



# Centre Leader Recruitment Pack



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## Letter from our Principal /CEO

Dear Applicant,

Thank you for your interest in the role of Centre Leader at Parkway. Parkway is a specialist James Brindley Academy, Alternative Provision site for young people in Years 10 and 11 who face barriers to accessing mainstream education due to their Social, Emotional and Mental Health (SEMH) needs. Young people are referred to the provision as per the Local Authority's Section 19 response to statutory school attendance.

With small class sizes and bespoke pathways, our centre offers a blend of Level 2 qualifications (GCSEs, BTECs, Functional Skills etc) and applied learning designed to rebuild confidence, re-engage learners and support meaningful progress.

Our work focuses on building resilience, nurturing emotional wellbeing and supporting pupils to transition successfully back into mainstream school or appropriate post-16 destinations. Our offer which includes our THRIVE approach, Wellbeing Wednesdays, enrichment activities and personalised mentoring are central to the holistic support we offer.

We are looking for a leader who embodies our values of Thrive, High Aspirations, Inclusion, Nurture and Keeping Safe, and who can help sustain the positive, supportive culture that defines Parkway and the wider Academy.

We warmly encourage prospective candidates to visit the centre to meet our team, learn more about our ethos, and experience the environment first-hand.

We look forward to receiving your application.

Best wishes,

Hardip Bissell  
Principal, James Brindley Academy  
CEO, Think Differently Education Trust



## About the School

### Parkway Centre:

We are a full-time Teaching Centre provision and cater for up to 106 young people across Years 10 and 11 unable to access their mainstream schools for reasons relating to their Social, Emotional or Mental Health (SEMH) needs. Many young people have a range of complex needs, and our therapeutic approach supports learners to engage in their learning.

The provision seeks to build pupil resilience so that they are able to move onto appropriate post-16 provision following successful completion and attainment of qualifications and skills.

### Our Young People:

Our Young People at referral could have, or be working towards a diagnosis of

- Depression
- Anxiety
- Emotional Based School Avoidance (EBSA)
- PTSD
- Psychosis
- Attachment
- OCD
- Personality Disorder

Alongside co-existing conditions such as

- Autism
- ADHD/ADD
- Tourettes
- Disordered Eating
- Chronic Fatigue/ME
- Gender Dysphoria
- Epilepsy

Aside from teaching within the centre at Parkway, we provide Home Teaching for young people who are unable to leave their home to attend school due to their medical/SEMH needs. This is our Short-term Provision (STP) offer.

We offer a minimum of 5 hours STP teaching. This includes each core subject (English, Maths and Science) being taught in small online groups and a 1-to-1 Personal Development lesson taught in the home. Additionally, we offer an hour of weekly support for options subjects.

Progress is tracked and monitored with reviews at 6 week intervals focused on a reintegration plan aimed at pupils returning back to their home school or potentially transition to one of our teaching centres.



## About Think Differently Education Trust

James Brindley Academy is part of The Think Differently Education Trust (TDET).

TDET operate across a range of specialist settings, including Special Schools, Alternative Provisions, Hospital provision, and Home Education. We support young people with SEND and medical needs to make strong progress despite complex challenges, placing equal value on high quality education, care, and wellbeing. Young people sit at the heart of decision making, supported by a skilled and committed workforce.

### Our Vision

Think differently to lead inclusive, specialist education.

We are committed to creating a future where every young person with SEND or medical needs can live a full and ambitious life, supported by a personalised, needs led curriculum and an innovative, skilled workforce that works in partnership with families, communities, and wider systems.

### Our Mission

Delivering a pupil-centered, holistic curriculum which prepares young people to overcome barriers for life

- Creating an inclusive environment that embraces and celebrates our differences
- Ensuring that all pupils and staff are safe by leading a transparent and ethically driven organisation
- Creating an innovative, optimistic and skilled workforce
- Playing a leading role in the community to promote an inclusive approach to young people unable to access education due to their medical, SEMH needs and other neuro-diverse conditions

### Our Values

- T** Thrive – We create a positive environment where we thrive and succeed
- H** High Aspirations – We have high aspirations for our schools in their pursuit of excellence in providing a high-quality and inclusive educational experience for children and young people
- I** Inclusion – We are inclusive in all we do and celebrate our differences
- N** Nurture – We educate our young people and staff to nurture their emotional health and wellbeing
- K** Keep Safe – We ensure that keeping safe and the safety of others is paramount



## About the School

### Senior Leadership Team

Our Senior Leadership Team Consists of:

- Principal
- Vice Principal
- 4 x Assistant Principals
- 5 x Associate Assistant Principals

### Centre Leadership

Parkway Centre Leadership Team Consists of:

- 1 Centre Leader
- 2 Assistant Centre Leaders

### Trust Wide Commitment

TDET places strong emphasis on safeguarding practice, collaborative working and leadership development. The Trust encourages leaders to share expertise, take part in professional networks and draw on support from colleagues across the organisation. This ensures that we are connected to a wider learning community that strengthens provision for children and young people.





## Wellbeing

### Our commitment to staff wellbeing

At TDET we want every colleague to feel valued supported and able to do their best work. We know this only happens when people feel cared for and heard. For us staff wellbeing is not something that sits on a poster. It is part of how we lead how we talk to each other and how we look after one another every day.

To help us do this well we provide a wellbeing offer through Education Support. Their Employee Assistance Programme gives our staff access to confidential support whenever they need it. It is designed for people working in schools and understands the pressures that come with the job.

Our wellbeing programme provides a wide range of support such as

- A confidential helpline available day and night throughout the year
- Counselling that can be arranged quickly with trained counsellors either in person online or by phone
- Guidance for managers who want help with difficult situations or conversations
- Life coaching to help staff grow set goals and stay motivated
- A mindfulness programme that helps people build awareness and reduce stress
- Digital therapy tools that support positive habits and emotional wellbeing
- Clear advice around legal financial and personal matters
- Regular wellbeing guides and online sessions created for people working in education





## Job Description

**Job Title:** Centre Leader

**Grade** Leadership scale 7-11

**Responsible to** Assistant Principal/Vice Principal/Principal

## Job Purpose

- The Centre Leader is responsible for the strategic and operational leadership of Parkway Centre, ensuring high-quality teaching, strong pupil outcomes and a safe, inclusive learning environment.
- The postholder will lead staff to deliver the Trust's vision and values at centre level, ensuring that pupils receive a high-quality, personalised education that enables them to make strong academic, social and emotional progress.
- The Centre Leader will contribute to the implementation of the Trust Development Plan, support Trust-wide initiatives and work collaboratively with senior leaders to ensure consistent standards and continuous improvement across the organisation.

## Key Responsibilities

### Leadership & management

- Provide clear leadership and direction for the centre, promoting high expectations for pupils and staff.
- Lead the implementation of the Trust Development Plan at centre level.
- Contribute to the strategic planning and development of the Trust.
- Ensure the effective day-to-day operation of the centre.
- Model and promote the Trust's values, policies and staff code of conduct.
- Support the Principal, Assistant Principal and Vice Principal in delivering Trust priorities.
- Ensure effective systems are in place to monitor centre performance and improvement.

### Quality of Education

- Lead and quality assure teaching and learning across the centre to ensure consistently high standards.
- Monitor and evaluate pupil progress and attainment, using data to inform interventions and improvement strategies.
- Ensure effective systems for assessment, recording and reporting pupil progress.
- Promote a personalised curriculum that meets the needs of all pupils.
- Evaluate the effectiveness of individual and group interventions and ensure appropriate support is implemented.
- Contribute to centre and Trust meetings that support teaching, learning and curriculum development.
- Model high-quality practice and support staff to develop their professional skills.



## Staff Leadership & Development

- Lead, manage and develop staff to ensure high-quality practice and professional growth.
- Participate in staff recruitment in line with Safer Recruitment principles.
- Deliver centre-specific induction for new staff, long-term cover staff and trainees.
- Ensure supply and cover staff receive appropriate information about centre procedures and expectations.
- Identify staff training needs and facilitate appropriate professional development opportunities.
- Lead centre briefings and ensure key information is communicated effectively.
- Act as appraiser for teaching and support staff, supporting performance development and improvement.

## Safeguarding & Pupil welfare

- Act as Designated Safeguarding Lead (DSL) for the centre.
- Ensure safeguarding procedures are implemented in line with statutory guidance and Trust policies.
- Support staff in identifying and responding to safeguarding concerns.
- Maintain accurate safeguarding records and liaise with external agencies where appropriate.
- Promote a culture where safeguarding and pupil welfare are a priority for all staff.
- Monitor pupil attendance and ensure appropriate action is taken in response to absence.
- Ensure pupils access full-time education wherever possible and that any part-time arrangements are appropriately recorded and reviewed.

## Pupil Progress, Engagement and Inclusion

- Ensure every pupil receives an appropriate and inclusive curriculum that supports progress and wellbeing.
- Monitor pupil engagement, behaviour and progress across the centre.
- Analyse pupil data, including attendance, engagement and progress indicators.
- Promote pupil voice and ensure opportunities exist for pupils to contribute to centre development.
- Ensure effective intervention plans are implemented and regularly reviewed.

## Partnership & Communication

- Build effective working relationships with staff, families, schools and external professionals.
- Work closely with other Centre Leaders and senior leaders across the Trust.
- Maintain strong communication with parents and carers regarding pupil progress and wellbeing.
- Attend Local Governor Committee meetings and report on relevant areas of centre performance.



## Operational responsibilities

- Take personal responsibility for promoting and safeguarding the welfare of children and young people they are responsible for or come into contact with.
- Undertake and participate in relevant CPD and appraisal arrangements.
- Follow all organisational systems and procedures.
- Abide by and adhere to all Trust policies and practice including health and safety.
- Support and promote diversity and equality of opportunity for all.
- Follow data protection procedures and treat with confidentiality any personal, private or sensitive information about individual young people, staff and/or associated organisations.
- Promote and support inclusive practice.
- Promote the agreed vision and aims of the Trust.
- May be required to work at any other sites within TDET as the needs of the Trust dictate.
- Set an example of personal integrity and professionalism in line with the Employee Code of Conduct.
- To promote value systems as defined within Keeping Children Safe in Education and to support inclusive practice.
- To perform other such duties as the line manager, Assistant Principal, Vice Principal or Principal may from time to time determine.

## Trust responsibilities:

- Promote and support the Trust's vision, values and strategic priorities.
- Contribute to Trust-wide initiatives and collaborative working across centres.
- Support inclusive practice and equality of opportunity for all pupils.
- Ensure compliance with data protection and confidentiality requirements.
- Maintain high standards of professional conduct and integrity.

## Professional responsibilities:

- Take personal responsibility for safeguarding and promoting the welfare of children and young people.
- Participate in appraisal and relevant continuing professional development.
- Set a positive example of professionalism and leadership.
- Carry out other duties appropriate to the role as directed by the Principal or senior leadership team.
- Be prepared to work at other Centres if required.



Criteria	Essential	Desirable	Evidence
Qualifications	Qualified teacher status Recent relevant CPD relating to current education practice A sound awareness of safeguarding responsibilities for teachers An understanding of the OFSTED inspection framework and how it relates to this job role	Evidence of leadership training Willingness to enhance personal training as appropriate	*Application form *Interview
Experience	Successful experience of leadership and management including multi-agency work Experience of using assessment data to inform intervention planning and support pupil progress Experience of successful delivery of education to pupils with SEND and SEMH	Evidence of successful partnership working	*Application form *Interview *Test
Professional knowledge & understanding	Special Educational Needs Environments and curriculum programmes that promote successful learning for all Curriculum entitlements Academies and Academies Financial Handbooks Governance and working with governors Ofsted framework and expectations Appraisal/Performance Management frameworks The current education climate and the opportunities/threats for schools	Academies and Academies Financial Handbooks Governance and working with governors	*Application Form *Selection process



Criteria	Essential	Desirable	Evidence
	<ul style="list-style-type: none"><li>Ability to cope with challenging behaviour calmly and effectively</li><li>Ability to teach consistent or transformational lessons</li><li>Ability to facilitate meetings</li><li>Ability to train, develop and coach staff</li><li>Ability to analyse data and use it to inform sector planning</li></ul>		<ul style="list-style-type: none"><li>*Application Form</li><li>*Interview</li></ul>
Other	<ul style="list-style-type: none"><li>An understanding of school improvement and an awareness of the “bigger picture”</li><li>A commitment to communicate and involve parents and pupils and other stakeholders in the work of the school</li><li>A commitment to high standards of achievement and attainment and to the effective use of data</li><li>An awareness of and commitment to diversity and equal opportunities</li></ul> Flexibility to respond to the changing needs of the school.		<ul style="list-style-type: none"><li>*Application Form</li><li>*Interview</li></ul>
Safeguarding	Commitment to safeguarding and promoting the welfare of young people is central to your working practice.	Experience of being a Designated Safeguarding Lead	<ul style="list-style-type: none"><li>*Application Form</li><li>*Selection process</li><li>*References</li></ul>



## James Brindley Academy – Parkway Centre Leader Application Pack

### Our Local Area

James Brindley Parkway is close to strong public transport links. Five Ways Station is about a ten minute walk and provides regular cross city rail services into Birmingham New Street and across the wider city. Broad Street and Bath Row sit just around the corner and connect directly to major routes such as the A38 which leads straight into Birmingham City Centre. Several frequent buses serve the area including the 22, 23, 24 and the 29 which run along nearby Bristol Road and Bath Row making the site simple to reach for staff pupils and visitors. There is also convenient on site parking available, providing straightforward access for those travelling by car.



Parkway is part of a lively canalside district with plenty of places to eat relax and spend time before or after work. The combination of reliable transport options direct road access and nearby amenities makes it a convenient and pleasant place to work within a central part of the city.





## James Brindley Academy – Parkway Centre Leader Application Pack

### How to apply

Applications should be submitted using the school's application form via the MyNew Term Recruitment Portal.

**Visits to Centre** **20th April 2026 – 1<sup>st</sup> May 2026**

**Closing date and time** **Monday 4th May 2026: 9.00am**

**Selection Day 1** **Thursday 14<sup>th</sup> May 2026**

**Interview day 2 (successful candidates will be shortlisted at the end of day 1 and invited to the interview panel)** **Friday 15<sup>th</sup> May 2026**

### **Commitment to Safeguarding and Safer Recruitment Practices:**

We welcome applications from candidates of all backgrounds. TDET is committed to safeguarding and promoting the welfare of children and young people. Online searches will be conducted as part of the pre-employment checks.

This role is not exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. All shortlisted candidates will be subject to online checks, they will also be asked to complete a criminal records self-disclosure form and successful candidates will be subject to Disclosure and Barring Service (DBS) checks at enhanced level, along with other relevant employment checks. This role has been identified as public facing in accordance with Part 7 of the Immigration Act, and therefore the ability to fulfil all spoken aspects of the role with confidence in English will be required.