



Year Leader Recruitment Pack

**CRESTWOOD
COMMUNITY SCHOOL**



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.





Section 1: Post Advertisement

Post: Year Leader

Start Date: September 2026

Location: Shakespeare or Cherbourg Campus (to be determined based on the needs of the school)

Year 7

Salary Scale: MPR/UPR (depending on experience) plus TLR 2c £8,611

Contract: Permanent

Working Pattern: Full Time

Closing Date: Friday 8th May 2026

Crestwood Community School is one school with two campuses serving central Eastleigh. Our pastoral structure has 300 students per year, with 150 allocated to each campus. There is a Year Leader for each year group, who stays with their year group as they progress through the school, on each campus, taking charge of 150 students. There is a close liaison with the Year Leader on the other campus and a sharing of resources, such as assemblies. The challenge for the successful applicants will be to ensure effective communication between tutors, the Year Leader at the other campus, over cohort progress, assemblies and extra-curricular activities, and to manage pastoral support. The teaching allocation is 36 per fortnight out of 50 lessons.

The Year Leaders are focused on pastoral care and progress. They are well supported by 4 Pastoral Support Workers across both campuses who are non-teaching and deal with the day-to-day enquiries from parents and staff. There is also a fabulous Inclusion Support Faculty that provides support for SEND students, parenting support, alternative provisions, mental health support and counselling services. In addition, we have an attendance team of 2 and an Education Welfare Leader who works with Year Leaders to support good attendance and punctuality in school. The PDL programme is centrally written to be delivered in tutor time. In short, you will be very well supported in this role.

We operate a behaviour system via Arbor and this enables Year Leaders to monitor individuals and groups of students. Each Year Leader will undertake an assembly per week with their year groups to ensure pertinent and timely messages are disseminated; this is in addition to one whole school assembly each week. Each Year Leader will have a team of 5 tutors. Tutor time runs from 8.30am - 09.00am each day and consists of a taught behaviour curriculum and PDL/ Wellbeing programme, which needs to be monitored regularly for quality. In addition, Year Leaders will regularly review the progress that their students make in the curriculum and give feedback to SLT about trends and particular areas to address.

Key aspects of the role include monitoring and analysing attendance and behaviour trends. Having a holistic view of the year group's academic progress and challenging underperformance. A fundamental part of the role is developing good relationships with parents and outside agencies to support children in being able to be the best version of themselves at Crestwood.

You will have a teaching specialism in one of the following subjects: English, Design and Technology, Languages (French and Spanish), PE, Maths, Drama, RE or PSHE. This post offers significant career development as you prepare for further promotion.

As a school we take staff well being seriously. We offer staff the following:

- Wellbeing weeks, with no commitments scheduled after school
- Free lunch every day
- Half termly cooked breakfasts
- Accrued inset days, taken as twilights, giving staff an additional 4 days off a year
- One well being day per year (during term-time), to be taken at their chosen time (after a qualifying period)
- Weekly thank you bulletin
- Birthday cards
- Heads discretionary leaves of absence for family events
- Acts of random kindness
- Access to mental health first aiders

For the successful candidate, a commitment to raising standards and a passion for developing young adults is essential: this entails a commitment to all learners, to excellence for all, and a belief that a good school makes a significant difference to learners' life chances, levels of attainment and the wellbeing of the community as a whole.

As a new member of staff you will be well supported: we have a comprehensive induction process, and you will be given an Induction Mentor and a 'professional buddy'. Crestwood prides itself on developing its staff through bespoke coaching and training. Many members of the faculty have been successful in gaining promotion within the school.

We will ensure that the successful candidate has:

- Comprehensive induction including a dedicated mentor
- Continuous professional learning, development and improvement
- The opportunity to contribute to raising standards for all our students

Your application should comprise the Hampshire Teacher Application form (which can be found on our website). Applications, with the names and addresses of two referees, should be returned to hr@crestwood.hants.sch.uk. Please include a paragraph on what specialisms you could bring to Crestwood Community School.

Crestwood Community School and Hampshire County Council 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.



Section 2: About Crestwood Community School

We are one school over two campuses, serving the children of central Eastleigh, which is a vibrant town, with large amounts of development in both business and residential areas. There has been an expansion in the primary sector with several local schools undergoing expansion to their buildings to accommodate the growth in student numbers. Crestwood merged with the former Quilley School in 2016 to provide one secondary school for Eastleigh, something new and exciting, offering high quality education for the children of Eastleigh. In 2022 we became oversubscribed in every year group and are operating a waiting list across both campuses. The two campuses are situated at Shakespeare Road and Cherbourg Road and both offer the same high quality education to all year groups with little movement of students. We have two specialised Resource Provisions, dyslexia and SEMH.

As the long serving Executive Headteacher of this wonderful school, I have a clear vision and an absolute determination, alongside my team, to continue to improve even further the provision of education across Eastleigh. The school has a very mixed intake and as a result areas such as pupil progress, behaviour and attendance remain a challenge.

The composition of the school as of March 2026 was:

Students	Current	National	Hampshire
School number on roll	1474	Well above average	Well above average
School %FMS(6)	36%	Above average	Well above average
School %SEND support	19%	Close to average	Close to average
School %EHC plan	8.2%	Well above average	Well above average
School %EAL	14.5%	Close to average	Well above average
School number LAC	18	Well above average	Well above average

We agree with the recent Ofsted areas for Improvement and have established school wide staff working parties to address these.

The Ofsted report states that “Leaders and governors are driven by a strong sense of moral purpose. They are ambitious for pupils’ futures and drive to provide the best opportunities for them. Staff share these aspirations and are loyal and committed”.

We care deeply about our school, the staff, the students and the community we serve, we are a school with a heart. We as a school are clear about our improvement agenda and we work cohesively as a school wide team. As this was our fifth consecutive “good” grading it demonstrates that at Crestwood we are continually providing a consistent quality in all we do, against a backdrop of tougher standards and criteria to be judged against.

Staff are predominantly one campus based but may be expected to teach across both sites, whilst playing an active part in their innovative and high-performing teams. Across both campuses we have been successful in establishing a strong culture and ethos, typified by the #Crestwoodfamily.

Our Ofsted report from February 2024 stated that at Crestwood “there is a welcoming, friendly atmosphere”. They also said that “teachers and support staff, including those in the early stages of their career, are proud to work at the school. They particularly value school leader's careful consideration of their workload and well-being so that they can focus their efforts fully on pupils' education.” In addition Ofsted report that “many pupils, staff and parents describe the school as a ‘big family’.

We have enhanced our campuses significantly over the past few years. We have refurbished nearly all areas across the school. We have had a new crescent area and roof at Shakespeare which has enhanced the building significantly. The Cherbourg Campus is situated between the town's two post-16 providers. The site is well maintained with specialist facilities in excellent condition throughout, including 5 new Science rooms and refurbished Sports Hall. In totality we are a school continually on the up and have a can-do-more attitude.



Section 3: Person Specification

Job title: Year Leader

Salary Scale: MPR/UPR (depending on experience) plus TLR 2c £8,611

Responsible to: Assistant Headteacher Lead for Year 7

Special Conditions: An enhanced Disclosure and Barring Service (DBS) check is required for this post.

Qualifications

Essential

- Graduate with QTS

Desirable

- Subject specialist qualifications in English, Design and Technology, Languages (French and Spanish), PE, Maths, Drama, RE or PSHE

Professional Development

Essential

- Teaching practice in secondary schools
- Awareness of Safeguarding and Child Protection

Desirable

- Up-to-date INSET.
- Knowledge of recent curriculum changes in these subjects.

Experience

Essential

- Proven classroom management skills
- Ability to teach at KS3 and 4.
- Tutor experience
- Ability to deal with parents

Desirable

- Experience of working with children in another role

Knowledge and skills

Essential

- Proven ability to build positive relationships with students, parents and staff
- Ability to be an effective team member

Desirable

- Clear understanding of strategies to develop the learning process for all students
- Good understanding of how to use data to promote progress

Personal Attributes

Essential

- Reflective and analytical practitioner
- Capacity for hard work with enthusiasm, humour and energy for achieving the best for all students
- Ability to inspire children
- Tenacity and ability to stay calm under pressure, exudes positivity
- Good organisational skills
- High expectations of high standards of academic attainment, achievement and ethos
- Good health, stamina, resilience, tenacity

