



HEADTEACHER PACK



**WOODLANDS
SCHOOL**

Woodlands School
Whitegate Drive
Blackpool
Lancs
FY3 9HF

Headteacher
Woodlands School, Blackpool
Salary L20 – L27

The Governors and young people of Woodlands School are seeking to appoint a talented and enthusiastic headteacher to join this highly successful special school. We are looking for someone with a love of learning and children and with the ability to be creative and innovative. They must have the ability to lead, inspire and motivate our staff team, communicate effectively with all the school's key stakeholders and have a natural empathy and understanding of the needs of our children.

Our pupils have a wide range of learning needs including severe, profound and complex learning difficulties. We are committed to creating a happy, caring school that provides a safe secure and supportive environment in which everyone feels valued, listened to and can thrive.

We invite applications from highly effective classroom practitioners with recent proven leadership and management experience in a special school. You must share our commitment to safeguarding children and providing a first class education for children and young people with special educational needs.

The successful candidate will play a significant role working with all our partners to realise our vision for a dynamic school community.

They will:

- be committed, enthusiastic, caring and friendly
- be an inspirational leader who will distribute leadership and organise the school to bring the best out of pupils and staff
- be dynamic, determined, approachable and have high personal expectations and a clear vision for the future of the school
- have high expectations of achievement, safety and behaviour
- know how best to serve pupils with a range of learning needs
- be knowledgeable about developments in special needs education
- be able to motivate and inspire our staff and our pupils and have evidence of your own high quality leadership and teaching
- have the ability to maintain excellent working relationships with pupils, parents, staff, governors and the wider community
- have a sense of humour

In return we can offer you:

- Friendly, happy children and young people
- A strong, dedicated and professional staff team
- A committed and supportive governing body



Headteacher: Mr Cole Andrew BA(Ed), Adv Cert Ed, NPQH
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Email: admin@woodlands.blackpool.sch.uk
Website: www.woodlands.blackpool.sch.uk

Dear Candidate

On behalf of the governors, staff and children, we would like to thank you for your interest in our school, and hope that you will take this opportunity to apply for the position of Headteacher, commencing in September 2018.

Summer 2018 will see the completion of our £2,000,000 building refurbishment. The project will give our pupils and staff high quality facilities in which to learn together.

We are very proud of our children and young people and our child focused curriculum ensures that their individuality is recognised and celebrated.

The successful candidate will be one who can demonstrate the ability to lead us on our journey. Key to the role will be developing strong partnerships and inclusion opportunities with our community and stakeholders and ensuring that our pupils continue to be at the centre of all we do.

We are deeply committed to the school and have many skills to support leaders and managers. The governors have an excellent relationship with our Senior Leadership Team, and want to support their new Headteacher in moving the school forward.

Please follow up your expression of interest with a visit to our school.

Yours sincerely

Lynne Worden
Chair of Governors

Job Description

JobTitle	Headteacher
Reporting to:	Woodlands School Governing Body
ISR	Group 4 – ISR L20 – L27

Core Purpose

- The effective leadership and management of Woodlands School and its extended services and promote a culture for achieving the highest possible standards in all areas of the work of the school in accordance with the School Development Plan and other strategic plans and policies of the Governing Body.
- Ensuring the achievement of the highest possible standards of teaching and learning within the school so that every child is supported in achieving their fullest potential.
- Representing the school and its interests within the wider community at all levels.
- Meeting the National Standards for Headteachers as published by the DofE.

Core Responsibilities

The Headteacher will:

- Maintain and build on the high standard of teaching and learning throughout the school by monitoring, encouraging, training and personal example.
- Ensure effective staff recruitment, training and development to support the schools' continuing improvement.
- Maintain a broad and balanced curriculum which meets all statutory requirements and is sufficiently flexible to accommodate the changing needs of the pupils.
- Maintain a safe learning environment for the pupils by ensuring effective systems for safeguarding are in place for the safety, wellbeing, social and pastoral care and development of the students and staff.
- Advise and assist the Governing Body by attending meetings and providing such information as is necessary for the effective exercise of the Governing Body's responsibilities.
- Implement the aims, objectives and development plans approved by the Governing Body.

- Strengthen and develop partnership working with other similar schools both locally and nationally.
- Ensure the effective management and deployment of teaching and support staff together with appropriate systems of delegation and discipline through the management structure of the school.
- Achieve effective communication and liaison with the teaching and other staff and their representative organisations.
- Ensure robust financial and resource management.
- Monitor and evaluate the work and organisation of the school with a view to achieving improvements where appropriate.
- Supervise and participate in Performance Management under the relevant regulations.
- Ensure that all policies and systems are implemented so as to achieve equal opportunities for all and that the school is fully inclusive.
- Develop and further strengthen existing relationships with students, parents, staff and relevant statutory bodies and the wider community.
- Ensure that parents/carers and students are well informed of any changes that may affect them.
- Assist the Governing Body in continuing to develop links with parents/carers and the community.
- Secure sufficient funding to enable the school to meet its statutory obligations.
- Promote mutual understanding and support for the aims and performance of the school.
- Promote equality, respect diversity and eliminate unlawful discrimination.
- Provide efficient and effective management, allocation, control and monitoring of the resources of the school together with the conservation and proper use of the school buildings, grounds and equipment.
- Promote and uphold the school charter.
- Fulfill such other requirements as are included in the conditions of employment of headteachers as specified in the current School Teachers' Pay and Conditions Documents.

Woodlands School Charter

In our professional duties, we commit to behaving in a way that reflects the SPIRIT of Woodlands School

S u p p o r t .

We share responsibility for all children, and each other's wellbeing, no matter what part of the school we currently work in.

P o s i t i v i t y .

We maintain positive attitudes and communication with words and body language at all times and in all situations, irrespective of roles and responsibilities

I n c l u s i v e

We commit to treating each other with respect and include each other in decision making processes

We agree to speak to each other 'inclusively' and within professional boundaries

R e s p e c t

Pro-actively show respect in manner and thoughts for everyone, especially each other, visitors/family members and the children

Listen to each other's views and manage disagreements with a focus on finding positive solutions

I n t e g r i t y

We take personal responsibility to develop skills, strive to develop and seek/take advice and support

We take personal responsibility to identify and challenge the things that make us unhappy in life and work

We take personal responsibility to lead and to follow according to the roles and responsibilities we have at any particular time (refer to roles and responsibility wheel)

T R A I L

- We seek and follow the key values outlined in the Woodlands TRAIL in all that we think and do
- Adults and children alike learn TOGETHER
- We seek to RAISE our game, make the best possible progress; both within ourselves and for each child
- We agree shared ASPIRATIONAL goals for each other and every child
- We challenge each other and the children to become as INDEPENDENT as possible in developing skills and knowledge
- The ability to keep learning and growing is a LIFELONG commitment
- We agree that our core measure of success is the quality of the LEARNING experience (all formal and informal learning is fun and valuable)

Personal Specification

Criteria	Essential(E) or Desirable (D)	Method of Assessment
Education/Qualifications	Qualified Teacher Status (E) NPQH (D)	Application
Knowledge & Experience (Relevant work and other experience)	<ol style="list-style-type: none"> 1. Detailed knowledge of current legislation and guidance for SEND, safeguarding and child protection (E) 2. Experience of proven strategic leadership and consistent achievement as a senior leader in a special school (D). 3. Experience of whole school self evaluation and continuous improvement (E) 4. Knowledge and understanding of current development in special needs curriculum, assessment and practice (E) 5. Experience in developing effective working relationships with diverse stakeholders and operating and negotiating with external partners (E) 6. Understanding of strategic change management achieving sustainable improvements and efficiency, with the ability to translate strategic objectives into operational plans. (E) 7. Experience of effective budget management with accountability for strict monitoring and best use of resources(E) 	Application

What qualities do our families want in a Headteacher?



Competency Framework

Should you be successful for interview you will also be assessed on the following competencies, strengths and values.

Sets Vision and Team Direction		
Evaluating, creating and formulating strategies	Demonstrates a strength in strategic awareness; works strategically to realise organisational goals; demonstrates creativity, initiative, resourcefulness and resilience, sets and develops strategies; identifies and develops positive and compelling visions of the organisation's future potential; takes account of a wide range of issues across, school.	Task
Developing Staff Teams		
Adhering to values and behaviours;	Demonstrates strong moral compass; upholds public service ethics and values, demonstrates integrity; promotes and defends equal opportunities, has a personal and professional commitment to trust, builds diverse teams; encourages organisational and individual responsibility towards the school, its community and the environment.	Task Interview
Leading and supervising;	Demonstrates a strength in acting as a catalyst; a strong leader with energy, flair, resilience and credibility; provides others with a clear direction; inspires, leads, motivates and empowers others; provides staff with development opportunities and coaching; sets appropriate standards of behaviour and tackles underperformance sensitively and effectively	Task Interview

Building Relationships and Partnerships		
Relating and networking;	Demonstrates a strength in rapport building; easily establishes good relationships with children, staff and families as well as diverse stakeholders and partners; communicates well with people at all levels.	Task Interview
Persuading and influencing;	Demonstrates a strength in persuasion; gains clear agreement and commitment from others by persuading, convincing and negotiating; makes a strong personal impact on others	Task Interview

Building Relationships and Partnerships		
Adapting and responding to change	Demonstrates strong personal strengths in resilience, maintains a positive outlook; adapts to changing circumstances; accepts new ideas and change initiatives; adapts interpersonal style to suit different people or situations; remains calm and focused; shows an interest in new experiences and challenges; handles criticism well and responds appropriately	Task Interview
Determining and initiating action;	Demonstrates a strength in judgement and personal responsibility; takes responsibility for actions, projects and people; introduces changes into work processes; makes clear decisions which may include tough choices or considered risks and sees ideas through to delivery, basing decisions on evidence.	Task Interview

Woodlands School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

All staff are expected to **understand** and be **committed** to Equal Opportunities in employment and service delivery.

Woodlands School Curriculum

Our curriculum is skill and context based and encourages active engagement in learning for all pupils. The curriculum encompasses our core learning values of independence and interdependence where learning for life is fun.

The children and young people at Woodlands have diverse and individual needs, and we aim to be responsive to each pupil, building on individual strengths, interests and learning styles through a broad and balanced curriculum.

All our children and young people have EHCP's, and all pupils have personalised learning intention maps (PLIMs) which are drawn from the aspirations and the four areas within the EHCP; these being communication and interaction, cognition and learning, physical and sensory development, and social and emotional wellbeing. Pupil's Learning Intention Maps (PLIM's) are incorporated into the curriculum enabling all children to progress at their own level and pace.

Pupil's individual programmes devised by other therapists, such as Physiotherapy and Speech and Language are also incorporated in to our learning activities and daily routines.

Our ultimate goal is to help our children and young people to build on their strengths and to help them to overcome barriers to learning enabling them to move towards independence, towards having control and choice, and to effectively communicate their needs, wants, and opinions.

We recognise that children and young people need to be ready for learning and for many of our children and young people sensory integration is integral to any learning to meet their personal sensory needs.

Children in Early Years and Yr1 follow the Early Years Foundation Stage Curriculum which consists of seven areas of learning and development.

The three prime areas of learning are:

- * **Personal, Social and Emotional Development**
- * **Communication and Language**
- * **Physical Development**

The four specific areas of learning are:

- * **Mathematics**
- * **Literacy**
- * **Understanding of the World**
- * **Expressive Arts and Design**

We provide developmentally appropriate, play based learning within an exciting and stimulating indoor and outdoor environment. Our children are supported to join in both child-initiated and adult led activities across the whole curriculum.

At Woodlands School we follow the Principles of the Early Years Foundation Curriculum that every child is a unique child who will develop and learn through positive relationships within an enabling environment.

Children and young people in Years 2 – 11 access our own curriculum which consists of six areas of learning each designed to support the overall development of our learners.

The six areas are:

- * **My Communication**

In this curriculum area, learners develop intentional and purposeful communication. Our children and young people are supported to communicate using a range of augmentative or alternative communication methods tailored to their needs to enable them to communicate their needs, wants, observations and opinions. They also work on literacy skills; reading, writing and stories.

- * **My Thinking**

In addition to inclusive Maths, this curriculum area develops thinking and reasoning skills to help pupils to make sense of the world we live in. In 'My Thinking', learners encounter situation-based and contextualised problem-solving activities. This curriculum area explores patterns and sequences, social and moral dilemmas, languages for thinking, and ways of finding new information.

*** Myself and My Body**

Through this curriculum area, children and young people enhance their overall health and well-being. For example, as part of "My Body" learners take part in an extensive range of physical activities. They also learn about personal care, healthy eating and safer lifestyle choices. "Myself" provides opportunities and activities to support learners to understand their feelings and, behaviours.

*** How my World Works**

This curriculum area focuses on practical skills and understandings for a functional life. Many aspects have a scientific dimension such as materials, electricity, living things and sound. This curriculum area also emphasises effective engagement with technology, including computers, phones and household appliances.

*** My Community**

This curriculum area supports children and young people to be part of the community around them and have a unique identity within it. In this curriculum area, learners gain an understanding of the people around them. They also explore the local area and how to access its services. This curriculum area can also provide an additional context for learners to transfer skills developed in "My Communication" or "My Thinking" and work for example, on communication targets.

*** My Creativity**

This curriculum area includes Music and Art. It provides an additional meaningful context for children and young people to develop skills within the priority areas of communication, thinking and personal and social development. It also creates opportunities for the transference and generalisation of learning.

A thematic approach is planned to ensure that our curriculum content provides breadth and flexibility; supporting a balance of learning experiences and opportunities to meet individual needs.

Sixth Form

The Sixth Form provides our young people with the opportunities to develop the functionality and independence they need to successfully take their next steps into adult life. At different levels, appropriate to individual needs, staff work in partnership with families and pupils to provide experiences to enhance understanding and future life chances. Through the curriculum, residential experiences, communication challenges, work related learning and life skills, pupils apply their knowledge and skills to build confidence, efficacy and understanding for the future.

Each year the pupils choose the topics they would like to study from the options available. E.g. Animal Care, Music Art Dance and Drama, Independent Living Skills, Catering and Hospitality, Horticulture. Through these topics pupils will be introduced to a range of ASDAN (Award Scheme Development and Accreditation Network) accreditations and qualifications. These will be based around developing independent living skills, developing transferable life skills and making choices.

The ASDAN programmes we select our modules from include:

Personal Progress

PSD

**Employability
Workright**

The Sixth Form curriculum also focuses on functional English and functional Mathematics.

Woodlands School Site



We are delighted to be able to celebrate an investment of £2m from Blackpool Council to bring building at Woodlands up to date for the needs of our pupils. In the midst of Local Authority cut backs, this was a huge boost to our plans for the future of the school.

The resulting plans were approved and work started in May 2017. The whole school will have been re-configured by the time the project finishes in August 2018. School continues to run during the project. Phases 1 to 3 are complete.

- All classrooms will be large and similar in size and with most having direct access to their own outdoor learning zones. This reflects the new curriculum approach which includes the principles of 'continuous provision' across all key stages.
- Most classrooms will have direct access to their own toilet facilities (shared in pairs of rooms).
- Wider corridors to better support pupils with physical disabilities.
- Better drop off facilities for the school transport
- A new admin block which also will provide a much better welcome and face to the school.

Our new Westbury Sixth Form College facilities opened in April 2016; providing the Post 16 students with their own off site environment. This site is shared with Park Community Academy Sixth Form.

Your Application

It is important that you complete all sections of the form and that you provide full information in each section. You are asked to tabulate your experience and additionally submit a letter setting out the main points of your application,

The application form must be fully completed and legible and be hand written in black ink. Your supporting statement can be completed in black ink or word processed. It should be no more than 2 sides of A4.

Confidential References and Reports

Only written references and reports should be provided. Referees must be able to comment authoritatively on your personal and professional competence. They should also provide:

A positive recommendation from all referees, including current employer. For headship this should be the Chair of Governors

A supportive reference from the Local Authority, or where this is not available, an additional professional reference from your School Advisor.

Visits to the school are strongly encouraged and you are invited to contact Toni Fairholm, School Business Manager, on 01253 316722 to arrange.

Post Start date: 1st September 2018

Closing date for Applications: Friday 26th January 12:00 noon

Short listing date: Monday 29th January

Provisional Interview date: 22nd & 23rd February

Salary: L20 – L27

Contract type: Full time

Contract term: Permanent

Location

Blackpool is located within one hours drive of Manchester and Liverpool to the south and the Lake District to the north via the M6/M55. It has excellent rail links which are currently undergoing extensive modernisation to make travelling even quicker and easier.

Blackpool itself has a wide and diverse culture with many of the attractions associated with coastal towns. There are a number of theatre venues showing a range of plays, musicals, concerts etc. It is ideal for families with its three piers, the Illuminations, World Firework Competitions, Sandcastle Water Park, Pleasure Beach and, of course, the famous Blackpool Tower. Blackpool is world famous for its dance competitions which take place throughout the year at the Winter Gardens and in the Tower Ballroom.

Stanley Park is within a short distance of Woodlands School and apart from its lakes, children's playground and sports facilities hosts various events throughout the year in addition to weekly concerts in the bandstand.

Blackpool Town Centre has a wide range of shops, cafes and bars and is soon to have a new purpose built Multiplex cinema and conference centre.

