



Mill Rythe
JUNIOR SCHOOL

Headteacher Application Pack



Mill Rythe Junior School
Havant Road, Hayling Island,
Hampshire PO11 0PA
02392 463663

Letter from the Chair

Thank you for your interest in the position of Headteacher of Mill Rythe Junior School.

The vacancy has arisen due to the promotion of our current headteacher to a large Hampshire junior school. He has led our school through a period of significant change that has included a review of our school curriculum and a high level of professional development for staff, which have improved outcomes for our children. He has also embraced inclusion for all pupils, not just from a learning perspective but also ensuring that the experiences the children have mean they are ready to thrive in the diverse world we live in. During his tenure, the school has hosted a number of schools within the Havant district to showcase the teaching and learning of maths as well as curriculum development.

Mill Rythe Junior School was judged 'outstanding' at its last Ofsted inspection. The Governing Body recognises that that inspection was several inspection frameworks ago and that maintaining that grade will be challenging under the current framework. We are seeking an inspirational individual who will sustain the school's high performance but also continue to develop the curriculum and extra-curricular offer. They will have the passion, motivation, experience and skills to inspire staff, children and parents with their vision for this historic school and further develop it in its next exciting phase.

Mill Rythe is a happy, caring and thriving school. Our academic outcomes have been consistently good over time and often well above the national average. Our children are polite, well balanced and enjoy coming to school and learning. Our new headteacher will be supported by a talented staff team, supportive parents, a dedicated governing body and a school community which values each other and is committed to achieving the best.

The right person for this role will be someone who shares the school's values, embraces inclusivity and respects its current good practice. They will bring with them the kind of leadership that supports the professional development of the staff and, through their expertise, will ensure excellence in teaching and learning throughout a child's time at our school. They will be committed and have a long-term vision for the school and their place in it.

In this pack, you will find information about our school and further details about the post and how to apply. Please be very specific on how you will meet our key areas of focus and our person specification requirements.

Come and visit us! You will be warmly welcomed. We are only 7 minutes from the Havant roundabout. Please contact Mrs Katie Williamson in the school office, either by telephone 02392 463663 or by email k.williamson@millrythe-jun.hants.sch.uk to arrange a convenient time.

We thank you for your interest in this important opportunity for our school and wish you every success with your application.

Lisa Charlton
Chair of Governors

Table of contents

Our Vision, Mission and Values	4
About Our School	5
Staffing Structure from September	9
Job Description and Key Focus Areas	10
Person Specifications	15
Our Children's Thoughts	17
Our Staff, Parents', Carers' and Community's Thoughts	18
How to Apply	19
Education in Hampshire	20
More About Hayling Island	21



"Our vision is to be a place of excellence where we strive to be the best that we can be."

Our Vision

We are a school community that strives to be the best we can be. We want everyone to feel they belong, feel safe and feel valued. We are ambitious and have high expectations of ourselves, others and our school in all that we do, looking to achieve the very best we can. We work both independently and together, take risks without fearing failure and learn from our mistakes. We are inquisitive and outward looking and seek to use this to improve what we do.

Our Mission

- Ensuring excellent teaching and learning through high quality CPD and coaching so that the school becomes a centre of excellence and that the school and staff are well equipped to meet the diverse needs of all learners, including disadvantaged pupils and pupils who have special educational needs.
- Developing effective strategies that support the health and wellbeing of all those within the school community, developing strong learning behaviours that lead to a passion for life long learning and promoting positive mental wellbeing throughout the school.
- Develop a curriculum that is broad, rich, exciting, and engaging both within and beyond the school day so that children progress not just academically but are able to pursue excellence in other areas such as art, music and sport.
- Achieve pupil outcomes that are significantly above the national average and ensure that our pupils are ready for the next stage of their learning journey.
- Promote strategies that develop children's emotional awareness and their understanding of the significant role they have locally, nationally and globally so that they can identify how their actions can bring about considerable change for the better.

Our Values

- Kindness – be kind to ourselves and each other, always
- Aspiration – set high standards and persevere to achieve excellence
- Respect – for ourselves, each other, our local and global environment
- Responsibility – take responsibility for our actions, be a responsible person
- Honesty – tell the truth and learn from the mistakes we make

The "Mill Rythe Five"

Everyone at Mill Rythe asks themselves every day:

- What have I learnt today?
- Have I worked hard?
- Have I been the best I can be?
- Have I been kind to others?
- Have I laughed and smiled?



About Our School

Mill Rythe is a three-form entry junior school situated on Hayling Island, which is a small island between Portsmouth and Chichester and easily accessible. The school was founded in 1876 as the first school on Hayling and has provided continuous education for its community ever since.

We share our leafy campus, with its views over Chichester Harbour to the South Downs, with a nursery and infant school, with whom we have close links. The campus therefore provides education for children aged from six months to 11 years. We also have strong links with the other schools on Hayling.

The children are always our priority and everything we do is centred on them. Through our vision and aims we strive to give them the very best education possible. We believe we are an ambitious and outward-looking school, continually seeking to widen pupils' horizons and aspirations so that they are equipped to embrace the diverse world in which they live. We have increased the school's inclusivity and accessibility over the last three years. We track and monitor children's performance to identify those who are vulnerable or able and do all we can to meet the needs of every child. Parental support is strong and events and report days are always well attended.

We have a young and high-calibre body of staff. They have a high level of commitment, are motivated and enjoy working here. Turnover is low. We have increased the capability of the senior and middle leaders considerably. CPD across the school is extremely strong. We have focused relentlessly on improving the quality of education for all children through our school's approach to training and coaching. This enables children to make at least good progress over time and has resulted in all children and disadvantaged children achieving better than all children nationally. Teaching staff have a good spread of experience and they are supported by able teaching assistants. This has formed a strong team that works together well and is committed to the children and their learning.

The senior leadership team has been strengthened substantially. Senior leaders are a cohesive team with strong, layered leadership. Senior leaders lead by example and inspire all teachers to want to be outstanding. NQTs and RQTs develop very swiftly early in their careers.

Facilities

We have an extensive range of facilities to support the children's learning, including a large computer suite, additional computer stations for each year group, fiction and non-fiction libraries, a drama/music studio and an indoor heated swimming pool that the children use regularly throughout the year. We are lucky enough to have a large playground and playing fields, looking over fields to Chichester Harbour. We have a school farm that enables our children to become young farmers for one week each year where they learn about how to care for our ducks, chickens and goats demonstrating the school values of kindness, respect and responsibility.



Mill Rythe in the Community

The school plays an active role in our local community and we regularly support the community through fundraising and donations. Our children are recognised as 'Great Citizens' for the contributions they make to both our local and wider community through activities which include beach cleans, recycling and fund raising for different charities. We also have strong links with other organisations such as the various sporting clubs and horticulture society.



Curriculum

Having already developed and implemented an exciting and modern curriculum that fully meets the requirements of the new national curriculum, we have embraced the more recent research into curriculum and continue to broaden and develop what we teach our children. Other schools that have visited us have adopted elements of our curriculum.

Subjects are generally taught discretely, but we do look to make links between subjects where the opportunities arise. We ensure that there is a clear and rigorous progression in the knowledge and skills the children learn in each subject across the school.

Further opportunities for teachers to enrich pupils' learning include:

- visitors to school – we recently had a 'virtual' visit from Aaron Phipps, the Paralympic GB wheelchair rugby player.
- cross-curricular weeks or days such as 'Love Days': these include 'Love of Faith'; 'Love of Peace' 'Love of Christmas'.
- Christmas productions, singing concerts, museums and music concerts.
- weekly sports coaching sessions.
- daily whole-school assemblies where children explore a range of moral, cultural and topical issues.
- a wide range and number of clubs each week (pre-COVID).
- children taking on responsibilities around school such as monitor jobs.

Home-School Link work

We want all of our children to be happy, feel secure, enjoy being at school and reach their full potential.

We believe that a strong partnership between home and school is essential for a child's education and wellbeing. Supporting all of our families is enormously important to us and we work hard to help solve problems before they become bigger issues. Our home-school link worker/ offers support, advice and guidance to the parents and carers of all our children on issues that include:

- any worries
- parenting difficulties
- confidence building
- relationships (including friendship issues and bullying)
- promoting positive behaviour
- school attendance and lateness
- coping with changes (such as the move from primary to secondary school).

We support all children to develop positive mental health and well-being through PE, RHE and Trick Box. For some children, additional in school support is provided through Thrive, ELSA and FEIPS.

Extra-curricular

COVID notwithstanding, we provide an extensive extra-curricular offering at the school, with clubs running every morning and evening. These include:

- hockey, football, netball, swimming and power circuits
- music – for instance, a drum club
- drama
- homework.

Music

All children learn the recorder and ukulele. We continue to offer individual lessons with the opportunity to take graded exams in a (small) number of instruments. Choir and Ukulele club will return post Covid. The whole of Year 4 perform in the Portsmouth Music Festival and all of Years 4 to 6 perform in the Christmas Production at St Mary's Church.

Sport

PE and school sport is thriving at Mill Rythe Junior School.

Within the curriculum, children have 100 hours of swimming teaching during their time at school and each week they are taught at least two hours of high-quality PE.

Beyond the school day, children are able to engage in an incredible range of clubs which are open to both all children and those children who have a particular talent or passion for individual sports. We work closely with a number of local clubs to provide children with the opportunity to further their passion for sport beyond the school day.

In the last four years (outside COVID restrictions), the number of children representing the school at local and county competitions has grown significantly and the school has achieved great success in a range of sports.

Pupil Voice

The school has a fully elected school council that gives the children a voice in the decision-making process. At the beginning of the year, each class elects a representative, who takes the views of their class to the regular council meetings. Each class has regular meetings with their school councillor so that every child has the chance to find out what is being discussed at school council meetings.

We're very proud of our school council and the difference it has made to the school as well as its contribution to the wider community.



Governing Body

Our governing body is made up of 15 governors who are highly supportive of all aspects of school life.

The governing body consists of:

- 10 co-opted governors
- headteacher
- two staff governors
- one local authority governor
- two parent governors.

The governing body meets monthly to discuss all aspects of school business and governors visit the school regularly to monitor a range of areas including school improvement, finance, safeguarding and health and safety.

PTA

Our active PTA plays a very important part of our school ecosystem in providing fun, experiential events for the children and raising important funds for the school. As well as campaigning to raise money for our own projects, it has formed an 'Island PTA' with the other four schools. Together, they have raised over £35,000 for our schools.

The PTA is currently raising money to fund the outdoor learning area and additional laptops for the school. In recent years, they have helped our school purchase iPads, and have funded the farm, a school projector, school hall floor and a locker for each child, as well as the in-class library of 'must-read' books, making reading accessible for all our children.



Staffing Structure from September 2021

Strategic Leadership

Acting Headteacher	Deputy Headteacher	SENCo	Finance Officer
-----------------------	-----------------------	-------	--------------------

Middle Leadership

Year 3 & 4 English Lead	Year 5 & 6 English Lead	Maths Lead	Cultural Capital & SMSC Lead
-------------------------------	-------------------------------	---------------	------------------------------------

Staff

Year 3 Teachers x 3	Year 4 Teachers x 3	Year 5 Teachers x 2	Year 6 Teachers x 3
Teaching Assistants x 4	Teaching Assistants x 2	Teaching Assistants x 3	Teaching Assistants x 4
Family Support Worker	Site Manager	Admin Officer	



Job Description and Key Focus Areas

Job Title: Headteacher

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

Salary Scale: The Governing Body have determined that this post should be paid on the 2020 Hampshire agreed pay scale. Mill Rythe Junior School is a Group 2 school. Governors have set the Individual Salary Range at £59,585 to £69,033 (LDR29 to LDR41) (pending 2021 pay award).

General job expectations and accountabilities: The Headteacher is an employee of the Governing Body and is required to carry out his/her professional duties in accordance with the terms and conditions of the current School Teachers' Pay and Conditions Document and relevant employment legislation.

Responsible to: The Governing Body of Mill Rythe Junior School

Key responsibilities

Safeguarding: The post holder will be the lead Designated Safeguarding Lead (DSL) and is responsible for ensuring that all school and county child protection policies are adhered to and concerns are raised in accordance with these policies

Financial Management: Advising the Governing Body on the school's annual budget and the budget revision as appropriate, as well as being responsible for the day-to-day running of the budget.

National Standards Headteachers (2020)

The 2020 standards replace the National Standards Of Excellence For Headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers.

The standards can be used to:

- shape headteachers' own practice and professional development, within and beyond the school
- support the recruitment and appointment of headteachers, including the development of job descriptions and person specifications
- underpin frameworks for the training of school leaders, including current and aspiring headteachers
- inform the performance management of headteachers

The teachers' standards (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built. Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

Section 1 of the headteachers' standards outlines the ethics and professional conduct expected of headteachers. This is developed from part 2 of the teachers' standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of headteachers. Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are

expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership.



Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.

As leaders of their school community and profession, headteachers:

- 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.

Section 2 of the headteachers' standards sets out 10 headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers. There is no hierarchy to the standards:

1. School culture

Headteachers:

- establish and sustain the school's 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

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, 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

Headteachers:

- 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 in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

4. Behaviour

Headteachers:

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

5. Additional and special educational needs and disabilities

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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
- 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

Headteachers:

- 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.

Focus Areas for Our New Headteacher

We have identified the following focus areas for our headteacher during the next part of our journey:

We are looking for a headteacher who is highly effective at training and developing all staff so they can meet the diverse needs of all groups of learners, especially SEND and disadvantaged pupils.

What experience do you have of doing this successfully?

We are proud of the way we are developing our pupils' citizenship, culture and inclusive behaviours.

How will you build on the children's experiences to ensure they fully embrace the diverse world in which they live?

We value what extra-curricular activities can do for the whole child in terms of a broad and rich learning experience.

What can you bring to our school to develop this work further?

We are looking for a headteacher who will work closely with the four other island schools and other community organisations, to enrich the learning journey for all island pupils, ensuring an exciting and memorable learning experience across all key stages.

How will you engage with our feeder schools to achieve this?

These focus areas will be subject to a review, after appointment, with the governing body and Local Authority Leadership and Learning Partner to ensure that they remain the priorities for action.

Links to application process

The application statement should refer to the candidate's consideration of these key focus areas and their relevant experiences, achievements, and skill against identified (A) elements of the person specification.



Person Specifications

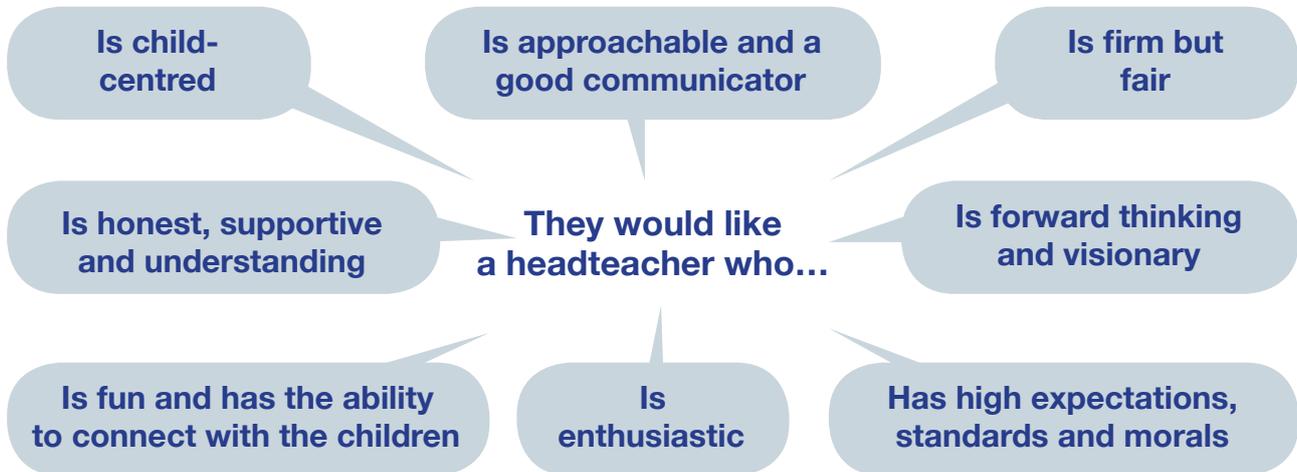
Core professional experiences, qualifications	Shortlisting evidence sought in application (A), reference (R) or interview (I)?
<p>General:</p> <ul style="list-style-type: none"> • Is a qualified teacher with Qualified Teacher Status (Statutory) Essential • Evidence of relevant professional study and/or qualification e.g. NPQH Desirable • Has a proven track record of success as a senior leader in KS1/KS2 (Deputy Head / Assistant Head / Head of School / Acting Head / Head) Essential • Has knowledge and understanding of strategic financial planning, budgetary management and principles of best value Essential • Has experience of using a range of evidence, including performance data, to support, monitor and evaluate and improve aspects of school life, including challenging poor performance Essential • Is able to demonstrate that he/she has led successful change in an education environment Essential • Has implemented effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of the responsibilities Essential 	<p>A</p> <p>A</p> <p>A</p> <p>A, R, I</p> <p>R, I</p> <p>R, I</p> <p>A, R, I</p>
<p>Hampshire Leadership Qualities and Behaviours Please tell us how, in your current practice, you:</p>	
<ul style="list-style-type: none"> • Thinks beyond the immediate situation and implements new and enhanced strategies for improvement • Empowers others and creates leadership opportunities throughout their own organisation and more widely. • Has high expectations of herself/himself, staff and pupils to realise the full potential of the learning community • Builds community relationships based on a mutual and collective responsibility with diverse partners, to create a high quality learning environment for all. 	<p>R, I</p> <p>R, I</p> <p>A, R, I</p> <p>A, R, I</p>

<p>National Standards of Excellence for Headteachers (2014) The standards are intended as guidance to underpin best practice, whatever the particular job description of the Headteacher. They are to be interpreted in the context of each individual Headteacher and school, and designed to be relevant to all Headteachers, irrespective of length of service in post.</p> <p>Please tell us how, in your current and previous leadership roles, you:</p>	<p>Shortlisting evidence sought in application (A), reference (R) or interview (I)?</p>
<ul style="list-style-type: none"> • create a culture where pupils experience a positive and enriching school life • establish and sustain high-quality, expert teaching across all subjects and phases, 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 a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught • ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities • 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 • 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 • forge constructive relationships beyond the school, working in partnership with parents, carers and the local community • understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility 	<p>A, R, I</p> <p>A, R, I</p> <p>R, I</p> <p>R, I</p> <p>A, R, I</p> <p>A, R, I</p> <p>R, I</p> <p>A, R, I</p> <p>A, R, I</p>

Our Children's Thoughts



Our Staff, Parents', Carers' and Community's Thoughts



“To let the children be children but expect good behaviour and encourage confidence and ambition. To be passionate about the school and to care about staff and pupils.”



“Providing a safe, productive and interesting time for the children to grow and flourish”

How to Apply

Candidates should complete the application form and return it via email so that it is received no later than 7 January 2022.

E-mail address: htrecruitment@hants.gov.uk

You should provide a full statement in support of your application, which should not exceed two sides of A4 paper. Please do not restate the factual details already included elsewhere on the application form.

Selection Procedure

The shortlist will be drawn up on 13 January 2022 and the selection process will take place on 25 & 26 January 2022. Further details will be sent to those candidates called for interview.

Applicants will be advised within 3 working days after the shortlisting date whether they have been successful or not.

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

Equality Monitoring

All applications will be required to complete an Equality Monitoring form.

Receipt of Application

Applications are acknowledged within 2 working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately at htrecruitment@hants.gov.uk

Safer Recruitment

Mill Rythe Junior School is 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 & Barring checks along with other relevant employment checks.”

Privacy notice The School collects information about you in order to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the School.

The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the County Council to comply with a legal obligation.

The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

You have some legal rights in respect of the personal information we collect from you. Please see the School's website for further details on their privacy notice and data protection policy.

Contact the School's Data Protection Officer if you have a concern about the way they collect or use your data.

Education in Hampshire

Choosing to teach in Hampshire may be the best move you can make. As one of the largest authorities in the country, we can offer an unrivalled diversity in teaching opportunities; from the challenges of the urban and city school through to the rural primary which will provide a vibrant environment for development and promotion.

Hampshire schools are encouraged to operate and develop in a way which serves their local community, reflecting the cultural diversity the county has to offer. We feel this is best achieved through local management, with the Local Authority providing a supporting role wherever needed.

The county of Hampshire has over 170,000 school-age children in approximately 438 primary, 71 secondary and 26 special schools and other provisions. Whilst the majority are community schools, the LA has forged strong partnerships with Diocesan Bodies, and seeks to maintain the provision of places in Church schools. The county has 26 special schools, with an additional 42 units in mainstream schools, providing education and support for children with moderate, severe or complex learning difficulties, physical and sensory disabilities, and emotional and behavioural issues.

Hampshire's 'Early Admission' policy allows children to start school at the beginning of the school year in which they are five years old. At the other end of the age range, Hampshire was one of the first authorities in the country to establish a joint agreement on the 14-19 education of all students with the Local Skills Council.

With the County Office in Winchester, Hampshire Authority has an established network of advisors which provides a responsive and flexible service to the schools in their respective areas. There is also a strong ethos for collaboration and liaison, with regular meetings of Head teachers in phase, cluster and area groupings, aimed at maintaining a policy of communication and cooperation with the LA and between schools.

In Hampshire, we pride ourselves on providing first-class learning opportunities for our teachers both internally and with outside course providers. For new Head teachers, in partnership with governors, the LA operates a structured induction development programme which also helps develop close working relationships with other Head teachers and LA colleagues.

Hampshire's most recent Annual Performance Assessment confirmed that we are an Authority that provides excellent education and has an excellent capacity for further improvement. We are continually looking for innovative ways of improving standards in our schools, which can only be achieved through a commitment to our staff.

To find out more about Hampshire and what it has to offer, visit our website at www.hants.gov.uk. Hampshire has a lot to offer. We hope you will join us.



More About Hayling Island

Hayling Island is a true island, with over three miles of blue-flag beaches. Conveniently situated a 10-minute drive from Havant and the A27 (via the bridge), the historic cities of Portsmouth and Chichester can be accessed within 20 minutes. The nearby A3(M) provides direct access to Guildford and London and nearby Havant station offers direct rail services to Brighton, Southampton, and London.

The island has a rich history dating back to the Iron age. It was once home to a Roman temple and appears in the Domesday Book. Two of Hayling's seven churches date from the 12th and 13th centuries and St Mary's is home to what is reputedly Britain's oldest yew tree and according to legend, a tunnel running to the manor house. Other island legends include a low tide smugglers path to the Royal Oak pub at Langstone and a village reclaimed by the sea whose church bells can be heard during a storm! Georgian times saw a failed grandiose plan to turn the island into an upmarket holiday resort for the gentry. The plan's legacy is our Royal Hotel and the elegant Norfolk Crescent. More recently, Hayling was invaded by Allied forces in May 1944 during Exercise Fabius, a rehearsal for D-Day. The island was an integral part of the invasion as the home of the Combined Operations Pilotage Parties and a broken Mulberry can be seen in Langstone Harbour. Next-door, is Portsmouth, home to the historic dockyard and Nelson's HMS Victory.

Southsea, Portchester and Arundel castles are all nearby, as is the Royal Armouries Fort Nelson. West Sussex's quaint county seat of Chichester lies just to the East, with its beautiful medieval cathedral and Roman walls. From the top of the island, the tantalising Warblington Castle is also visible.

Windsurfing was invented on Hayling and the island has become a water sports Mecca, playing host to the annual Virgin Kitesurfing Armada. There are marinas and sailing clubs, including the world class HISC which enjoys its centenary year in 2021. There are golf courses as well as a Par 3 pitch and putt course. Hayling Golf club is nearly 150 years old and is recognised as one of the UK's top 100 courses. There are only 23 real tennis clubs in the UK, and Hayling is proud to host one of them – Seacourt, which also is the only club in Europe that has all five racket sports. Nearby, we have the Goodwood estate, home to Glorious Goodwood horse racing as well as the world-famous Festival of Speed and the Goodwood Revival. All the sports clubs have nurtured current professionals and champions, most of whom attended Mill Rythe.

For nature lovers, the island sits between two important environmental conservation areas, Langstone and Chichester harbours. It has three nature reserves and two sites of special scientific interest. It is home to many wading birds and a stopping off point for migrating brent and Canada geese. Peregrine falcons and merlin can be seen in the marshes of Langstone Harbour and both dolphins and seals regularly appear offshore. We also have our own Donkey Sanctuary. A stone's throw away is the South Downs National Park, which is home to Kingley Vale National Nature Reserve which hosts the finest yew grove in the world and among the oldest living trees in Britain.

Hayling caters to its residents well, with a selection of supermarkets and chemists as well as independent butchers, independent bakers, including one that specialises in sourdough and that recently moved from London, a greengrocer's, a fabulous farm shop (that assists the school with its farm) and a DIY store. A good mix of restaurants and take-aways are complemented by several pubs and bars. Both neighbouring Chichester and Portsmouth offer fantastic cultural facilities including The Guildhall, Historic Dockyard and Roman Villa. The fabulous Gunwharf Quays, designer outlet with its Spinnaker Tower landmark is a short drive or train ride away. Both cities also offer a wide range of pubs, restaurants as well as theatres and cinemas.