



Baines School
Nil Sine Labore



Deputy Headteacher Position
April 2018



A Message from the Headteacher



Welcome to Baines School,

Thank you for your interest in the post of Deputy Headteacher at Baines School. I am proud to be the Headteacher here and am delighted you are interested in joining our team at this exciting time of change. Baines School is a special place that has great potential to be a wonderful place for learning and personal development. There are so many positives to share, as well as a number of areas to improve. We are looking for an inspirational and driven leader to join us at a time where we want to rapidly move the school on the journey back to 'Good' and towards 'Outstanding'.

This post arises following the retirement of the long-standing experienced Deputy Headteacher who has been at the school for over thirty years. This is an excellent leadership opportunity for an optimistic person who has energy, drive and a relentlessly positive outlook on the raising of standards. It will suit someone who has the aspiration for Headship. It is more important that we employ a dynamic leader who works well as part of a team than someone who has a specific focus area of leadership. The current Deputy Headteacher leads on safeguarding, staff induction, monitoring and evaluation and appraisal. We will re-shape the SLT roles and responsibilities once the appointment has been made in order to reflect the strengths of the team.

As Headteacher, I joined the school on the 1st of September 2017, following the retirement of the previous long-serving Headteacher. The school received its' last Ofsted inspection in June 2017 before I started. However, the results in August 2017 were not as predicted and there is much work to do to restore the reputation of the school.

Baines School is steeped in a rich history thanks to our founder James Baines in 1717. The year 2017 celebrated 300 years since the school first started and 2018/19 is a special year as we will commemorate 40 years since the school became co-educational and saw the first intake of girls. We have a very supportive Former Pupils Association with a number of social events during the year. There is a fantastic loyalty to the school with generations of families studying at Baines as well as a number of staff and governors who are also former pupils themselves.

Our catchment serves the areas of Wyre and Fylde, and Blackpool. We have an extremely mixed intake with some pupils from Blackpool which is an area of significant coastal deprivation, with approximately 25% Pupil premium students. Our population has a prior attainment above the national average and we have a lot of students who have exceedingly high aspirations, many of whom have gone on to Russell Group Universities.

Baines School is currently an 11-18 school but due to financial pressures in the post 16 provision, the sixth form will officially close on 31st August 2019 and we will become an 11-16 school.

The ideal candidate:

- sees themselves as a future Headteacher, ideally within the next five years
- can model excellence inside and outside the classroom
- is flexible, resilient, has a 'can do' attitude and is relentlessly positive
- can inspire students and staff to be the best they can be
- is driven by moral purpose to serve the community of Baines School

We will offer you:

- excellent CPD opportunities-we will prepare you to lead your own school
- friendly and vibrant staff and students
- staff and governors who are loyal to the school and determined to see the school reputation and popularity restored
- stretch and challenge
- support from system leaders across other schools and the Local Authority
- opportunity to be part of a school improvement journey and make a real difference to students' lives.

I would encourage serious candidates to visit the school, or to book a telephone conversation, to be able to fully appreciate the potential of our school.

Nil Sine Labore – Nothing Without Effort

Kind regards



Alison Chapman

Headteacher

April 2018

Application Details



BAINES SCHOOL DEPUTY HEADTEACHER

Leadership Scale 18 - 22

The new Deputy Headteacher will be appointed at the lowest point on the advertised range. If, as a result of their current salary, the successful candidate is eligible to be appointed at a point other than the minimum of the advertised range, then the governing body will pay one point higher than their existing salary, up to a maximum of one point below the top of the pay range.

Opportunity for an informal pre-application visit to the school:

- **Monday 23rd April 2018 4 – 5.15pm**
- **Wednesday 25th April 2018 4 – 5.15pm**

(To arrange a visit please contact Mrs C Porter, Head's PA on 01253 883019)

Closing date for the receipt of completed applications: **Thursday 3rd May 2018 at 12pm.**

Shortlisting date: **Wednesday 9th May 2018**

Interviews Day 1 (shortlisted candidates at Baines School): **Thursday 17th May 2018**

Interviews Day 2 (The Village Hotel, Blackpool): **Friday 18th May 2018**

Please note: Receipt of an application will be acknowledged by email. Subsequently, if you have not been contacted within one week of the shortlisting date, you should assume that your application has been unsuccessful.

It is our policy to take up references for shortlisted applicants from their present employer and one other referee. It would greatly assist the process if you were able to supply email addresses for all the referees on your application form.

Applicants will be asked to produce original certificates for all education qualifications stated in the application form prior to the appointment being confirmed (these will be asked for on the first day of the interviews). All appropriate safeguarding and attendance at work checks will be requested.

Applicants are asked to provide an application form that must be fully completed and legible.

A supporting statement of no more than 1500 words, should be clear, concise and related to the specific post.

We would prefer applications to be returned by email to Chloe Porter, the Headteacher's PA: cpo@baines.lancs.sch.uk

Job Description



Job Description for Deputy Headteacher

The appointment is subject to the current conditions of employment of Deputy Headteachers, contained in the School Teachers' Pay and Conditions document, other current educational and employment legislation, relevant Teacher Standards (2011) and National Standards of Excellence for Headteachers (2015), and the school's Articles of Government.

Responsible to: Headteacher

Job purpose: To ensure standards are raised across the school. The post holder will play a vital role in raising standards through the strategic leadership of all areas supporting students to achieve their full potential. To deputise in the Headteacher's absence.

The specific role of the successful applicant will be developed around their skills, experience and ambitions.

Salary: Leadership Scale pts 18-22

Role of senior leaders at Baines School

The role of senior leaders encompasses but exceeds the specific tasks assigned. Senior leaders have a crucial role in embodying the vision of the school, monitoring daily activity and in supporting and challenging staff and pupils. The following are the expectations of all senior leaders:

- To ensure all aspects of Baines School are at least good and meet the needs of all learners
- To ensure leadership and management at all levels are at least good
- To ensure any barriers to achievement are removed through excellent support for all learners
- To secure outstanding educational experiences which meet the needs of all learners.
- To secure good and better teaching and learning for staff and students.
- To surmount all barriers to achievement through managing the physical and personnel resources of the school

The Deputy Headteacher will:

- Undertake the normal responsibilities of the class teacher
- Be an active participant of the senior leadership team
- Assist the Headteacher in the strategic leadership and management of the school
- Assist the Headteacher in the day to day organisation and management of the school
- Support and/or represent the Headteacher at meetings as and when required
- If the Headteacher is absent from the school as Deputy Headteacher you must undertake their professional duties to the extent required by the Headteacher or the Governing Body.
- Undertake such duties as are delegated by the Headteacher
- Play a major role, under the overall direction of the Headteacher, in formulating and reviewing the School Self- Evaluation Document, School Improvement Plan, aims and objectives of the school by:
 - (a) formulating the aims and objectives of the school;
 - (b) establishing the policies through which they are to be achieved;
 - (c) managing staff and resources to that end;
 - (d) monitoring progress towards their achievement.

Domain One - experiences, qualities and knowledge

Working in coordinated and cohesive partnership with all other members of the senior leadership team the post holder will:

1. Have an outstanding track record in Educational Leadership with proven success and demonstrable impact.
2. Hold and articulate clear values and moral purpose, focused on providing a world-class education.
3. Demonstrate the ability to think strategically, analytically and creatively.
4. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards all members of the school community.
5. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
6. Sustain wide, current knowledge and understanding of education and school systems, and pursue continuous professional development.

7. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, translating local and national policy into the school's context.
8. Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and colleagues to excel.

Domain Two - students and staff

Working in coordinated and cohesive partnership with all other members of the senior leadership team the post holder will:

1. Embed ambition and drive improvement, specifically within line managed faculties/teams and across areas of responsibility specified by the Headteacher.
2. 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.
3. Ensure that identified whole school initiatives are applied consistently, continue to ensure that staff and students understand and engage with them.
4. 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.
5. Maintain and further develop a culture of 'open classrooms' as a basis for sharing best practice, drawing on and conducting relevant research and robust data analysis.
6. Lead initiatives and co-ordinate development programmes as specified by the Headteacher to ensure that the school promotes and achieves the highest standards of teaching and learning.
7. Build on and further develop the school's family ethos within which all are motivated and supported to develop their own skills and subject knowledge, and to support each other.
8. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
9. Hold all staff to account for their professional conduct and practice.

Domain three - systems and processes

Working in coordinated and cohesive partnership with all other members of the senior leadership team the post holder will:

1. Ensure that the school's systems, organisation and processes are efficient and fit for purpose in a changing world.
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. Maintain, further develop and implement rigorous, fair and transparent systems for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Contribute to the school's rigorous and on-going self-evaluation cycle and quality assurance procedures, specifically in line managed faculties/teams, including:
 - contributing to the School's Self Evaluation and providing relevant evidence
 - interpreting and acting upon student performance/prior attainment data
 - analysing and sharing data with team leaders; raising questions, posing hypotheses and providing challenge
 - work scrutiny/standardisation of assessment
 - lesson observations and feedback
 - learning walks
 - moderating student standards of achievement and behaviour
 - ensuring that all staff are fulfilling their professional responsibilities and carrying out their duties effectively
5. Ensure all staff are kept informed of the school's strategic objectives, core priorities, development and progress through effective communication;
6. Implement effective procedures to safeguard students at all times;

7. Contribute to the recruitment, induction and professional development of the school's workforce to achieve the school's vision and goals, including Initial Teacher Trainees.
8. Encourage strong governance and actively support the governing board to understand its role and deliver its functions effectively by preparing reports for Governors' meetings and playing an active role in the meetings.
9. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and of the school's sustainability.
10. 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.
11. Participate in the day-to-day management of the school by being a visible and effective presence and contributing to the duty rota.

Domain four - the self-improving school system

Working in coordinated and cohesive partnership with all other members of the senior leadership team the post holder will:

1. Ensure that the school continues to develop its outward-facing strategy and work with other organisations to secure excellent achievements for all students.
2. Maintain effective partnerships with parents and carers to support and improve students' achievement and personal development.
3. Ensure timely and professional communication to parents/ carers in all correspondence and consistently high standards in reports on student's progress.
4. Nurture and further develop effective relationships with colleagues in other schools and public services to improve academic and social outcomes for all students.
5. Shape the current and future quality of the teaching workforce through high quality training and sustained professional development for all staff.
6. Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.

7. Maintain positive perceptions of the school through relevant, interesting and engaging items on the school's website, in newsletters and the local media, Presentations, Consultation Evenings and Celebration events.

Person Specification / Selection Criteria



Person Specification for Deputy Headteacher

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

Note: Candidates failing to meet any of the essential criteria will automatically be excluded from the shortlisting process.

The following letters under the source column indicate where candidates will be able to demonstrate the particular aspect of the person specification.

A = within the application form

L = Letter of no more than 1500 words to support the application

I = within the interview process

R = within the reference

[A] Qualifications

	Essential	Desirable	Source
Qualified teacher status	E		A
Relevant Degree at second class honours or better	E		A
NPQSL/ NPQH / Masters degree or equivalent		D	A

[B] Professional Development

	Essential	Desirable	Source
Evidence of appropriate professional development for the role of Deputy Headteacher	E		A, L, I
Up to date safeguarding training and knowledge of legislation for the protection of young people		D	A, I

[C] School leadership and management experience

	Essential	Desirable	Source
Be able to demonstrate successful / effective leadership in a school	E		L, I
To have taken an active involvement in school self-evaluation and development planning	E		L, I
To have implemented and developed a successful whole school initiative	E		L, I, R
To have had responsibility for policy development and implementation		D	L, I
To have had experience of and ability to contribute to staff development (E.g. coaching, mentoring, INSET for staff).	E		L, I, R
Experience of working effectively within staff teams and line management of staff	E		L, I, R
Work positively with parents / carers and the community	E		L, I, R

[D] Experience and knowledge of teaching

	Essential	Desirable	Source
Experience of teaching in more than one school		D	A
Experience or understanding of teaching in a school in similar circumstances/ serving a similar community.		D	A, L, I
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses	E		L, I
To be able to demonstrate how their leadership has improved student outcomes	E		L, I
Proven excellence in teaching students and meeting individual needs of all pupils	E		L, I, R

[E] Professional Attributes

	Essential	Desirable	Source
Demonstrate an awareness of the needs of the pupils at Baines School and how these could be met.	E		I
Excellent written and verbal communication skills (which will be assessed at all stages of the process).	E		A, L, I, R
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom and intervention practice.	E		L, I, R
Show a good commitment to sustained attendance at work	E		I, R
Ability to support and develop the vision of the school	E		I

[F] Professional Skills

These are based on the National Standards of Excellence for Headteachers 2015. While a Deputy Headteacher is not expected to be fulfilling these standards, candidates will need to demonstrate some evidence that they are working towards aspects of each standard as outlined below. Whilst candidates may present some evidence within their letter of application, current progress towards these standards will be explored more fully in the interview process. The Essential criteria indicated below reflect the need for candidates to be committed to working towards these standards.

Qualities and Knowledge		Essential	Desirable	Source
1	Hold and articulate clear values and moral purpose focused on providing a world-class education for the pupils at Baines School	E		L, I
2	Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.	E		I, R
3	Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.	E		L, I
4	Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.	E		A, L, I

Pupils and Staff		Essential	Desirable	Source
1	Demand ambitious standards 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.	E		L, I, R
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.	E		L, I
3	Establish an educational culture of "open classrooms" as a basis for sharing best practice, drawing on and conducting relevant research and robust data analysis.	E		L, I
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.	E		L, I
5	Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning	E		L, I, R

6	Hold all staff to account for their professional conduct and practice	E		L, I, R
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Systems and Process		Essential	Desirable	Source
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.	E		L, I, R
2	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.	E		L, I, R
3	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.	E		L, I, R

The Self-improving school system		Essential	Desirable	Source
1	Work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.	E		L, I
2	Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.	E		L, I
3	Harness the findings of well evidenced research	E		L, I
4	Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.	E		L, I, R

[G] Personal Qualities

	Essential	Desirable	Source
Ability to demonstrate positivity, courage and resilience in difficult times	E		I
Inspire, challenge, motivate and empower teams and individuals to achieve high goals	E		L, I
Be honest and transparent with great personal integrity	E		I
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E		L, I
Prioritise, plan and organise themselves and others	E		L, I, R
Think analytically and creatively and demonstrate initiative in solving problems	E		L, I, R
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		L, I, R

[H] Confidential References and Reports

Positive recommendation from all referees, including current employer	E
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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.

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

[I] Application Form and Supporting Statement

The form must be fully completed and legible. The supporting statement of no more than 1500 words should be clear, concise and related to the specific post.

A Message from the Chair and Vice-Chair of Governors

Dear Colleague,

RE: Vacant post of Deputy Headteacher, commencing September 2018

It is with great pleasure that we welcome you to Baines School.

This vacancy arises as the current post holder, Mrs Carol Robinson, is retiring at the end of this academic year. This is an exciting time for someone to come and work with our new Headteacher and Senior & Middle Leadership Teams to help to strengthen our practice and build on the good work already being done.

Our vision is first to get it to 'good' and then 'outstanding' and to make Baines the school of choice for young people in Poulton and the local area. Our most recent Ofsted report identifies clearly the actions we must take as part of this process. Baines has a strong history and recently celebrated its 300th anniversary. Both the new Chair and Vice Chair of Governors are former pupils and the governing board play an active role in the life and strategy of the school.

The staff at Baines are committed to ensuring that all students have the opportunity to achieve their full potential regardless of ability or background. The proportion of pupil premium students has risen over the past few years, though we also have a significant proportion of pupils whose prior achievements are above the national average. We are always looking at ways that we can improve and the successful candidate will have a key role in driving us further. The emphasis is very much on good teaching and learning- developing this is at the heart of what we do.

We are justifiably proud of the academic and wider achievements of our pupils. Whilst the decision to close our sixth form in summer 2019 was a difficult one, applications for year 7 remain very strong and an anticipated housing development in the town will provide further opportunity to grow.

This has been a busy first year in post for our Headteacher, Alison Chapman. Ally's inspiration and enthusiasm has been evident throughout. Her proactive, honest and open approach to leadership has taken the school forward in only a short time, with the involvement of external consultants and the local authority in building capacity to improve, and the leveraging of parents, former pupils and the local community.

We are looking for someone to inspire our staff and pupils and to come with us on a journey. In return, there is the opportunity to shape the future of a historic school. For the right person this will be a challenging, but very rewarding job. I encourage you to come to visit the school and meet Ally if you are able to do so.

We very much hope that the information in this pack encourages you to apply.

Kind regards

Bob Fletcher
Chair of Governors

Robert Hindle
Vice Chair of Governors

A Message from the Pupils



Dear Applicant

As a prospective candidate for the position of Deputy Headteacher at our school we want to share with you our thoughts about the qualities we would wish our new Deputy Headteacher to have along with our reflections on our school.

We firmly believe that the history of our school makes it a very special place to learn and work. As pupils we are proud to be part of a school that was established in 1717 through the generosity of our founder, James Baines. A school like ours that has developed traditions over time is a school that has much to offer.

Being pupils at Baines School makes us feel very much a part of a community. The environment is friendly and caring and with the support of all members of staff we are encouraged to uphold the school motto, "Nil Sine Labore" and try our best at all times to fulfil our potential.

We know that our school also has its challenges to overcome and that the teachers and the pupils are working hard together as a team for us to be recognised as a Good school and ultimately Outstanding. As pupils we believe that the school has the potential to achieve this!

We would like a Deputy Headteacher to be dependable, enthusiastic about young people and passionate about our learning. He or she should be ready to get involved in all areas of school life and be very "hands on". They will be joining a dedicated and committed team and we would hope that the new Deputy Headteacher would be supportive of pupils, parents, carers and staff.

If you believe that you embody the values of our school and that you can help our school on its journey to be a great school, we hope that you will apply to be our new Deputy Headteacher.

On behalf of all of the pupils and families of Baines School,

Kind regards,

Charlotte Pilling and Marcus Jolly (Year 10 pupils)

Baines School at a Glance: pupil characteristics



PUPIL CHARACTERISTICS (September 2017)

Number on Roll (11/16)						828
Number on Roll (Sixth Form)						57
Proportion Eligible for Pupil Premium						21%
Proportion Eligible for FSM						10%
Attendance (2014/15)	Baines	94.8%	National	94.8%	Gap	0%
Attendance (2015/16)	Baines	95.8%	National	95%	Gap	0.8%
Attendance (2016/17)	Baines	95.7%	National	94.8%	Gap	0.9%
Percentage of Pupils with SEN (2017/18)						21%
Percentage of Pupils with Statemented SEN (2017/18)						0.7%

Baines School at a Glance: pupil achievement



Key Stage 4 Outcomes:

KS4	2016 (Disadvantaged in brackets)	2017 (Disadvantaged in brackets)
Progress 8 Score	-0.22 (-0.24)	-0.63 (-1.71)
Attainment 8 Score	51.3 (47.3)	43.3 (23.6)
Grade 5+ in En & Ma		40% (7%)
Grade 4+ in En & Ma	73% (72%)	66% (20%)
Entering EBACC	46% (56%)	47% (13%)
Grade 5/C+ EBACC	26% (17%)	23% (0%)
Grade 4/C+ EBACC		27% (0%)

A-Level Outcomes:

A Level	2016	2017
A*-B grades	35%	35%
A*-E grades	93%	93%
Progress Score		-0.39

The Outcomes in 2017 demonstrate that, whilst the school is in a challenging position, it is also at a point where everyone understands the need for sustained and rapid improvement. While the overall headlines are concerning, there were some fantastic individual results at both A Level and GCSE. There are some reasons that explain the degree of difference between the GCSE Outcomes in 2016 and 2017 around the structure of the curriculum and the number of students who were educated off-site in 2017.

An Introduction to Our School



We are pleased to provide the following information for candidates interested in the Deputy Headteacher position at Baines School. It is only a snapshot of our school and the area it serves, but we hope that there is enough information here and on our new website www.baines.lancs.sch.uk to encourage you to apply.

Baines School has a long and proud heritage. In 2017, it celebrated its 300th anniversary. The school is also unique in the North West in holding its voluntary-aided, non-denominational status. It is proudly comprehensive in nature and renowned in the locality for the support it offers to the social and personal development of its young people at all stages of their school career. Baines is rooted in the local community but owing to its close geographical proximity to Blackpool Authority, the intake each year is wide-ranging and diverse in nature, although ability upon intake is high.

The second 'Requires Improvement' judgement from the 2017 Ofsted inspection should not deter applicants. There are challenges facing the school but we have a clear drive to rapidly raise standards. We are working hard to strengthen the typicality of high quality teaching and learning that leads to consistent pupil progress and several active partnerships that have been supporting this drive.

We are proud of the many successes of our young people and of the range of opportunities that our dedicated teaching and associate staff offer them. The work of our governors and of the Former Pupil Association provides additional support and funding for the direct benefit of the pupils. They actively encourage the development of wider activities which further contribute to the enrichment and success in the lives of our young people whilst they are with us and beyond.

The area served by the school

Poulton-le-Fylde is an attractive, small town situated close to Blackpool and the Fylde coast. We are well connected to the rest of the country by an excellent network of motorways and roads, with large centres such as Manchester and Liverpool being just over one hour away. The town has its own railway station, with regular services to Preston and the West Coast Main Line. The school is situated in a pleasant residential area and there is an extensive building plan for new houses in the area.

The school site

We have a spacious site with a number of different buildings ranging from the very oldest which was built 300 years ago, to the most recent additions around fifteen years ago. Most recently, the science laboratories and English rooms have undergone major refurbishment and a new Independent Learning Centre and suite of classrooms were completed in 2011. It is a modern and attractive campus surrounded by playing fields, a wooded area and open land.

Our Students

We are currently a fully comprehensive 11-18 school. Due to financial reasons, the sixth form will close on 31st August 2019 and we will become an 11-16 school. Students start school in Year 7 with overall levels of attainment that are above the national average.

Our students have a positive attitude to school. They attend regularly, enjoy lessons and the wide range of other activities provided. In and around school there are high standards of the pupils' behaviour and politeness. The students speak warmly of the support they receive at Baines and the great majority are confident, polite and friendly young people. They are demanding in that they expect and want to do well, and come to the school with high expectations supported by their parents/carers. We are an over-subscribed school. Our older students are role models who are thoroughly and actively engaged in the work of the school, the quality of what we do and contribute to supporting us in our aim of continual improvement.

The young people of Baines School undertake significant work for charities and there is a varied offer of enrichment activities in which all staff and pupils are actively encouraged to take part. We are the largest school contributor to the Teenage Cancer Trust in the country (over £100,000 so far) and hold the national record for the largest team entry in the Race for Life.

Our skilled and dedicated support staff represent a further strength within the school. These colleagues offer wide-ranging and expert support to some of our most vulnerable young people and they actively engage in the full spectrum of school life both in the classroom and beyond.

We believe in looking outwards and working in partnership with other providers. The school is currently a member of the Fylde Coast Teaching School Alliance and has recently joined the Ripley Teaching School Alliance. We have access to a wealth of CPD, resources and networking



opportunities as a result. We work collaboratively within the area in regard to managed moves, fixed-term exclusion provision and work closely with the Lancashire Authority Advisory Team. Baines is also a registered centre with the Duke of Edinburgh scheme and has strong links with HE providers and employers in the region. We were very proud that four of our community were finalists in the Blackpool Gazette Education Awards in this year. There are so many successes to be proud of, the fortnightly Headteacher Update shares these with parents and carers.

Pastoral Structure

At Baines School we pride ourselves on the fact that each student is known and they know that they are known. A student's happiness and well-being are recognised as the foundation for their success. Effective pastoral care underpins school life and there is always someone to whom the students can turn for help and advice. Every adult has a responsibility for students' welfare and security and there are many layers of care in place.

'Pupils are safe and well cared for because staff are very committed to their welfare. Staff know pupils well and offer support for their emotional well-being.' Ofsted June 2017

'Pupils are taught to keep themselves safe and understand the risks they might face out of school.' Ofsted June 2017

House System

Our pastoral care system has a vertical structure based year groups. Students are individually valued and well-supported.

Students see their form tutors every day in the morning for fifteen minutes. Tutors have immediate access to information about students' achievements and any incidents during the day through the school computer system.

'Pupils said that adults in school are always approachable and there to support them academically, socially and emotionally. There are strong, supportive relationships between staff and pupils. Some parents informed inspectors in detail about how staff have provided valuable support for their children.' Ofsted June 2017

We have four Houses, all named after former Baines Headteachers or students:

- Founders
- Stafford
- Tomlinson
- Whittington

Heads of House have overall responsibility for the efficiency and effectiveness of their form tutor teams, an overview of student progress and the general welfare and behaviour of students within their forms. They should be the point of contact for parents who have more serious concerns about a student's overall conduct, effort or academic progress.

Our vertical pastoral structure is represented by our house system, a powerful and effective way for students to feel part of the school. Each student is a member of one of four houses: Founders, Stafford, Tomlinson and Whittington; depending on which tutor group they are in.

In Years 7 to 10 we have a House system, each student is placed in a mixed year tutor group. The composition of the group is carefully considered and is placed under the guidance of a Form Tutor. It is important to us that our students build strong relationships with staff and their form tutor is someone who will get to know them well. The form tutor is the pupil's personal contact in school, and, as such, will oversee his or her academic progress, personal development and well-being. This system helps them to develop relationships across all age groups throughout the school. The house system supports the extra-curricular programme and creates many opportunities for students to participate in school life as they take part in house competitions and events.

Curriculum Information

The school has gone through a rigorous review process over recent months to improve the curriculum in order to provide a curriculum that meets the needs of our learners and maximises the outcomes of all pupils. This has included broadening the offer of vocational courses and moving the separate sciences to an option block. The resulting model will be operational for September 2018.

We hope this information has given some information about our school, we do hope you will be interested in finding out more about the post and our school and then encourage you to apply.

Alison Chapman

Headteacher
April 2018

