



Crosshill
School



Headteacher Candidate Pack



Part of the

Oak



Learning Partnership

Inclusion is at the
heart of our trust

Introduction to Our Trust

Dear Candidate,

Thank you for your interest in this post at Oak Learning Partnership.

Our trust is cross phase and consists of primary, special, and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust'. Which means we are compassionately rigorous and support all of our pupils to reach their full potential, have unconditional positive regard, leave no one behind and everyone is welcome.

Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We focus on impact, always making sure common sense is at the heart of our decision making, ensuring clarity and consistency from our leaders.

Our people matter; we understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need to allow them to flourish and be the best that they can be.

Whatever role an individual undertakes within our organisation, they are contributing to our collective aim of transforming lives. We invest heavily in our people ensuring they feel valued, and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.



Headteacher

About the role

The trust, on behalf of Crosshill School, are seeking to appoint an inspiring, compassionate and dedicated Headteacher who is eager to make a meaningful impact while fostering strong, supportive connections with staff, pupils, families, and the wider community.

The trust is deeply committed to inclusivity and enhancing the opportunities for our students. Crosshill, as part of the trust, values its reputation as a welcoming and supportive school, placing significant importance on both pastoral support and personalised academic learning. Prospective candidates should demonstrate unwavering commitment to student progress, displaying innovation and creativity in their approaches and consistently engage in reflection to enhance outcomes for our pupils.

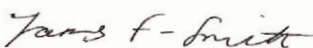
Crosshill is a vibrant and nurturing special school dedicated to supporting learners aged 5-19 with a curriculum designed to truly prepare pupils for life and work beyond education. This is an exciting opportunity for a passionate and experienced leader to join our dedicated team and drive forward our vision of empowering every student to reach their full potential.

As Headteacher you will play a vital role in raising teaching and learning standards within a school culture where everyone is truly valued, supported, and united in working towards positive change through an inclusive and compassionate approach to education.

If you want to make a difference to young people and join a trust at an exciting part of its journey, we would love to hear from you.

We ask that you do not send CV's, please complete and send your application form to hr@oaklp.co.uk

Visits to the school, prior to application, are both welcomed and encouraged. Please contact **Joanne Gee** on **0161 553 0030** or via email at **enquiries@oaklp.co.uk** to arrange a visit or to discuss any general enquiries. We are happy to offer an initial phone call with myself should you wish to learn more about the role. To schedule this, please also reach out to Joanne Gee.




James Franklin-Smith
CEO of Oak Learning Partnership

Oak 
Learning Partnership

oaklp.co.uk





"Pupils love coming to Crosshill Special School. They smile as they arrive in the morning and they are eager to start their lessons. Pupils behave exceptionally well throughout the day. They are highly respectful to one another, staff and visitors."

Ofsted Report, November 2021

Headteacher

Salary: Leadership Scale 24 – 28,
actual salary £87,651 – £96,673 per annum.

Job Description

Normal place of work: Crosshill School, although you may be asked to contribute towards trust wide projects.

Responsible to: CEO and Director of Education.

Responsible for: Deputy Headteachers, Assistant Headteachers, Senior Leaders, Teachers and Support Staff.

PURPOSE OF THE POST

- To collaborate with the trust in providing outstanding leadership, ensuring the school's ongoing development and improvement to positively impact the lives of pupils and their families.
- To be responsible for the operation of Crosshill school on a day-to-day basis.

CULTURAL QUALITIES

- Promote the ethos of 'being there for each other' across a large, specialist organisation with a wide range of stakeholders including pupils, staff, parents, Quality Education Boards, trustees and members of the local community.
- Value everyone's differences in everything you do by possessing a moral purpose dedicated to changing lives through providing an excellent education for pupils with a wide range of needs and vulnerabilities.
- Keep promises by doing what you said you would do; to ensure relationships built across a wide range of professionals, parents and multi-agencies drive to one aim: supporting our pupils to the best our community can achieve.
- Lead in a kind, humble and authentic way to successfully drive the vision of the school and trust; empowering both colleagues and pupils to be successful.
- Do what is right, rather than what is popular by always leading by example. Developing other team members to do the same.
- Commit to improve by valuing professional learning for yourself and for others and understand and promote the role of special education in the wider educational system.
- Promote calmness and resilience by being positive and pro-active. Embrace all aspects of school life with energy, enthusiasm, and commitment.
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TEACHING AND LEARNING

- Ensure high standards for all pupils ensuring that all staff are accountable for outcomes of our pupils.
- Ensure that the school provides rich curriculum opportunities which reflect the pupils ages, interests and needs.

- Ensure that the school supports pupils to be responsible citizens and promotes excellent behaviour and attendance.
- Encourage and instil the sharing of good practice and collaboration between colleagues from within Crosshill and between Crosshill and other schools within the trust.
- Continue to develop effective links with the community and local businesses recognising the important role they play in a school community.
- Promote a wide range of extra-curricular activities which motivate and inspire pupils ensuring that learning, care and support is provided beyond the classroom.
- Lead all staff to develop their own skills and knowledge ensuring that staff are highly motivated and supporting each other.
- Identify how staff need to be developed and use a range of leadership programmes and bespoke support to ensure we maintain a pool of talent which can contribute to succession planning.
- Hold all staff to account for their professional conduct and practice and take swift action when necessary, supported by the Director of Education and Quality Education Board.
- Promote all aspects of the school's work with parents.
- Ensure that parents are well informed about all aspects of the school's work recognising their essential role they play in supporting their child's learning.
- Recognise the additional vulnerabilities of families/ carers who are parenting/ looking after a child with additional and often complex needs and demonstrate this in the way staff approach their work with parents on a daily basis.

SYSTEMS AND PROCESSES

- Be responsible for the curriculum, staffing, pupil premium budget and school self-evaluation and ensure that resources are deployed in the best interests of pupil achievement and care, maintaining the school's sustainability.
- Develop a clear model of distributed leadership throughout the school ensuring that teachers and teaching assistants have distinct roles and responsibilities and have the skills and systems to hold each other to account.
- Ensure rigorous systems and processes are in place for managing the performance of all staff and these are clearly understood and adhered to.
- Ensure that all under-performance is addressed in a supportive fashion, in a rigorous and transparent way ensuring that staff are valued, supported and encouraged to achieve excellence.

SAFEGUARDING

- Ensure that the school has a strong culture of safeguarding and its staff are committed to this promoting the welfare of our pupils.
- Ensure that policies and procedures to safeguard pupils are implemented and followed by all staff and that the whistle blowing policy is promoted and understood by all staff and concerns are addressed effectively.

LEADERSHIP

- Lead the school and college in working with other schools and organisations to ensure achievement for all pupils and particularly those with additional needs.
- Work effectively with other professionals and colleagues in a wide range of areas to ensure that the expertise of Crosshill is used to support the academic and social outcomes of all pupils with additional needs throughout the trust.
- Contribute to the training of teachers and ensure that ITT staff and ECT's have an appropriate system of support in place.
- To respond to the changing role of special schools by contributing to the continuous development of inclusive practices across the trust.

Headteacher Person Specification



CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL		DESIRABLE
<ul style="list-style-type: none"> • Qualified Teacher Status. • Evidence of further professional development. • Experience of working as a senior leader in a special school setting or in a mainstream school. • Experience and evidence of successful collaborative working with all key stakeholders. • Experience of working successfully to raise standards within a school holding others accountable. • Significant experience if safeguarding particularly in regard to vulnerable learners. 		<ul style="list-style-type: none"> • NPQH qualification.
CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL		
<ul style="list-style-type: none"> • Evidence of commitment to creating an educational culture of sharing best practice within and between schools. • Clear knowledge of strategies to support pupils in modifying their behaviour and ability to lead by example in this key area. • Ability to lead specific aspects of the School Improvement Plan and produce an accurate School Self Evaluation. • Ability to interpret a wide range of data and information related to the schools particular context to inform practice and impact on pupil outcomes. • Ability to lead and manage change and maintain staff morale during a period of change. • A clear understanding of the importance of involving parents in their children’s education and to be able to demonstrate excellent leadership in this area. • An understanding of the whole school curriculum including assessment. • An understanding of the financial management of schools. • Strong knowledge of the Ofsted framework. 		
CRITERIA	Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:	
ESSENTIAL		
<ul style="list-style-type: none"> • Strong interpersonal skills including emotional intelligence and dedication to our cultural qualities. • Ability to articulate the school vision and to share this with enthusiasm and passion. • A clear educational philosophy that accords with the aims and values of the school. • Ability to instill a strong sense of accountability in staff for the impact of their work on pupils’ outcomes. • Proactive, resilient and ability to work autonomously to meet deadlines. • Excellent communication skills with a range of stakeholders. • Ability to create a stimulating and purposeful learning environment across the school that is appropriate for the needs of all pupils. 		

Leadership Posts:

Post holders are also responsible for ensuring the general good order and discipline and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims and ethos of the school and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as interrelated.

Section (A) Generic to all Leadership Team:

This section is based on the National Standards for Headteachers. These standards include four 'Excellence As Standard' domains: 1. Qualities and knowledge; 2. Students and staff; 3. Systems and processes; 4. The self-improving school system.

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the School's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the School's vision and drive the strategic leadership, empowering all students and staff to excel.

Students and Staff

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

System and processes

1. Ensure that the School's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively - in particular its functions to set school strategy and hold the headteacher to account for student, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the School's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The self-improving school system

1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.



"Pupils and students said that the school is a happy and safe place because staff work hard to make it that way."

Ofsted Inspection,
November 2021.





Crosshill
School

Prepare and flourish

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