



Baines School

Nil Sine Labore



Deputy Headteacher - Curriculum
March 2024



A Message from the Headteacher



Welcome to Baines School,

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

I joined the school on the 1st September 2018 as Deputy Headteacher and have now been appointed as Headteacher. The school has now had four Ofsted inspections that judge the school as 'Requiring Improvement'. You will be aware that where a school requires a fourth RI judgement, this can lead to an inadequate judgement because the school has not shown the capacity to improve. This definitely does not apply to Baines School. The latest Ofsted judgement (2023) is a testament to the hard work from our whole school community. We have wonderful students and staff and they have risen to the challenges of raised expectations, curriculum change and a focus on teaching and learning. We are now at a time where we are ready to drive our school to the next level. Please do read our latest Ofsted report; you will see that we have many things to be proud about and a few things we are working on to improve. These include the implementation of our curriculum to improve outcomes, and to improve our reputation in the local area.

We are currently in the consultation process as we have applied to become part of Cidari Multi Academy Trust. Being part of Cidari will support our pace of improvement and we hope to convert on 1st September 2024. My vision for the school is that all staff and students are Encouraged, Engaged, Empowered to be the best version of themselves, and that they are Positive, Professional and Persevere in all they do.

It is an excellent leadership opportunity for a committed professional who has energy, drive and a relentless passion to ensure that every pupil in our Baines family not only achieves their full potential but also thrives on their own personal journey to make this happen. It will suit someone who has the aspiration for Headship. It is more important that we employ a dynamic leader who works well as part of a team than someone who has a specific focus area of leadership.

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

Our catchment serves the areas of Wyre and Fylde, and Blackpool. We have an extremely mixed intake with some pupils from Blackpool which is an area of significant coastal deprivation, with approximately 33% Pupil premium students. Our population has a prior attainment above the national average and we have a lot of students who have exceedingly high aspirations, many of whom have gone on to Russell Group Universities.

The ideal candidate:

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

We will offer you:

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

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

Nil Sine Labore – Nothing Without Effort

Kind regards



Clare Doherty
Headteacher
March 2024

A message from our Chair of Governors

Dear Applicant

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

The vacancies for Deputy Head arise after the promotion of the previous Deputy to Headteacher and the focus on driving standards and delivering improvement. This is an exciting time to join, working with our Senior & Middle Leadership Teams to strengthen our practice and build on the work already being done. Improving outcomes for students is a key priority.

Our vision is first to get it to 'good' and to make Baines the school of choice for young people in Poulton and the local area. The recent Ofsted inspection (October 31st/November 1st 2023) provides clear targets, notably around consistency in teaching and learning, including assessment; reading; and preparation for life in modern Britain. It also identified curriculum intent, SEND support and safeguarding as significant strengths. Our priority as governors remains improving outcomes to the point where they enable pupils to move on to their chosen college course or career path. Doing so in Maths, English and Science is central to this process. A central focus is creating a culture of accountability.

Baines was founded on 17th January 1717 under an Endowment known as Jenkinson's Gift provided by James Baines, a Merchant in the village of Poulton-le-Fylde. It started life as a previous version of a Free School and later became a Boarding School (fees being £3.00 a term). For many years it was a Grammar School, then a Voluntary aided School, a Grant Maintained School and now returns to title of Voluntary Aided. In September 2023, governors made the decision to apply to join the Cidari Multi-Academy Trust. Consultation meetings have taken place and we are aiming for a conversion date of 1st September 2024. Further details are available here: <https://baines.lancs.sch.uk/consultation-to-convert-to-academy-status/>.

Part of the long history of the school is maintained by the Baines School Former Pupils Association who, through their membership fees, support the school in many of its projects. We also have a detailed school website, which we hope you will enjoy exploring. Please use the following link to access: www.baines.lancs.sch.uk

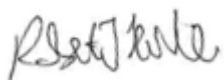
The staff at Baines are committed to ensuring that all students can achieve their full potential regardless of ability or background. The proportion of students for whom the school receives Pupil Premium funding has risen over the past few years, though we also have a significant proportion of pupils whose prior achievements are above the national average. We are always looking at ways to improve and the successful candidates will have a key role in executing strategy. The emphasis is very much on good teaching and learning and pastoral support- developing this is at the heart of what we seek to do.

This has been a busy first year in post for our Headteacher, Clare Doherty. Clare is focused on school improvement. Her proactive, honest and collaborative approach to leadership has taken the school forward in only a short time, with the involvement of external consultants, local schools and the local authority in building capacity.

We are looking for someone to inspire our staff and pupils and to deliver the change we need. In return, there is the opportunity to shape the future of a historic school. For the right person this will be a challenging, but very rewarding job. I encourage you to come to visit the school and meet Clare if you can do so.

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

Kind regards

A handwritten signature in black ink, appearing to read 'Robert Hindle', written in a cursive style.

Robert Hindle
Chair of Governors

Application Details



***The school reserves the right to appoint the best 2 candidates for the permanent roles of deputy headship at Baines family. The preference will be to appoint a Curriculum Deputy and a Pastoral Deputy, but the school governors and headteacher have an open mindset. Candidates for the post may have a flexible and broad skills set.**

****Please note Cidari Multi Academy Trust will be the employer from September 2024.**

BAINES SCHOOL DEPUTY HEADTEACHER - Curriculum Leadership Scale 18 - 22

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

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

- **Thursday 21st March 2024 11:20am – 1:20pm**
- **Tuesday 26th March 2024 9:00am – 11:00am**
- **Tuesday 16th April 2024 9:00am – 11:00am**

(To arrange a visit please contact Mrs C Porter/ Mrs P Whiteside, Head's PA on 01253 883019 or headspa@baines.lancs.sch.uk).

Closing date for the receipt of completed applications: **Friday 19th April 2024 at 12pm.**

Shortlisting date: TBC by Governors and HT.

The interview process will be two days with the first day at Baines School. Interviews will take place w/b Monday 29th April 2024. These dates will be confirmed later. Not all candidates will necessarily go through to the second day.

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

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

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

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

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

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

Job Description



Job Description for Deputy Headteacher - Curriculum

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

Responsible to: Headteacher

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

Governors note on job purpose The purpose of this role is to improve current practice and firmly embed the highest quality of Teaching and Learning across the whole school, thereby raising expectations, aspirations and academic outcomes for both pupils and staff. The successful applicant will be a resilient leader who will skilfully coach, mentor and inspire all staff to enable all pupils to reach their next level of success. An interest in, or commitment to, curriculum design and development would be supported by an relevant training and experience if required.

Salary : Leadership Scale pts 18-22

Role of senior leaders at Baines School

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

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

- To surmount all barriers to achievement through managing the physical and personnel resources of the school

The Deputy Headteacher will:

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

1. Teaching and Learning responsibilities

- 1.1 To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- 1.2 To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers.
- 1.3 To be responsible for a specific class or age group of children to be decided on appointment.
- 1.4 To demand and demonstrate ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- 1.5 Demonstrate consistently excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being

2. The internal organisation, management and control of the school

- 2.1 To have specific responsibilities (e.g. for aspects of school management or the curriculum) to be agreed upon appointment.
- 2.2 To contribute to:
- Maintaining and developing the ethos, values and overall purposes of the school
 - Formulating the aims and objectives of the school and policies for their implementation
 - A development plan which will translate school aims and policies into actions
 - Monitoring and evaluating the performance of the school
 - Implementing the Authority's and the Governing Board's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs
 - The efficient organisation, management and supervision of school routines
- 2.3 To assist in creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

3. Curriculum Development

- 3.1 To assist in, and to lead when appropriate or when requested to:
- The development, organisation and implementation of the school's curriculum
 - School policies on curriculum, teaching and learning styles, assessment, recording and reporting
 - Ensuring that the learning and teaching provided by different departments and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals
 - Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid Governors in their future management of the school
 - Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided
 - The promotion of extra-curricular activities in accordance with the educational aims of the school

4. Pupil care

- 4.1 To contribute to:

- The development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance
- The effective induction of pupils
- The determination of appropriate pupil groupings
- The promotion among pupils of standards of conduct/discipline and a proper regard for authority and the encouragement of good behaviour
- The development among pupils of self-discipline
- The handling of individual disciplinary cases

4.2 Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all pupils.

4.3 Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society

5. The management of staff

5.1 To participate in the recruitment and deployment of teaching and non-teaching staff of the school

5.2 To actively contribute to good management practice by ensuring positive staff participation, effective communication and procedures

5.3 To participate in arrangements made in accordance with the regulations for the appraisal of the performance of staff in school

5.4 To implement and develop staff development policies in relation to:

- The induction of new and newly qualified teachers and other staff
- The provision of professional advice and support and the identification of training needs
- Students under training/work experience

5.5 To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.

5.6 To maintain good relationships with individuals, groups and staff unions and associations.

6 The management of resources

- 6.1 To contribute to the formulation of the school's policies and procedures concerning resource management
- 6.2 To allocate, control and account for those financial and material resources of the school which are delegated by the Headteacher.
- 6.3 To promote a whole school environment which stimulates learning and enhances the appearance of the school.
- 6.4 To participate in the arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety.
- 6.5 To maintain effective working relationships with external agencies and services contracted to the school and the Authority.

7 Relationships

- 7.1 To advise and support the Governing Board as required in the exercising of its functions including attending meetings and making reports.
- 7.2 To assist with the liaison with and co-operation with Authority officers and support services.
- 7.3 To promote and develop effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education.
- 7.4 To assist in liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development.
- 7.5 To assist in liaison with other professional bodies, agencies and services.
- 7.6 To develop and maintain positive links and relationships with the community, local organisations and employers:
 - To promote a positive image of the school
 - To ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.

7.7 Create outward-facing schools which work with other schools, organisations and the local community– in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.

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

The Deputy Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and to support the Headteacher in holding all staff and volunteers accountable for their contribution to the safeguarding regulations.

Person Specification / Selection Criteria



Person Specification for Deputy Headteacher - Curriculum

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

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

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

A = within the application form

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

I = within the interview process

R = within the reference

[A] Qualifications

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

[B] Professional Development

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

[C] School leadership and management experience

	Essential	Desirable	Source
To have had experience of driving Teaching and Learning improvements, with proven impact across a school	E		L, I, R
Be able to demonstrate successful / effective leadership in a school	E		L, I
To have taken an active involvement in school self-evaluation and development planning	E		L, I
To have implemented and developed a successful whole school initiative	E		L, I, R
To have had responsibility for policy development and implementation		D	L, I
To have had experience of and ability to contribute to staff development (E.g. coaching, mentoring, INSET for staff).	E		L, I, R
To have had proven impact of raising standards in terms of Progress 8 and Benchmarks Measures	E		L, I, R
To be able to construct a whole school timetable		D	L, I, R
Experience of working effectively within staff teams and line management of staff	E		L, I, R
Work positively with parents / carers and the community	E		L, I, R
To have experience of curriculum planning in terms of intent	E		L, I, R
To have experience of quality assurance of the curriculum in terms of implementation	E		L, I, R
Experience of holding staff to account	E		L, I, R

[D] Experience and knowledge of teaching

	Essential	Desirable	Source
To be able to demonstrate how their leadership has improved student outcomes	E		L, I

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

[E] Professional Attributes

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

[F] Professional Skills

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

Qualities and Knowledge		Essential	Desirable	Source
1	Hold and articulate clear values and moral purpose focused on providing an outstanding and ambitious education for the pupils at Baines School	E		L, I
2	Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.	E		I, R
3	Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.	E		L, I
4	Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.	E		A, L, I
Pupils and Staff		Essential	Desirable	Source
1	Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.	E		L, I, R
2	Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.	E		L, I
3	Establish an educational culture of "open classrooms" as a basis for sharing best practice, drawing on and conducting relevant research and robust data analysis.	E		L, I
4	Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	E		L, I
5	Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning	E		L, I, R
6	Hold all staff to account for their professional conduct and practice	E		L, I, R

Systems and Process		Essential	Desirable	Source
1	Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.	E		L, I, R
2	Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.	E		L, I, R
3	Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.	E		L, I, R

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

[G] Personal Qualities

	Essential	Desirable	Source
Ability to demonstrate positivity, courage and resilience in difficult times	E		I
Inspire, challenge, motivate and empower teams and individuals to achieve high goals	E		L, I
Be honest and transparent with great personal integrity	E		I

Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E		L, I
Prioritise, plan and organise themselves and others	E		L, I, R
Think analytically and creatively and demonstrate initiative in solving problems	E		L, I, R
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E		L, I, R

[H] Confidential References and Reports

Positive recommendation from all referees, including current employer	E
---	---

At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post. Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

[I] Application Form and Supporting Statement

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

Dear Colleague,

A message from the students



Dear Applicant

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

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

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

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

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

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

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

Kind regards,

Year 11 students

Baines School at a Glance



PUPIL CHARACTERISTICS

Number on Roll (11/16)						844
Proportion Eligible for Pupil Premium						32.14%
Proportion Eligible for FSM						29.51%
Attendance (2021/22)	Baines	89.8%	National	91.3%	Gap	1.5%
Attendance (2022/23)	Baines	89.3%	National	90.7%	Gap	1.4%
Attendance (2023/24)	Baines	89.8%	National	90.7%	Gap	0.9%
Percentage of Pupils with SEN (2023/24)						13.8%
Percentage of Pupils with Statemented SEN (2023/24)						1.89%

PUPIL ACHIEVEMENT

Key Stage 4 Outcomes

KS4	2022 (Disadvantaged in brackets)	2023 (Disadvantaged in brackets)
Progress 8 Score	-0.38 (-0.80)	-0.79 (-0.96)
Attainment 8 Score	47 (40.44)	42.93 (37.54)
Grade 5+ in En & Ma	46% (40.5%)	38.85% (26%)
Grade 4+ in En & Ma	70% (52.4%)	62% (48%)
Entering EBACC	15% (9.5%)	12.7% (10.64%)
Grade 5/C+ EBACC	13.2% (7.1%)	4% (2.13%)
Grade 4/C+ EBACC	12.6% (7.1%)	7% (27.66%)

An Introduction to Our School



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

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

There are challenges facing the school but we have a clear drive to rapidly raise standards, and as part of this are currently consulting to join Cidari Multi Academy Trust. We are working hard to strengthen the typicality of high quality teaching and learning that leads to consistent pupil progress to ensure our students are enabled to move onto their next steps.

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

The area served by the school

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

The school site

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

Our students

We are currently a fully comprehensive 11-16 school. Students start school in Year 7 with overall levels of attainment that are above the national average. Our students have a positive attitude to school. They attend regularly, enjoy lessons and the wide range of other activities provided. We have worked hard this year in terms of removing barriers to students' attendance and have seen the impact of this with attendance being above national average in February. In and around school there are high standards of the pupils' behaviour and politeness. The students speak warmly of the support they receive at Baines and the great majority are confident, polite and friendly young people. They are demanding in that they expect and want to do well, and come to the school with high expectations supported by their parents/carers. Our older students are role models who are thoroughly and actively engaged in the work of the school, the quality of what we do and contribute to supporting us in our aim of continual improvement, and we have a strong student council which runs throughout school.

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

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

We believe in looking outwards and working in partnership with other providers. We have access to a wealth of CPD, resources and networking opportunities as a result. We work collaboratively within the area in regard to managed moves, fixed-term exclusion provision and work closely with the Lancashire Authority Advisory Team. Baines is also a registered centre with the Duke of Edinburgh scheme and has strong links with HE providers and employers in the region.

Pastoral & Curriculum Structure



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

'Most pupils, including those pupils with special educational needs and/or disabilities (SEND), enjoy attending Baines School. They feel well supported by their teachers. Pupils appreciate the recent changes made to the behaviour managements systems. These have established stronger routines to help pupils engage with their learning'. (Ofsted 2023)

Our pastoral care system is based on year groups, with each year group having a Progress Leader supported by a member of the Senior Leadership Team and a dedicated pastoral officer. Students are individually valued and well-supported. Students see their form tutors every day in the morning for 30 minutes. Tutors have immediate access to information about students' achievements and any incidents during the day through the school computer system.

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

The composition of each form group is carefully considered and is placed under the guidance of a Progress Tutor. It is important to us that our students build strong relationships with staff and their progress tutor is someone who will get to know them well. The progress tutor is the pupil's personal contact in school, and, as such, will oversee his or her academic progress, personal development and well-being. There is a strong and varied extra-curricular programme and creates many opportunities for students to participate in school life.

Curriculum Information

The curriculum structure at Baines is quite traditional. We have senior leaders in charge of the timetable and teaching and learning. Below them we have a team of capable subject leaders, in some larger departments we also have seconds in department. In some subjects we also have lead practitioners.

'The governors body and the school have raised their expectations of what pupils are able to achieve. Pupils have access to a broad an ambitious curriculum'. (Ofsted 2023)

The school has gone through a rigorous review process over recent months to improve the curriculum in order to provide a curriculum that meets the needs of our learners and maximises the outcomes of all pupils. The curriculum is both broad and balanced with the intent that pupils will be prepared for their next steps.

'The governing body and the school have taken considerable positive steps to improve the curriculum. They have used expert advice to strengthen the curriculum design, such as enhancing the languages offer'. (Ofsted 2023)

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

Clare Doherty
Headteacher
March 2024

