

# Park High School

Raising Aspirations



## SENDCO

Application Pack 2019





# Contents

- Headteacher Letter
- Advertisement
- Information about the School
- Job Description
- Selection Criteria
- Faculty Information
- How to Apply



Dear Applicant

### **SENDCO**

Please allow us to extend a warm welcome from all governors, staff and students at Park High School.

It is hard to encapsulate in words the full dynamism and vibrancy of our school. We are hugely proud of our students and privileged to serve them and this community. We see it as our professional and moral duty to prepare them as individuals to play their part as active citizens – rounded and centred and aware of all they might contribute to the world. In practical terms, this commitment is manifested in the lessons we deliver, the extra-curricular opportunities we offer and in the wider opportunities we promote. Our school mantra is ‘no one gets left behind’.

We are a very special learning community filled with talented and creative staff, all of whom share our vision for excellence in teaching and learning. The last four years have seen a positive transformation of every aspect of our work. With rapidly rising results, a collective drive for improvement and a nurturing ethos that creates an environment in which students can thrive, this is exactly the right time to join our family. Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each young person and are driven by an unswerving determination that no one in our school will be left behind.

There is a firm and fair approach to behaviour, underpinned by an ethos of positive relationships. Students and staff strive to be the best they can be. Teachers pass on a love of their subject and prioritise the planning and teaching of their lessons. School leaders walk the talk: they all teach, love their subjects, understand the importance of avoiding workload pressures and are highly visible around the school. We support our leaders in taking bold, strategic and radical decisions to bring about long term sustained improvement through visionary leadership. This has led to our school being recognised as a self improving school with an unequivocal drive to continue improving the learning experience for all.

## Advertisement



The SENDCO role plays a pivotal part in our vision to support all members of our school community to be the best that they can be. The progress of our SEND students remains a strength of the school and as a result we are increasingly the first choice for students with additional needs who thrive in our inclusive setting.

We are seeking to appoint a dynamic and inspirational SENDCO to lead our successful SEND Faculty. Ideally you will hold the National SENDCO Award or if not, be committed to obtaining it within the first 2 years of post. The successful candidate will have a proven track record of outstanding teaching and a real passion for learning. A solid understanding of the SEN Code of Practice 0-25 and excellent organisational and leadership skills, along with a proven track record of raising attainment and accelerating progress will be essential characteristics for the role.

We hope that you will take the time to come and see and experience for yourself the warm and welcoming family atmosphere which makes our vision a reality.

In the meantime, we very much look forward to hearing from you. We appreciate the amount of time that goes into an application, so thank you in advance.

Dr Paul Parkin  
Executive Headteacher





### **SENDCO**

**(Permanent & Full-time)**

**Leadership Scale Point 5 - 9**

**Required from 01 September 2019**

**Closing Date for Applications is noon on Wednesday 24 April 2019.**

**'This is a self-improving school driven by an unassuming yet unswerving determination that no pupil is left behind'**

#### **Our opportunity**

We are looking to appoint into the highly respected post of SENDCO for September 2019. Aspiring or existing leaders are welcome – it goes without saying that we will support you, develop you and above all welcome you into our aspirational school.

Park High School is an oversubscribed 11-16 student community situated in Colne on the border between Lancashire, North and West Yorkshire and has over 1050 students. We are easily accessible and whilst some of our current staff are local, many also travel from Preston and the Ribble Valley, Keighley, Bradford and the surrounding areas.

In September we jointly formed the Pennine Trust with three of our feeder primary schools. As the lead secondary school within the trust, we have maintained our parental and community confidence. Park High School is the school of choice in the area and in 2018 we once again celebrated improved GCSE results.

Creating a climate of independent learning and embedding a culture where teachers and support professionals can thrive and take risks with teaching and learning are all very much part of our school.

#### **We can offer:**

- An outward facing innovative school that has a research arm working with three universities
- Opportunities to support with and further develop our ITT and RQT programmes with our partners Star Academies Trust and Liverpool John Hope University
- A school with the pastoral infrastructure at its heart – we have two tutors in every year group, a house system and wrap around care with a Prep session at the end of the day
- A hardworking staff and a school with low staff turnover and high retention.

#### **We are looking for a teacher and leader with:**

- A proven record of raising and maintaining outcomes in SEND
- Vision, drive and flare as you join our supportive and forward thinking school, SEND faculty, Senior Leadership Team, Middle Leaders, teaching and support staff
- The ability to consult, devise, communicate, implement, monitor and evaluate improvement with a relentless focus on student outcomes
- Relevant qualifications and a record of professional development (both formal and through appropriate experience) to meet the challenge of the job specification
- A genuine commitment to making a positive contribution to the school and the Pennine Trust

**Park High School is committed to the welfare and safeguarding of children.  
Application Pack Information**



- Closing date for applications is noon on **Wednesday 24 April 2019.**
- Application packs can be downloaded from [www.park-high.co.uk](http://www.park-high.co.uk) or for further information email [kdobney@park-high.co.uk](mailto:kdobney@park-high.co.uk)
- Electronic applications should be emailed to [teacherapplications@park-high.co.uk](mailto:teacherapplications@park-high.co.uk) - further information about the application process is in the application advice section of this booklet





### Park High School

#### **About Park High School**

Park High School is a vibrant, successful 11-16 school situated in the heart of the town of Colne. Over the years we have become the school of choice for our community. We are consistently oversubscribed and have strong partnerships with our local schools enabling us to be outward facing in our teaching and learning and innovative in offering a wide range of professional opportunities for our staff.

*As a result of being oversubscribed, we are embarking on the next wave of recruitment for the highest calibre of staff who can help us make sure no one is left behind.*

#### **So why work at Park High School?**

##### **Teaching and Learning**

At Park High School we believe in life long learning; learning that is an enjoyable experience for all. Quality first teaching is at the core of everything we do. Every student is entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential and be the best they can be. We aim, through successful teaching and learning underpinned by researching practice, to develop the whole child and to enable our students to become life long learners.

Leaders consistently evaluate the effectiveness of teaching and learning within their departments and seek opportunities for regular developmental feedback and training, which creates the strong, supportive and vibrant culture at Park High School.

##### **Expectations**

There is a firm and fair approach to behaviour, underpinned by an ethos of positive relationships. Students and staff strive to be the best they can be. Teachers pass on a love of their subject and prioritise the planning and teaching of their lessons. School leaders walk the talk: they all teach, love their subjects, understand the importance of avoiding workload pressures and are highly visible around the school. We have invested in a comprehensive pastoral system in order to support the well-being of all. Each form has two form tutors to allow for wrap around care and support the independent studies of our children in our innovative Prep sessions at the end of the day. We also have a specialist well-being team who work with students and staff to create a nurturing environment in which no one gets left behind. Park High School whole heartedly promotes the raising aspirations of young people and subscribe to our strap line of **'Nil Sine Labore' – which is nothing without work.**

##### **Partnerships and out of the box thinking**

We are delighted to have developed our own bespoke RQT programme 'spotting early leadership' with our university partners Liverpool John Hope University. This programme is now offered Pendle wide and provides participants with the skills required for early leadership. We also offer the NPQML and NPQSL programme with Star Academies Trust (in partnership with Chester University). In addition, we are the lead school within the Pennine Teaching Alliance working with Manchester University on the recruitment of ITT students.



### **The Pennine Teaching Alliance**

The PENNiNE Teaching Alliance (PTA) is a Multiple Teaching Alliance spanning across the full age spectrum that places students and staff at the heart of everything they do. Collectively we strive to encourage all individuals to be the best they can possibly be. Our alliance offers EYFS settings, primary and secondary schools in the Pennine area opportunities to work collaboratively and collectively to drive improvements within the education system for the benefit of our children.

There are 4 main strands within the PTA to ensure rapid and sustained school improvement across the alliance: Recruitment and Training; Professional Development; Research and School Improvement (Primary and Secondary). Each of these strands focus on a research driven approach with a common aim to drive educational success across the alliance.

### **Recruitment and Training**

The PTA works in collaboration with multiple educational establishments to ensure the recruitment and training of the very best initial teacher trainees. We are currently working with three main PGCE providers to offer training opportunities for their ITT students. Furthermore, the Alliance runs a Schools Direct Programme with accreditation from the University of Manchester for both primary and secondary recruitment. Participants apply through the UCAS system directly to the Alliance, whose responsibility it is to

interview, recruit, place and train. The PTA is currently in the second year of primary recruitment and after a successful application in 2018 is now offering Secondary Schools Direct recruitment and training.

Following successful recruitment of 3 ITT students for the Primary phase in 2017-18 the Alliance is providing effective training in 2018-19 in collaboration with the University of Manchester, East Lancs Teaching School Alliance (ELTSa) and STAR Academies.

### **Professional Development**

The PTA provides quality first bespoke professional development for all stages within a teaching career from initial teacher training (ITT) through to Leadership. This continuum of professional development ensures our staff have access to training to ensure they are the best they can be, our children receive quality first teaching and the Alliance maintains healthy recruitment and retention figures. The high quality student centred provision is led and delivered by a diverse group of current and experienced leaders from very different school settings. These leaders are able to provide first-hand knowledge, support and guidance on driving school improvement and student success.

### **NQT (Newly Qualified Teacher) Programme**

This programme is an assessment and training period lasting 3 terms, which is usually completed in one academic year, and is designed to ensure newly qualified teachers have a solid grounding in which to continue to build on their skills throughout their teaching career. Training is provided by PTA, ELTSa, STAR and LCC. The Appropriate Body for PTA is LCC.





### **RQT (Recently Qualified Teacher) Programme**

This programme supports the development of professional practice for those teachers in the early stages of their careers. It is intended to help participants acquire the knowledge, skills and understanding essential to becoming effective, informed and reflective professional practitioners and early leaders. Training is provided by PTA and Liverpool Hope University. Masters Accreditation is provided by Liverpool Hope University.

### **NPQML (National Professional Qualification for Middle Leadership)**

This qualification is aimed at those in their first years of middle leadership and those hoping to move into a middle leadership position. The programme tackles issues surrounding leading a team within an organization. On completion of the NPQML middle leaders will have the skills, knowledge and confidence to drive their teams forward and play a critical role in successful school improvement. Training is provided by PTA and STAR. Masters Accreditation is provided by the University of Chester through STAR.

### **NPQSL (National Professional Qualification for Senior Leadership)**

This qualification is the leading qualification for current or aspiring senior leaders. On completion of the NPQSL senior leaders will be equipped with the skills, knowledge and confidence to drive their school forward as part of a Senior Leadership Team. Training is provided by PTA and STAR. Masters Accreditation is provided by the University of Chester through STAR.

### **Joint PENNiNE Teaching Alliance CPD**

The Alliance offer training events according to need. Most recently these have been in Metacognition, Safeguarding, Autistic Spectrum Disorder and Primary Geography.

### **SLE (Specialist Leaders of Education) Application**

SLEs focus on developing leadership capacity. While other roles focus specifically on developing classroom expertise, this role is about developing the capacity and capability of other leaders so that they have the skills to lead their own teams and improve practice in their own schools. Application and designation is provided through ELTSA.





### What our staff say about our school

#### **Sarah Huntingdon, Lead Practitioner of Maths**

I started at Park High in September 2018 and I have thoroughly enjoyed becoming a member of the Park family. I am a Lead Practitioner in Mathematics and I am responsible for teacher training here at Park along-side the development of our Newly qualified teachers.

Park is keen that all staff are encouraged to develop in their roles and that they are given and that new challenges are always available. I was thrilled when I was offered the opportunity to develop my leadership skills and have begun to study for my National Professional Qualification for Senior Leadership. This is a nationally recognised qualification that is highly desirable should you wish to move into a senior leadership role. I am extremely proud to be part of the Park family and I look forward to the future here.



#### **Rory Schofield, Curriculum Leader of PE**

Since day one I have been supported and challenged to use my skills and qualities to have a positive impact on the students. Professionally I went down the pastoral route and successfully led a number of Year groups as Head of Year, supporting students' welfare as well as academic progress. This was one of the most rewarding experiences to date in the profession and the support of all of the school staff and governors was a reason this was a successful and positive experience.

More recently I have crossed over to the academic side of the profession where I now lead the Physical Education department. The school has fully supported my professional development over this period, having recently completed my NPQML course I am now currently working through the NPQSL course.

Although I've only worked in one school, Park High School is very unique, friendly, warm and very supportive staff, from the dinner ladies to senior management I have made friends for life. The students are also brilliant, they'll keep you on your toes but will also run through brick walls for you if you show them you care.



#### **Lisa Derbyshire, Teacher of English**

I started Park High School in September 2016 as my first teaching post after qualifying as a Teacher of English. Throughout my time here, there have been numerous opportunities for development, with a comprehensive NQT training programme and an RQT university accredited course training us in leadership. I am currently studying for the NPQML course, delivered by the Pennine Alliance and the Star Institute. I have aspirations to use the passion for my subject to become a Lead Practitioner for English, and eventually Head of English, and the opportunities for training and development at Park are helping me to get closer to those goals.





### Job Description

Park High School's SEND Faculty comprises of the SENDCO, Assistant Faculty Lead, Teaching Assistant Co-ordinator and a team of Level 3 and Level 2 Teaching Assistants. The leadership of the faculty is supported by the Deputy Headteacher (Safeguarding), who works closely with the SENDCO to ensure the school as a whole works collaboratively to meet the diverse needs of all students.

### SENCO Responsibilities

- Leadership and management of the SEND Faculty.
- Develop appropriate curriculum provision for students with SEND, including Nurture Group provision and Foundation Learning.
- Provide appropriate staff training and support to ensure students with SEND receive high quality teaching and learning.
- Communicate and liaise with parent / carers, LCC and other external agencies as appropriate.
- Evaluate the effectiveness of SEND provision.
- Line management of Faculty members.

### Strategic direction of SEND provision

Lead on strategic development planning taking into account the current position of the Faculty and the future vision, in conjunction with the whole school aims.

Ensure effective systems of communication, including feedback about pupil's learning to inform future planning.

Monitoring the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.

Ensure that the objectives of the SEND policy are reflected in the school improvement plan. Liaise with and coordinate the contribution of external agencies.

Up-to-date knowledge of National and local initiatives which may impact upon policy and practice.

Ensure that the school meets all its legal obligations under the SEND Code of Practice 0-25.

Participate in inspections of Park High School's SEND provision

Work with the SLT line manager and the SEND link governor to ensure that the school's SEN policy and/or local offer are reviewed as necessary and presented to the Governing Body for approval.

Advise on and contribute to the school's policies on Equalities and Accessibility

Liaise with all feeder primary schools before transfer of students into Year 7, to ensure effective transfer of information relating to students requiring additional support from the Learning Support department, including (but not restricted to) those with Education Health Care Plans (EHCP).

Ensure all SEND documentation and records are kept securely within the department and are updated in a timely fashion.

Establish good working relationships with the Local Authority, Educational Psychology services and other outside agencies as appropriate.

### Progress and Achievement of Students

To monitor the achievements, welfare and discipline of students, and to follow up the progress reviews, liaising with the pastoral team and parents when appropriate.

To liaise with subject departments, feeder schools particularly regarding transition, and external agencies such as Exam Boards, EP, Alternative Education providers etc.

To co-ordinate the application for and of special arrangements in external examinations in conjunction with the Examinations Officer.





### Teaching and learning

Influencing the whole Teaching and Learning policy to promote aspects of inclusive teaching.  
Leading INSET regularly and where appropriate; this may include chairing and be a part of working parties.  
Providing opportunities for observation of colleagues/visits to other schools in order to share best practice.  
Collect and interpret specialist assessment data gathered on pupils and use to inform practice.  
Work with pupils, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEND pupils.  
Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.  
Overseeing and monitoring the quality of tracking systems and maintaining detailed information for subsequent meetings with parents and colleagues.  
Develop systems for colleagues to monitor and record progress made by pupils with SEND towards the achievement of targets.  
Review support plans at least termly with parents, students, teachers and agree and communicate new targets.  
Supporting the Head in meeting statutory responsibilities for SEND.  
Lead the Annual Review meetings for students with Education, Health and Care Plans.

### Leadership and Management

To lead the team and to be instrumental in planning for continual improvement and to make a contribution to the evaluation of the work of the department.  
To promote an atmosphere of continuing professional development and to share good practice with colleagues.  
To contribute to the school's development plan.  
To support the professional development of all staff, including newly qualified teachers and initial teacher training students.  
To review annually a coherent set of job descriptions and oversee their implementation.  
Contribute to the selection, and promotion, of staff including the writing of references. To be involved in short-listing and interview procedures.  
To manage effectively all staff connected with the department.  
Advise the Head and Deputy Head on all staffing matters within the department.  
To appraise all departmental colleagues on an annual basis.  
Encourage all staff to recognise and fulfil their statutory responsibilities.  
Develop pro-formas for essential repetitive paperwork, in order to create an administrative infrastructure as part of an effective communications system.  
Identifying the training needs of staff and organising/coordinating INSET to be delivered by other professionals.  
Disseminate procedural information such as recommendations of the code of practice or the schools own SEN policy.  
Ensure the establishment of opportunities for SEND Teaching Assistants to review the needs, progress and targets of pupils with learning difficulties.  
Provide regular information to the Head, governing body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision-making and policy review.

### Efficient and effective deployment of staff and resources

Draw up the annual department budget and annual Departmental Development Plan.  
Provide advice to Head/SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND.  
Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT.  
Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school.





### Curriculum

To ensure that work in support of schemes of work is developed and reviewed regularly in co-operation with all members of the department.

To manage the department's financial, teaching and material resources to ensure the effective learning of all students.

To contribute to the work of the school's Pastoral Support Team.

To contribute to the work of the school's Curriculum development to support SEND students.

To lead and manage the timetable provision of the SEND team.

To contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines.



## Selection Criteria

Criteria	Essential	Desirable	Method of Assessment
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Have a degree or equivalent higher qualification and be able to demonstrate proficiency in Maths &amp; English</li> <li>DfE recognised Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>To hold the National Award in Special Needs Coordination (Or a commitment to obtain within 3 years of taking up the post or relevant experience as a SENDCO for more than 12 months prior to Sept 2008 )</li> </ul>	Application form
<b>Knowledge &amp; Specialist Qualities</b>	<ul style="list-style-type: none"> <li>Have a proven track record as an excellent classroom practitioner</li> <li>Knowledge of how to support students with SEND</li> <li>Knowledge of current educational trends, curriculum developments and educational initiatives</li> <li>Knowledge of SEND guidelines and how they might be implemented</li> <li>Knowledge of behaviour management strategies</li> <li>Knowledge of the social and emotional development of children</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the issues around multi-agency working</li> <li>Have knowledge and experience of the SEN Code of Practice: 0 to 25 years</li> </ul>	Letter and interview
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience of teaching in secondary schools</li> <li>Experience working with parents/carers to support student welfare and achievement</li> <li>Experience of teaching SEND students</li> <li>Experience of leading initiatives to raise achievement</li> <li>Experience of working with challenging students</li> <li>Experience of working under the SEN Code of Practice</li> <li>Experience of working with students who have additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>Middle Leadership experience.</li> <li>An understanding of procedures related to exam access arrangements</li> <li>Effective collaboration with external agencies</li> <li>Experience of timetabling support staff</li> <li>Experience of writing policies</li> <li>Experience of developing effective structures and systems</li> <li>Have experience of producing Individual Education Plans, creating a SEND register and managing a budget</li> </ul>	Application form, letter and interview
<b>Personal qualities, skills and characteristics</b>	<ul style="list-style-type: none"> <li>Good or outstanding teaching ability</li> <li>Build and maintain effective relationships through effective interpersonal skills</li> <li>Excellent communication skills, both written and verbal</li> <li>Think creatively to anticipate and solve problems</li> <li>Develop effective teamwork</li> <li>Inclusive approach to education</li> <li>Ability to effectively analyse internal and external data to track progress of SEND students</li> <li>High expectations of self and others</li> <li>Ability to manage and resolve conflict</li> <li>Work under pressure, maintaining a sense of perspective and humour.</li> <li>Ability to think strategically</li> <li>Commitment, honesty and dedication</li> <li>Ability to establish, implement and articulate a strong vision for the department</li> </ul>	<ul style="list-style-type: none"> <li>High levels of ICT literacy</li> <li>Ability to inspire, challenge, motivate and empower others</li> <li>Ability to carry out assessments for specific areas of SEND</li> </ul>	Letter and interview

## Selection Criteria

<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development</li> <li>• Evidence of keeping up to date with the pedagogy of education and teaching</li> <li>• A strong commitment to quality professional development of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding and Child protection training.</li> <li>• Delivering training on addressing specific areas of SEND (e.g dyslexia, ASD).</li> </ul>	Application form, letter and interview
<b>Safeguarding and welfare of children</b>	<ul style="list-style-type: none"> <li>• Suitability to work with young children</li> <li>• Able to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Positive attitude to use of authority and maintaining discipline</li> </ul>		Application form, references and interview. In addition to the candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and welfare of children.



## Faculty Information

### Faculty Staff

Vacant Post - Curriculum Leader for SEND (SENDCO)  
Ms K Baines - Assistant Curriculum Leader for SEND  
Mrs A Harris - PE Teacher / SEN Coordinator  
Mrs J Barrett - HLTA / TA Coordinator  
Ms K Coffey - Turning Point Coordinator  
Miss A Halliwell - Enrichment Coordinator  
Mrs H Whitaker - Literacy / Early Reading Intervention  
Mrs D Maylett - English Link  
Mrs A Ingham - Teaching Assistant  
Mrs J Townson - CPA Link / Nurture Group music teacher  
Mrs D Johnson - VI Teaching Assistant  
Ms C Solis-Tejeda - Teaching Assistant  
Mrs M Baldocke - Teaching Assistant  
Mr J Goodall - Teaching Assistant

### Faculty Overview

The SEND faculty is a dedicated team committed to supporting all members of our school community to be the best that they can be. We understand the need for our students to be highly skilled, articulate and confident in order to lead rich and fulfilling lives beyond our gates. As such we strive to ensure that students have access to a diverse and engaging curriculum that is appropriate to their needs, and one that enables them to develop both skills for life and high academic achievement. The faculty works closely with all curriculum and pastoral areas to develop the confidence and skills of both staff and students alike, leading to an inclusive environment where independence is celebrated and progress is accelerated.

Park High School serves the local community and is truly comprehensive. As such we have a broad range of needs from general and specific learning difficulties through to students with a more complex range of needs. We have a number of students with a visual impairment who access braille, along with a number who have a hearing or other sensory impairment. Over the past 3 years the number of our students who have an Autistic Spectrum Condition has steadily increased and is becoming our most prominent area of need.

The attainment and progress of students with SEND has increased over the past few years which is something we are immensely proud of and one which we are looking to build on in the future.



## How to Apply



### How to Apply

If you do decide to apply, and I do hope you will, I would be grateful if you would complete and return the application form, together with a letter of application of not more than two sides of A4 in font size 11/12, noting the closing date of **noon on Wednesday 24 April 2019**.

#### In your letter of application please include:

- How your skills and experiences have prepared you for this post.
- Concise information about the contribution you have made to your current school/academy to date and an assessment of the impact of your work on raising standards
- What you personally would bring to the SEND Faculty.
- How you would contribute to the wider life of the school

Please note we accept electronic applications via **[teacherapplications@park-high.co.uk](mailto:teacherapplications@park-high.co.uk)**. An automatic confirmation email will be sent once the application has arrived. Please be aware we cannot accept responsibility for mis-sent or late applications.

If you are called for interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete.

We are happy to discuss the role over the telephone and/or organise a visit to the school before you make an application. If you require any further information, please do not hesitate to contact the school at **[kdobney@park-high.co.uk](mailto:kdobney@park-high.co.uk)** or telephone on 01282 865200.

Park High School is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2015.



**Contact Information:**

Park High School  
Venables Avenue  
Colne  
Lancashire  
BB8 7DP

Headteacher: Dr P Parkin

Telephone: 01282865200  
Enquiries: [enquiries@park-high.co.uk](mailto:enquiries@park-high.co.uk)