



THE ORCHARDS FEDERATION GREEN FOLD SPECIAL SCHOOL



HEAD TEACHER



Executive Head Teacher and Chair of Governing Board Welcome

Thank you for the interest you have shown in the post of Head Teacher of Green Fold school. The successful applicant will be joining an outstanding provision for children with SEND, and become part of our Orchards Federation of schools.

This is an exciting time for the Federation. The previous Head Teacher of Green Fold and the previous Executive Head Teacher of the Federation, have built a strong staff team who know their children well. There is a knowledgeable and highly supportive Board of Governors. With a new Executive Head in post, we are looking forward to building on the strong foundations and working closely with the Head Teachers of each school. A lot of work has been done on agreeing the Vision and Values for all of the schools (included in the pack), and working collaboratively is a key part of the role.

"Pupils love coming to Green Fold School. It is a place where all pupils flourish."

Ofsted, 2023

Green Fold is highly regarded within Bolton and beyond, and provides an outstanding education for children with a wide range of complex needs. We deliver training to other organisations and have a highly skilled staff team. We work closely with our families to ensure that children get the best possible education. Being appointed as Head Teacher of Green Fold is an exciting opportunity for someone with the drive and ambition to build on the excellent foundations already established and to move our school forward.

The School and Federation are outward looking and are committed to ongoing training and continuous improvement. We are looking for a leader who will embrace our vision and values and puts children at the heart of everything they do. If that is you, we look forward to you visiting our school to learn more about us.

Thank you again for your interest in this post, we look forward to receiving your application. Please bear in mind as you research the post, there will still be



many references to Andy Feeley, the retired former Executive Head Teacher, as we begin to update all of the policies and websites.

Yours Sincerely,

Katie Hague, Executive Head Teacher

Holly Bonfield, Chair of Governors





The Orchards Federation



Our Purpose:

Together we have a greater impact on children's opportunities and enriching lives.

Our Vision:

Creating opportunities for everyone to succeed.

Our Mission

*All children should **GROW** in an environment where they are safe, to **SHARE** their learning with others, **LEARN** through rich opportunities, **LAUGH** in a community that makes the most of every day and **CELEBRATE** success together.*

Our Values

Belonging

Each of us feels welcomed, known, valued, included, supported and connected.

Responsibility

Each of us is responsible for our words, our actions, and our results.

Respect

We value everyone and treat people with dignity and professionalism.

Integrity

We build trust through responsible actions and honest relationships.

Compassion

We are kind and caring to everyone we encounter.

Our Aims

- Ensure ALL our pupils experience the highest 'Quality of Education'.*
- Ensure ALL staff in our schools have the skills, qualities, and expertise to further the personal and academic development of ALL our pupils.*
- Ensure our 'estate' provides the best possible learning environment for ALL..*
- Ensure the Federation is regarded positively by our community and in the wider locality.*



The Orchards Federation

Green Fold Special School is part of the Orchards Federation and shares sites with the other schools.

The Orchards

We firmly believe that together, as a Federation, we have a greater impact on children's opportunities and enriching lives than if we were three separate schools.

The Federation has a single Governing Board with each school individually registered as a local authority school – as such each school has individual inspections, such as Ofsted, and has its own standards agenda.

Head Teachers have a clear focus on their own schools and work with the Executive Head to provide a strong collaborative ethos across the Federation. We reflect this ethos through our school improvement planning where we share our successes and learning and seek to maximise on the benefits of being together and driving through improvements for everyone at the same time.

As a unique organisation, we are not afraid to innovate in order to constantly improve all our provision and have already made many changes along the way. One example of this is the establishment of an Orchards Children & Families Team who support our vulnerable pupils and their families across all schools. We also provide joint business and premises support via our central team.

The Three Federated Schools

Cherry Tree

Cherry Tree School is a 420 place, two-form entry primary school (4 -11yr olds). At our last Ofsted Inspection (December 2018) we were graded as Good.

Green Fold

Green Fold School is a 168-place primary school for 4-11yr olds for pupils with highly complex needs including Severe Learning Difficulties, Profound and Multiple Learning Difficulties as well as pupils with Autism. At our last Ofsted Inspection (November 2023) we were graded as Outstanding.

The Orchards Nursery School

The Orchards Nursery School is a 130 p/t place Nursery School. We also have 22 two-year-olds and an 8 place SEND Base for pupils with complex needs. At our last Ofsted Inspection (November 2017) we were graded as Good.

Our Sites

We currently have four sites.

On the Upper Orchards Site is Cherry Tree School and part of Green Fold; on the Lower site is the Orchards Nursery School and more Green Fold classrooms. Additionally The Saplings site at Little Lever Children's Centre provides for a cohort of Green Fold children as does the Seedlings site in Daubhill.

Background

The Orchards came into being in April 2006 as part of a co-located new build project.

Three schools came together in January 2008 under the leadership of an executive Head Teacher and joint Senior Leadership Team. There is a single Governing Board for the Federation.



Each school has individual characteristics of learning as evidenced by the different approaches to the curriculum. While this is reflected in each school, we try to create opportunities to collaborate and share. Pupil numbers in Green Fold have almost doubled since 2014 and there will be an extension to accommodate this beginning in July 2024. This is expected to be fully open in February 2026. The Executive Head will have a central role in managing this building project on behalf of all of the schools.

General

We are a values led organisation with high aspirations for our pupils. We firmly believe in our core values of Belonging, Responsibility, Respect, Integrity and Compassion. We aim to make best use of the huge range of resources, skills and expertise that exist within the three schools to create opportunities for everyone to succeed. We believe that our staff are our greatest asset and have a huge commitment to their wellbeing and ensure that every employee is able to access support and development opportunities.

Finally, if you are passionate about teaching and learning, keen to work as part of a dynamic and very successful team and are interested in applying, then we very much look forward to hearing from you. Should you need any further information, please do not hesitate to contact us.





The Orchards Federation

Head Teacher, Green Fold Special School, Bolton

Salary range: L18-L24A **Starting date:** January 2025

This is an opportunity to lead an already outstanding school forward and to develop it further within our unique Orchards Federation structure.

The Orchards Federation was established in 2006, when Cherry Tree Primary School, Green Fold Special Primary School and The Orchards Nursery came together, creating a unique learning environment for all our children, staff and families. We are a multi-site organisation with our schools located across four sites in Bolton.

Following the promotion of our last headteacher, Gary Anders, to a new challenge of headship in a different Authority, we are looking for a strong, collaborative leader with the vision to develop Green Fold into an even more successful school; a leader who can inspire all stakeholders to join together within the Federation to achieve the highest standards of education.

You will already have experience of successful leadership in a special school and have a significant understanding of children's varying needs and of the complexities of funding for Special Schools.

The Federation's mix of schools will give you the opportunity to work closely with other schools both in and outside of the Federation.

As a Federation we focus strongly on staff and children's wellbeing and would welcome your further input on this.

We can offer you an excellent opportunity to continue your professional development, where you will receive a high level of commitment and support from staff, governors and families.

This is a particularly exciting time to be part of the Federation since we also have a new Executive Head Teacher starting in September – Katie Hague.

As part of the recruitment process, please contact Sharon Unsworth, the Federation's Operations Manager, to arrange a visit to Green Fold to find out more about the school. Tel 01204 335883.

Closing date:

Friday 30 September 2024 10.00am

Shortlisting:

Monday 7 October 2024

Assessment Centre:

Monday 14 October 2024

Interviews:

Tuesday 15 October 2024



A recruitment pack is attached.

The application form should be returned to sam.tremblen@bolton.gov.uk (HR Lead, Children's Services and Schools).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be subject to an Enhanced Disclosure by the Disclosure and Barring Service and a barred list check.



JOB DESCRIPTION

Green Fold Special School

Head Teacher Job Description

Grade: L18 – L24A

The Core Purpose of the Head Teacher

- Contribute to the overall vision and provide leadership and direction of the School and the Federation;
- Effectively lead and manage teaching and learning to secure the highest possible levels of progress and attainment;
- Promote excellence, equality and high expectations of all pupils;
- Effectively and efficiently deploy resources to achieve the School's aims;
- Evaluate school and pupil performance and identify priorities for continuous improvement;
- Ensure effective and efficient day-to-day management, organisation and administration of the School;
- Secure the commitment of the wider community, and encourage the involvement of parents and carers;
- Create a stimulating, nurturing, happy, safe and productive learning environment that is engaging and fulfilling for all pupils;
- Ensure that safeguarding is a key area of focus in its widest sense for all pupils and adults in the School. Act as Safeguarding Lead

Domains

Below are the three interlinked domains of the Head Teacher's role and the related standards that cover the domains, all underpinned by the governance and accountability domain.

Culture and Ethos, Curriculum and Teaching and Organisational Effectiveness

Head Teachers' Standards

1. School culture

Head Teachers:



- 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

Head Teachers:

- 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

Head Teachers:

- 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

Head Teachers:

- 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

Head Teachers:

- 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 Children's and Families Act and SEND code of practice

6. Professional development

Head Teachers:

- 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

Head Teachers:

- 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

Head Teachers:

- 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

Head Teachers:

- 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

Head Teachers:

- 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

This job description reflects the **National Standards of Excellence for Head Teachers** (2020). These standards are built upon The Teaching Standards which apply to all teachers, including Head Teachers.

The appointment is subject to the current conditions of employment of Head Teachers, 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 Head Teacher shall consult, where appropriate, with the Local Authority, the governing body, the staff of the School, its pupils and the parents of its pupils.

Safeguarding - Responsible for promoting the welfare of all children and young people and be faithful to the trust deed. Creates an organisational culture which is vigilant to, monitors and prioritises the safeguarding of children and young people above all considerations.

Customer Care - To continually review, develop and improve systems, processes and services in support of the School's pursuit of excellence in service delivery. To recognise the value of its people as a resource.

Promoting equality and diversity - To accept everyone has a right to his or her distinct identity. To treat everyone with dignity and respect and to ensure that what our customers tell us is valued by reporting it back into the organisation. To promote and participate in the council's work to eliminate discrimination; advance equality of opportunity; and foster good relations between our diverse communities.

Developing Self and Others - To use processes and put processes in place to generate a learning environment. To focus on the strengths and requirements of all individuals and enable them to further their skills and knowledge. To actively pursue your own development. To be self-aware and role model continuous self-development.

Safer Recruitment – The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

"Bolton Council has a statutory duty under the Civil Contingencies Act to respond in the event of an emergency. If Bolton Council's Emergency Management Plan is activated, you could be required to assist, or assist others, in the continued maintenance or delivery of key Council services and of support to the community. This could require working outside of routine working hours and could entail working from places other than your normal place of work.



N.B. Emergencies requiring activation of the Bolton Council Emergency Management Plan only occur very infrequently. If you are asked to respond to an emergency, your personal circumstances at the time will be taken into account.



Person Specification/ Selection Criteria for Head Teacher at Green Fold Special School

The applicant will be required to safeguard and promote the welfare of pupils and staff

Note: Candidates failing to meet any of the essential criteria will automatically be excluded

(Source key: A = Application, I = Interview, R = Reference, AC = Assessment Centre)

[A] Qualifications

Qualification requirements	Essential	Desirable	Source
Qualified teacher status	E		A
Degree or equivalent	E		A
NPQH		D	A

[B] Professional Development

Evidence of regular, recent and appropriate professional development for the role of Head Teacher	E		A
Has successfully undertaken the Secretary of State's (NCSL, CWDC or local authority) approved "safer recruitment" training or has a commitment to do so within 12 months of taking up post	E		A
Has successfully undertaken appropriate Child Protection training	E		A

[C] School leadership and management experience

Recent successful leadership as a Head Teacher, deputy Head Teacher or assistant Head Teacher in a Special School	E		AIR
Demonstrate an understanding of the role of the Governing Board	E		AIR
Have experience of working effectively with a Governing Board	E		
To have taken an active involvement in school self evaluation and development planning	E		AIR
To have implemented and developed a whole school initiative	E		AIR
An active involvement in financial management of a primary/special school		D	AIR
Detailed knowledge and understanding of Special School Funding	E		
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement	E		AIR
To have had responsibility for policy development and implementation	E		AIR
To have had experience of, and be able to contribute to, staff development across the SEND primary age range, enabling staff	E		AIR



at all levels of the school to be empowered to better meet the needs of all pupils.			
Ability to work effectively with parents	E		
Experience of working effectively with outside agencies	E		
Experience of working effectively with other schools	E		

[D] Experience and knowledge of teaching

Experience of teaching in more than one school		D	AIR
Significant, successful teaching experience within a Special School	E		AIR
To have a working and current knowledge and understanding of all 3 Key Stages in the primary phase	E		AIR
Experience of using data, assessment and target-setting effectively to raise standards	E		AIR/AC
To be able to exemplify how the needs of all pupils have been met through the highest quality teaching and learning	E		AIR
To be fully versed in all aspects of the SEND Code of Practice and have a clear understanding of the school's statutory responsibility with regard to EHCPs and the annual review process	E		
To have a knowledge and understanding of innovative curriculum design for pupils with SEND, reflecting their needs within a framework of national expectations	E		
To ensure children are prepared for adulthood at the earliest opportunity	E		
Proven experience of raising standards of achievement at whole school level for pupils with SEND	E		

[E] Professional Attributes

Demonstrate an understanding, awareness and empathy for the needs of the pupils at Green Fold Special School and how these could be met	E		AIR
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E		AIR
Excellent written and verbal communication skills (which will be assessed at all stages of the process)	E		AIR/AC
To be an inspiring leader of learning demonstrating, promoting and encouraging outstanding classroom practice	E		AIR
Show a good commitment to sustained attendance at work	E		AIR
Show a commitment to advancing equality and inclusion within the school and wider community	E		AIR



[F] Professional Skills

(Based on the National Head Teacher Standards 2020).

The applicant is expected to address the National Head Teacher Standards (2020). **Candidates are therefore asked to structure their Supporting Statement under the following Domain headings :**

- **Culture and Ethos**
- **Curriculum and Teaching**
- **Organisational Effectiveness including Governance and Accountability**

[G] Personal Qualities

All of the following personal qualities are considered to be essential for this post and will be assessed through interview/reference and assessment centre tasks

Continue to promote strong educational philosophy and values at Green Fold Special School.
Inspire, challenge, motivate and empower teams and individuals to achieve high goals
Be a positive role model at all times, a highly effective and respected representative of Green Fold Special School.
Be approachable, person-centred
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to staff, children, young people and their families
Build and maintain quality relationships through interpersonal skills and effective communication with parents and carers and the whole school community
Demonstrate personal and professional integrity, including modelling values and vision and show respect for all stakeholders
Inspire trust and confidence across the school and community
Prioritise, plan and organise themselves and others
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others
Demonstrate a capacity to work with energy and vigour

[H] Confidential References and Reports

Positive recommendation from all referees, including current employer	E
A supportive reference from the Local Authority, if possible, or a further supportive professional reference	E

[I] 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, following the guidance outlined in section F above.

The supporting statement to be no more than 3 sides of A4, Arial point 12.

Safeguarding Displays a commitment to the protection and safeguarding of children and young people	
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<p>Has up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people</p>	<p>AIR</p>
<p>Promoting Equality and Diversity Understand how knowledge of our diverse communities can help us to deliver effective services and reduce disadvantage in the borough. Listen to contributions made to service development without prejudice. Challenge behaviours and processes which do not support the council's work to eliminate discrimination; advance equality of opportunity; and foster good relations, while being prepared to accept feedback about own behaviour.</p> <p>Customer Care Listen and respond to children/young people needs, seek out innovative ways of consulting and engaging them. Network with others to develop services for the benefit of the children/young people</p> <p>Developing Self and Others Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Endorse the principles of Investor in People. Strives for improvement and take responsibility for own development. Be self-confident and lead by example</p>	<p>AIR</p> <p>AIR</p> <p>AIR</p>