



WELLSPRING

We Make A Difference

Principal

Parkside School, Cullingworth, Bradford



Principal – Parkside School

Starting September 2024

11-18 Secondary, Cullingworth, Bradford

Salary L34 - L38

**Deadline for
completed
applications is
Monday
15th April at 9am**

This is a unique opportunity to join a vibrant and values-driven community of thirty-plus schools across Yorkshire and Lincolnshire and to lead our vision for an exceptional Secondary education for young people in Bradford.

Parkside School in Cullingworth, Bradford, is at the start of a new and exciting phase in its history and in its journey with the Trust. We are looking for a like-minded, driven and passionate school leader to join us on this journey, leading what is only the second Secondary school in our Trust.

Parkside School joined the Wellspring Academy Trust in September 2023. The Trust holds itself accountable to providing high quality education for all young people in its care. We are distinctively an Inclusive Trust. We count Special Schools, Alternative Academies, mainstream Primary Academies and mainstream Secondary Academies amongst our number. We are proud of the work of them all. The theory of Unconditional Positive Regard lies at the heart of our culture. We seek to influence culture, thinking and behaviour through building strong relationships at all levels. We are passionately committed to our goal of making a positive difference to the lives and life chances of all our children and young people. We believe that the key to this is a vibrant school environment that values everyone and celebrates the differences between us all.

Our ambition for Parkside is that it becomes a Centre of Excellence that is prized by its community, a school where high expectations and high standards thrive within an atmosphere of tolerance, respect, empathy and acceptance. To take up this mission, you will need to be courageous. You will need to be a professional prepared to try new things, you will need to be open to change and have the mindset required to challenge not only your own Comfort Zone but also potentially those of others.

Crucially, you will not be expected to do this alone. You will be fully supported by an experienced and ambitious pool of Trust colleagues and expert external partners. This is an incredible opportunity to work within a very successful School Improvement system dedicated to values-driven, future-focused, inclusive schools that provide exceptional value-for-money for the public.

We are looking for the right person to join us. This role would suit an experienced Principal/Headteacher who relishes a new challenge with a team around her/him who can get things done in turning vision into reality. Equally, we would welcome the right candidate were it their very first Headship. What any candidate can be certain of is the unwavering support of a dedicated team and the time required to create legacy and embed lasting change.

If this exciting opportunity speaks to you and you are sure that your values align with what we at Wellspring are, then please make contact via the email address below to book an initial conversation with Dave Whitaker (Wellspring Director of Learning). Dave would welcome a virtual meeting first, ideally followed by a visit to Parkside School.

Please contact Karen Davis (k.davis@wellspringacademies.org.uk) to make an appointment.



Dear applicant...

My sincere thanks for your interest in what is a very significant role for us at Wellspring. We want the best for our children and young people. We need the very best of leaders that our system has to offer in order to achieve that ambition.

In role, you will benefit significantly from the professional expertise of a highly effective multi-disciplinary team because we know that the best of leaders need great support from the best of teams in order to provide the best for our children and young people. And that pretty much sums up how we work; we are one team, together.



We are looking for a team player. We're looking for a leader who has the vision, charisma, confidence and diligence to inspire others, someone who can lead an established school and community but who can also work collaboratively trust-wide.

We're looking for a colleague who can bring a fresh perspective and professional dynamism to what is an already well-established and high performing community of schools. We're looking for someone who shares our philosophy and values and our commitment to being the very best of ourselves every day.

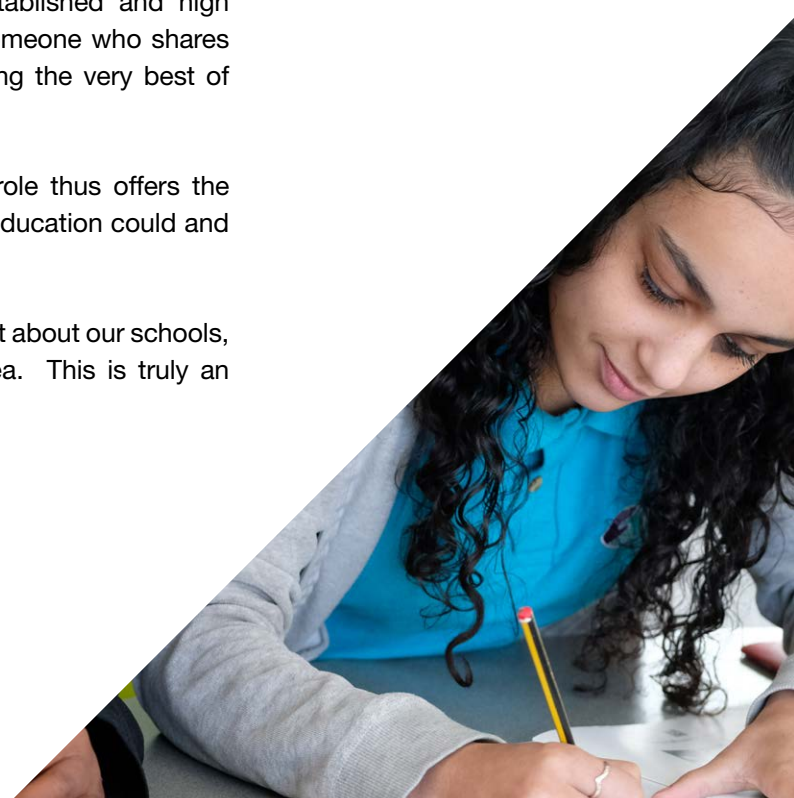
Parkside is only our second Secondary school. This role thus offers the very real opportunity to help us shape what Secondary education could and should look like for the next decade.

Please come meet us, talk to us, find out about us, find out about our schools, the opportunity at Parkside, its community and the area. This is truly an exceptional career opportunity.

With every best wish,

A handwritten signature in black ink, appearing to read 'Mark Wilson'.

Mark Wilson
Chief Executive Officer,
Wellspring Academy Trust



Wellspring Academy Trust Vision 2025

Wellspring has grown to be a large community of schools in our region.

Individually and collectively we are known for our integrity, for our commitment to inclusive practice and for our quality – be that the quality of our Academies themselves, our other charitable enterprises, or the quality of the teams that support them.

Our achievements are substantial: eight new schools built and thriving, fourteen consecutive positive published Ofsted reports, strengthened schools, improved finances, enhanced premises and a number of non-profit and charitable enterprises via which we advance our agenda; to improve lives and life chances.

Our Vision 2025 aims to build upon our successes so far. It expresses the confidence we have in our distinctive approach and articulates our ambition for what will come next.

Looking to the future and planning ahead is central to the way we do things at Wellspring.

Values and culture

We believe that education is the vehicle for improved outcomes for all. Improved outcomes for all aid the cause of social justice through equity. This is why we are so passionate about what we do.

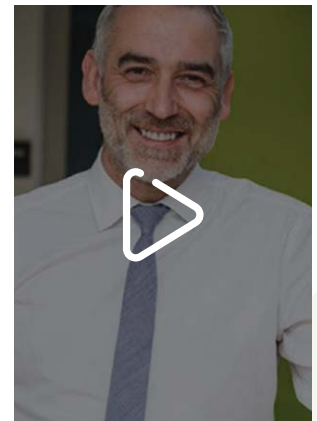
We champion inclusive education, stronger communities and improving life chances. We are passionate about our social purpose: to make a difference.

Ethics and values are at the heart of our culture. We have taken the harder path many times in order to remain true to our values.

Our organisational thinking, philosophy of education and way of being place people and positive relationships at their heart. We invest in our workforce. We invest in our children and young people. We invest in our communities.



 [Click to read Our Vision 2025](#)



 [Click to watch Our Vision 2025](#)

We are:

- Ethical
- Inclusive
- Transparent
- Collaborative
- Generous
- Caring
- Courageous

Parkside School and locality

We want all of our schools to make a positive contribution to the community that they are embedded within. This impact should be meaningful, considerable and lasting.

We want the young people of Parkside school to have every available opportunity to develop into well-rounded citizens who are equipped to make a positive contribution and who know how to keep themselves safe. We want students to have passionate hopes for their future; hopes that they can articulate, believe in and make real. We want to develop a nurturing environment that develops students who can empathise, critique, protect, love, inspire, make, design, explore and understand; students who are willing to try things they have never tried before, do things they have never done before and who are willing to risk reimagining themselves as the very best version of what they can become.

Located in the picturesque village of Cullingworth, Parkside School is surrounded by rolling hills and dramatic countryside.

The village, three miles south of Keighley and seven miles west of central Bradford, is not only popular with commuters but also with tourists, walkers and cyclists who revel in some of the country's most glorious scenery.

The locality is steeped in history; the Brontë Parsonage Museum and its famous literary collections lie less than five miles east.

Also on the doorstep is the Saltaire World Heritage Site; a Victorian model village that is home to Salts Mill, which itself boasts striking architecture, eateries and shopping.



Specific Responsibilities

School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice





Professional development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties



Person Specification

Criteria	Essential / Desirable	How Identified
Education and Training Formal qualifications and relevant training		
Qualified teacher status	E	Application Form Interview Task Documentary Evidence References
Degree	E	
National professional qualification for headship (NPQH)	D	
Experience Ability to undertake duties of the post		
Successful leadership and management experience in a school	E	Application Form Interview Interview Task
Teaching experience	E	
Involvement in school self-evaluation and development planning	E	
Demonstratable experience of successful line management and staff development	E	
General and Specialist Knowledge Includes abilities and intellect		
Data analysis skills, and the ability to use data to set targets and identify weaknesses	E	Application Form Interview Interview Task
Understanding of high-quality teaching, and the ability to model this for others and support others to improve	E	
Understanding of school finances and financial management	E	
Effective communication and interpersonal skills	E	
Ability to communicate a vision and inspire others	E	
Ability to build effective working relationships	E	
Personal Qualities		
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	E	Application Form Interview
Ability to work under pressure and prioritise effectively	E	
Commitment to maintaining confidentiality at all times	E	
Commitment to safeguarding and equality	E	



Criteria	Essential / Desirable	How Identified
Suitability to work with children, young people and vulnerable adults Issues relating to safeguarding and promoting the welfare of children, young people and vulnerable adults		
Satisfactory DBS disclosure to work in an environment dealing with young people	E	DBS Disclosure Interview References
Additional Requirements		
Operate with the highest standards of personal/professional conduct and integrity	E	Interview
Willing to work flexibly in accordance with policies and procedures to meet the operational needs of the Trust	E	
Willing to undertake training and continuous professional development in connection with the post	E	
Work in accordance with the Trust's values and behaviours	E	
Able to demonstrate sound understanding of equality/diversity in the workplace and services provided especially in the access to delivery of the education of pupils and of own non-discriminatory practice and attitude	E	
A commitment to safeguarding and promoting welfare for all	E	
Able to undertake any travel in connection with the post	E	





WELLSPRING

We Make A Difference

Applications

Post Title: Principal, Parkside School

Reporting to: Governing Body and Director of Learning Wellspring Academy Trust

Duration of Post: Permanent

Hours: Full time

Grade: L34 - L38

Closing Date: Monday 15th April 9.00am

Shortlisting to take place: W/C Monday 15th April

Interview Date: This will be a three day process. Two formal selection days will be held on Thursday 25th and Friday 26th April at Parkside, and a pre-interview day will be arranged individually with candidates following shortlisting.

How to Apply

Completed application forms are to be sent via email to: hr@wellspringacademies.org.uk

DBS Certificate

Wellspring Academy Trust recognises that it has a statutory and moral duty towards safeguarding the welfare of children, young people and, if appropriate, vulnerable adults who participate in any Trust activities and expects all staff to share this commitment. An Enhanced DBS is required for this post.

If you are currently living overseas or have lived / worked overseas in the last five years please be aware that you will be required to provide an overseas criminal records check from the country/countries you have resided in, if you are the preferred candidate for the post.

We are committed to equal opportunities and to promoting diversity. We want our people to reflect the diversity of our communities, and we welcome applications from people from all backgrounds, especially from under-represented groups, including those from Black, Asian and minority ethnic communities.

Wellspring Trust

Digital Media Centre, County Way, Barnsley, South Yorkshire S70 2JW

T. 01226 720 742

E. info@wellspringacademies.org.uk

Discover how we make a difference at wellspringacademytrust.co.uk