



Baines School
Nil Sine Labore

BAINES SCHOOL

HEADTEACHER POSITION



Nil Sine Labore
'Nothing without effort'

Interim Headteacher: Mrs C Doherty
Highcross Road, Poulton le Fylde, Lancashire, FY6 8BE
Telephone: (01253) 883019 Email: headspa@baines.lancs.sch.uk



An introduction to Our School

We are pleased to supply the following information for candidates applying for a post at Baines School. In the space available it is only possible to give a snapshot of our school and the area it serves, but we hope that there is enough information here to tempt you to send in an application for the advertised post.

The area served by the school

Poulton-le-Fylde is an attractive, small town situated close to Blackpool and the Fylde coast. We are well connected to the rest of the country by an excellent network of motorways and roads, with large centres such as Manchester and Liverpool being just over one hour away. The town has its own railway station, with regular services to Preston and the West Coast Main Line. Our population has a prior attainment above the national average and a lot of our students have exceedingly high expectations.

How good is our school?

In October 2023, Ofsted graded our school as requiring improvement for a fourth time. The report from the inspection (October 31st/November 1st 2023) provides clear targets, notably around consistency in teaching and learning, including assessment; reading; and preparation for life in modern Britain. It also identified curriculum intent, SEND support and safeguarding as significant strengths.



A Message from the Chair of Governors



Dear Candidate

I am pleased you are considering an application for the headship of our unique school, which is at an important stage in its successful development. At Baines we strive for a place where every child really does matter, where students are fully engaged in their studies and where staff, parents/carers and governors are united in their endeavours to get the very best from each pupil in the school. Should you decide to visit us, I am certain our ethos will be apparent to you.

Baines was founded on 17th January 1717 under an Endowment known as Jenkinson's Gift provided by James Baines, a Merchant in the village of Poulton-le-Fylde. It started life as a previous version of a Free School and later became a Boarding School (fees being £3.00 a term). For many years it was a Grammar School, then a Voluntary aided School, a Grant Maintained School and now returns to title of Voluntary Aided. In September 2023, governors made the decision to apply to join the Cidari Multi-Academy Trust. Consultation meetings have taken place and we are aiming for a conversion date of 1st September 2024. Further details are available here: <https://baines.lancs.sch.uk/consultation-to-convert-to-academy-status/>. We currently have an Interim Headteacher, the previous Deputy Headteacher, appointed at Easter 2023.

Baines is a school with pleasant pupils who in the main work hard to achieve their goals. They are backed by hard working teachers, a well-established Senior Leadership Team and a group of Governors who work tirelessly to achieve the best for the school's future. Pupils at Baines are offered a number of educational initiatives to stimulate their interest in learning and to offer a wider range of life experiences.

The young people of Baines undertake significant work for charities and there is a varied and fertile wider curriculum in which all staff and pupils are actively encouraged to take part. We are involved in strong charity work, including Teenage Cancer Trust (over £120,000 raised so far) and Race for Life.

The recent Ofsted inspection (October 31st/November 1st 2023) provides clear targets, notably around consistency in teaching and learning, including assessment; reading; and preparation for life in modern Britain. It also identified curriculum intent, SEND support and safeguarding as significant strengths. Our priority as governors remains improving outcomes to the point where they enable pupils to move on to their chosen college course or career path. Doing so in Maths, English and Science is central to this process. A central focus is creating a culture of accountability.

Care, guidance and support are strengths of the school. There is a well-developed system of pastoral care which ensures that all students are valued and supported. Pupils know that their concerns will be listened to and they appreciate very much the care and support they receive from our staff.

We are keen to recruit high quality staff and take great pride in developing the teaching and pastoral skills of our colleagues. This is reflected in the fact that over the last five years staff have moved from Baines into senior and middle leader positions in other schools. However, we also have some long serving staff at various levels.

We work collaboratively within the area regarding managed moves, fixed-term suspension provision and work closely with the Lancashire Authority Advisory Team.

We host trainee teachers from Ripley ITT, The Fylde Coast SCITT and Edge Hill University. Baines is also a registered centre with the Duke of Edinburgh scheme and has fertile links with HE providers and employers in the region.



As a school we are striving to be better and committed to continuing to improve pupil progress and develop the overall effectiveness of our school. All new colleagues will be positively challenged to actively contribute to these aims.

Part of the long history of the school is maintained by the Baines School Former Pupils Association who, through their membership fees, support the school in many of its projects. We also have a detailed school website, which we hope you will enjoy exploring. Please use the following link to access: baines.lancs.sch.uk

I and the Governing body assure our full support to the successful candidate. We wish you well in your application and should you be successful, I feel certain you will enjoy your time at Baines School, situated in a pleasant area of Lancashire, the Fylde, close to the Lake District and Yorkshire Dales.

We look forward to hearing from you.

Yours sincerely

Robert Hindle
Chair of Governors

Application Details



BAINES SCHOOL HEADTEACHER

Number of pupils on roll: 855

GROUP 6

Salary: LPR 27-34 £88, 530- £106,138*

The new headteacher will be appointed at the lowest point on the advertised range. If, as a result of their current salary, the successful candidate is eligible to be appointed at a point other than the minimum of the advertised range, then the governing body will pay one point higher than their existing salary, up to a maximum of one point below the top of the pay range.

**** If a suitably experienced candidate is currently paid above the advertised range, the salary will include a permanent 'recruitment and retention' payment of £5,000 and the approach above will then be applied to determine the starting point on the enhanced salary range.***

Opportunity for informal pre-application visit to the school during week commencing 29th January. To arrange a visit with the Chair of Governors alongside the School Adviser and Coach to the SLT, please contact headspa@baines.lancs.sch.uk.

Closing date for the receipt of completed applications:

Friday 16th February at 9am

Shortlisting date: **Wednesday 21st February**

Formal pre-interview visit to school (shortlisted candidates):

Wednesday 28th February

Interviews (De Vere Hotel, Blackpool):

Thursday 29th February

It is our policy to take up references for shortlisted applicants from their present Local Authority or Academy Trustees. It would greatly assist the process if you were able to supply email addresses for all the referees on your application form. Applicants currently employed by Liverpool LA should note that it is not the LA policy to supply references for Deputy Headteachers for headship posts unless the applicant has personally requested they do so.

Applicants will be asked to produce original certificates for all education qualifications stated in the application form prior to the appointment being confirmed (these will be asked for on the first day of the interviews). All appropriate safeguarding and attendance at work checks will be requested.

Applicants are asked to provide an application form that must be fully completed and legible.

A supporting statement of no more than 1500 words, should be clear, concise and related to the specific post.

Governors would prefer applications to be returned by email to headspa@baines.lancs.sch.uk

Job Description



This job description reflects the **Headteachers' Standards** (2020). These standards are built upon The Teaching Standards (2012) which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment of Headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the Local Authority, the Governing Board, the staff of the school, its pupils and the parents of its pupils.

A. The Core Purpose of the Headteacher

The core purpose of the Headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

The Headteacher is the leading professional in the school. Accountable to the Governing Board, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, Headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

B. Headteacher 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 needs⁸ and special educational needs and disabilities⁹ 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

The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteacher.



Person Specification/Selection Criteria

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post. Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

[A] Qualifications

	Qualification requirements	Essential/ Desirable
1.	Qualified teacher status	E
2.	Degree	E

[B] Professional Development

		Essential/ Desirable
3.	Evidence of recent and appropriate professional development for the role of Headteacher (for a first time head) Or Evidence of NPQH Or Evidence of ongoing leadership and management professional development (if a serving head)	E
4.	Up to date safeguarding training and knowledge of legislation for the protection of young people.	E

[C] School leadership and management knowledge and experience

		Essential/ Desirable
5.	Successful leadership as a Headteacher	D
6.	Successful leadership as a Deputy Headteacher	E
7.	Evidence of successfully leading school improvement	E
8.	Evidence of the application of strategies to review, evaluate and improve teaching and learning.	E
9.	Experience of leading curriculum development	E
10.	Experience of monitoring staff performance	E
11.	Experience of effective budget management and financial analysis	D
12.	An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement.	E
13.	The ability to provide support and advice to the Governing Board to enable it to meet its responsibilities.	E
14.	To have had experience of guiding, mentoring or training individuals or teams.	E
15.	Maintains good awareness of current national education policy and strategy.	E

**[D] Experience and knowledge of teaching**

		Essential/ Desirable
16.	To have taught in a secondary school	E
17.	To have a working and current knowledge and understanding of all Key Stage 3 & 4 provision	E
18.	Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan.	E
19.	Commitment to ensuring inclusion and addressing diversity positively.	E
20.	A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils.	E

[E] Professional Attributes

		Essential/ Desirable
21.	Strong behaviour management skills	E
22.	An ability to communicate effectively, both orally and in writing, with a range of audiences	E
23.	To be a leader of learning; demonstrating, promoting and encouraging excellent classroom practice.	E
24.	A commitment to the professional development for all staff, and self.	E
25.	Have a good commitment to sustaining regular attendance at work	E
26.	To be able to assess and balance risks and opportunities	E
27.	An ability to engage and work collaboratively with parents and carers.	E
28.	The ability to plan, prioritise and organise self and others	E

[F] Personal Qualities

		Essential/ Desirable
29.	A passion for achieving the very best outcomes for all children	E
30.	A clear vision for an innovative, progressive and forward thinking school.	E
31.	The ability to communicate the clear vision for the school to all people	E
32.	The capacity to provide inspirational, enthusiastic and innovative educational leadership	E
33.	A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual.	E
34.	Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job	E
35.	Ability to establish effective working relationships with a wide and diverse range of people including pupils, parents, Governors, colleagues, other professionals and wider community	E
36.	The ability to inspire confidence	E
37.	Excellent interpersonal skills.	E
38.	The ability to perform effectively under pressure	E
39.	The ability to build, create and then communicate a clear vision for the school	E
40.	Think analytically and creatively and demonstrate initiative in solving problems	E
41.	Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E

[G] Safeguarding

		Essential/ Desirable
42.	Displays commitment to the protection and safeguarding of children and young people	E
43.	The ability to form and maintain appropriate relationships and personal boundaries with young people.	E
44.	Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	E
45.	Will co-operate and work with relevant agencies to protect young people	E

[H] Professional Skills

Each candidate will be expected to demonstrate knowledge and understanding of the Headteachers' Standards 2020 which also form the basis of the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in Baines school.

[I] Confidential References and Reports

Positive recommendation from all referees, including current employer	E
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[J] Application Form and Supporting Statement

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.



A Message from the pupils



Dear Applicant

Baines School was founded in 1717, over 300 years ago. It was originally a Grammar School for Boys until 1978 when it transitioned into a mixed-sex comprehensive school. Currently Baines has 862 students from the surrounding Wyre, Fylde and Blackpool areas. Our student's ideal Headteacher would be one who appreciates and celebrates the uniqueness of Baines' history.

We offer all subjects from both academic and creative spheres fostering a positive environment that encourages every student to pursue their dreams. As Headteacher, it is vital to understand each child's individuality and support their right to be able to express their diversity. Baines also offers incredible school trips and residentials, with some examples including: Iceland, Poland, Austria, Duke of Edinburgh Award expeditions and the year 7 camp in Wales. All of these trips have opened up new opportunities for students to experience the world and learn about different cultures and make new memories to last a lifetime.

As our new headteacher, we would like your primary role to be the upkeep of the positive atmosphere for learning in the school, whilst innovating new and tailored methods to ensure student achievement. As an education facility, the school must relentlessly seek the best for the students. A headteacher's presence must be on a personal level to staff and students alike, with a focus on firm but fair disciplinary action, whilst maintaining mutual respect, as a means to minimise any disruption to the education of others. Continuing on the theme of ethos, the atmosphere for learning for all students no matter what their ability or background is important to us. This desire for learning should extend to any realms of interest a student may have, an excellent school should be able to provide any resources or environments necessary for a student to achieve their goals.

An understanding of financial management is something we know is important with a high level of resourcefulness required to fit the needs of the school and the physical upkeep of our buildings.

We are all extremely proud to be members of Baines School as we live out our motto, 'Nil Sine Labore' meaning 'Nothing Without Effort'. A true embodiment of this pride and motto is exactly what we are searching for in our new Headteacher.

Yours faithfully,

Senior students at Baines School