



*At Sir John Thursby Community College, we value all our students, staff and parents. Together, we are growing a confident, inclusive, creative and resilient community of learners, with high aspirations to be the very best. We have pride in what we can achieve, respect for everyone and everything. Together, we achieve success.*

### **Background Information**

Sir John Thursby Community College celebrated its 10<sup>th</sup> birthday in 2016 with our best GCSE results ever and by far the best progress in the area. The College, a Foundation School, is a mixed 11-16, multi-cultural, fully inclusive college which values all students, staff and our community partners. We have over 1,000 students on roll and over 150 staff enjoying working together to provide the best for everyone.

Ofsted 2016 rate us GOOD in all areas and we are well on our way to being outstanding. Our facilities are exceptional for 21<sup>st</sup> Century learning. We have fully equipped specialist rooms for all subjects and first class sporting facilities including a multi-use sports hall, gym and all weather pitches for all sports including football and tennis. Ridgewood Community High School, a general learning difficulties special school, is on the college site and is a special school in its own right.

We are a Unicef Rights Respecting school and hold gold Artsmark status. We work together to ensure the very best outcomes for every student and will not rest until each student achieves the very highest standards possible. We are proud to have well-qualified staff of the very highest quality who work hard to enable all of our students to achieve.

The name, Sir John Thursby was adopted by the Governing Body after extensive consultation with students, staff, parents/carers and the local community. Sir John Thursby was a local landowner and benefactor, who before his death in 1901 was an influential figure who gave his support to the people of Burnley.

We consulted to design our uniform, buildings, vision, policy and procedures at the inception of Sir John Thursby Community College and our drive to be the best has never been stronger. We firmly believe that good communication is the foundation stone for our effectiveness. We strive to ensure that all staff are involved in the decision making processes. All staff are valued, we all have an important role to play in the college's success, it is team work that ensures this success. We pride ourselves in having a friendly, caring ethos for all our stakeholders.

We have a rare specialism in the rural dimension to ensure we are a centre of excellence in academic and vocational study in this area. Our environment area includes, chickens, goats, peacocks in addition to the lizards, geckos and a wealth of other creatures in our specialist science lab.

### **Burnley Learning Partnerships**

Sir John Thursby Community College is a founder member of the Burnley Education Trust and an active member of the Burnley Learning Partnership. Part of our vision is that schools and others will work in collaboration in order to provide an exciting and extensive curriculum and facilitate staff continued professional development.

We have excellent community / industry links, for example with the Burnley Bond Holders. This enables us to forge strong partnerships for our award winning careers service and the recruitment of skilled governors.

The area has a great deal to offer for those who live and work here. Please click on: <http://burnley.co.uk> and select the lifestyle box.

We are rightly proud of our achievements and continue to go from strength to strength. Any prospective candidates would be joining a college with a bright future and would have an opportunity to be part of our continuing success story.



## Chair of Governors Welcome Letter

Dear Applicant,

I am very glad to see that you are interested in applying for the post of Headteacher at Sir John Thursby, because we need someone to build on the success of the last five years under an inspirational Headteacher. We are equally looking for someone who will be committed to understanding the community we serve, committed to the students within it, and the staff who are committed to giving each young person the very best chances in life.

Sir John Thursby Community College is a successful, oversubscribed 11-16 college, with a committed staff team determined to provide the very best for their students. 2016 GCSE results showed Progress 8 amongst the best in the area, with a strong EBacc. The school is fully staffed, and actively involved working in a challenging area to support students from a wide background.

We hope you have a proven record of making a difference. We hope you have vision and practical, every day hands on skills, in equal measures. We hope you are someone who really cares deeply about every student, and looks for imaginative ways to support the whole team in creating the very best for them. We hope you are someone who looks at what the world will be like as they reach maturity, and ensure we equip them to make the very best of all the opportunities in it. Equally, we will need to know how you are going to make them resilient, and their teachers resilient too, as we face a time of change at every level.

Named Lancashire Secondary School of the Year (Time to Shine Awards, Rock FM), and finalist in the Most Inspirational Secondary School in the North West of England (Educate magazine), we have a strong, dedicated governing body. Their expertise and community representation provides effective support to the leadership of the school and they are keen to support the new Headteacher in all areas of school life and the wider community.

We are a UNICEF Rights Respecting Level 1 School and are working towards Level 2.

We hope you will be someone who will shape our future, beyond any level we could imagine, and truly build a learning community which makes the critical difference to everyone's lives.

I hope you will take up the invitation to visit our school. Please contact [i.hayhurst@sirjohnthursby.lancs.sch.uk](mailto:i.hayhurst@sirjohnthursby.lancs.sch.uk) to arrange an appointment.

With best wishes

*Ruth Thompson*

Chair of Governors June 2017



June 2017

## Student Cabinet Welcome Letter

Dear Applicant,

Thank you for your interest, we are excited at the prospect of you applying to lead our school and look forward to meeting you.

The students of Sir John Thursby would be delighted to welcome a Headteacher who interacts with students on a daily basis; someone who is visible on corridors, generally approachable and good with students. The fantastic relationship between the teachers and students at Sir John Thursby is very important to us and we'd like it to be important to our future Headteacher. In addition, we would like a Headteacher who is enthusiastic in regards to our local community because we as students think this is important.

We want a Headteacher who values the importance of all subjects including Music, Art, Drama and P.E. as well as the vocational subjects that some of our students excel in. We want someone who is willing to give recognition to students who excel in all subjects so that no subjects are overlooked. We feel that these subjects allow students to shine in their own individual ways and often provide balance to an increasingly challenging curriculum.

It is important that the new Headteacher is firm but fair. Essentially, someone who is consistent in their approach but also understanding of the varying needs of our students. A successful Headteacher should also ensure there is consistency with staff enforcing rules thus meaning fairness and equality for all students at Sir John Thursby.

With exam stress being a concern of our student body, we feel we need someone who provides students with the tools and resources required to improve and make progress. The new Headteacher should be dynamic in their support of students to alleviate exam stress by providing facilities such as revision support and relaxation resources. Keeping parents involved is crucial when making sure students can reach their full potential. Many parents do not feel that they have the skills or tools to support their children during exam times. We would really appreciate a Headteacher who could help our parents to help us.

We would love to have someone who is willing to be hands on and get involved in student activities and the student voice as this would make sure the hard work of our students is recognised. Likewise, we would like someone to acknowledge and get involved in the work of our student ambassadors and be there to encourage them.

Ultimately, the students of Sir John Thursby want a new Headteacher who listens to students and takes on board what they have to say. We need someone who is as passionate about the success of our students as our staff. Someone who is supportive of our staff and cares about our wider community, but most importantly understands the importance of producing happy, healthy students who can achieve to the best of their individual abilities.

We look forward to meeting you.

The Student Cabinet

June 2017

## Current Headteacher Welcome Letter

Dear Applicant,

This vacancy has arisen as I am moving onto another Headship of a larger school after what will be nearly six very happy years here at Sir John Thursby Community College.

Sir John Thursby is a very special place. We have an excellent staff team, fabulous students, amazing facilities and a very supportive Governing Body who take their roles seriously and contribute hugely to our students' education. We serve a relatively deprived area with 45% qualifying for Pupil Premium but that has not stopped us achieving a significantly positive Progress 8, 56% English and Maths last year and 24% of students achieving the EBacc.

We are very fortunate to have a passionate and skillful staff team. We are a Teach First Hub School and value continued professional development highly.

We have grown as a school to become oversubscribed, with a long waiting list for the new Year 7. We have increased our Pupil Admission Number. The school received a very positive Ofsted report only last summer and is ideally placed to continue onwards and upwards. Parents are very supportive and very keen to attend Parents' Evenings and similar events with attendances of over 90% being common. Our pupil attendance is outstanding at 96.1% in 2016 and we have an excellent Progress and Guidance team to support all students.

The success of Sir John Thursby makes it ideally placed to continue to work with and for our community, to enable every student to achieve success and reach their full career potential.

We look forward to welcoming you to our school for a tour.

David Burton

Headteacher

**SIR JOHN THURSBY COMMUNITY COLLEGE**  
**Headteacher Job Description**

This job description reflects the **National Standards of Excellence for Headteachers** (2015). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

The appointment is subject to the current conditions of employment of headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the headteacher shall consult, where appropriate, with the Local Authority, the governing body, the staff of the school, its pupils and the parents of its pupils.

**A. The Core Purpose of the Headteacher**

The core purpose of the headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

The headteacher is the leading professional in the school. Accountable to the governing body, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

**B. The Four Domains of Headship**

**Domain One: Qualities and knowledge.**

1. Hold and articulate clear values and moral purpose focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils 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 pupils and staff to excel.

## **Domain Two: Pupils and staff.**

1. Demand 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.
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.
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. Hold all staff to account for their professional conduct and practice

## **Domain Three: Systems and process.**

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 pupils and staff, focused on safeguarding pupils 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 body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, 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 pupils' 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.

## Domain Four: The self-improving school system

1. 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.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all pupils.
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 of 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.

***The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.***

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to headteachers.*

## PERSON SPECIFICATION/SELECTION CRITERIA FOR HEADTEACHER AT SIR JOHN THURSBY COMMUNITY COLLEGE

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

*Selection decisions will be based on the criteria below. 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.*

*The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered from the interview process and references.*

*\* A= application form/supporting statement, I=interview, R=reference*

<b>[A] Qualification requirements</b>	<b>Essential/ Desirable</b>	<b>Source*</b>
Qualified teacher status	E	A
Degree	E	A

<b>[B] Professional Development</b>	<b>Essential/ Desirable</b>	<b>Source</b>
Evidence of regular, recent and appropriate professional development for the role of headteacher	E	A,I
Up to date safeguarding training and knowledge of legislation for the protection of young people	E	A,I

<b>[C] School leadership and management experience</b>	<b>Essential/ Desirable</b>	<b>Source</b>
Successful leadership as a headteacher	D	A,I,R
Successful leadership as a deputy headteacher or assistant headteacher	E	A,I,R
A track record of successful senior leadership to achieve improvement in a secondary school	E	A,I,R
Successful leadership and/or teaching experience post-16	D	A,R
Evidence of the application of strategies to review, evaluate and improve teaching and learning	E	A,I,R
Experience of leadership and development of aspects of the curriculum	E	A,I,R
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and student achievement	E	A,I,R
Experience of financial management processes of a secondary school	D	A,I,R
Successful experience of developing staff within the secondary range (e.g. coaching, mentoring, INSET for staff)	E	A,I,R
Experience of nurturing and developing high-performing school leadership	E	A,I,R
The ability to support and advise the Governing Body to enable it to make informed decisions	E	A,I,R

<b>[D] Safeguarding</b>	<b>Essential/ Desirable</b>	<b>Source</b>
Displays commitment to and up to date knowledge of the protection and safeguarding of children and young people	E	I,R
The ability to form and maintain appropriate relationships and personal boundaries with young people	E	I,R
Knowledge and understanding of and a willingness to co-operate and work with relevant agencies to protect young people	E	I,R

<b>[E] Professional Skills</b>	<b>Essential/ Desirable</b>	<b>Source</b>
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The ability to demonstrate experience, knowledge and understanding of the Core Purpose and 4 Domains of the <i>National Standards of Excellence for Headteachers 2015</i> , as set out in the accompanying Job Description	E	A,I,R
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<b>[F] Experience and knowledge of teaching</b>	<b>Essential/ Desirable</b>	<b>Source</b>
Experience of teaching in more than one school	D	A
A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all students	E	A,I,R
To have a working and current knowledge and understanding of the changing educational system and the curriculum at Key Stages 3 and 4 and its relevance to our school	E	A,I,R
An understanding of current post-16 education and progression routes.	D	A,I,R
To understand the effective use of data, assessment and target setting to raise standards/address weaknesses to drive forward school improvement	E	A,I,R
To understand effective school self-evaluation and the requirements of the inspection framework for schools	E	A,I,R
Commitment to a full and enriching curriculum	E	A,I,R

<b>[G] Professional Attributes</b>	<b>Essential/ Desirable</b>	<b>Source</b>
An awareness of the diverse needs of all of the students in our school and how these can best be met	E	A,I
A clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E	A,I,R
A pastoral ethos which puts the student at the centre of all we do	E	A,I,R
Excellent written and oral communication skills	E	A,I,R
A leader who expects and supports outstanding classroom practice	E	A,I,R
A desire to engage and work collaboratively with parents, carers and other stakeholders to improve the life-chances of our students in the context of our local economy	E	A,I,R
Show a good commitment to sustained attendance at work	E	A,I,R

<b>[H] Personal Qualities</b>	<b>Essential/ Desirable</b>	<b>Source</b>
Demonstrate a clear vision for our school and the personal enthusiasm and commitment to the continued promotion and further development of our strong educational philosophy and values	E	A,I
Be a positive role model with the ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals	E	A,I,R
Build and maintain quality relationships through effective communication, professional integrity and creative, innovative and dynamic leadership	E	A,I,R
A firm commitment to pastoral support for the well-being of staff and students	E	A,I,R
Approachable, inspiring trust and confidence across the school and community whilst leading by example	E	A,I,R
Demonstrate a capacity for effective sustained hard work with energy, vigour and resilience	E	A,I,R
Possess strong personal presence and the ability to act as a successful ambassador for our school	E	I,R

**[H] Confidential References and Reports**

Positive recommendation from all referees, including current employer	E
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**[I] Application Form and Supporting Statement**

*The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post (no longer than 4 sides of A4 in font Arial point 12).*

**Additional Information:**

**SIR JOHN THURSBY COMMUNITY COLLEGE**

**HEADTEACHER**

**NOR 1065**

**GROUP 6**

**ISR L28 – L35 (£75,708 - £88,984)\***

By default, the new headteacher will be appointed at the lowest point on the range above.

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 ISR range above, then the governing body will pay one point higher than their existing salary, up to a maximum of the top of the pay range.

**\* If a suitably experienced candidate is currently paid at the top of the ISR range, the salary will include a permanent 'recruitment and retention' payment of £17,000 and the approach above will then be applied to determine the starting point on the enhanced salary range of £92,708 - £105,984.**

**Applicants are asked to provide a completed application form and a supporting statement (no longer than 4 sides of A4 in length in Arial point 12) that:**

- clearly sets out how your experience to date prepares you for the advertised post (with reference to the enclosed person specification);**
- includes your personal philosophy for a successful secondary school.**

Opportunity for informal pre-application visit to the school: please telephone school: 01282 682313 - Mrs Hayhurst, to arrange

Closing date for the receipt of completed applications: **9am Tuesday 29<sup>th</sup> August 2017**

Shortlisting date: **Tuesday 5<sup>th</sup> September 2017**

Formal pre-interview visit to school (shortlisted candidates): **Thursday 21<sup>st</sup> September 2017**

Interviews (at the school): **Friday 22<sup>nd</sup> September 2017**

Applications will only be accepted by email to Irene Hayhurst via:

[i.hayhurst@sirjohnthursby.lancs.sch.uk](mailto:i.hayhurst@sirjohnthursby.lancs.sch.uk)

**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.

Continued.....

**It is our policy to take up references for shortlisted applicants from their present Local Authority or Academy Trustees. It would greatly assist this process if you were able to supply e-mail addresses for all referees on your application form.** Applicants currently employed by Liverpool LA should note that it is not the LA policy to supply references for Deputy Headteachers for headship posts unless the applicant has personally requested they do so.

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.

## SIR JOHN THURSBY COMMUNITY COLLEGE

## HEADTEACHER SALARY RANGE

		Group 6 Pay Range	Enhanced Salary*
Salary Range for the Advertised Post	L35	£88,984	£105,984
	L34	£87,695	£104,695
	L33	£85,579	£102,579
	L32	£83,504	£100,504
	L31	£81,478	£98,478
	L30	£79,514	£96,214
	L29	£77,583	£94,583
	L28	£75,708	£92,708
	L27	£73,876	
	L26	£72,089	
	L25	£70,349	
	L24	£68,643	
	L23	£66,983	
	L22	£65,364	
	L21	£63,779	

*\* including a permanent 'recruitment and retention' payment of £17,000 for a suitably experienced candidate (see detail above)*