

Head of School

The Maple School,
Blackpool



Synergy Education Trust



Greetings and warm regards,

I am delighted that you have expressed an interest in the post of Head of School at The Maple School. I hope that after considering all the information you will make an application.

The Maple School is a specialist provision for secondary aged pupils with Social, Emotional and Mental Health needs.

The Maple School is a newly registered school and is part of Synergy Education Trust.

The mission at The Maple School is to improve the life chances of all of our young people within our supportive family of schools, providing opportunities to allow young people to achieve beyond expectation, regardless of background, need or prior attainment. We are determined and passionate to ensure that all of our staff are supported and trained to make a first class provision for all of our young people.

Synergy has six key values that underpin our work and ethos:

- Inclusive
- Empowering Individuality
- Innovation
- Honesty
- Respect
- Working Collaboratively

We are looking to recruit a dedicated Head of School to join the Maple Team. They will be passionate about supporting the school, helping every pupil to achieve their potential and ambition, whilst leaving no child behind and will hold safeguarding central to all the systems, processes and strategies at school.

I hope you are excited by the prospect of this post. If you require further information or have any questions about the role please contact Neill Oldham- Chief Executive Officer at 01253 800318.

Wishing you every success on the submission of your application

Warm regards,

Susan Strother

Chair of Trustees, Synergy Education Trust

Welcome



Hello,

Welcome to The Maple School, a dedicated SEMH (Social, Emotional, and Mental Health) secondary school in Blackpool.

As Chief Executive Officer of Synergy Education Trust, it's my privilege to introduce you to our community, where we strive to create a nurturing and supportive environment for all our students so that they can Learn and Thrive. At The Maple School, we understand the unique challenges that our students face, and we are committed to providing the necessary support and resources to help them overcome barriers both academically and personally.

The Maple School is a specialist provision for pupils aged 10-16, with Social, Emotional and Mental Health needs. Our school has been purpose built to accommodate pupils who have an Education, Health and Care Plan. We can cater for up to 48 students, ranging from Year 6 to Year 11. All students have access to a number of curriculum pathways which deliver all core subjects, meaningful qualifications, and therapeutic interventions that will help them to develop and fully engage with school life.

We are seeking to expand our senior leadership team by appointing an experienced leader with a strong track record in driving school improvement and developing and implementing tailored learning programmes.

We do hope you apply and come join our happy school.



Mr Oldham

Chief Executive Officer



www.themapleschool.co.uk



About The Role

We are seeking to appoint a Head of School. The Head of School will provide dynamic and strategic leadership, working in close partnership with the Governing Body and Trust to drive continuous improvement. This role is pivotal in shaping a positive and inclusive school culture, fostering collaboration across staff teams, and strengthening professional relationships. The Head of School will lead the revitalisation of the curriculum to ensure it is engaging, relevant, and ambitious, with a clear focus on raising standards and improving outcomes for all pupils.

The Head of School will:

- Translate the school's vision into a coherent development plan and lead its successful implementation.
- Establish and maintain effective systems, processes, and policies to ensure smooth and efficient school operations.
- Take responsibility for the internal organisation, day-to-day management, and overall control of the school.
- Ensure high-quality teaching and learning is secured and sustained across all phases.
- Lead on the line management and performance appraisal of staff, promoting professional growth and accountability.
- Manage the school's finances and resources strategically to maximise impact and value, aligned with the school's vision and priorities.
- Oversee the provision of strong pastoral care and effective behaviour support systems.
- Foster an inclusive and supportive learning environment that values diversity and ensures access for all pupils and staff.
- Develop an outward-facing school culture by building partnerships with other schools, organisations, and community stakeholders to share best practice and enhance learning opportunities.
- Collaborate with the Trust and other school leaders to share expertise, drive innovation, and support school improvement.
- Work closely with the Governing Body and Trustees to further develop and embed the school's collaborative vision, values, and strategic direction, focused on excellence, high standards, and inclusion



Vision and Values

Our Vision and Values

Our vision is to empower every student with the skills and confidence they need to succeed in life beyond school. We focus on the holistic development of each individual, fostering resilience, self-awareness, and emotional well-being.

Our Approach

- **Personalised Learning:** We tailor our curriculum to meet the diverse needs of our students, ensuring that each one receives the attention and support they require.
- **Supportive Environment:** Our team of dedicated staff works closely with students to create a safe and inclusive space where they can express themselves and learn effectively.
- **Community Engagement:** We believe in the power of community and collaboration. We actively engage with parents, carers, and external agencies to provide a comprehensive support network for our students.

Opportunities for Students

- **Academic Excellence:** We offer a broad and balanced curriculum that challenges and inspires our students to achieve their best.
- **Bespoke Provision:** We shape the curriculum around individual pupil needs and interests so that learning is interactive and engaging.
- **Extracurricular Activities:** Our school provides various activities that encourage students to explore new interests and develop social skills.

Core Values:

- **Resilience:** Encouraging pupils to overcome challenges and learn from experiences.
- **Empathy:** Fostering understanding and compassion among pupils and staff.
- **Respect:** Valuing diversity and promoting a positive school culture.
- **Inclusivity:** Ensuring every pupil feels valued and supported.
- **Personal Growth:** Supporting each pupil's journey to reach their potential

Benefits of working in the Trust



Vision

At Synergy Education Trust we pride ourselves on being an employer that continually invests in our employees as we know that it is our staff who will ensure that we meet our vision. As a new Trust, we are currently designing and building our offer for staff which is a priority for Trustees and the Central Team.

Current Benefits

- 01 Employee Assistance Programme**
Access to 24/7 confidential support through Health Assured, including counselling, financial, legal, and practical advice from qualified professionals. Includes online wellbeing resources and face-to-face counselling when needed.
- 02 Pension Schemes**
 - Teachers: Membership in the Teachers' Pension Scheme, a defined benefit scheme offering a guaranteed income in retirement.
 - Support Staff: Eligibility and support to join the Local Government Pension Scheme (LGPS).
- 03 Pay Progression**
As well as any nationally agreed pay award (a salary increase linked to inflation), our employees also have access to pay progression in accordance with the pay scale for the role.
- 04 Continuous Professional Development**
Strong commitment to staff development, including access to accredited CPD training, National College resources, apprenticeships, and National Professional Qualifications (NPQs). Also access to Best Practice Network and professional networks.
- 05 MyLifestyle Rewards and Benefits Platform**
Access to a wide range of discounts, offers, and wellbeing resources through the trust's employee benefits platform
- 06 Enhanced Additional Voluntary Contributions (AVC)**
Support for staff wishing to enhance their pension savings through AVC schemes.

Job Description



Job title: Head of School- The Maple School

Salary: L15- L21 £70,293 – £81,441

Contract: Full time, permanent

Head of School This is a full time position, which is in line with school teachers' pay and conditions document. In addition to those classroom duties which are common to all classroom teachers the post holder will have the following responsibilities.

Main purpose of the job

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Job Description



Main responsibilities

- Serve the students of The Maple School by ensuring all actions and decisions align with the school's mission and values.
- Uphold and implement the vision, strategic direction, and priorities set by the Trust and The Maple School Governing Body.
- Contribute to the strategic development of the school in collaboration with Trust leaders, planning effectively for future growth and improvement.
- Lead by example, inspiring and motivating staff and students in the pursuit of the school's vision.
- Foster a school ethos that promotes high-quality teaching, successful learning, and strong pupil achievement.
- Sustain and enhance pupils' spiritual, moral, social, cultural, and physical development, preparing them for life beyond school.
- Establish and maintain a culture of high expectations, professionalism, and continuous improvement among staff.
- Promote a respectful, inclusive, and safe school environment that supports positive relationships across the community.
- Lead the development and implementation of the School Development Plan in partnership with Trust leaders.
- Develop The Maple School as a centre of excellence for students with Social, Emotional and Mental Health (SEMH) needs.
- Plan and coordinate high-quality Continuing Professional Development (CPD) to build staff capacity and expertise.
- Monitor and evaluate school performance regularly, reporting outcomes to the Trust Leader and Governing Body.
- Ensure that school policies and practices are informed by national and local data, inspection findings, and self-evaluation outcomes.
- Review the impact of school priorities and policies, taking timely action to address areas for improvement.
- Engage all stakeholders in the school's ethos, aims, and values, and involve them in achieving strategic objectives.
- Maintain strong, positive relationships with strategic partners within the school and the wider community.
- Under the direction of the Trust Leader and strategic leads, take a lead role in preparing for and engaging with Ofsted inspections.

Teaching Responsibilities

- Collaborate with key Trust leaders to secure and sustain high-quality, evidence-informed teaching and learning across the school.
- Monitor, evaluate, and review classroom practice regularly, implementing strategies to drive continuous improvement.
- Ensure teaching is grounded in strong subject knowledge and effective pedagogical approaches.
- Promote the consistent and purposeful use of formative assessment to inform teaching and support pupil progress.

Job Description



Curriculum responsibilities

- Ensure the delivery of a broad, structured, and coherent curriculum that clearly defines the knowledge, skills, and values to be taught.
- Establish strong curriculum leadership by developing subject leaders with deep expertise and access to relevant professional networks and communities.
- Guarantee that all pupils are taught to read using evidence-based approaches, including systematic synthetic phonics where appropriate.
- Implement valid, reliable, and proportionate assessment strategies to evaluate pupils' understanding and progress across the curriculum.
- Maintain a positive learning environment and behaviour culture that supports high-quality teaching, effective learning, strong achievement, and professional standards for all staff.

Behaviour Responsibilities

- Establish and uphold high expectations for pupil behaviour, underpinned by clear relationships, rules, and routines understood by all staff and pupils.
- Ensure consistent implementation of the school's behaviour policy to promote high standards of conduct and respectful interactions.
- Apply fair, respectful, and consistent approaches to behaviour management across the school.
- Ensure all staff model and actively teach the behaviours and values expected of responsible citizens.

Professional Development Responsibilities

- Ensure all staff have access to high-quality, sustained professional development aligned with whole-school priorities, team objectives, and individual growth needs.
- Lead effective performance management processes, ensuring clear development plans are in place for all staff.
- Prioritise professional development through well-planned, expertly delivered, and rigorously evaluated training, in line with the standards for teachers' professional development.
- Promote the use of external expertise and nationally recognised frameworks and programmes to enhance staff development, build leadership capacity, and support succession planning.

Organisational Development Responsibilities

- Ensure the safety and wellbeing of pupils and staff through robust and effective safeguarding practices, fulfilling the school's duty of care.
- Allocate and manage financial resources responsibly, ensuring efficiency, value for money, and compliance with public sector financial standards.
- Deploy and manage staff effectively, with careful consideration of workload, wellbeing, and operational needs.
- Establish and oversee systems, processes, and policies that support the smooth, efficient, and compliant operation of the school.
- Implement rigorous procedures for identifying, assessing, and mitigating organisational risks.

Job Description



Continuous School Improvement responsibilities

- Use effective and proportionate evaluation processes to identify and analyse complex or recurring challenges that impact school effectiveness.
- Identify priority areas for development through data-informed analysis and stakeholder feedback.
- Design and implement evidence-informed improvement strategies that are realistic, timely, and appropriately sequenced to suit the school's context.
- Ensure the careful execution of improvement plans, leading to sustained and measurable progress over time.

Working in partnership

- Build and maintain constructive relationships with parents, carers, and the wider local community to support pupil development and school improvement.
- Commit to collaborative working with other schools and organisations, fostering a culture of mutual support and challenge.
- Establish and sustain professional relationships with colleagues across public services to enhance educational outcomes for all pupils.
- Develop and nurture a senior leadership team that works collaboratively, shares responsibility, engages in open dialogue, and supports one another.

Governance and Accountability Responsibilities

- Understand and embrace the role of effective governance, demonstrating a commitment to accountability and transparency.
- Establish and maintain professional, constructive working relationships with those responsible for governance.
- Ensure all staff understand their professional responsibilities and are held accountable for their performance and conduct.
- Ensure the school operates effectively and efficiently within all regulatory frameworks and meets its statutory duties.

The post holder will be expected to comply with all reasonable requests from the Chief Executive Officer to undertake duties of a similar nature and level that are not explicitly stated within this job description.

This appointment is made by the Trustees of Synergy, who act as the employer. This job description forms part of the contract of employment for the appointed individual and reflects the role as it currently stands. It may be subject to review and amendment through consultation with the post holder to reflect future developments.

The appointment is subject to the provisions of the National School Teachers' Pay and Conditions Document, which applies to this post.

Person Specification

NO.	CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS			
1.	Qualified teacher status award of the National Professional Qualification or other relevant professional qualification or evidence of research-based study	x	
2.	A track record of proven, successful senior leadership and management experience in a comparable setting	x	
3.	Appropriate child protection training and designated safeguarding lead training successfully undertaken	x	
4.	Experience of teaching children with SEMH	x	
5.	Leadership role impacting on inclusion and in particular, children with SEMH		x
SCHOOL CULTURE			
6.	The ability to think strategically and take the leading role in developing, building on and communicating the school's vision and strategic plan in a way that inspires and motivates the whole school community	x	
7.	Can build a diverse and effective senior leadership team that is engaged, motivated, accountable and open and shares responsibility for the leadership of the school	x	
8.	A clear understanding of and commitment to promoting and safeguarding the welfare of children, and enforcing a culture of safeguarding throughout the school community	x	
9.	The ability to lead and manage people to work towards common goals, including giving and receiving effective feedback to improve personal performance	x	
TEACHING CURRICULUM & ASSESSMENT			
10.	Proven experience of using data and insight to lead innovative whole school initiatives that have impacted significantly and positively on pupil attainment	x	
11.	A clear understanding of what makes good and outstanding teaching and the ability to develop a culture where the focus is on making a difference to young people's lives through education and learning	x	

Person Specification

TEACHING CURRICULUM & ASSESSMENT CONTINUED...			
12.	Substantial knowledge and experience of evidence-based curriculum leadership and development, including a clear grasp of recent changes and the opportunities that the wider curriculum provides for all pupils (including creative, self-expressive and physical activities)	x	
13.	Strategies for teaching pupils about the duties, opportunities, responsibilities and rights of citizens	x	
BEHAVIOUR			
14.	Evidence of implementing a range of effective strategies which maintain and improve exemplary behaviour standards, including pupils' learning dispositions, attendance and punctuality	x	
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES			
15.	Commitment to a diverse, open, equitable and inclusive culture, that promotes equality of access, inclusion, and opportunity for both staff and children	x	
16.	Experience, skills and knowledge to ensure the school fulfils its statutory duties with regards to the SEND Code of Practice and has ambitious expectations for all pupils with additional needs and special educational needs and disabilities, alongside a culture that enables them to learn effectively	x	
PROFESSIONAL DEVELOPMENT			
17.	Proven experience of developing and empowering other leaders to improve teaching and learning practices in their phase or subject, through training, coaching and experiential learning	x	
18.	Proven experience of setting and communicating high expectations of staff, evaluating their performance and tackling any underperformance robustly and effectively	x	
ORGANISATIONAL MANAGEMENT & DEVELOPMENT			
19.	Strong financial planning and management skills with experience of making effective use of resources, including the pupil premium, to achieve the school's strategy and vision	x	
20.	A clear understanding of and knowledge of current issues in education and evidence of embracing, implementing and embedding new approaches/technologies which are relevant to teaching and learning	x	

Person Specification



WORKING IN PARTNERSHIP			
21.	A commitment to building and maintaining effective and positive relationships with stakeholders, including pupils, parents, carers, governors, trustees, staff, including the central team, the wider community and other schools, and use them to solve problems and achieve common goals	x	
22.	Experience or a willingness to work with a Governing Board and Board of Trustees with an ability to develop a strong, appreciative and challenging partnership with these stakeholders	x	
23.	Understanding of employment law, equal opportunities legislation, appraisal regulations and external relations		x
PERSONAL ATTRIBUTES AND SKILLS			
24.	Deals effectively with pressure; is calm and level-headed, and remains optimistic, persistent and resilient, even under adversity	x	
25.	Self-motivated with a high level of organisational skills and the ability to prioritise and delegate workload effectively	x	
26.	Able to listen and to reflect, think creatively, solve problems and make decisions based on sound judgement; and can accept and learn from their own mistakes	x	
27.	Excellent verbal and written communication skills and proven ability to listen to, understand and work effectively with a wide range of challenging stakeholders	x	
28.	Commitment to the development of the school as a centre of excellence in the community in a way which builds partnerships and community consensus on values and beliefs, in keeping with the diverse nature of the school	x	
29.	Commitment to collaboration and networking with others within and beyond the school	x	

Next steps;



Application information

- 01** Closing date for all applications is Friday 19th September. All application forms to be sent to recruitment@seteducation.org.uk
- 02** Visits to the school will take place on:
 - Tuesday 9th September- 1.00-3.00
 - Thursday 11th September - 9.30-11.30
 - Monday 15th September- 9.30-11.30To book please email recruitment@seteducation.org.uk
- 03** Interview date 25th and 26th September
- 04** Start date: as soon as possible

Safeguarding Information

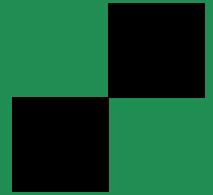
We do reserve the right to close this advertisement early if we receive a high volume of suitable applications. As a part of our recruitment process, we will carry out an online search on shortlisted candidates to identify any comment, image or other content that could cause reputational damage to the school and/or give rise to a safeguarding concern. If we discover anything during our searches this will be passed onto the recruitment manager and discussed during interview. We are deeply committed to safeguarding and promoting the

welfare of children and expect all staff and volunteers to share this commitment.

All necessary safeguarding checks will be undertaken which must have satisfactory outcomes, otherwise the conditional job offer may be withdrawn. Details of the checks that will be undertaken can be found at: Keeping Children Safe in Education, 2024 – KCSIE 2024. This role has been assessed as working in regulated activity and is subject to an Enhanced DBS plus Children's Barred List Check. It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This means that certain convictions and cautions are considered 'protected' and do not need

to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

No applicant will be disadvantaged or discriminated against because of the protected characteristics under the Equality Act 2010.



For further information please visit our website at:

www.themapleschool.co.uk

