



Great Arley School
Dare to Dream, Aim to Achieve



Great Arley School
Headteacher Information Pack
2025

Great Arley School is a local authority maintained special school for children aged 4 – 16 years. The school has approximately 107 pupils with a wide range of needs, including moderate and severe learning difficulties, ASD, speech, language and communication difficulties and social and emotional difficulties.

The school focuses on ensuring learners achieve their potential: academically, socially, emotionally, morally, physically and spiritually. The curriculum incorporates the development of communication skills, physical development, confidence building and the ability to participate in the wider community.

The school was built in 1963 to cater for our learners' needs. As well as the teaching classrooms there are several specialist teaching spaces available, including:

- Well-being hub rooms for support and therapy
- Design technology room
- Extensive outside areas, including multi-use games area, playground, all weather pitch, horticultural area, large bicycle track
- Main hall/ dining room
- Immersive sensory room
- Extensive gym
- Performing arts studio
- Library
- Music room
- Food technology room
- Science laboratory
- Speech & language room
- Play therapy room
- Life skills room
- Physiotherapy room

Mission statement

At Great Arley School, we deliver exceptional, inclusive education in a safe, nurturing environment, empowering every student to meet challenges, build resilience, dare to dream, and achieve their aspirations, with emotional well-being at our core.

Inclusion and Equal Opportunities

At Great Arley School we strive to create an inclusive teaching environment that offers all students - no matter what their needs and abilities are - a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

School's Vision and Values

- To become a great provider and recognised leader of SEND in Lancashire
- To provide the right curriculum that is personalised for every child to ensure they reach their full potential
- To provide a safe & thriving environment for both staff and students where wellbeing is paramount

Our key purpose is the development, delivery and constant improvement of quality learning experiences,

appropriate to the needs of all our students.

Further details of all areas of our school curriculum offer and assessment can be found on the Great Arley School website (<https://www.great-arley.lancsngfl.ac.uk/>).

Types of SEND that are provided for

Great Arley School is a local authority maintained special school, catering for students aged 4-16 with a wide range of special educational needs. The school curriculum is delivered through the Early Years Foundation Stage Framework and the National Curriculum, differentiated and personalised, to meet the needs of every student. Students follow either a more formal pathway or a semi-formal pathway. There are also substantial college placements and work-related learning and enterprise activities leading to external accreditation. This is supported by the outstanding Personal, Social and Health Education (PSHE) and information, advice and guidance provision.

At Great Arley School the students' identified needs include physical disabilities; learning difficulties (including multi-sensory impairment and visual/hearing impairment, processing difficulties); speech, language and communication difficulties; moderate learning difficulties and Autistic Spectrum Disorders. Further information on the admissions process to the school can be found on the school website within the Admissions Policy.

Teaching and Learning

Individual student learning needs will determine how lessons are adapted and supported with resources which ensure inclusion for all. All students are taught by a qualified teachers or Higher-Level Teaching Assistant and supported by experienced teaching assistants, who support learning whilst encouraging independence.

Student progress in subject learning is assessed termly using B Squared. Interventions are planned to develop each individual student's skills, in whatever area has been identified for targeting through these assessment procedures. Individual Personal Learning Goals (PLGs) play a key part in developing a personalised approach for each child. The setting, monitoring and evaluating of individual PLGs with students, parents and carers takes place on a termly basis. This also helps students to work towards their end of key stage outcomes as identified on their EHCP and is reviewed annually as part of the annual review process or sooner if required.

The school is organised into primary and secondary teaching groups. There are three primary classes of mixed ages that are assessed and grouped accordingly in English, mathematics and phonics. The primary curriculum allows some subject areas to be taught in a topic-based approach which is meaningful and engaging for students. The primary outdoor learning environment enables enhanced continuous provision; all students have access to their own outdoor learning area, our outdoor fitness gym, and an obstacle course.

The secondary provision is adapted to maximise consistency, contingency and progress. Students are taught in small groups of between 6 and 12 for most subjects. Form tutors teach their children mathematics and English. This enables the curriculum to be highly differentiated to meet their individual needs. In Key Stage 3 students follow the National Curriculum subjects which are adapted and enable teachers to respond to the needs of all students. The 'Most Able' champion ensures that all students are challenged to achieve their potential. Students in Key Stage 4 study a broad and balanced curriculum leading to a range of accreditation. This provision is reviewed annually to ensure that it meets the criteria set by the examining boards and enables each student to achieve their potential and follow their further educational pathways.

Students attain accreditation in courses suitable to their learning needs. This allows the students to further develop their life skills, social and communication skills, and supports their developing independence and preparation for post 16. KS4 follow a range of courses to meet their individual needs. All Key Stage 4 students attend a range of college link courses at both Myerscough College and Blackpool and Fylde College, which allows them not only to familiarise themselves with the college environment but also to experience course options at

post 16.

All students prepare for, and undertake, a work experience placement when they are in Year 11. This supports the careers education programme, delivered in line with the Gatsby Benchmarks, the world's leading careers standards. All staff undertake regular training and professional development which is provided internally as well as externally. This enables staff to enhance their knowledge of SEN and learning disabilities as well as developing their skills in meeting a wide range of needs.

Key stage and subject leaders reflect upon the content and delivery of the curriculum throughout the year to ensure it is progressive, engaging and inclusive. The continual cycle of monitoring and evaluation enables changes and improvements to be made responsively.

Equipment and facilities

Great Arley School is a single storey building which is accessible to all students and visitors, including those with mobility difficulties and wheelchair users. There are disabled toileting facilities in three separate areas of the school. The carpark has designated disabled parking spaces. Many students are transported to school by Lancashire County Council (LCC) vehicles and they are met at the start of the day, and then taken to transport at the end of the day by staff. There is a safe area at the front of school, which is inside school grounds, where LCC vehicles park and there is a marked pedestrian path leading to the school entrance for all students.

The staff and governors at Great Arley School are proud of the school site and how it has developed to meet the needs of its learners. There are several specialist teaching rooms including a science laboratory, performing arts studio, design technology room and a life skills room. Therapy facilities include a Speech and Language therapy room, a play therapy room, a fully immersive sensory room, a second Physiotherapy/sensory room, extensive gym and outdoor play equipment and a fully accessible all-weather pitch. The school website shows the wide range of provision accessed by the students. The pastoral WASP rooms include individual break-out and learning spaces and a play therapy room. The school is well resourced to meet the individual needs of the students, including a high ratio of staff to students.

If students require specialist equipment as recommended in their EHCP or by Occupational Therapist to access the physical environment or curriculum in school, the school ensure that students have what is needed.

The school will provide information to parents/carers in alternative formats, to ensure they are fully informed. The website has a google translator facility to make it accessible in most languages.

Key Information

- Great Arley School is a designated MLD school for children aged 4 to 16 years. The school has developed the provision and curriculum to cater for children with a much wider range of more complex needs. Pupils are admitted from the Boroughs of Fylde and Wyre and, occasionally, from areas outside the Boroughs.
- Total number of pupils in summer term 2024 was 107.
- From September 2016 to July 2022, the school population increased by 48% from 80 to 118 pupils. The DFE school capacity is 99. The school has maximised all opportunities to meet the needs of its expanding and changing cohort to support the local authority to meet the capacity challenges that it faces.
- Increasingly, pupils on entry have more complex needs. Provision has been adapted to meet the changing needs of the school cohort, the building environment has been developed significantly, creating more space and new provision.
- In September 2015 a new primary classroom was created, in 2016 a new class was created in KS3, in 2019 a new class was created in KS4 and in 2021 a further class was created in in KS3 to enable school to admit more pupils in response for the increasing demand for places and the change in range and complexity of need of new admissions.

- A new building, the Performing Arts Studio, funded from school's carefully managed existing resources and largely by charitable donations, has become a teaching space for an additional class.
- The school have maximised the use of space in the building to increase capacity and extend provision. Both the Deputy Headteacher's and Business Manager's offices have recently changed use. Storage rooms have been converted to create more classroom space. A library has been created as part of the Reading Strategy. The computing suite has become a Therapy Hub. The music room is a class tutor room. There are three storage containers on the grounds and the KS4 recreational room has been converted into a classroom. The changing rooms have been converted into a nurture hub.
- Class sizes in September 2024 range from 7 to 12 pupils depending on the stage of development, age, ability and needs of the pupils in the group.
- The range of needs across the cohort include MLD, SLD, ASD, SLCN, HI, PD, SpLD, SEMH and medical needs.
- Areas of the Boroughs face significant socio-economic challenges. 12.9% of pupils live in the most deprived 5% of wards (very high levels of deprivation – an increase of 10.7% from 2.2% in 2013-14); 29.4% of pupils live in the most deprived 25% of wards (high levels of deprivation).¹
- In September 2024, 50% of pupils are eligible for Free School Meals and 52% of pupils are in receipt of pupil premium funding.
- 0% of pupils are CLA (in the care of the Local Authority); 4.7% (5 pupils) were PCLA (previously looked after through adoption, residence order, special guardianship order).
- 1 % of pupils are "service children".
- 0 % of pupils had English as an Additional Language.
- The breakdown of the school population by gender was 27% girls and 73% boys. (school census summer 2024)

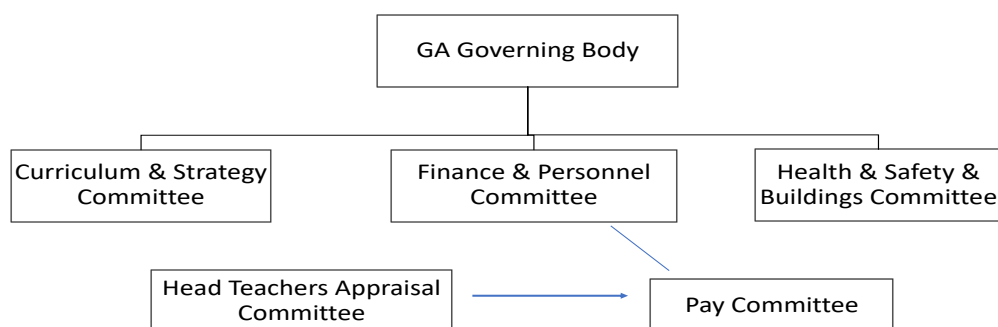
Net capacity

Net Capacity Assessment was completed earlier in 2025; 78 (minimum), 99 (planned), 104 (maximum) and 116 (theoretical maximum - not achievable without major reconfiguration) with net capacity as **99**.

The Governing Body

The governing body of Great Arley School are active and dedicated to providing strategic leadership, oversight, and accountability. They have fostered a close working relationship with the headteacher and senior leadership team to ensure the school's vision, ethos, and strategic direction are effective.

The Governing body consists of 2 parent Governors, a staff governor, a local authority appointed governor, and 5 co-opted governors from the local community. Our Governance structure below consists of regular sub committees each term and a full governing body meeting each term.



¹ IMD data taken from Great Arley School Lancashire School Improvement Profile 24/25

Job Description

Main purpose

The Headteacher will:

- Establish and sustain the school's ethos and strategic direction
- Establish and oversee systems, processes and policies so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Monitor progress towards achieving the school's aims and objectives
- Allocate financial resources appropriately, efficiently and effectively

Qualities

The Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Have an open, honest and supportive approach to leadership

Duties and responsibilities

School culture and behaviour

The Headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Understand that in a neuro-diverse community, behaviour that may be challenging is a form of communication and that an approach to individual challenges will link to a deep understanding of each young person and their needs. The Headteacher will ensure that this is understood by staff and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Teaching, curriculum and assessment

The Headteacher will:

- Establish an expectation of a curriculum which ensures that barriers are overcome through the knowledge of the learners and the use of creative evidenced based solutions
- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to communication and reading are drawn on to inform the curriculum

Additional and special educational needs (SEN) and disabilities

The Headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils
- Make sure the school works effectively with parents, carers and professionals in relation to additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Managing the school

The Headteacher will:

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of a duty of care
- Manage and support staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk

Professional development

The Headteacher will:

- Ensure staff have access to appropriate, evidenced based, high quality professional development opportunities
- Keep up to date with developments in education
- Ensure training and continuing professional development is effectively planned, delivered and evaluated
- Make sure professional development opportunities draw on experts both within, and beyond the school
- Seek training and continuing professional development to meet the needs of all staff members

Governance, accountability and working in partnership

The Headteacher will:

- Understand and welcome the role of effective governance
- Ensure that staff 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
- Work successfully with governors and its schools sharing expertise and offering support through understanding that we all work collaboratively to improve the life chances of every member of our school community
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Safeguarding Responsibilities:

The Headteacher will:

- Support, guide and act with the school's Designated Safeguarding Lead, in order that they may act as a source of support, advice and expertise for staff within the school in relation to child protection and safeguarding.
- Be familiar with, understand and ensure that all staff apply the school's Child Protection Policy appropriately.
- Support the DSL to ensure that staff make referrals to the relevant external body as necessary and in line with KCSIE.
- Support the DSL's liaisons with Lancashire local authority officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns.
- Ensure that all staff receive relevant safeguarding training in line with KCSIE, in order that the appropriate level of knowledge and skill is maintained.
- Keep up to date with developments relevant to the role in line with KCSIE.
- Assist the Designated Safeguarding Lead with raising awareness of child protection policies as appropriate in line with KCSIE.
- Ensure cover for the Designated Safeguarding Lead

Equal Opportunities

The Headteacher will be responsible for ensuring compliance with the Equalities Act 2010.

Safeguarding Statement

Great Arley is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The Headteacher will be responsible for promoting and safeguarding the welfare of all children for whom they are responsible, or with whom they come into contact, in accordance with the Trust's Safeguarding Policy. The successful candidate will be required to complete a Disclosure & Barring Service (DBS) application, medical checks and references.

Required:	From September 2025
Visits:	3 rd April and 23 rd April 2025
Closing date:	9am 25 th April 2025
Interview:	Over 2 days, 8 th and 9 th May 2025
Salary and benefits:	Group 5 special school grouping, salary scale L24 to L31

Application process - Applicants should complete the Application Form and submit it to the return address no later than the closing date above. All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

Selection process - Applications are ranked against the person specification for the role and those shortlisted will be subject to a face-to-face interview with the selection panel. There may also be a skills test/observation or practical assessment. Details regarding selection panel members and assessments will be made available to shortlisted candidates.

Shortlisted candidates - Applicants shortlisted for the post will be notified as soon as reasonably practical upon completion of the shortlisting process.

Referees - The referees for all shortlisted candidates will be contacted prior to the interview date.

On-Line Searches - In line with statutory requirements, Great Arley carries out online searches (including social media) as part of its due diligence on all shortlisted candidates. This helps identify any incidents or issues that have happened, and are publicly available online, which the Trust might want to explore with the applicant at interview.

Interview expenses - Please note: Great Arley does not reimburse candidates for interview expense

Further information - Applicants who require further information should contact Gemma Anderton, SLT Business Manager Gemma.Anderson@greatarley.lancs.sch.uk

