in our recent Ofsted report, which noted that

*There is a strong focus on making sure that everyone is included at this school. Staff place great emphasis on understanding the needs of all pupils. The curriculum helps pupils to understand the unique qualities they have. Pupils are proud to represent their school."*

Our school has a strong sense of community, and we foster a welcoming atmosphere, where pupils, staff, parents and local stakeholders collaborate to create a supportive learning environment. A Head Teacher joining our school will have the opportunity to build on these strong relationships and lead initiatives that further strengthen community ties.

Our school is located in the same building as Shirley Infant School and our children have access to a large playground and grounds, including a modern all-weather sports court and a pond area. The two schools are federated under a single Governing Body and the vast majority of the children joining Shirley Junior School in Year 3 are from Shirley Infant School. We encourage strong communication and collaboration between our two schools, at all levels, and this supports a smooth transition for our children from Key Stage 1 to Key Stage 2.

Both of our schools are part of a supportive partnership of local primary and secondary schools. The Jeffery's Education Partnership (JEP) includes Wordsworth Primary School and Nursery, Hollybrook Infant School, Hollybrook Junior School and Upper Shirley High School, as well as the Southampton Hospital School. The JEP provides an opportunity for collaboration between the staff and pupils within the local area, including working on joint projects, sharing best practice and smoothing the transition for our pupils between the primary and secondary phases of their education journey. Our new Head Teacher will have a great opportunity to contribute to this partnership and have an impact on the opportunities for children across the wider community.

Shirley Junior School, along with the other schools in the JEP, are part of the Hamwic Education Trust, which is a multi-academy trust (MAT) that operates a network of schools across the South of England. The trust's primary aim is to improve educational standards and outcomes for students by providing high-quality learning environments, with an emphasis on student well-being and achievement. The trust is dedicated to staff growth and leadership development, and it provides rich opportunities for personal and professional advancement.

In summary, Shirley Junior School offers a strong combination of community engagement, educational excellence, inclusivity and professional opportunities and it is a place where our new Head Teacher can truly make a lasting impact!

With best wishes

**The Local Governing Committee**



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## Hamwic Education Trust Chief Executive Introduction

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We are seeking to appoint an inspirational individual with a track record of delivering strong educational outcomes and school improvement at a senior level. This is an exciting opportunity to lead and further develop the quality of education at Shirley Junior School.

I hope you share this sense of excitement to deliver strong and dynamic leadership at Shirley Junior School.

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.

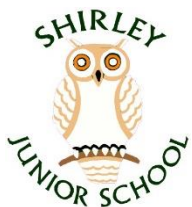
As of 1 December 2024, our Trust comprised of 6 local partnerships containing 37 academies, more than 12,000 pupils and over 1,800 staff. The 37 academies consist of 34 primaries, 2 secondaries and 1 hospital school. The 6 local partnerships are spread across Portsmouth, Southampton, Poole, and Dorset.

A few years ago saw the launch of our Hamwic Education Foundation, our fundraising arm which supports our more disadvantaged children and families. This year we have provided over 500 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**



At Shirley Junior School, our aim is to ensure that each child has access to the best possible opportunities and experiences during their education, so that they can make progress they are proud of, and so that they are well prepared for the future.

We have high expectations and high aspirations for every one of our students. We encourage our students to be individuals and to take responsibility for their choices as well as teaching them about tolerance and respect towards others.

*'Leaders have carefully considered how to support pupils' wider development. The curriculum is designed to ensure that pupils understand how to be responsible and considerate of others. Pupils know that the three school values of respect, integrity and kindness are central to all they do.'* **Ofsted June 2023**





## Our Vision

Every child, every chance, every day.

## Our core values are:

- Kindness
- Integrity
- Respect



Each of these were chosen with great care and consideration.

We believe they are the fundamental principles that underpin what Shirley Junior School is all about.

We aim for the values to be at the heart of teaching and learning and all of our decision-making. As such we regularly make connections and references to them with the children to ensure we are living and breathing our values throughout the school day.

## British and European Values

At Shirley Junior School we underpin key aspects of our personal development around the British Values (tolerance, respect, liberty, democracy, rules of law) to form a strong offer to Spiritual, Moral, Social and Cultural development.

It therefore underpins our school vision, forms the backbone for our school rules, procedures and policies and threads through many areas of school life and curriculum.



At the same time there are aspects of British Values that we do directly teach, encourage and aspire to through specific lessons.

## Staff and Governors

Our School Governing body is made up of elected parents, staff (teaching and non-teaching including the Headteacher) and appointed representatives of the local community. Meetings are held every half term where Governors' work with the school leadership team determining the future direction of the school and driving ongoing improvements in school standards.

## Multi Academy Community

Shirley Junior School is part of the Jeffreys Education Partnership.

The vision for the Jeffreys Education Partnership is for schools, Headteachers and governing bodies to take a collective responsibility for education in our 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 Jeffreys Education Partnership is one of six partnerships across the Hamwic Education 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





*can undertake. They appreciate the time that adults take to help them with this process. One pupil explained that this experience would help them later in life.'*

Inspectors recognised the carefully designed curriculum leaders had developed that supports the children to know more and remember more over time, as well as developing each child's unique qualities. The school has worked on inclusive practise, and this is recognised as a strength in the school's inspection.

*"There is a strong focus on making sure that everyone is included at this school. Staff place great emphasis on understanding the needs of all pupils. The curriculum helps pupils to understand the unique qualities they have. Pupils are proud to represent their school." (Ofsted, 2023)*

#### **WE ARE LOOKING FOR A LEADER WHO:**

- Is innovative, organised and passionate about improving educational standards
- Has the vision, enthusiasm and energy to continue to grow the school's profile within the local community
- Is committed to every child achieving his or her evolving potential emotionally, academically and socially so they are well prepared for life beyond junior school
- Will use their innovative and enthusiastic leadership qualities to support the strong teamwork of the school and ensure our dedicated staff continue to thrive, grow and develop
- Is an outstanding educator, passionate about teaching and learning and able to instil and nurture this in all children and staff
- Is approachable with the ability to build strong working relationships at all levels through excellent communication skills
- Will be a champion of the highest standards of safeguarding and promoting the positive health, and wellbeing of pupils & staff
- Is excited by the proposition of leading our wonderful school

#### **IN RETURN WE ARE PROUD TO OFFER:**

- The opportunity to lead a school at the heart of its community
- Delightful, enthusiastic children who love learning, strive to do their best and are proud of their school
- A dedicated, hard-working and enthusiastic staff, committed to raising standards
- An opportunity to be part of a nurturing and creative environment dedicated to keeping the children at the heart of everything
- A traditional Victorian building and grounds
- An enthusiastic parent body
- A dedicated and committed Governing Body and strong links with local Headteachers and the community

#### **ABOUT SHIRLEY JUNIOR SCHOOL**

Shirley Junior School is a three-form entry Junior School and is in line with national average proportions of children that speak English as an additional language and pupils known to be eligible for free school meals (a further breakdown of the school data and contextual information is provided below on page 10). The school shares a building and resources with Shirley Infant School and headteachers endeavour to work collaboratively for the benefit of the children across the schools.

We work hard to ensure that all the children at our school develop a love of learning in a nurturing and inclusive environment. They experience a broad and meaningful learning journey which celebrates their individuality, whilst challenging and inspiring them to be the best that they can be. We place inclusivity at the heart of all we do fostering close relationships with the families of the children in the school.

Shirley Junior School is located in the Shirley area of Southampton and our commitment to be at the centre of the local learning community is demonstrated by our active role in both the Jeffery's Education Partnership, the multi-

academy partnership of Shirley schools and Hamwic Education Trust ([www.hamwic.org](http://www.hamwic.org)), the multi-academy trust. Being a member of both organisations enables us to work closely with, and be supported by, other local schools.

The Jefferys Education Partnership brings together our local secondary school with all its feeder schools in order to provide a cohesive approach to learning for children in the area, across all phases of their education.

The Hamwic Education Trust proactively supports the Partnership and individual schools in delivering their ambitions and goals. As a member of a large Multi-academy trust, all staff have access to training and opportunities to work on cross phase projects and to work in other schools within the Trust in order to gain invaluable experience and enhance their skills.

## **APPLICATION PROCEDURE**

Should you wish to apply for this vacancy, please view the candidate recruitment pack and complete the application form which can be found at [www.hamwic.org](http://www.hamwic.org). Completed applications should be returned to [recruitment@hamwic.org](mailto:recruitment@hamwic.org)

Prospective candidates are strongly encouraged to find out more and visit the school by appointment. To arrange a visit, please contact the School Business Manager, Bree Enemark on **023 8077 1434** or email [bree.enemark@shirleyschools.co.uk](mailto:bree.enemark@shirleyschools.co.uk)

If you would like to discuss the vacancy further, please email [donna.fox@hamwic.org](mailto:donna.fox@hamwic.org)

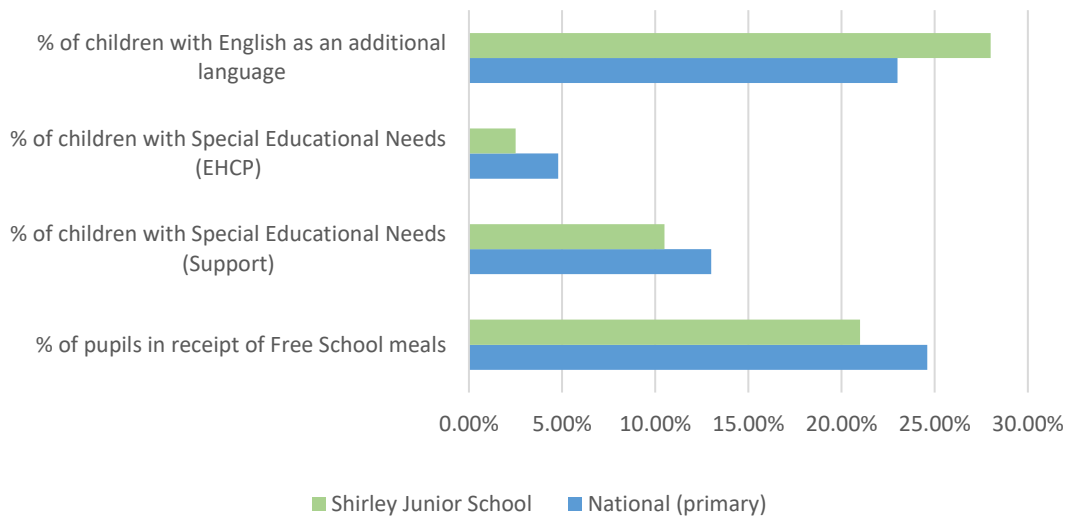
## **SAFEGUARDING**

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

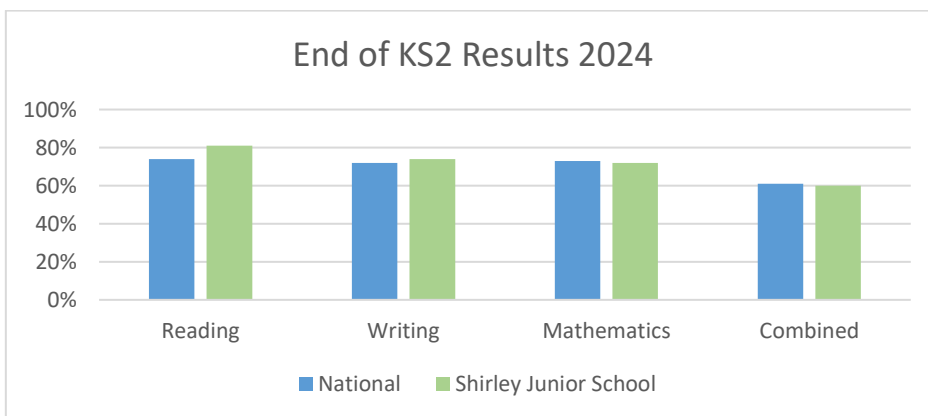
We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

**DATA PROFILE**

**Contextual information**



Contextual information	National (primary)	Shirley Junior School
Free School meals	24.6%	21%
Special Educational Needs (Support)	13%	10.5%
Special Educational Needs (EHCP)	4.8%	2.5%
English as an additional language	23%	28%



KS2 Results 2024	Reading	Writing	Mathematics	Combined
<b>National</b>	<b>74%</b>	<b>72%</b>	<b>73%</b>	<b>61%</b>
<i>Shirley Junior School</i>	81%	74%	72%	60%



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## Job Description

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<b>Job Title:</b>	Headteacher
<b>Location:</b>	Shirley Junior School
<b>Salary Range:</b>	L17 to L23

The Headteacher will be welcoming and friendly as is appropriate for a school which is held in high affection and esteem by the local community.

### 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.

### 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:**

- To secure a strong commitment from all stakeholders to continuity of education from 7-11 years across the school
- To 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 wellbeing
- To deliver the annual performance management targets set by Governors in conjunction with the Director of Education - Primary and HET
- To ensure the school maintains a creative and enjoyable learning environment in which children achieve exceptionally well
- To build leadership capacity at all levels through actively developing strategic governance, staffing structures and roles and responsibilities
- To 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.

### Key Accountabilities

#### 1. Creating the future of the schools

- a) Work with governors and key stakeholders to create a compelling strategic vision for the school and communicate this vision to drive everything within the school, empowering all staff and pupils to excel
- b) Ensure strategic planning takes account of the diversity, values, culture and experience of the school and community
- c) Motivate others to create a shared learning culture and positive climate through distribution of leadership through teams and individuals
- d) Translate the vision into agreed objectives and deliver on these, demonstrating the vision and values of the school in everyday practice

- e) Use the schools' structure to maximise and deploy both resources and expertise to raise achievement
- f) Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibilities for outcome.

## **2. Leading Teaching and Learning/outcomes and standards**

- a) Lead teaching and learning in Key Stage 2 so that children achieve their very best
- b) Provide an outstanding curriculum that meets the schools' educational vision for education
- c) Ensure that quality teaching and learning sit at the heart of all leadership decisions
- d) Create a culture of high expectation for all and ensure that parents and carers are included as partners in their children's progress
- e) Monitor, evaluate and review school practice and promote improvement strategies
- f) Tackle under-performance at all levels.

## **3. Developing Self and Working with Others**

- a) Promote and maintain a culture of high expectations for self and others
- b) Regularly review own practice, accepting support and guidance from others, set personal targets and take responsibility for own development
- c) Lead by example and value effort, support, challenge and encourage an ethos of trust, teamwork and continual improvement among all staff
- d) Recognise and promote the excellent opportunities within the community to attract and retain high quality staff
- e) Lead, motivate, support, challenge and develop the leadership teams, actively applying a distributive leadership model and ensuring organisational structures are fit for purpose.

## **4. Managing the Organisation**

- a) Ensure the ongoing development of an organisational structure which reflects the schools' values and enables effective and efficient operations
- b) Ensure evidence-based improvement plans and policies promote continuous school improvement
- c) 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
- d) Manage the school's financial and human resources in line with relevant policies to ensure efficiency in achieving the school's strategic educational goals and priorities ensuring the equitable deployment of budgets and resources and the school's future sustainability
- e) Recruit, retain and deploy staff appropriately
- f) Ensure that policies and practices take account of national and local circumstances and initiatives.

## **5. Securing Accountability**

- a) Develop an ethos which enables everyone to work collaboratively
- b) Ensure individual staff accountabilities are clearly defined, understood, agreed and recorded
- c) Work with the governing body to enable it to meet its statutory responsibilities
- d) Ensure every individual pupil has access to high quality teaching and learning
- e) Hold staff to account for their professional conduct and practice.

## **6. Strengthening Community**

- a) To create and promote positive strategies for challenging racial and other prejudice
- b) Develop the school's facilities to enhance the value of the school to parents and carers, and the wider community and seek opportunities to invite them into school to enrich the learning of pupils
- c) Collaborate with other agencies to ensure pupil and community needs are met

- d) Work with schools within the trust in a climate of mutual support to work in the best interests of children across the community that the trust serves
- e) Work collaboratively, at both strategic and operational levels, with parents and carers and across multiple agencies for the well-being of all children
- f) 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 wider Hamwic Education Trust.

## **7. Safeguarding**

- a) Carry out the role of the Designated Safeguarding Lead Officer
- b) Safeguard and promote the welfare of children and young people, following the schools' child protection policies and procedures
- c) 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 HET are expected to:

- a) Support the aims, values, mission and ethos of HET and participate to a one team approach, All About the Child and What About Sam?
- b) Attend and contribute to staff meetings and training days as required, and identify areas of personal practice and experience to develop
- c) 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
- d) The post holder at all times, whether or not in the employ of our schools or HET and except where such information is in the public domain maintain the strictest secrecy with regard to the business affairs of our schools or HET and its customers/stakeholders, products and product lists
- e) Be aware of health and safety issues and act in accordance with the school's and HET's Health and Safety policy
- f) 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

<i>Candidate is able to provide pertinent evidence of their previous education, training and experiences</i>	Essential or Desirable
<b>Professional experiences and qualifications:</b> <ol style="list-style-type: none"> <li>1. Qualified Teacher Status <b>(APP)</b></li> <li>2. Significant Leadership experience in a large school <b>(APP)</b></li> <li>3. Evidence of appropriate professional development <b>(APP)</b></li> <li>4. Holds NPQH or equivalent <b>(APP)</b></li> <li>5. Willingness to continue professional development</li> <li>6. Experience of working in partnership with other schools and organisations</li> <li>7. Experience and evidence of successful senior leadership within KS2 <b>(APP)</b></li> <li>8. Experience of supporting schools other than their own to improve</li> <li>9. Experience of leadership within schools of different socio-economic areas and communities</li> <li>10. To have a strong understanding of the Designated Safeguarding Lead Officer role</li> </ol>	Essential Essential Desirable Essential Essential Essential Desirable Desirable Essential
<b>Has knowledge and understanding of/and:</b> <ol style="list-style-type: none"> <li>1. Ability to use comparative data, benchmarking and target setting data <b>(APP)</b></li> <li>2. Ability to think strategically and plan for educational improvement</li> <li>3. Strategic understanding of current educational issues and curriculum research</li> <li>4. Effective teaching, learning and assessment methods <b>(APP)</b></li> <li>5. Understanding of effective leadership</li> <li>6. Knowledge/experience of tracking progress and attainment</li> <li>7. The national inspection framework for schools</li> <li>8. Current national curriculum research and evidence-based approaches within education</li> </ol>	Essential Essential Essential Essential Essential Desirable Desirable
<b>Is able to demonstrate experience of:</b> <ol style="list-style-type: none"> <li>1. Leading a team to accelerate pupil progress</li> <li>2. Effective delivery of the performance management appraisal process</li> </ol>	Essential Essential

## Part 2: Qualities and Behaviours:

Leadership Qualities and Behaviours: <i>Candidate is able to give significant examples of the ways in which they exhibit the following characteristics</i>	Essential or Desirable
<ol style="list-style-type: none"> <li>1. A driver of staff engagement</li> <li>2. A driver of ambitious standards for pupil outcomes across the curriculum</li> <li>3. High levels of resilience and creativity</li> <li>4. Communicates effectively and with clarity to a range of audiences</li> <li>5. Action-orientated and solution focused</li> <li>6. Self-awareness</li> <li>7. An effective and inspirational leader</li> <li>8. Outward facing - Flexible and able to respond to change in local and national climates</li> <li>9. Willingness to contribute to the wider ethos of the Partnership and Trust</li> <li>10. Clearly articulate and demonstrate evidence of a personal educational philosophy <b>(APP)</b></li> </ol>	<p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p>
<p><b>Has the following skills and attributes:</b></p> <ol style="list-style-type: none"> <li>1. High levels of emotional intelligence</li> <li>2. Strategic vision for raising standards and the impact of effective deployment of funding including for the most vulnerable pupils</li> <li>3. Ability to lead change and ensure all stakeholders are on board <b>(APP)</b></li> <li>4. Ability to develop effective relationships with staff and promote succession planning</li> <li>5. Excellent organisational skills and written communication skills</li> <li>6. Ability to prioritise, meet deadlines and work under pressure</li> <li>7. Ability to hold challenging conversations and hold staff to account</li> <li>8. Leadership of effective transition points across the primary years</li> </ol>	<p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p>
<p><b>Can demonstrate the following teaching and learning attributes:</b></p> <ol style="list-style-type: none"> <li>1. Strong understanding of what makes an outstanding classroom practitioner</li> <li>2. Development of a range of teaching and learning styles</li> <li>3. Experience in raising academic standards <b>(APP)</b></li> <li>4. Expertise in monitoring classroom performance</li> <li>5. Evidence of the impact of coaching/support for individuals</li> </ol>	<p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p>
<p><b>Motivation and personality:</b></p> <ol style="list-style-type: none"> <li>1. Positive and optimistic</li> <li>2. Sense of accountability</li> <li>3. Ability to build rapport with children and staff.</li> <li>4. Demonstrates a constant drive for improvement</li> <li>5. Able to work in a professional manner as part of a team <b>(APP)</b></li> <li>6. Sense of humour</li> </ol>	<p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Essential</b></p> <p><b>Desirable</b></p>



t: 023 8078 6833

e: [info@hamwic.org](mailto:info@hamwic.org)

w: [Hamwic.org](http://Hamwic.org)

Hamwic Education Trust, Unit E, The Mill Yard, Nursling St, SO16 0AJ