



HEADTEACHER candidate information

Dear Candidate,

On behalf of the Management Committee I would like to thank you for expressing an interest in becoming the next Headteacher of the St Thomas Centre Pupil Referral Unit. I hope that you will find the information in this pack helpful in considering whether to apply for the post.

The Local Authority has commissioned 165 places at the St Thomas Centre to meet the needs of children and young people aged 5 to 16 who require a new beginning in learning. The needs may have arisen because of exclusion from a previous school, time spent in hospital, vulnerabilities due to illness or because they have found themselves in crisis due to circumstances beyond their control.

We are seeking to recruit an experienced, talented and forward thinking Headteacher with the drive, determination and required skills to take the Centre forward. The successful candidate will share our vision and ambition for our learners and will be responsible for ensuring that all our pupils achieve success by accessing an innovative curriculum, high quality teaching and are supported to make exceptional progress. Many of the St Thomas Primary and Key Stage 3 pupils return to their mainstream schools. Our secondary age pupils' move on to positive and sustained destinations post 16 and we are immensely proud that outcomes for our pupils are well above those achieved in alternative provision settings nationally.

Working at St Thomas's represents an exciting opportunity to make a difference to the life chances of our pupils. We believe it is a very special place to work and learn. One of our great strengths lies in the quality of relationships at the centre. Pupils trust and respect our staff because they listen and they care.

If you share a passion for working with vulnerable learners, we warmly welcome and encourage you to visit the centre by prior appointment.

The Management Committee assure our full support to the successful candidate and wish you well in your application.

Yours sincerely,

B. A. Bickerton

Bernadette Bickerton
Chair of the Management Committee

School Visits

9th and 11th May 2022

Closing Date

16th May 2022 at 10am

Shortlisting

18th May 2022

Interviews

23rd and 25th May 2022

Post Effective From

1st September 2022 / 1st January 2023



“ *The progress and attainment of pupils exceed those of similar schools nationally* ”

OFSTED 2018

ABOUT THE SCHOOL

WHERE TO FIND US

St Thomas's has the benefit of two school buildings which provide very spacious learning accommodation for lower school pupils in Key Stages 1-3 and upper school pupils in Key Stage 4.



Age range	5 -16	Location	Blackburn, Lancashire
Commissioned places	165	NOR Primary	30 KS2
Looked After Children	18	NOR Secondary	27 KS3 80 KS4
SEND known	157	FSM	70%
EHCP	14		
District	34		
Teaching staff	26 f.t.e.	Support Staff	32 f.t.e

Pupil Outcomes Measure	St Thomas's Centre	Alternative Provision Nationally (First Release)	Residual
% pass in any qualification	95%	57.7%	37.3%
% English and Maths combined 9-4	18%	4.3%	13.7%
% English and Maths combined 9-1	87%	18.9%	68.1%

ABOUT THE ROLE

“ Leaders at all levels have been relentless in moving the school forward to become outstanding. Staff morale is extremely high. ”

OFSTED 2018

OVERVIEW

The Management Committee of St Thomas's Centre PRU is looking to recruit a suitably experienced and exceptional candidate to be its new Headteacher.

Our school is seeking a dynamic and inspirational leader to continue to develop St Thomas's as a centre of excellence in providing outstanding support to vulnerable learners. You will build on the successes already achieved and secure the aspirational goals we have for our learners. We need a leader with a strong moral purpose who is able to continue to inspire, enthuse, motivate and empower us to achieve this vision. The school provides a personalised curriculum where self-esteem and resilience are built alongside academic and social success for our learners. This bespoke approach centres on our commitment and excellent practice around the social, emotional and mental health of our pupils and the mental health and well-being of all who work and learn at St Thomas's.

St Thomas's Centre is an outstanding school with very special children, young people and staff. Our new Headteacher must have a 'can do' approach, have a clear sense of vision, a creative purpose and an unequivocal commitment to ensuring all members of our school community will succeed, no exceptions, no excuses. We seek a dynamic, caring, aspirational Headteacher who is a strategic thinker focused on making a difference to the educational life chances and wider lives of all our children and young people.

You will have expertise in SEMH, a good understanding of Child Protection and Safeguarding and be committed to working in partnership with other professionals to meet the holistic needs of each of our pupils. You will also understand the cultural background of our pupils, the challenges they face in learning and in life and how to embrace what they bring to school, to support and challenge them to be and do the best they can. We are offering a unique and challenging opportunity to lead our school. We provide our pupils with a calm, supportive and friendly welcome to re-establish their confidence and increase self-esteem with a view to re-engaging and sustaining them in learning.

Are you an inspirational leader, a strategic thinker, charismatic and creative? Will you embrace innovative thinking to lead and develop others in a school that is passionate about meeting the needs of the pupils and the surrounding community?

The Management Committee can offer:

- a supportive and vibrant working environment which nurtures and supports all our pupils to grow in confidence and independence
- a school community which reflects the rich diversity of families in our area
- pupils who need a new beginning and will challenge your professional skills
- a team of staff who are dedicated and skilled in providing high expectations of positive learning behaviour and social and emotional learning
- a centre of excellence, the first PRU in Pan Lancashire to achieve all Gatsby 8 benchmarks
- a well-resourced learning environment
- excellent relationships with local schools, multi-agency partners, and the Local Authority.

We welcome applicants to attend a carefully planned tour of the school, which will be held on 9th and 11th May 2022. For those who feel unable to visit, please view the promotional video using the QR code on the next page, to have a glimpse at our facilities and hear from some of our wonderful pupils.

Please contact Michelle Smith, Lead School Effectiveness Officer by mobile 07950 103479 or by email michelle.smith@blackburn.gov.uk to discuss the vacancy. School tours can be booked by emailing schoolhrteam@blackburn.gov.uk.

ABOUT THE ROLE

Inspiring

*Supportive and helpful
when we need it*

*Willing to give us space
and use the peace room
to get calm*

A great listener

Emotionally strong

Welcoming and friendly

*Knows when
to intervene*

*Someone we can be
confident to go to*

*Able to listen and
talks when we are
ready to hear*

*Not too
strict*

OUR STUDENTS WOULD LIKE
A HEADTEACHER WHO IS...

*Polite
and kind*

*Available and present –
makes time for us and
tells great stories*

*Nice and listens to our
problems*

*Committed to fair
treatment*

*Patient and always
there to listen*

Someone we can trust

*Keen to allow trips
and visits*



ABOUT THE ROLE

MAIN PURPOSE

To provide professional leadership for this unique and outstanding centre serving children and young people from ages 5-16. Leading a team of professionals with specific expertise in each phase, hospital provision and outreach provision. To lead the relentless pursuit of academic achievement and equipping children and young people with the skills to make positive transitions and take their place as valued citizens within their communities. To secure creative solutions and support for schools and young people in crisis and to challenge and support partner schools to implement solutions in the best needs of children and young people. To provide early intervention and prevention for pupils at risk of exclusion or facing challenging circumstances. To contribute to the Blackburn with Darwen social emotional and mental health strategy.

This job description reflects the National Standards of Excellence for Headteachers (2015). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including Headteachers.

In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the Local Authority, the Management Committee, the staff of the school, its pupils and the parents/carers of its pupils.

THE CORE PURPOSE OF THE HEADTEACHER

The Headteacher is the prime mover in creating, inspiring and embodying the ethos and culture of the school, securing its Mission statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential.

The core purpose of the Headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

The Headteacher is the leading professional in the school. Accountable to the Management Committee, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.



community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, Headteachers play a key role in Contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

ABOUT THE ROLE

DOMAIN ONE

Qualities & Knowledge

The Headteacher will:

1. Hold and articulate clear values and moral purpose focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, Management Committee members and members of the wider 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 that reflects the needs of the school.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policies into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

ADDITIONAL REQUIREMENTS SPECIFIC TO ST THOMAS'S CENTRE

- Create an ethos of challenge and support which secures effective teaching, successful learning and achievement for vulnerable learners and sustained improvement in their spiritual, moral, social, cultural, mental and physical development.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.



DOMAIN TWO

Pupils & Staff

The Headteacher will:

1. Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' 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

ABOUT THE ROLE

ADDITIONAL REQUIREMENTS SPECIFIC TO ST THOMAS'S CENTRE

- Determine, organise and implement a rich, diverse and flexible curriculum aligned to an effective assessment framework which mirrors mainstream provision to underpin effective transition between phases and schools/colleges.
- Develop and maintain effective strategies, provision and support to meet the 8 Gatsby Benchmarks of best practice in Careers Education enabling all young people to transition to an appropriate Post 16 destination.

DOMAIN THREE

Systems & Process

The Headteacher will:

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 pupils and staff, focused on safeguarding pupils 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 Management Committee to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, 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 pupils' 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.

ADDITIONAL REQUIREMENTS SPECIFIC TO ST THOMAS'S CENTRE

- Lead an effective digital strategy to ensure creativity, innovation and the use of new technologies to enhance learning, school

DOMAIN FOUR

The self-improving school system

The Headteacher will:

1. Create an outward-facing school which works with other schools, organisations and the local community – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parents and carers to improve academic and social outcomes for all pupils.
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 of 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.

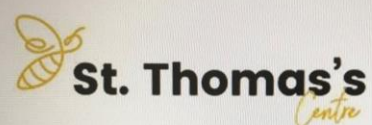
ADDITIONAL REQUIREMENTS SPECIFIC TO ST THOMAS'S CENTRE

- Lead an effective digital strategy to ensure creativity, innovation and the use of new technologies to enhance learning, school improvement and communication.
- Ensure individual accountabilities are clearly defined and understood, subject to rigorous review and evaluation.

volunteers accountable for their contribution to the safeguarding regulations.

This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed at management's discretion in the future or in the light of any changes to the National Standards of Excellence for Headteachers. <https://www.gov.uk/government/publications/national-standards-of-excellence-for-Headteachers/Headteachers-standards-2020>

The appointment is subject to the current conditions of employment in the current School Teachers Pay and Conditions as they relate to Headteachers. In carrying out his/her duties the Headteacher shall consult, where appropriate, with the Local Authority, the Governing Body, the staff of the Centre and the parents of its pupils.



**It is our expectation
that pupils succeed
No Exceptions
No Excuses**

ABOUT THE ROLE

PERSON SPECIFICATION

The applicant will be required to safeguard and promote the welfare of children and young people

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

The appointment panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to those identified in the table below).

Assessment Methods / Source					
AF	Application Form	P	Presentation / Skills Test / Observation	R	References
C	Certificates	I	Interview	D	Disclosure

In your application you should state clearly how you meet the requirements which are being assessed by this method, as the panel will reach a decision on whether to short-list you or not based on the information you provide.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

CRITERIA	ESSENTIAL / DESIRABLE	SOURCE
QUALIFICATIONS		
Qualified teacher status.	E	AF/C
Degree	E	AF/C
NPQH qualification or evidence of additional training in preparation for headship.	D	AF/C
Additional qualification and/or training relating to pupils with SEMH support needs.	E	AF/C
PROFESSIONAL DEVELOPMENT		
Evidence of recent and appropriate professional development for the role of Headteacher.	E	AF/C/P/I
Evidence of recent leadership and management professional development	E	AF/C/I
Up to date safeguarding training and knowledge of legislation for the protection of young people.	E	AF/C/I
SCHOOL LEADERSHIP AND MANAGEMENT KNOWLEDGE AND EXPERIENCE		
Successful leadership as a Headteacher	D	AF/I
Successful leadership as a Deputy Headteacher or assistant Headteacher	E	AF/I
Evidence of successfully leading school improvement	E	AF/I
Evidence of the application of strategies to review, evaluate and improve teaching and learning.	E	AF/I

ABOUT THE ROLE

Experience of curriculum leadership and development	E	AF/I
Experience of working constructively with parents/carers	E	AF/I/R
Experience of monitoring staff performance	E	AF/I
Experience of effective budget management and financial analysis	D	AF/I/P
The ability to provide support and advice to the Management Committee to enable it to meet its responsibilities.	E	AF/I/P
An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement.	E	AF/I/P/R
To have had experience of guiding, coaching, mentoring or training individuals or teams.	E	AF/I
Maintains good awareness of current national education policy and strategy.	E	AF/I/P/P
Knowledge of the pedagogy necessary to provide optimum learning arrangements and wider outcomes for vulnerable learners.	E	AF/R/P/I
Knowledge of the pedagogy necessary to provide optimum learning arrangements and wider outcomes for vulnerable learners.	E	AF/I
Understands school self-evaluation and its link with school improvement and Ofsted inspection process.	E	AF/R/P/I
Experience of recruitment, development and performance management of staff.	E	AF/R/I
Experience of Local Authority wide collaborative networking involving schools and statutory, voluntary and community services.	E	AF/R

EXPERIENCE AND KNOWLEDGE OF TEACHING

Successful teaching of pupils in a relevant phase	E	A / I / R
Extensive teaching and management experience of vulnerable learners and / or those at serious risk of social exclusion	E	A / I / R
Knowledge of the pedagogy necessary to provide optimum learning arrangements and wider outcomes for vulnerable learners.	E	A / I / R
To have current knowledge and understanding/ willingness to learn about all 5 Key Stages served by the school	E	A / I / R
Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan.	E	A / I / R
Commitment to ensuring inclusion and addressing diversity positively.	E	A / I / R
A sound understanding of how vulnerable children and young people learn, how teachers can best teach and how to raise achievement for all pupils.	E	A / I / R
An unequivocal commitment to students with social and emotional health challenges and to a whole school culture focused on mental health and well-being.	D	A / I / R

PROFESSIONAL ATTRIBUTES

An ability to provide compassionate support to children and young people, assist them to develop self-regulation and provide guidance on behaving appropriately within clearly established boundaries.	E	AF/I/R
An ability to articulate and communicate a vision which demonstrates high expectations for vulnerable learners in Blackburn with Darwen.	E	AF/R/P/I
An ability to communicate effectively, both orally and in writing, with a range of audience	E	AF/I/P
To be a leader of learning demonstrating, promoting and encouraging excellent classroom practice.	E	AF/I
A commitment to the professional development for all staff, and self.	E	AF/I
Have a good commitment to sustained attendance at work	E	AF/I
To have good judgement; able to assess and balance risks and opportunities	E	AF/I
A desire to engage and work collaboratively with parents and carers.	E	AF/I

ABOUT THE ROLE

The ability to plan and prioritise and organise self and others	E	AF/I
An outward facing leader committed to collaboration with partners and agencies	E	AF/I
A passion or improving the learning outcomes and life chances of vulnerable learners.	E	AF/I
A demonstration of persuasive skills to influence decision makers in the best interest of vulnerable learners and their parents / carers.	E	AF/I/P
Lead an effective digital strategy to enhance learning, school improvement and communications.	E	AF/I

PERSONAL QUALITIES

The capacity to provide inspirational, enthusiastic and innovative educational leadership	E	I
A caring and considerate attitude towards children, which values each child's potential, recognises each child as an individual and takes into account adverse childhood experiences and their potential impact on behaviour	E	I/P
Flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job	E	AF/I
The ability to inspire confidence	E	I
Excellent interpersonal skills	E	I/P
The ability to perform effectively under pressure	E	I/P
Think analytically and creatively and demonstrate initiative in solving problems	E	AF/I/P
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E	AF/I
A passion or improving the learning outcomes and life chances of vulnerable learners.	E	AF/I/P

SAFEGUARDING

Displays commitment to the protection and safeguarding of children and young people	E	AF/I/P
The ability to form and maintain appropriate relationships and personal boundaries with young people.	E	AF/I/P
Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	E	AF/I/C
Will co-operate and work with relevant agencies to protect young people	E	AF/I

PROFESSIONAL SKILLS

Each candidate will be expected to demonstrate knowledge and understanding of the National Standards of Excellence for Headteachers 2015 which also form the basis of the Job Description for a Headteacher in a LA school.

Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in St Thomas's Centre Pupil Referral Unit.

CONFIDENTIAL REFERENCES AND REPORTS

Positive recommendation from all referees, including current employer	E	-
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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.

Prepared on: 26/04/2022