



Blackburn Central High School



Headteacher Candidate Pack



Part of the

Oak 
Learning Partnership

Inclusion is at the
heart of our trust

Introduction to Our Trust

Dear Candidate

Thank you for your interest in this post at Blackburn Central High School, part of Oak Learning Partnership.

Our trust is cross phase and consists of primary, special, and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust', which means we are compassionately rigorous and support all of our pupils to reach their full potential, we have unconditional positive regard, leave no one behind and everyone is welcome.

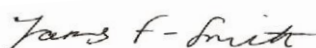
Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We make sure we focus on impact and ensure clarity and consistency from our leaders, always making sure common sense is at the heart of our decision making.

Our people matter; we understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need to allow them to flourish and be the best they can be. Whatever role an individual undertakes within our organisation, they are contributing to our collective aim of transforming lives. We invest heavily in our people, ensuring they feel valued and their wellbeing is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.

We know as a trust we are only as strong as our leaders and our headteachers are crucial to our success. This could be an excellent opportunity for either a deputy head looking for their next step, or an experienced head looking to join a school and trust that is growing and improving. We are a values driven organisation, are highly ambitious, passionate about doing things with integrity and have a healthy sense of humour.

If you want to make a difference to young people and join a trust at an exciting part of its journey, we would love to hear from you.

For further information about the trust please visit our website:
www.oaklp.co.uk.



James Franklin-Smith
CEO of Oak Learning Partnership



oaklp.co.uk



Headteacher

About this role

I am delighted that you have shown an interest in applying for this key post. We believe that our students should receive an excellent education with opportunities to succeed beyond their potential, encouraging them to become confident, independent young adults, balanced by compassion and respect for others.

BCHS has the ambition, the expertise and the determination to ensure that our outcomes will continue to improve, alongside developing the character education of our students. To do this, it is vital that we attract the right calibre of professional to work alongside our dedicated team of staff.

We are seeking to appoint an inspiring, compassionate and dedicated headteacher who is eager to make an impact and works to build strong, supportive connections with staff, pupils, families and the wider community. You will be well supported by a highly successful executive team and have access to a wide-ranging improvement offer from the trust. We want our heads to be able to focus on quality of education and we have central business systems and processes that make this possible.

As part of Oak Learning Partnership, we are proud of what we have achieved so far and excited by the continuous improvements and changes here at Blackburn Central High School. This appointment will form a key element in the next phase on our journey. If you would like to join our excellent team, then we would like to hear more about you.


Visits to the school, prior to application, are both welcomed and encouraged. Please contact the school on **01254 505700** or by e-mailing **info@bchs.co.uk** to arrange a tour with Shanaz Hussain, Headteacher and James Franklin-Smith, CEO.

To arrange an informal conversation with James, please contact Joanne Gee, Business Support Officer, on **0161 553 0030** or by emailing **gee.j@oaklp.co.uk**.

We ask that you do not send CVs, please complete and send your application form and a personal statement to hr@oaklp.co.uk.

We encourage you to visit our website to discover more about our values, ethos and the amazing work we do at Blackburn Central High School - **www.bchs.co.uk**.

We hope that when you have read the information enclosed, you will be encouraged to apply for this important post. We look forward to receiving your application.



"Pupils are proud to attend this school. They have warm and trusting relationships with staff. Pupils appreciate the family atmosphere of the school, where everyone is equally valued."

Ofsted Report, December 2022.

"Diversity is not just tolerated at this school, it is celebrated. Pupils and staff have won national recognition for the work that they have done to promote inclusion."

Ofsted Report, December 2022.



Headteacher

Salary: Leadership 28 – 34, actual salary £96,673 - £111,976

Closing Date: 9.00am, Friday 4th July 2025

Interviews: w/c 7th July 2025 (dates to be confirmed)

Job Description

Normal place of work: Blackburn Central High School, although you may be asked to contribute towards trust wide projects.

Responsible to: CEO and Executive Headteacher.

Responsible for: Deputy Headteachers, Assistant Headteachers, Senior Leaders, Teachers and Support Staff.

PURPOSE OF THE POST

- To work in partnership with the trust to provide excellent leadership of the school and to continue to develop and improve the school so it continues to be an exceptional school that changes pupils and families' lives.
- To be responsible for the operation of Blackburn Central High School (BCHS) on a day-to-day basis.

CULTURAL QUALITIES

- Promote a positive culture across a large secondary school with a wide range of stakeholders including pupils, staff, parents, local governance, trustees and members of the local community.
- Value everyone's differences in everything you do by possessing a moral purpose dedicated to changing lives through providing an excellent education for pupils with a wide range of needs and vulnerabilities.
- Keep promises by doing what you said you would do; to ensure relationships built across a wide range of professionals, parents and multi-agencies drive to one aim: supporting our pupils to the best our community can achieve.
- Lead in a kind, humble and authentic way to successfully drive the vision of the school and trust; empowering both colleagues and pupils to be successful.
- Do what is right, rather than what is popular, by always leading by example and develop other team members to do the same.
- Commit to improve by valuing professional learning for yourself and for others and understand and promote the role of special education in the wider educational system.
- Promote calmness and resilience by being positive and pro-active. Embrace all aspects of school life with energy, enthusiasm and commitment.

TEACHING AND LEARNING

- Ensure high standards for all pupils ensuring that all staff are accountable for outcomes of our pupils.
- Ensure that the school provides a high quality curriculum which ensures pupils make exceptional progress over time.
- Ensure that the school supports pupils to be responsible citizens and promotes excellent behaviour and attendance.
- Encourage and instil the sharing of good practice and collaboration between colleagues from within BCHS and between BCHS and other schools within the trust.
- Continue to develop effective links with the community and local businesses, recognising the important role they play in a school community.
- Promote a wide range of extra-curricular activities that motivate and inspire pupils, ensuring that learning, care and support are provided beyond the classroom.
- Lead all staff to develop their own skills and knowledge, ensuring that staff are highly motivated and supporting each other.
- Identify how staff need to be developed and use a range of leadership programmes and bespoke support to ensure we maintain a pool of talent which can contribute to succession planning.
- Hold all staff to account for their professional conduct and practice and take swift action when necessary.
- Promote all aspects of the school's work with parents.
- Ensure that parents are well informed about all aspects of the school's work, recognising the essential role they play in supporting their child's learning.

SYSTEMS AND PROCESSES

- Ensure trust systems are implemented effectively.
- Be responsible for the curriculum, staffing, pupil premium budget and school self-evaluation and ensure that resources are deployed in the best interests of pupil achievement and care, maintaining the school's sustainability.
- Develop a clear model of distributed leadership throughout the school, ensuring that teachers and teaching assistants have distinct roles and responsibilities and have the skills and systems to hold each other to account.
- Ensure rigorous systems and processes are in place for managing the performance of all staff and these are clearly understood and adhered to.
- Ensure that all under-performance is addressed in a supportive fashion, in a rigorous and transparent way, ensuring that staff are valued, supported and encouraged to achieve excellence.
- Support the further development of the resources of BCHS and be able to lead the organisation through change.

- Be responsible for the operational finance, health and safety and performance management process.
- Keep a robust line management process for deputy headteachers, assistant headteachers and the senior leadership team.

SAFEGUARDING

- Ensure that the school has a strong culture of safeguarding and its staff are committed to this, promoting the welfare of our pupils.
- Ensure that policies and procedures to safeguard pupils are implemented and followed by all staff and that the whistle blowing policy is promoted and understood by all staff and concerns are addressed effectively.

LEADERSHIP

- Ensure the school is continually improving, striving to be exceptional and is ready for, and responds to, any quality assurance processes, including Ofsted inspection.
- Lead the school in working with other schools and organisations to ensure achievement for all pupils, particularly our most vulnerable.
- Work effectively with other professionals and colleagues in a wide range of areas to ensure that the expertise of BCHS is used to support the academic and social outcomes of all pupils in the trust.
- Contribute to the training of teachers and ensure that ITT staff and ECTs have an appropriate system of support in place.
- Lead in developing the excellent reputation of BCHS and the skills and expertise of our staff.

Headteacher Person Specification

| CRITERIA | |
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| Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience: | |
| ESSENTIAL | DESIRABLE |
| <ul style="list-style-type: none"> • Qualified Teacher Status. • Evidence of further professional development. • Significant experience working as a senior leader. • Experience and evidence of successful collaborative working with all key stakeholders. • Experience of working successfully to raise standards within a school, holding others accountable. • Significant experience of safeguarding, particularly in regard to vulnerable learners. | <ul style="list-style-type: none"> • NPQH qualification. • Further Degree in/related to SEND. |
| CRITERIA | |
| Ability, skills and knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge: | |
| ESSENTIAL | |
| <ul style="list-style-type: none"> • Ability to formulate and lead a School Improvement Plan. • Strong knowledge of the Ofsted framework in order to produce an accurate School Self Evaluation. • Clear knowledge of strategies to support pupils in modifying their behaviour and ability to lead by example in this key area. • Ability to interpret a wide range of data and information related to the school's particular context, to inform practice and impact on pupil outcomes. • Ability to lead and manage change and maintain staff morale during a period of change. • A clear understanding of the importance of involving parents in their children's education and to be able to demonstrate excellent leadership in this area. • An understanding of the whole school curriculum, including assessment. • An understanding of the financial management of schools. | |
| CRITERIA | |
| Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they demonstrate their personal style and behaviour: | |
| ESSENTIAL | |
| <ul style="list-style-type: none"> • Strong interpersonal skills, including emotional intelligence, dedication to our cultural qualities and a sense of humour. • Ability to articulate the school vision and to share this with enthusiasm and passion. • A clear educational philosophy that accords with the aims and values of the school. • Ability to instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes. • Proactive, resilient and ability to work autonomously to meet deadlines. • Excellent communication skills with a range of stakeholders. • Ability to create a stimulating and purposeful learning environment across the school that is appropriate for the needs of all pupils. | |

Leadership Posts:

Post holders are also responsible for ensuring the general good order and discipline and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims and ethos of the school and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as interrelated.

Section (A) Generic to all Leadership Team:

This section is based on the National Standards for Headteachers. These standards include four 'Excellence As Standard' domains: 1. Qualities and knowledge; 2. Students and staff; 3. Systems and processes; 4. The self-improving school system.

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| Qualities and knowledge |
| <ol style="list-style-type: none">1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students they serve.2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and pursue continuous professional development.5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel. |
| Students and staff |
| <ol style="list-style-type: none">1. 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.2. 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' wellbeing.3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.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.5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.6. Hold all staff to account for their professional conduct and practice. |
| System and processes |
| <ol style="list-style-type: none">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.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. 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.4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively - in particular, its functions to set school strategy and hold the headteacher to account for student, staff and financial performance.5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.6. 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. |
| The self-improving school system |
| <ol style="list-style-type: none">1. Create an outward-facing school that works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education. |

Our Vision

To transform lives through a highly inclusive educational approach.



Inclusion is at the heart of our trust

- We are **compassionately rigorous**; we care deeply about our community, which is why we push everyone to reach their full potential even if this is difficult.
- We have **unconditional positive regard**; we treat everyone with respect, dignity and warmth regardless of the circumstance or challenge.
- **We leave no one behind**; we count in ones and focus on individual needs whilst ensuring everyone can thrive.
- **Everyone is welcome**; we actively embrace diversity and are relentless in how we teach our stakeholders the importance of this.

Our Shared Principles

We expect all staff at Oak Learning Partnership to embrace our Shared Principles:



Values-Driven

We are a deep-rooted values-driven organisation and we are passionate about working with integrity and honesty, showing respect and kindness for everyone while ensuring we deliver the best education for our pupils. We understand that by creating environments with strong core values everyone thrives.

All of our schools have their own core values which are taught and lived. These are important to us as they feed into our values-rich wider trust family. We also recognise that each school's core values are an important part of their individual identities.



An Exceptional Education for All

Central to our vision as a partnership of schools is our aim to run exceptional schools which deliver excellent outcomes for all learners. We are an organisation which is a beacon for strong inclusive practice. We share a common language around the curriculum and pedagogy. Our schools tailor their approach according to their context. We provide a framework of educational support centrally which helps our schools in their improvement journey. The staffing structure allows us to be flexible in the models of support which we can offer, and we can create new models of support that work for individual schools.



Identity and Individuality

We are passionate about working in partnership as a group of schools, working together to increase capacity and creativity for all. We recognise the collective benefits that this collaborative approach brings. We are also committed to each of our schools having autonomy in many aspects of their work and we are resolute that each school will retain its own identity and protect its history. Leaders in our schools are well-supported and we understand that their autonomy and accountability are vital factors in securing the strong performance of their schools.



Our People Matter

We ensure that our people are highly valued. We are committed to developing people at all levels. Whilst experience and qualifications can be important, our priority is recruiting people who want to make a difference, who share our values and vision, and who have the right attitude. We invest in the professional development of our people, offering opportunities across our schools. We value all of our people; our passion for inclusion is reflected not only across learners but across staff and we ensure that we support their well-being.



Collaborate with Purpose

Our strength comes from our alliance of primary, secondary and special schools and we look to learn from one another. Our schools are committed to collaboration both within our group of schools and outside, and where approaches are having an impact these are shared and applied to other contexts within the partnership. Our schools actively support one another and so all benefit from the partnership. Strong central systems provide high quality support for all schools.



Focus on Impact

We concentrate on the things that work rather than merely ticking boxes. We recognise that more often than not, keeping things simple and doing them consistently well makes the biggest difference. Our centralised support around business functions allows school leaders to focus on their core purpose - delivering an exceptional education.

Inclusion is at the heart of our trust

The Oak Way

Central to everything we do, is 'The Oak Way' - a set of values that we expect our whole trust community to display and to encourage others to do the same.



The Oak Way

Our mantra of 'Inclusion is at the heart of our trust' overarches everything we do. We have spent time to define what this actually means in practise. The Oak way describes the behaviours we expect our community to display to underpin our culture.

Value differences

Value all of our **differences** in 'everything we do'.

Keep promises and do what we said we would do.

Keep promises

Be kind

Be **kind**, **humble**, and **authentic**: learning from our mistakes; admitting when we are wrong.

Do what is **right**, rather than what is easy or popular.

Do what is right

Commit to improve

Commit to continually **improve** and **share** our knowledge and expertise.

Promote **calmness** and **resilience** in the face of change or challenges.

Promote calmness



Blackburn Central

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Aspire and achieve

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Haslingden Road
Blackburn
BB2 3HJ

01254 505700

info@bchs.co.uk

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