

Headteacher

Recruitment Pack



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Sixth Form College Thirsk School & Sixth Form College Thirsk



About us ...

Thirsk School & Sixth Form College is a successful and inclusive 11-19 comprehensive school with over 920 students on role including 130 in the Sixth Form. We have been consistently judged as Good by Ofsted, most recently in March 2017 but wish to make that next step to being judged as a really great school. We aim to be the leading school of choice for the heart of North Yorkshire.

We are looking for a dynamic leader to take the school into the next phase of its exciting future. The school is outward facing, keen to embrace new ideas and challenges and has a range of partnerships with other local schools. These include membership of the White Rose Alliance for ITT, an informal collaboration called Collaborating for Success, and the Yorkshire Teaching School Alliance. The Governing Board is currently investigating and considering options around possible future academy status.



We place learning at the centre of what we do and we believe that our students and our staff are the most important assets we have. We are constantly seeking ways to improve and develop.

Applications are welcome from candidates who have the qualities, experience and most importantly, passion to join us on our exciting journey.



What can we offer the successful candidate?

- Great students, "students are polite, friendly and well behaved", Ofsted report 2017
- Great colleagues who go the extra mile for our students
- Innovative professional development as part of a unique collaboration
- Wide and diverse networking opportunities as part of the Yorkshire Teaching School Alliance
- An opportunity to access leadership training and development
- A very supportive leadership team who all teach and have an open door approach
- A school that has clear ambition expressed in its strategic plan and fully supported by its Governing Board
- An attractive salary L29-L35 (£78,359-£89,874) and relocation package (up to a maximum of £8,000)
- A beautiful place to live and work
- An iPad to support your work



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Curriculum and Learning

Our Year 7 students come from a wide range of primary schools in our market town and surrounding villages. They experience a very thorough and very well regarded transition process and follow the National Curriculum through KS3. They study a broad range of subjects for GCSE in Year 10 and 11 and a growing proportion move into our Sixth Form where they have the opportunity to study a range of subjects currently in partnership with two other local schools.

Our Progress 8 score in 2017 was positive but we have work to do in narrowing the gap for our disadvantaged students.

School and Community Life

There is a wide range of extra-curricular activities, trips and residential experiences available to our students. The arts, sport, debating and our Duke of Edinburgh Award Scheme are significant highlights in this programme. We are currently looking to further develop student leadership opportunities including and beyond our Sixth Form Council, Student Council and Prefect system. There are a number of events where members of our local community are involved in school such as our senior citizens' Christmas party, or students are involved out in our local community such as through music, sports leadership and work experience.

Governance and Leadership

Our smaller and reconstituted Governing Board represents the community which we serve and sets the strategic direction for the school, holding leaders to account for the outcomes, progress and wellbeing of our students. The School Leadership Team comprises the Headteacher, Deputy Headteacher and two Assistant Headteachers. There is an Extended Leadership Team which includes pastoral leaders, the SENCo and School Business Manager.



The Role

The Headteacher will fulfil the statutory duties contained within the School Teachers' Pay and Conditions document and will seek to achieve any performance criteria, objectives or targets agreed with or set by the school's Governing Board.

The Headteacher will promote and safeguard the welfare of all children within the school, by ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, students, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.

The Headteacher will aspire to excellence in the four domains of the National Standards for Excellence for Headteachers (2015). These are:-

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Domain One:

Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- 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.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two:

Pupils and Staff

- 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.
- 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.
- 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.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- 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

- 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.
- 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.
- 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.
- 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 pupil, staff and financial performance
- 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.
- 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:

Self-improving School System

- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- 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.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- 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 key priorities



for Thirsk School & Sixth Form College are:

Rising standards:

- Consistently great teaching
- High quality professional development
- Pedagogical expertise and action based research
- Consistency of achievement between departments
- Closing gaps between achievement of different groups
- Ethos of aspiration, resilience and achievement
- Love of learning

Thriving students:

- Safe
- Healthy and happy
- Respectful
- Well behaved
- Resilient and determined
- Strong student leaders
- Broad horizons
- High attendance
- Spiritual, moral, social and cultural experience

A 21st Century Curriculum:

- Broad and balanced
- Deep and challenging
- Personalised
- Meets statutory requirements
- Delivers against accountability measures
- Spiritually, morally, socially and culturally rich
- Provides progression
- Collaborative
- Financially viable

A vibrant and viable Sixth Form College

- Curriculum choice, breadth, depth and appropriateness
- High standards of achievement
- Strong progression from KS3 and KS4
- Strong progression to university or apprenticeships
- Students as leaders and role models
- Strong image
- Collaborative
- Financially viable

A secure financial future

- Balanced budget
- Maximised income streams
- Efficiency savings
- Money well spent
- Viable curriculum
- Curriculum collaboration
- Support structure efficiency and collaboration
- Strong image and media presence
- Status regularly reviewed



The Person

Applicants must evidence:-

Knowledge and qualifications

- an Honours Degree and Qualified Teacher Status
- achieved, or is working towards, NPQH
- undertaken significant and relevant professional development
- an up to date knowledge of research and inspection findings about effective leadership, teaching and learning in secondary schools
- knowledge and understanding of current education practice, legislation and initiatives

Experience

- a minimum of three years' experience in school senior leadership, ideally as a Headteacher or Deputy Headteacher
- worked in more than one secondary school, preferably with Sixth Form experience
- worked successfully with Governors

Personal characteristics

- a conviction that education shapes the lives of individuals
- a belief in the value of hard work
- a desire to secure equality of opportunity
- a strong morale purpose, integrity and compassion
- a sense of accountability to parents, carers and the community

Skills

- can formulate and communicate a vision for the school
- able to think and plan strategically and to secure commitment from staff and the wider school community
- can monitor and evaluate the impact of plans and initiatives
- has an ability to effectively manage budgets, facilities and resources
- able to form strong, professional relationships and to communicate effectively to a range of audiences both orally and in a written form
- can manage time, deadlines and own workload and that of others
- can challenge poor performance and the status quo
- can monitor, evaluate and lead improvements in teaching and learning
- can work with partners beyond the school to secure improvement both within the school and across the wider system



The Application Process:

Prospective candidates will be able to visit the school, should they so wish, on Tuesday, 9th January or Thursday, 11th January 2018. Please contact Diane Atkinson, PA to the Headteacher, to arrange an appointment.

To apply, please complete the application form and enclose a covering letter showing how you match the person specification and outlining your values, principles and how they have shaped, and will shape your work.

The completed application should be emailed for the attention of the Chair of Governors, Mrs G Donald, to diane.atkinson@thirskschool.org by 9 am on Wednesday, 17th January 2018. Applications will be acknowledged.

Candidates who are invited for interview will be informed by Monday, 22nd January 2018.

Interviews will take place on Monday, 29th and Tuesday, 30th January 2018.

Start date for appointment will be either 1st April 2018 or 1st September 2018.

Thirsk School and Sixth Form College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Enhanced NYCC DBS disclosure is required for appointment to this post.



Thirsk School & Sixth Form College



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