



# HEAD TEACHER

Bluebell Park School Information Pack





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## Key Information

**Closing Date:** Monday 29<sup>th</sup> April 2024 (12pm midday)

**Shortlisting:** Monday 29<sup>th</sup> April / Tuesday 30<sup>th</sup> April 2024

**Interview:** Wednesday 8<sup>th</sup> May, Thursday 9<sup>th</sup> May.

**School viewing:** Please arrange a convenient time by contacting the school office using the following e-mail address: [bluebell.park@knowsley.gov.uk](mailto:bluebell.park@knowsley.gov.uk) or phoning on 0151 477 8350

**Application Form:** Please use KMBC application form which can be downloaded from the school website

**Please ensure that you fully complete** Section 7 of the application form – Supporting statement - by using the Person Specification as a guide and ensure that you do not exceed 2 sides of A4

**All Enquiries to :** [jeanette.gallivan@knowsley.gov.uk](mailto:jeanette.gallivan@knowsley.gov.uk)

**Completed Application Form to :** Please e-mail completed application form to Jeanette Gallivan, School Business Manager, on the e-mail below:

**Email address:** [jeanette.gallivan@knowsley.gov.uk](mailto:jeanette.gallivan@knowsley.gov.uk)

**Telephone:** 0151 477 8350

**Our School :** Bluebell Park, Cawthorne Walk, Kirkby, Merseyside L32 3XP

**School Website:** [www.bluebellparkknowsley.co.uk](http://www.bluebellparkknowsley.co.uk)



## Letter from Chair of Governors

Dear Prospective Candidate,

Thank you for your interest in the position of Headteacher at Bluebell Park School. I wish you well in your application to take our amazing school forward.

Our current Headteacher is taking up a new headship role after seven years in the post and we are looking to recruit an experienced school leader to continue to take the school forward following its most recent successful OFSTED report. Bluebell Park is a GOOD school and is ambitious to continue our journey to become OUTSTANDING. Please take time to look at our website and visit the school to see for yourself what an amazing place it is.

We are looking forward to welcoming someone with the qualities and drive to continue the school development to ensure we continue to deliver the highest quality of education for our pupils. The new Headteacher will lead a large team of around 130 staff who work hard and are committed to our children and young people, as well as working with many stakeholders to ensure our pupils needs are well met.

The Governing Body are enthusiastic and passionate about the development of the whole school and enabling our children to be as independent as they possibly can. We are committed to safeguarding and promoting the welfare of all our children and young people. As Headteacher, we will expect you to have a positive working relationship with the Governing Body and to be able to understand its role in support and challenge. We want a leader that can lead our current Senior Leadership Team and build on the good practices we have whilst keeping the school moving forward. If you have the skills and passion to meet the challenges it will be a great opportunity to develop your career and make a real difference to our children, staff, parents and wider community.

I hope you find the contents of our candidate pack useful and informative. Should you wish to have an informal chat please contact the school to speak to the Headteacher about the role.

Lexley McTigue

Chair of Governors



## Ethos and Values

### Our Mission Statement

***“Learn about our world, care for others and celebrate achievement”***

### Aims of School

- To provide an excellent education in a supportive environment
- To provide a broad and balanced curriculum through effective teaching strategies which are relevant to every pupil.
- For parents, pupils, staff and other professionals to enhance the life of Bluebell Park
- To promote and support inclusive educational opportunities for pupils both within Bluebell Park and other learning environments
- For the life and work of Bluebell Park to be valued as an integral part of the community
- For pupils to become as independent as possible, providing functional skills for all.

The children have fun whilst learning

Lovely atmosphere when visiting the school. Genuine people and a very caring, safe environment.

The friendly atmosphere and the respect the adults show the

It provides a rich environment for our children to learn



## School Information

Our school caters for 204 pupils with severe learning difficulties, ASC, profound and multiple learning difficulties, sensory and complex needs. We also have an additional Satellite provision for 16 pupils based at Eastcroft Primary School, a local primary school. We have a child centred approach and promote individual achievement and independence. We celebrate our pupils' successes no matter how small or big these may be.

Our aim is to support pupils through their journey to adulthood, leaving school as independent as they can be and ready for the next stage of their lives. We work closely with parents to achieve this and adopt a true multi-agency approach with other services including nurses, therapists, social care, positive behaviour and Early Help team amongst others. Our curriculum is designed to support this goal.

Bluebell Park is part of the Knowsley special sector and also a member of the Merseyside SLD network, a group of 17 SLD schools from the Merseyside region that work together to collaborate on curriculum development, joint training and staff development.

### **Governors**

Governors play a vital role in the strategic operation of the school. We meet regularly to discuss all matters relating to the strategic direction of the school. We are committed to the highest standards with regards to pupils' personal and social development as well as their academic achievement.

## What can we offer you?

- A great working environment, where everyone is valued and treated with respect.
- Hard working, dedicated and committed staff who strive to gain the best for all of our pupils.
- A fully integrated services model working with physio and occupational therapists, Speech and Language Therapists, Behaviour Analysts, Family First, family support workers, nurses and a range of health professionals.
- Supportive parents/carers who work with you in achieving the best for their son/daughter.
- AMAZING PUPILS.... who all give 100% to their learning. They embrace school life and are eager to learn life long, functional skills.
- A supportive governing body that put the interests of the children first and are committed to the continual improvement of the school.



## School Improvement

We are always looking at improving our school and moving our school forward. We have a robust school improvement cycle which is contributed to by stakeholders.

We are continuing to develop our curriculum offer to ensure that the finer steps of the curriculum are outlined so that teacher can deliver the highest quality of education.

Our last OFSTED report states that the school remains GOOD and identified the following areas for improvement.....

In some curriculum areas, leaders have not identified the key knowledge that they want pupils to learn. As a result, some teachers are not as clear as they should be about the most important knowledge that they should teach. Consequently, on a small number of occasions, pupils are not learning the curriculum as well as they should. Leaders should clarify the specific knowledge pupils need to learn, so that teachers can design activities which help pupils to know and remember more.

A small number of teachers do not have sufficient subject knowledge to teach the curriculum well. This occasionally inhibits pupils from learning as well as they could. Leaders should ensure that teachers receive the support that they need to help them design activities which build pupils' knowledge securely over time.

## What is Special about our School?

Our school has amazing facilities, staff, parents and most importantly children. Our building is purpose built which allows us to develop the holistic development of all pupils ensuring they all reach their full potential.

We work alongside many professionals to ensure all our pupils needs are being met.

We work as part of the Merseyside SLD network, offering extensive development opportunities and supportive working at all levels.



## What are we seeking from a new Head Teacher....

Our pupils would like .....

- A Headteacher who is happy and smiley
- Someone who listens to us and is kind and nice
- Someone who is easy to talk to and cares about the school and its pupils
- Someone who considers feelings, praises and is polite

Our staff would like.....

- A leader (with SEN experience) who will value and build on what we have already achieved
- Someone with a vision and lots of ideas
- Someone who will inspire and motivate staff to drive change
- Flexibility and a sense of humour
- Someone who is firm but fair
- Someone who is innovative, confident and approachable

Our parents would like.....

- Our children to feel safe, comfortable and welcome in school
- A Headteacher that will inspire a positive ethos
- A Headteacher that recognises that social/life skills are as important as traditional education
- A Headteacher who ensures our school continues to progress and become better
- A Headteacher that is committed to preparing our children for adulthood





## Job Description

### Introduction

This job description reflects the Headteacher's standards (2020).

The appointment is subject to the current conditions of employment of Headteachers, contained in the School Teachers' Pay and Conditions Document and other current educational and employment legislation.

### Job Purpose

To provide dynamic and professional leadership for the school to secure its continued success and improvement, ensuring high quality education for all its students and excellent achievement.

#### 1. School culture

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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 SEND code of practice

#### 6. Professional development

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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



## Person Specification

Ref	Criteria	Essential/ Desirable	App	Ref	Interview
			Shortlisting		
<b>Qualifications and Training</b>					
1	Has qualified teacher (QTS)	E	X		
2	Has a qualification relevant to headship, leadership and management	E	X		
<b>Professional Experience and Knowledge</b>					
3	Has a successful track record of leading a schools through an OFSTED inspection	E	X	X	X
4	Significant Experience in leadership in a variety of special school contexts (types and key stages).	E	X	X	X
5	In depth knowledge and understanding of the wider educational agenda including current national policies, statutory requirements and issues	E	X	X	X
6	Evidence of successfully leading large teams of professionals	E	X	X	
7	Ability to support, guide and advise the governing body so that it can fulfil its role and responsibilities successfully	E	X	X	X
8	Knowledge and understanding of managing a PFI build.	D	X		
<b>Personal Aptitudes, Qualities and Skills</b>					
9	The ability to think and plan strategically to promote the school's vision, ethos and values	E	X	X	X
10	Is well organised, able to plan, prioritise and delegate effectively ensuring deadlines are adhered to.	E	X	X	X
11	Excellent oral, written and IT skills	E	X		X
12	Has the ability to tackle difficult situations and make difficult decisions, conveying outcomes clearly and with sensitivity	E	X	X	X
<b>Shaping the Future</b>					
13	The ability to inspire, challenge, motivate and empower others to carry forward a shared vision for school improvement	E	X	X	X
14	Successful experience of implementing change	E	X	X	X
15	The ability to translate a vision into a School Improvement Plan with ambitious and challenging goals and implementing it successfully.	E	X	X	X
16	Enthusiastically embracing change and innovation and promoting new technologies and strategies relevant to teaching and learning.	E	X		X
<b>Leading Teaching and Learning</b>					
17	Able to monitor and evaluate performance in order to raise standards	E	X		X



18	Has successfully used data to raise achievement of pupils and improve teacher effectiveness	E	X	X	X
19	Knowledge and Understanding of whole school curriculum	E	X		
20	Ability to promote and maintain an environment that promotes positive behaviour	E	X	X	
21	Proven track record in tracking and monitoring pupil progress using pupil data to drive school improvement	E	X	X	X
<b>Developing Staff and Working with Others</b>					
22	Proven success in promoting equality, respecting diversity and challenging stereotypes so as to promote the rights of young people	E	X		X
23	Fully appreciates the importance of a work life balance	E	X		
24	Experiences of networking with other schools and agencies	E	X		
25	Evidence or experience of succession planning and commitment to Continuing Professional Development for all staff	E	X		X
<b>Leading and Managing the organisation</b>					
26	Evidence of successful leadership of whole school initiatives leading to improved provision and outcomes	E	X		X
27	Ability to consult and negotiate effectively with different stakeholders involved with the school including the Local Authority	E	X	X	X
28	Evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution	E	X	X	
29	Experience and understanding of the recruitment process to ensure the appointment and retention of the highest quality staff, including all safer recruitment and safeguarding procedures	E	X	X	
30	A good understanding of the latest school inspection framework and the ability to prepare staff	E	X		X
31	Establish and sustain appropriate structures and systems, adapting to changing requirements and resources including managing finance and resources effectively to maximize their use and value.	E	X	X	X
32	Understanding legislation and implementation with regard to Safeguarding, such that the school meets its statutory requirements and is a safe environment for learning, and promoting the well-being of staff and students	E	X	X	X
<b>Securing Accountability</b>					
33	Proven successful experience of school self-evaluation and accountability and the school improvement process	E	X	X	
34	Successful experience of strategic financial and	E	X	X	X



	resource management, ensuring efficiency, value for money				
35	Understanding legislation with regard to Health and Safety, such that the school meets its statutory requirements and is a safe environment for learning, and promoting the well-being of staff and students	E	X		X
<b>Strengthening Community</b>					
36	Has an empathy with parents of pupils with severe and profound learning difficulties	E	X		X
37	Able to reflect and act on community feedback	E	X		X
38	To have an understanding of how the local community can contribute towards school life	E	X		X