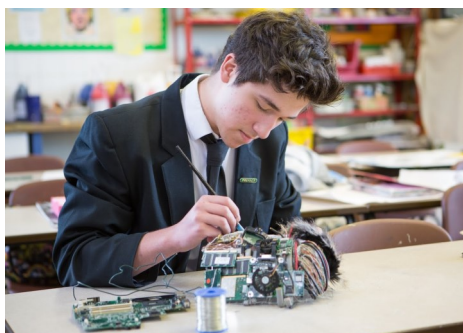


# Park High School

Raising Aspirations



## Curriculum Leader of Creative & Performing Arts

Application Pack 2022





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### Park High School

#### About Park High School

Park High School is a vibrant, successful 11-16 school situated in the heart of the town of Colne. Over the years we have become the school of choice for our community. We are consistently oversubscribed and as a founding member of the Pennine Trust, we have built strong partnerships with our local schools. We are outward facing in our teaching and learning and innovative in offering a wide range of professional opportunities for our staff.

*As a result of being oversubscribed, we are embarking on the next wave of recruitment for the highest calibre of staff who can help us make sure no one is left behind.*

#### So why work at Park High School?

##### Teaching and Learning

At Park High School we believe in life long learning; learning that is an enjoyable experience for all. Quality first teaching is at the core of everything we do. Every student is entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential and be the best they can be. We aim, through successful teaching and learning underpinned by researching practice, to develop the whole child and to enable our students to become life long learners.

Leaders consistently evaluate the effectiveness of teaching and learning within their departments and seek opportunities for regular developmental feedback and training, which creates the strong, supportive and vibrant culture at Park High School.

##### Expectations

There is a firm and fair approach to behaviour, underpinned by an ethos of positive relationships. Students and staff in the Park family strive to be the best they can be. Teachers pass on a love of their subject and prioritise the planning and teaching of their lessons. School leaders are also life long learners. They all teach, love their subjects, understand the importance of avoiding workload pressures and are highly visible around the school. We have invested in a comprehensive pastoral system in order to support the well-being of all. Each form has two form tutors, this enables a meaningful mentoring programme and allows for wrap around care and support. Form tutors deliver our innovative RISE sessions at the end of the day. These sessions focus on reciprocal reading, academic language, co-curricular activities, careers and guidance ,and independent study. We also have a specialist well-being team who work with students and staff to create a nurturing environment in which no one gets left behind.



### Pennine Trust

The PENNiNE Trust is a young, vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school. Our family of schools have an unswerving determination to provide every child in our care with a high quality education, offering the best possible start in life. Innovation, inclusion and inspiration are at the heart of our ethos.

We will **innovate** to ensure provision matches the needs of our pupils, providing a knowledge-rich curriculum and enriching experiences which stimulate our pupils and raise aspirations.

We are fully **inclusive**, developing school cultures where no child is ever left behind and where pupils, staff, families and those in the wider community are valued and supported.

We seek to **inspire** all members of our community to realise their full potential and achieve the highest standards, tackling any potential obstacles to progress with tenacity and an indomitable attitude.

Trust leaders adopt an evidence-informed approach to developing all aspects of school provision and are committed to high quality professional development of staff, so that we have an exceptional curriculum and pedagogy in all our schools. We are confident that our shared ethos and collective sense of purpose will lead to exemplary collaboration and sustained improvement.

### Safeguarding Statement

At Park High School, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that they have applied for. If you are appointed to this post, the information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

All post holders are subject to a satisfactory enhanced Disclosure Barring Service disclosure. Our policy and practice are in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2021.





Dear Applicant

### Curriculum Leader of Creative & Performing Arts

Please allow us to extend a warm welcome from all governors, staff and students at Park High School.

It is hard to encapsulate in words the full dynamism and vibrancy of our school. We are hugely proud of our students and privileged to serve them and this community. We see it as our professional and moral duty to prepare them as individuals to play their part as active citizens – rounded and centred and aware of all they might contribute to the world. In practical terms, this commitment is manifested in the lessons we deliver, the extra-curricular opportunities we offer and in the wider opportunities we promote. Our school mantra is 'no one gets left behind'.

We are a very special learning community filled with talented and creative staff, all of whom share our vision for excellence in teaching and learning. The last four years have seen a positive transformation of every aspect of our work. With rapidly rising results, a collective drive for improvement and a nurturing ethos that creates an environment in which students can thrive, this is exactly the right time to join our family. Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each young person and are driven by an unswerving determination that no one in our school will be left behind.

There is a firm and fair approach to behaviour, underpinned by an ethos of positive relationships. Students and staff strive to be the best they can be. Teachers pass on a love of their subject and prioritise the planning and teaching of their lessons. School leaders walk the talk: they all teach, love their subjects, understand the importance of avoiding workload pressures and are highly visible around the school. We support our leaders in taking bold, strategic and radical decisions to bring about long term sustained improvement through visionary leadership. This has led to our school being recognised as a self improving school with an unequivocal drive to continue improving the learning experience for all.

We hope you can see that this is an excellent time to join Park High School and the Pennine Trust. If successful you will join a staff team of wonderful professionals who have ambition for our students and for themselves. We take pride in ensuring colleagues receive opportunities to develop their skills and experiences – and we have an enviable reputation for delivering high quality professional development.



We hope that you will take the time to come and see and experience for yourself the warm and welcoming family atmosphere which makes our vision a reality.

In the meantime, we very much look forward to hearing from you. We appreciate the amount of time that goes into an application, so thank you in advance.

Yours sincerely

Mrs C Eulert  
Headteacher

No one gets left behind



### **Curriculum Leader of Creative & Performing Arts**

**(Permanent & Full-time)**

**MPS/UPS plus TLR 1.1 (£8291)**

**Required from: 01 September 2022**

**Closing Date for Applications is noon on Wednesday 16 March 2022**

**'This is a self-improving school driven by an unassuming yet unswerving determination that no pupil is left behind'**

Park High School is an oversubscribed 11-16 student community situated in Colne on the border between Lancashire, North and West Yorkshire and has over 1098 students. We are easily accessible and whilst some of our current staff are local, many also travel from Preston and the Ribble Valley, Keighley, Bradford and the surrounding areas.

In September 2018 we jointly formed the Pennine Trust with three of our feeder primary schools. As the lead secondary school within the trust, we have maintained our parental and community confidence. Creating a climate of independent learning and embedding a culture where teachers and support professionals can thrive and take risks with teaching and learning are all very much part of our school.

#### **We are a school committed to:**

Raising aspirations and bringing out the best in all students  
Exceptionally high levels of academic achievement and personal development  
Our mission of developing young people with active and creative minds

#### **Park High School will provide:**

Staff who will unfailingly reassure students that by working together there are no barriers that they cannot overcome to achieve their full potential  
Students who strive to attain exceptionally high levels of academic achievement and personal development  
Excellent opportunities for your professional development  
Friendly and supportive colleagues, who go the extra mile

#### **We are looking to appoint a colleague who will:**

Be an outstanding classroom practitioner, providing engaging and creative learning experiences for all students  
Motivate, challenge and inspire students within the Creative & Performing Arts Faculty to be the best that they can be.  
Are committed to raising the achievement of every student  
Have high expectations and a commitment to the wider life of the school

**Park High School is committed to the welfare and safeguarding of children.**



### Application Pack Information

- Closing date for applications is noon **Wednesday 16 March 2022**
- Application packs can be downloaded from [www.park-high.co.uk](http://www.park-high.co.uk) or for further information email [avickery@park-high.co.uk](mailto:avickery@park-high.co.uk)
- Electronic applications should be emailed to [teacherapplications@park-high.co.uk](mailto:teacherapplications@park-high.co.uk) - further information about the application process is in the application advice section of this booklet

No one gets left behind



## Information about the School

### What our staff say about our school



#### **Sarah Huntingdon, Director of Year 11 / Teacher of Maths**

I started at Park High in September 2018 and I have thoroughly enjoyed becoming a member of the Park family. I am a Lead Practitioner in Mathematics and I am responsible for teacher training here at Park along-side the development of our Newly qualified teachers.

Park is keen that all staff are encouraged to develop in their roles and that they are given and that new challenges are always available. I was thrilled when I was offered the opportunity to develop my leadership skills and have begun to study for my National Professional Qualification for Senior Leadership. This is a nationally recognised qualification that is highly desirable should you wish to move into a senior leadership role. I am extremely proud to be part of the Park family and I look forward to the future here.



#### **Rory Schofield, Teacher of PE**

Since day one I have been supported and challenged to use my skills and qualities to have a positive impact on the students. Professionally I went down the pastoral route and successfully led a number of Year groups as Head of Year, supporting students welfare as well as academic progress. This was one of the most rewarding experiences to date in the profession and the support of all of the school staff and governors was a reason this was a successful and positive experience.

More recently I have crossed over to the academic side of the profession where I now lead the Physical Education department. The school has fully supported my professional development over this period, having recently completed my NPQML course I am now currently working through the NPQSL course.

Although I've only worked in one school, Park High School is very unique, friendly, warm and very supportive staff, from the dinner ladies to senior management I have made friends for life. The students are also brilliant, they'll keep you on your toes but will also run through brick walls for you if you show them you care.



#### **Lisa Derbyshire, Teacher of English**

I started Park High School in September 2016 as my first teaching post after qualifying as a Teacher of English. Throughout my time here, there have been numerous opportunities for development, with a comprehensive NQT training programme and an RQT university accredited course training us in leadership. I am currently studying for the NPQML course, delivered by the Pennine Alliance and the Star Institute. I have aspirations to use the passion for my subject to become a Lead Practitioner for English, and eventually Head of English, and the opportunities for training and development at Park are helping me to get closer to those goals.





## Job Description

### Areas of Responsibility and Accountability

- Strategic direction and development of the curriculum area
- Quality of teaching and learning in the faculty
- Leading and managing faculty staff
- Efficient and effective deployment of faculty staff and resources

### General Requirements

#### Leadership of Faculty

- To develop a vision for the faculty incorporating high expectations in teaching, learning and behaviour and to lead the faculty members to achieve that vision.
- To motivate, challenge and inspire staff within the faculty to develop the very best teaching practice to raise pupil attainment.
- To lead the faculty in creating an excellent climate for learning which supports the development of personal, learning and thinking skills.
- To lead in the setting of challenging faculty / subject / class performance targets for KS3&4 based on prior attainment and benchmarks of contextual value added.
- To lead the faculty in developing and implementing strategies for raising attainment in line with school strategies and in line with clearly identified subject(s) needs.
- To contribute to the leadership of the school by participating in and initiating whole school developments.

#### Quality Assurance

- To establish common standards of practice and develop the effectiveness of teaching and learning throughout the faculty in line with school policy, in order to ensure all pupils can achieve.
- To ensure that appropriate homework is set in accordance with school policy and homework timetables.
- To regularly monitor and evaluate the effectiveness of teaching and learning through analysis of assessment and examination data, lesson observation, pupil focus groups and sampling the planning and assessment of class work and homework, in order to encourage continuous improvement in line with school policy.
- To monitor and evaluate the attainment of all groups of pupils (based on teaching group, gender, ability, ethnicity, relative deprivation and looked after), in order to ensure equality of opportunity for achievement for all pupils.
- To monitor and evaluate the accuracy and quality of assessment data and written comments entered by faculty staff into the whole school assessment and reporting system, in order to ensure the pupils, faculty and school can accurately assess progress and attainment and high quality information is communicated to parents.
- To monitor and evaluate the effectiveness of short, medium and long term curriculum planning, teaching resources and faculty procedures and policies.
- To participate in an annual evaluation of all aspects of the faculty's performance and produce an action plan to address any new areas for improvement identified.
- To actively seek and evaluate the views of pupils, parents and stakeholders and act on recommendations where appropriate.
- To update at least annually each section the 'Faculty SEF' and 'Faculty Improvement Plan' in line with school policy.

## Job Description continued....



### Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher and obtain results commensurate with those expected of a curriculum leader.
- To act as a form tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To oversee the use of ICT, including iPads, Chromebooks and Shared Areas to support independent learning and enhance pupil learning experiences.
- To offer support for colleagues and to encourage the sharing of good practice between colleagues, including peer observation of teaching to improve specific aspects of teaching and learning practice.

### Curriculum Provision and Development

- To promote a stimulating learning environment, which encourages pupils to learn.
- To liaise with SLT to ensure the development and delivery of an appropriate, comprehensive, high quality and cost effective curriculum commensurate with the school improvement plan.
- To be accountable for the development and delivery of specified programmes of study / subject areas within the faculty.
- To contribute to the provision for PHSEE, citizenship and enterprise according to school policy.
- To ensure aspects of the school's specialist subjects are used within the curriculum area's curriculum to support raising pupil achievement.
- To keep up to date with and respond to national, regional and local curriculum developments and initiatives.
- To ensure that the development of programmes of study / subject areas is in line with national developments such as the Secondary National Strategy.
- To oversee the provision of extra-curricular events and activities which promote the school's values.

### Management of Information

- To ensure the maintenance of accurate and up-to-date records of every pupil's progress and attainment on marks sheets in the school information system.
- To encourage and oversee the use of performance data to track and monitor pupil progress, including the relevant analysis and interpretation of prior attainment data.
- To identify and take appropriate action on issues arising from data analysis, setting deadlines where necessary and reviewing progress on the action taken.
- To provide accurate information for completion of exam entries, class and set lists, reports, curriculum review, option choice and curriculum booklets and any other information as requested by the SLT.
- To ensure that tracker sheet data and pupil reports are fully completed to a good standard within the school's assessment and reporting schedule.

### Strategic and Operational Planning

- To formulate and maintain strategic goals for the curriculum area with colleagues commensurate with the needs of students and the school.
- To lead the development of appropriate long, medium and short term curriculum plans, assessment procedures, teaching strategies and resources within the curriculum area.
- To monitor and support pupil progress, development and attendance within the curriculum area.
- To oversee the day-to-day management and operation of the curriculum area.
- To implement school policies.





### Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher and obtain results commensurate with those expected of a curriculum leader.
- To act as a form tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To ensure Assessment for Learning, Learn to Learn and Student Voice are embedded in the teaching practice of all faculty staff.
- To oversee the use of ICT and the faculties virtual area to support independent learning and enhance pupil learning experiences.
- To offer support for colleagues and to encourage the sharing of good practice between colleagues, including peer observation of teaching to improve specific aspects of teaching and learning practice.

### Curriculum Provision and Development

- To promote a stimulating learning environment, which encourages pupils to learn.
- To liaise with SLT to ensure the development and delivery of an appropriate, comprehensive, high quality and cost effective curriculum commensurate with the school improvement plan.
- To be accountable for the development and delivery of specified programmes of study / subject areas within the faculty.
- To contribute to the provision for PHSEE, citizenship and enterprise according to school policy.
- To ensure aspects of the school's specialist subjects are used within the faculty's curriculum to support raising pupil achievement.
- To keep up to date with and respond to national, regional and local curriculum developments and initiatives.
- To be responsible for the development of PLTs within programmes of study / subject areas.
- To ensure that the development of programmes of study / subject areas is in line with national developments such as the Secondary National Strategy.
- To oversee the provision of extra-curricular events and activities which promote the school's values.

### Management of Information

- To ensure the maintenance of accurate and up-to-date records of every pupil's progress and attainment on marks sheets in the school information system.
- To encourage and oversee the use of performance data to track and monitor pupil progress, including the relevant analysis and interpretation of prior attainment data.
- To identify and take appropriate action on issues arising from data analysis, setting deadlines where necessary and reviewing progress on the action taken.
- To provide accurate information for completion of exam entries, class and set lists, reports, curriculum review, option choice and curriculum booklets and any other information as requested by the Headteacher, Trust CEO or Governors.
- To ensure that tracker sheet data and pupil reports are fully completed to a good standard within the school's assessment and reporting schedule.





### Communications and Liaison

- To communicate effectively to SLT the progress of the faculty using relevant faculty documentation (SEF, Improvement and Intervention Plans, Handbook, Lesson Observations, Student Questionnaire and Panel Results, Work Reviews)
- To ensure that all members of the faculty are familiar with faculty and school vision, strategic goals and improvement plans.
- To lead faculty meetings on curriculum and whole school issues, including faculty leadership team meetings.
- To attend and actively contribute to curriculum leadership team meetings.
- To contribute to the evolution of whole school policies and procedures.
- To communicate the analysis and evaluation of the faculty's performance, targets and improvement plans through annual reports and to make presentations to the Governing Body.
- To liaise with parents, carers and stakeholders in order to facilitate the two way flow of information about pupils' learning.
- To liaise with partner schools, colleges, other education providers, examination bodies, community groups, businesses and other external bodies as appropriate.
- To give presentations to parents, carers and stakeholders.

### Management of Staff

- To promote effective working relations through teamwork, mutual support, acceptance of accountability, devolving and delegating responsibilities and distributed leadership.
- To help staff achieve constructive working relationships with pupils.
- To be responsible for the day-to-day management of staff within the faculty.
- To deploy teaching, support and technical staff efficiently, effectively and equitably.
- To make appropriate arrangements for classes when staff are absent and support cover staff to ensure effective learning can take place.
- To monitor and manage staff absence with the faculty, including undertaking back to work interviews in line with school policy.
- To identify and meet as appropriate staff development needs, including designing relevant programmes, ensuring an equitable distribution of training and liaising closely with the designated member of SLT for CPD.
- To develop a good knowledge of the professional profile and capabilities of each member of faculty staff, providing support, coaching, mentoring and references as appropriate to ensure their well being, skills are fully utilized and career aspirations are supported.
- To appraise and performance manage staff, including staff absence as required according to whole school policy and practice.
- To participate in the appointment process for new staff and to ensure effective induction of new staff in line with school policy and procedures.



### Management of Resources

- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the faculty budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

### Strategic and Operational Planning

- To formulate and maintain strategic goals for the faculty with colleagues commensurate with the needs of students and the school.
- To lead the development of appropriate long, medium and short term curriculum plans, assessment procedures, teaching strategies and resources within the faculty.
- To monitor and support pupil progress, development and attendance within the faculty.
- To oversee the day-to-day management and operation of the faculty.
- To implement school policies.
- To liaise with the school's Health & Safety Officer in order to ensure that the school and national health and safety and risk assessment requirement are fully implemented within the curriculum area, including on extra-curricular activities and school trips.

### Professional

- To be a positive role model for staff and pupils within the curriculum area and school that reflects the professional attributes of an effective school leader.
- To undertake necessary CPD to gain knowledge, understanding and skills of each key area of the National Standards for School Leadership and specific curriculum needs to improve the effectiveness of their leadership and management.
- To have up to date subject knowledge and knowledge of pedagogy, behaviour management and research findings of the curriculum area.





Selection Criteria	Essential	Desirable
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Pedagogy and the process of teaching &amp; learning</li> <li>• Can accurately judge quality of teaching and learning in lessons and give constructive feedback</li> <li>• High level of competency in analysing and evaluating student progress data</li> <li>• Thorough understanding of strategies required to ensure all student groups make good progress</li> <li>• Monitoring and evaluation</li> <li>• Experience of Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum development</li> </ul>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good honours degree in a creative or performing arts subject</li> <li>• Qualified teacher status</li> <li>• Teaching your specialist subject up to GCSE Level</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent Teacher or Advanced Skills Teacher</li> <li>• Evidence of further professional development</li> <li>• Additional post-graduate qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Positive middle leadership experience in a secondary school</li> <li>• Evidence of outstanding teaching &amp; student progress</li> <li>• Evidence of exercising excellent judgement in pressured situations</li> <li>• Experience of managing teaching teams to raise student attainment and demonstrate the impact</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working successfully in partnership with external agencies</li> <li>• Experience of teaching in at least two secondary schools</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Have teaching skills that lead to excellent outcomes</li> <li>• Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups</li> <li>• Ability to raise aspirations of staff and students and inspire them to work towards shared goals</li> <li>• Ability to appraise, evaluate &amp; advise colleagues on their work and outcomes</li> <li>• Determination and resilience to initiate and drive through new developments to raise student attainment</li> <li>• Ability to think and act strategically</li> <li>• Ability to analyse, problem solve and prioritise</li> <li>• Ability to self-evaluate</li> <li>• Ability to self-organise and multi-task</li> <li>• Ability to learn from experience</li> </ul>	



<b>Qualities</b>	<ul style="list-style-type: none"><li>• Ability to collaborate effectively as part of a team</li><li>• Capacity for and interest in further promotion</li><li>• Absolute commitment to the safety and welfare of all people</li><li>• Ambition to learn in post and aspire to become an inspirational leader</li><li>• Possession of an enthusiastic and “can-do” disposition</li><li>• Willingness and ability to attend meetings/events outside normal school day</li><li>• Good attendance record</li></ul>	
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No one gets left behind





### The Creative and Performing Arts Faculty

#### Staffing from 2021-2022

The staff are enthusiastic, hardworking and highly committed to delivering a high quality curriculum throughout KS3 and KS4.

Curriculum Leader for CPA  
Assistant Curriculum Leader  
Art Teacher  
Art Teacher  
Drama Teacher  
Music Teacher

Vacant Post  
Mrs Fiona Lowden  
Mrs Kelly Gibbons  
Miss Nicole McHugh  
Miss Alice Wild  
Mr Trevor Siemens

#### Curriculum

Welcome to Park High school's Creative and Performing Arts faculty where we ensure that all our pupils have an enjoyable and rewarding experience of Art, Dance, Drama and Music. We are committed to celebrating the creative achievements of our students and to guiding them as they develop their skills and practice ensuring they are equipped for higher education and post-16 courses. We have firm partnerships with both Nelson and Colne college and Burnley college whilst working closely with a variety of artists in residence.

We host an annual CPA Awards evening where parents and pupils communally celebrate their artistic, dramatic, and musical achievements. Our art exhibitions offer stimulating visual explorations of both 2- and 3-dimensional work, whilst our choir, school band, drama and dance clubs offer exciting musical and theatrical performances.

Our school thrives through a community of students and teachers working closely together to ensure that all CPA students can work effectively to **'Aspire, Perform and Achieve'**.

**At Key Stage 3** students study Art for one hour each week.

The work and progress of each student is carefully monitored and recorded so that we are able to build up a detailed profile of their progress and achievements. Towards the end of Key Stage 3, students are guided towards their courses for Key Stage 4 GCSE.



If you do decide to apply, and I do hope you will, I would be grateful if you would complete and return the application form, together with a letter of application of not more than two sides of A4 in font size 11/12, noting the closing date of **noon on Wednesday 16 March 2022**.

**In your letter of application please include:**

- How your skills and experiences have prepared you for this post.
- Concise information about the contribution you have made to your current school/academy to date and an assessment of the impact of your work on raising standards
- What you personally would bring to the CPA Faculty and the school's Middle Leadership Team.
- How you would contribute to the wider life of the school

Please note we accept electronic applications via **[teacherapplications@park-high.co.uk](mailto:teacherapplications@park-high.co.uk)**. An automatic confirmation email will be sent once the application has arrived. Please be aware we cannot accept responsibility for mis-sent or late applications.

If you are called for interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete.

We are happy to discuss the role over the telephone and/or organise a visit to the school before you make an application. If you require any further information, please do not hesitate to contact the school at [avickery@park-high.co.uk](mailto:avickery@park-high.co.uk) or telephone on 01282 865200.

Park High School is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2021.



**Contact Information:**

Park High School  
Venables Avenue  
Colne  
Lancashire  
BB8 7DP

Headteacher: Mrs C Eulert

Telephone: 01282865200