

 **AMBITION | RESPECT | BELONGING** 



Sir John Thursby Community College



Candidate Information Pack
ICT Network Manager

Welcome from the Headteacher

Dear applicant,

I am delighted to welcome you to our thriving and popular school. We are incredibly proud of our students, community, staff and curriculum and we are excited by this appointment. As Headteacher, I am looking to further strengthen our already well established and effective team who secured an extremely positive inspection in April 2023 and continue to show real ambition for the needs of our students and their families.

Our school is characterised by the way we treat our people and through our core values of Ambition, Respect and Belonging. We believe that all members of our school community should be known, valued and loved and we expect all to share this commitment. We are committed to the professional development of our staff, high standards and ambition for our students alongside respect and kindness for all in our SJT family. We are looking for someone who is able to live out these values.

At SJT we value our staff and have worked hard enable all staff to have a good work-life balance in a supportive working environment. In our last staff survey over 97% of staff were both happy working at SJT and proud to be part of the team. We are committed to supporting well-being and development of all our colleagues. We would welcome discussions about flexibility around the advertised role and would be keen to make achievable adjustments for the right candidate.

We encourage visits to our thriving school at your convenience and we would be delighted to welcome you and show you around. Please contact Lynsey Clayton (l.clayton@sirjohnthursby.lancs.sch.uk) to arrange a convenient appointment.

I am excited about the scope of this post. If you like what you have read, and you feel you align with our values, we look forward to hearing about what you can bring to SJT on our journey to excellence.

Matt Renshaw
Headteacher

ICT Network Manager

37 hours per week / 52 weeks a year (8.00am-4.00pm each day)
Grade 8 pt 25-30 £36,363 - £40,777 pa
Permanent / To start ASAP

“We are characterised by how we treat our people”

We are incredibly proud of our ambitious, curriculum focused, research-driven school. Our vision is built around the principles of ambition, respect and belonging and we have a strong commitment to the development of our staff as outstanding professionals.

Following the career progression of the current post holder we are looking for an experienced and proactive ICT professional to further develop and implement our school’s ICT strategy and service provision, managing all aspects of ICT technical support within a PFI setting and leading a team of highly effective ICT Technicians.

Our well-resourced ICT estate has recently benefited from new on-site servers along with a refresh of switches and fibres. We use a hybrid setup that combines on-premises services with Microsoft 365 cloud services. Our student and staff devices are in good health and facilitate high quality teaching and learning opportunities. This is an exciting time to join SJT as we consider:

- how we will safely integrate AI tools to enhance learning and complement workloads
- our current MIS and its cloud-based successor
- the refresh of our telephone system
- the refresh of our wireless system
- advancement of our current cloud and hybrid services

Key duties include:

- Developing and maintaining the school’s ICT systems and networks, maintaining documentation, policies and technical standards
- Providing high-level technical support to all staff and students
- Leadership of the ICT Support team
- Leading on all ICT projects, upgrades and asset management
- Leadership of our Cyber Security strategy, risk management and incident response
<https://www.ncsc.gov.uk/cyberessentials/overview>

We are looking for someone who:

- Has strong technical ICT experience
- Is Qualified to degree level, or HND/HNC level, or equivalent, in Computing or similar

- Is organised, approachable and has a positive and problem solution focused approach

Previous experience of working in a school and of staff management is desirable but not essential.

This is a great opportunity for the right candidate to contribute to our work and benefit from an excellent environment, where all staff are encouraged to progress their careers with us. We have great facilities ensuring that our students and staff have the best learning environment in which to achieve. SJT is a very positive community, with our recent staff survey showing that over 95% of our staff enjoy coming to work and are proud to be part of our school.

The successful candidate will fully embrace our ethos of Ambition, Respect and Belonging whilst bringing fresh ideas that will build on current strengths and achievement. A core pillar of our “belonging” ethos is that all in our community are known, valued and loved. We want all staff to share this commitment.

We welcome interested candidates to the school. To arrange a time to visit and meet with our ICT Network Manager please contact Lynsey Clayton (email – l.clayton@sirjohntursby.lancs.sch.uk or telephone 01282 682313.

For an application pack please:

- download from the college website: <https://www.sirjohntursby.lancs.sch.uk>
- or email recruitment@sirjohntursby.lancs.sch.uk
- or telephone 01282 682313

Send your completed Application form (only the version attached) stating which post you wish to apply for to: recruitment@sirjohntursby.lancs.sch.uk

Closing date: 9am Monday 9th February 2026

Shortlisting: Tuesday 10th February 2026

Interviews: Week commencing 23rd February 2026

The college is committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. You will be required to undertake an enhanced DBS disclosure and other recruitment checks. Please note that in line with Keeping Children Safe in Education 2025 an online search will be carried out as part of our due diligence on shortlisted candidates.

Lancashire County Council

Role Profile - Operational Context Form

Post title: ICT Network Manager			
Grade:	Grade 8	Staff responsibility:	ICT Technicians
<p>Scope of Work – appropriate for this post:</p> <p>To be responsible for the planning, development, and implementation of the school’s ICT strategy and service provision, managing all aspects of IT technical support in the school including the work of the ICT Technicians, advising the Senior Leadership Team. This role would usually only be found at the largest schools.</p>			
<p>In addition to the following duties, the post holder may be required to undertake any of the duties associated with a lower graded ICT post.</p> <p>Accountabilities/Responsibilities – appropriate for this post:</p> <ol style="list-style-type: none"> 1. Take strategic responsibility for managing the service on a strategic level, with minimal direction from the School Business Leader 2. Negotiate and liaise with School Business Leader, Leadership Team, Governors and external organisations over the provision of an appropriate level of service 3. Advise the Headteacher and strategic leaders on good practice around ICT use and advancement 4. Develop school policies and procedures for the use of ICT within the school environment 5. Maintain a comprehensive database of all support requests 6. Undertake full line management responsibility for staff providing technical support to staff and students, including recruitment and selection and performance management 7. Identify school staff training issues and deliver appropriate training 8. Create and manage all network user accounts, ensuring correct access rights and audit as required 9. Undertake training of all staff and students 10. To keep abreast of best practice within ICT and with relevant developments and changes in information communication technology, particularly in relation to security and data environments and advise on their adoption, where appropriate. To advise on and investigate any apparent breaches of security. 11. Manage the school’s ICT assets through medium and long-term planning, procurement, audit, repair and maintenance in line with financial resources. 12. Design and implement changes to the schools ICT software and hardware and liaise with consultants on the specifications of new software / hardware as appropriate 13. Carry out audits of student and staff internet usage, add filters where necessary and report as appropriate in line with school policy. 14. Market the service and direct the school in making available sufficient financial resources to develop the service 15. Assess and analyse risks to key ICT systems; maintain, develop and review recovery procedures and service cover and contingency plans. 16. Ensure data stored on school systems is GDPR compliant and in line with retention guidelines. Ensure the safe disposal of assets. 17. Work closely with the PFI provider on ICT dependent building management systems including CCTV, access control and associated network infrastructure 18. Management and support of IV and complex student devices provided or funded by Lancashire County Council, working in line with LCC policies, EHCP requirements, and safeguarding guidance 19. Contribute to the School Improvement Plan through strategic ICT planning 20. Representing the school in any collaborative projects 21. To work within school policies and procedures 			

22. To take care of their own and other people's health and safety

Individuals in this role may also:

1. Advise teaching staff on the likely compatibility of new software / hardware, install software / hardware as requested by teaching staff, and maintain records of all installations carried out
2. Manage the ICT Network for a cluster of schools
3. Negotiate on-line service provision from external suppliers

Prepared by:	Toni Collinge, School Business Leader	Date:	January 2026
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The above form sets out the area of work in which duties will generally be focused, and gives an example of the type of duties that the postholder could be asked to carry out. **PLEASE NOTE** that this is for guidance only. Postholders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

Safeguarding Commitment

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

Customer Focus

We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

Skills Pledge

We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and /or numeracy if they do not have one already.

Grade Profile - Level Two – Technical/Professional (Grade 8)

<p>Level Two Purpose</p> <p>Technical specialists who are highly experienced practitioners within a professional area (e.g. Legal, Engineering, HR, Social Work). As entrant levels to professional disciplines, they have a workload requiring the application of both applied and theoretical knowledge.</p>
<p>Scope of Work</p> <p>Roles are typically reactive and working within clearly established service and professional guidelines. Roles will need to apply judgment and analysis to identify alternative solutions to a variety of routine situations. They will need to be proficient in delivering all routine aspects of the job but will increasingly be involved in non-routine work e.g. supporting less experienced staff or taking part in project work with more senior members of staff. Communication skills are important as role holders will be interacting with internal and external customers regularly.</p>
<p>Accountabilities/Responsibilities</p> <ul style="list-style-type: none"> ▪ Select appropriate procedures to independently carry out more complex technical tasks of an increasingly higher risk nature (e.g. designs, inspections, assessments, analyses) to produce the required technical output (e.g. identification of customer needs, implementation of routine service processes). ▪ Undertake specialised technical and analytical support activities to assist professional colleagues in delivering more complex services. ▪ Collate and analyse technical data from a variety of sources and interpret findings for review by more senior colleagues. May include producing ad hoc reports or project work. ▪ Provide information, advice and guidance to customers by interpreting established procedures, using technical experience, and by applying best practice within the field. ▪ Provide on the job training, mentoring and guidance to less experienced members of staff to ensure they are able to develop the necessary skills to deliver in their role. ▪ Regularly communicate with other agencies and service providers to share information, build working relationships and to ensure joined up service provision. ▪ Suggest improvements to current working methods to contribute to improvements in service delivery. ▪ Liaise with Lancashire County Council and external agencies regarding specialist devices, connectivity, security standards, and compliance requirements
<p>Skills, knowledge and experience</p> <ul style="list-style-type: none"> ▪ Recognised vocational or professional qualification plus broad experience in area of expertise. May be working towards a professional qualification or be of graduate entry level with sound practical experience. ▪ Detailed knowledge of own service area and relevant working systems, equipment and/or IT software, plus an awareness of Council policies and services related to the role ▪ Analytical skills and problem-solving capability ▪ Ability to informally train and mentor less experienced staff ▪ Ability to influence others based on technical or professional expertise ▪ Ability to build and maintain effective networks and relationships
<p>Performance Measures</p> <ul style="list-style-type: none"> ▪ Quality of own work against legal, safety and best practice standards ▪ Adherence to internal/external quality standards if applicable ▪ Adherence to policies and procedures ▪ Accuracy and timeliness of information recording and processing ▪ Customer and stakeholder feedback

**Person Specification –
ICT Network Manager (Grade 8)**

	Essential (E) or Desirable (D)	Identified by Application Form (A), Interview (I) or reference (R)
<p>Qualifications:</p> <p>Recognised Level 4 ICT qualification in a relevant discipline</p> <p>Industry practitioner qualification (e.g., Microsoft, Cisco)</p> <p>ITIL Service Management Qualification (Foundation or above)</p>	<p>E</p> <p>E</p> <p>D</p>	<p>A</p> <p>A</p> <p>A</p>
<p>Experience:</p> <p>Considerable experience of working in a busy ICT environment working independently providing technical support on a wide variety of ICT systems, equipment and IT software</p> <p>Experience in the management and procurement of ICT equipment and service/maintenance contracts</p> <p>Experience of managing large networks and major software upgrades</p> <p>Experience of managing budgets and/or resources deployed to assist with the delivery of service provision</p> <p>Experience of managing challenging and competing workloads</p> <p>Experience of training others in the use of ICT systems and software</p> <p>Experience of delivering ICT services within a school environment</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>	<p>A,I</p> <p>A,I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p>
<p>Knowledge and Skills:</p> <p>Good analytical, organisational and problem-solving skills with the ability to develop the most appropriate solution to meet the business need</p> <p>Ability to interpret technical information and have the ability to relay this to non-technical customers.</p> <p>Professional and friendly, with a flexible approach to working hours</p> <p>Ability to work under minimal supervision and also as part of a team</p> <p>Ability to organise, lead and motivate any responsible staff</p> <p>Awareness of current ICT trends and developments</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p>

Committed to continuous improvement, enabling the delivery of solutions that provide an increase in efficiency and reduced costs	E	A, I
Good written and verbal communication skills, including the ability to negotiate and influence	E	A, I
Ability to coach, guide and mentor staff and/or pupils	E	A, I
Ability to influence others practice based on technical or professional expertise.	E	A, I
Ability to remain calm under pressure	E	A, I
Ability to set up and interpret management information systems to ensure ongoing review of performance and progress towards targets and objectives	E	A, I
Other:		
Commitment to equality and diversity	E	I
Commitment to health and safety	E	I
Commitment to undertake in-service development	E	A
Commitment to safeguarding and protecting the welfare of children and young people	E	A, I
Satisfactory attendance record/commitment to regular attendance at work.	E	R
To be aware of the confidential nature of issues related to home/pupil/teacher/school work.	E	A
May be required to work outside standard school/ office hours as required	E	A, I
May be occasionally required to work across multiple sites	E	A, I
Note: We will always consider your references before confirming a job offer in writing		

Employee Benefits - Why Choose Sir John Thursby Community College

- A commitment to staff wellbeing, development, training and support.
- Modern, facilities managed, school building with excellent facilities for learners and colleagues
- Smart boards and visualizers in every classroom to support high quality teaching and learning
- Generous non-contact time with **20% for MPS/UPS teachers**
- Well planned school calendar to support professional and personal life balance
- Family friendly employer with opportunities for flexible working, including part-time, job share, term-time working – dependant on your job role and business need
- Access to a **high quality CPD programme** focussing on key areas of implementation based on the latest Educational Research and planned around the EEF guidance on professional development.
- Opportunities to access **external courses and training**
- Membership of The National College for all staff
- High quality induction, support and training for Early Career Teachers
- 'Welcome to SJT' induction day to ensure you feel 'first day ready' with on-going 'on boarding' follow up
- Disaggregated INSET to support long weekend in November to rest and recharge
- Pension: Membership of the Teachers' Pension Scheme (TPS) with employer contributions of 23.68% or the Local Government Pension Scheme (LGPS) with generous employer contribution
- Positive climate for learning around school supported through our brilliant basics and behaviour policy
- Proactive, supportive and visible Leadership Team to support the climate around school
- Great Pennine location with good transport links both cross country and the motorway as well as public transport options
- Automatic annual pay progression for all teachers
- Staff commendation programme
- Access to free mental health and wellbeing support along with access to the LCC Employee health & wellbeing website and digital health and wellbeing platform - Optimise
- Opportunity to earn additional income and access complimentary lunch through lunch time duties
- Occupational Health Service
- Occupational sick pay scheme
- Cycle to work scheme
- Free car park
- Onsite catering facilities with complimentary morning coffee shop
- Staff discount scheme (in partnership with Vivup) gives employees access to a huge range of discounts across the UK's major retailers including supermarkets, technology, fashion, travel and much more!
- A long service award scheme

SIR JOHN THURSBY
COMMUNITY COLLEGE

STRATEGIC VISION AND VALUES

2025 - 2028

	AMBITION	To enable social mobility and to make a difference in the lives of our students.
	RESPECT	To enable our young people to become confident, resilient, informed, adaptable and caring members of society.
	BELONGING	To be a community-centred school, where all students achieve the academic success needed for further study and employment.

OUR STRATEGIC PRIORITIES "WE WILL"

1. Deliver a well-structured, knowledge-based and research-driven curriculum
2. Invest in the development of high literacy levels
3. Ensure that all students benefit from mixed-attainment teaching
4. Accurately assess to address gaps in learning
5. Achieve high standards of respectful behaviour
6. Invest in impactful and transformational leadership at all levels, taking the actions that make the biggest difference
7. Ensure we recruit, train and retain high-quality professionals

OUR VALUES

- We are **ambitious** for our students
- We **value and invest** in our staff
- Our students deserve great teaching every lesson
- Strong positive relationships make a great school
- We treat each other with care, respect and kindness
- All members of our school community are **known, valued and loved**
- Our families play a key role in supporting our students to be successful
- We ensure our curriculum includes opportunities outside the classroom
- All of us at SJT have the capacity to improve what we do

MEASURES OF OUR SUCCESS

- AMBITION** We will have academic outcomes in the top 20% of schools and ensure all our students can access high-quality apprenticeships, degrees or training.
- RESPECT** Our students will behave well, leading to teachers being able to deliver exciting and engaging lessons and experiences linked to our ambitious curriculum. We will maintain a commitment to well-being, workload, research and career progression for staff.
- BELONGING** We will be characterised by how we treat, train and develop our people. Our team will be empowered to make a difference.



Sir John Thursby – Long term Implementation plan 2025 - 2028

Problems identified through Focus On reviews, curriculum plan reviews, QA panels and discussion with stakeholders

FOCUS AREA 1 – Curriculum, QA and assessment



Identified need (why?)	Intervention description (what?)	Implementation activities (how?)	Implementation outcomes (how well?)	Final outcomes (and so?)
<p>Curriculum Curriculum plans – medium term plans and component knowledge need to be more accessible to support curriculum implementation QA does not always lead to accountable actions to directly improve classroom practice Clarity of assessment and benchmarking to inform intervention need sharpening to lead to more informed pedagogical decisions</p> <p>Teachers There is in-school variation with methods of assessment and the way we reach overall judgements Teachers do not always securely identify and plan to deliver core knowledge leading to inconsistency with curriculum implementation. When teachers check they are “safe to move on” they need to be empowered and trained to make appropriate pedagogic decisions</p> <p>Students Feedback approaches are not consistent; improvement is needed so that assessment provides clear strategies for improvement that are understood by all. Students need to have a clear understanding of their responsibilities and next steps with their learning</p>	<p>Active ingredient 1 Detailed medium term planning and intent including detailed component knowledge with clarity of appropriate pedagogic approaches</p> <p>Active ingredient 2 Identified assessments with clear moderation and standardisation clearly link to identified component knowledge.</p> <p>Clarity of understanding around different grades and anchor to an agreed benchmark of expected.</p> <p>Accurate use of data to inform seating plans and classroom strategies following assessment events</p> <p>Active ingredient 3 Accurate QA to understand impact of curriculum in subject areas</p> <p>Training and support to ensure high quality challenge through line management and Curriculum Innovation Time (CIT)</p> <p>Active ingredient 4 QA-informed planning of departmental training and CPD</p>	<p>Curriculum Ambition Ensure that the curriculum contains the relevant component knowledge, taught at the correct stage, and that teachers understand the appropriate sequencing of the curriculum</p> <p>Curriculum Coherence and Sequencing Plan and sequence the curriculum coherently to build on KS2 foundations and support progression to KS5. Medium-Term Planning (MTPs) Ensure MTPs are in place for all units, clearly identifying core substantive and disciplinary knowledge</p> <p>Assessment design MTPs to identify clearly how each aspect of the learning is to be assessed and how these assessments link to the arrival at a grade for data capture so that progress can be reliably tracked</p> <p>Consistency in Data Captures Provide clear guidance to staff to ensure consistency and accuracy in data entry and interpretation. Implement robust standardisation and moderation processes to ensure accuracy and fairness in assessment judgements.</p> <p>Clarity Around Grades and Benchmarks Develop a shared understanding of grade boundaries and benchmarks to ensure consistency in assessment judgements linked to anchor points and trajectory towards expected final outcome</p> <p>Checking for Understanding Ensure teachers routinely check for understanding to identify and address misconceptions before progressing</p> <p>Consistency of Curriculum Implementation Promote consistency in curriculum delivery through effective use of MTPs, support, and training</p> <p>CPD curriculum for staff CPD curriculum built around the identified needs from the top level view and QA panels</p>	<p>Fidelity Completion of MTP for each unit of work QA Calendar in place Awareness of requirements and purpose of assessment at the relevant stages</p> <p>Reach All teachers trained in the use of the MTP, including pedagogical approaches. Essential component knowledge embedded</p> <p>Formative assessment embedded to check learning. All LL participate in QA activities, including completing the DSR</p> <p>All teachers aware of which assessments are used at which points in the learning cycle. These are clearly identified through schemes. Assessments designed with thought for a range of styles and clearly identified in SoL</p> <p>Acceptability All teachers understand how to mark and moderate assessments to ensure consistency. Moderation is a clear feature of department time in all subject areas.</p> <p>Fidelity Learning leaders understand how to plan appropriate feedback strategies to ensure that assessment is focused around future progress.</p> <p>Reach Continued use of CIT time to evaluate and</p>	<p>Curriculum Accessibility & Coherence</p> <ul style="list-style-type: none"> 100% of subjects have completed Medium-Term Plans (MTPs) that clearly identify essential component knowledge and sequencing by October 2025. Annual QA reviews show curriculum coherence and sequencing by July 2026. <p>Assessment Consistency & Benchmarking</p> <ul style="list-style-type: none"> All departments implement standardised and moderated assessments linked to component knowledge by April 2027. Reduction in in-school variation of assessment methods (measured through QA panels and moderation reports) by July 2027. <p>Teacher Pedagogical Confidence</p> <ul style="list-style-type: none"> Teachers trained in MTP use and pedagogical approaches by July 2026. Teachers demonstrate accurate “safe to move on” decisions in lesson observations by July 2027. <p>Student Feedback & Progress</p> <ul style="list-style-type: none"> Consistent feedback strategies implemented across all subjects, verified through QA sampling by April 2027. Student surveys show understanding of next steps for learning by July 2027. <p>Data-Driven Decision Making</p> <ul style="list-style-type: none"> All assessment data accurately captured and used for seating plans and intervention strategies by April 2026. QA reports confirm data-informed classroom strategies

			<p>adapt MTPs as curriculum develops.</p> <p>Acceptability All teachers understand, deliver and assess agreed essential component knowledge</p>	<p><u>CPD & QA Integration</u></p> <ul style="list-style-type: none"> • Departmental CPD plans fully aligned with QA findings by July 2027. • Annual QA calendar completed with input from Learning Leaders by July each year
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Sir John Thursby – Implementation plan 2025 - 2028

Problems identified through Focus On reviews, curriculum plan reviews, QA panels and discussion with stakeholders

FOCUS AREA 2 – Literacy; Vocabulary, Reading, Writing and Oracy

Problem (why?)	Intervention description (what?)	Implementation activities (how?)	Implementation outcomes (how well?)	Final outcomes (and so?)
<p>Curriculum Where we are now: Curriculum planning, resource sharing, and literacy guidance are in place but not fully aligned.</p> <p>We need to: Strengthen alignment across all subjects, develop targeted interventions, and create engaging reading celebrations. We also need to refine how we use data to evaluate literacy programmes such as Accelerated Reader.</p> <p>Teachers Where we are now: Teachers use reading and assessment data, but approaches vary and support for weaker readers and SEND students is inconsistent. Literacy strategies are present but not fully embedded across subjects.</p> <p>We need to: Refine the use of data to inform planning, embed literacy strategies consistently, and strengthen metacognitive modelling, scaffolding, and formative assessment. We also need to promote structured talk and fluency opportunities more widely</p> <p>Students Where we are now: Some weaker readers struggle to access the curriculum, and engagement and confidence in literacy-based tasks vary.</p>	<p>Active ingredient 1 Vocabulary</p> <p>Clear identification in curriculum plans (MTPs) with explicit teaching and glossary use</p> <p>Common strategies to introduce new vocabulary</p> <p>Active ingredient 2 Reading</p> <p>Available and accessible reading data</p> <p>Consistent approaches to form time reading and modelled reading in lessons</p> <p>Consistent approaches to form time reading and modelled reading in lessons</p> <p>Active ingredient 3 Writing</p> <p>Modelling and scaffolding to support high quality writing in lessons as part of independent practice</p> <p>Strong formative assessment to ensure that students have secure formative knowledge and are ready to move on with written tasks</p> <p>Explicit teaching of disciplinary writing and exam technique</p> <p>Active ingredient 4 Oracy</p> <p>Develop use of formality scale and modelling of disciplinary language with a consistent approach to "say it</p>	<p>Vocabulary Launch MTP planning pro-forma including Tier 3 and exam-specific vocabulary and ensure CIT is used to create vocabulary-inclusive MTPs and a disciplinary vocabulary toolkit.</p> <p>Conduct QA checks on vocabulary elements in MTPs. And embed consistent strategies for introducing Tier 2 and Tier 3 vocabulary across subjects.</p> <p>Launch whole-school literacy policy covering all strands. Implement school-wide glossaries and common vocabulary learning strategies.</p> <p>Reading Use accurate data to provide reading guidance and embed Reciprocal Reading strategy school-wide and to inform teaching decisions through Guided Professional Learning.</p> <p>Align Form Time curriculum with MTPs and provide modelled reading examples. Develop Reader/Listener intervention programme for emerging readers and introduce rewards and support for use of AR</p> <p>Writing Structure writing instruction to build fluency through modelling and formative assessment.</p> <p>Link writing strategies to Achievement for All and provide CPD on subject conventions, Writing Revolution, command words, and best practice sharing.</p>	<p>Vocabulary Fidelity MTP planning pro-forma consistently includes Tier 3 and exam-specific vocabulary and QA checks confirm vocabulary elements are embedded in all MTPs. Whole-school literacy policy and glossaries implemented with consistent strategies for Tier 2 and Tier 3 vocabulary. Acceptability Staff understand and value the disciplinary vocabulary toolkit and common strategies. Positive feedback from departments on clarity and usability of glossaries and planning tools.</p> <p>Reach All subjects adopt vocabulary-inclusive MTPs and use agreed strategies.</p> <p>Reading Fidelity Reciprocal Reading strategy embedded school-wide with an aligned form time curriculum. Reader/Listener intervention programme in place</p> <p>Acceptability Teachers report confidence in using reading data to inform planning. Students engage positively with rewards and tracking</p> <p>Reach All departments use accurate reading data for planning. Intervention and rewards programme reaches all targeted emerging readers.</p> <p>Writing Fidelity Writing instruction structured around modelling, scaffolding, and formative assessment with research-driven CPD</p> <p>Acceptability Teachers adopt strategies and share best practice confidently. Positive feedback on CPD relevance and impact.</p> <p>Reach All subjects embed writing strategies linked to Achievement for All.</p> <p>Oracy Fidelity</p>	<p>July 2026 Whole-school literacy policy launched and glossaries implemented. MTPs include Tier 3 and exam-specific vocabulary; QA checks this is in place</p> <p>Reciprocal Reading strategy implemented school-wide; Form Time curriculum aligned with MTPs.</p> <p>Reader/Listener intervention programme operational for targeted students.</p> <p>Writing instruction structured around modelling and formative assessment; CPD delivered on Writing Revolution and subject conventions.</p> <p>Formality scale launched and reinforced through assemblies; CPD on oracy completed; debates and showcase events introduced.</p> <p>July 2027 Subjects have embed Tier 2 and Tier 3 vocabulary strategies; staff confidence evidenced through QA</p> <p>Teachers confident using NGRT data; AR rewards reach emerging readers.</p> <p>Writing strategies evident in lessons; student writing shows improved fluency in book looks</p> <p>Oracy strategies evident in lessons; students actively participate in debates and scaffolded talk.</p> <p>July 2028 Vocabulary-inclusive planning fully embedded; student work shows accurate disciplinary vocabulary through book looks and QA</p> <p>Reading strategies fully embedded; Students meet or exceed expected reading age benchmarks.</p>

<p>We need to: Improve access for weaker readers, raise awareness of reading as a key skill, and provide opportunities to enhance engagement, articulation, and confidence in literacy tasks</p>	<p>better" and the use of full sentences Scaffolding to support oracy in all subjects Planned opportunities for high quality talk in all subjects</p>	<p><u>Oracy</u> Agree on disciplinary language across subjects and provide CPD on oracy's purpose and impact.</p> <p>Launch formality scale linked to World Book Day and reinforce through assemblies.</p> <p>Hold debates and showcase positive oracy in assemblies.</p>	<p>Formality scale launched and reinforced. Scaffolding for talk using MWBs, talking stems, and modelled speaking in place.</p> <p>Acceptability Staff value CPD on oracy's purpose and impact. Students respond positively to debates and showcase events.</p> <p>Reach Oracy strategies implemented across all subjects. Assemblies and classroom activities provide opportunities for all students to participate.</p>	<p>Writing strategies sustained; exam performance improves in extended writing tasks.</p> <p>Oracy embedded as core practice; student voice shows improved confidence and articulation.</p>
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Sir John Thursby – Long term Implementation plan 2025 - 2028

Problems identified through Focus On reviews, curriculum plan reviews, QA panels and discussion with stakeholders

FOCUS AREA 3 – Achievement for All: Strengthening the universal offer in a mixed attainment setting



Identified need (why?)	Intervention description (what?)	Implementation activities (how?)	Implementation outcomes (how well?)	Final outcomes (and so?)
<p>Curriculum Where we are now Curriculum and identifying essential knowledge is not fully codified leading to an inconsistency of shared resources and variability in student support plans (IEPs/IBPs). This means the teaching and learning policy not fully developed to provide consistent guidance</p> <p>Where we want to be All subjects have clear long- and medium-term plans identifying key knowledge, vocabulary, and misconceptions with high-quality shared resources available for adaptation to meet class needs.</p> <p>Teachers Where we are now Strategies to support SEND in mainstream classrooms not fully developed. Universal offer for SEND students need to develop further. This leads to inconsistent pedagogical choices and support</p> <p>Where we want to be Teachers skilled in using SEND strategies and planning based on data with shared Teaching & Learning policy and Achievement for All toolkit implemented. Lesson structure aligned to EEF 7-step model; planning is knowledge-led so teachers are confident in formative assessment, feedback, and TA deployment.</p> <p>Students Where we are now Some students can not access the curriculum fully due to inconsistent approaches to adaptive teaching, particularly for SEND and HPA learners.</p> <p>Where we want to be All students access curriculum and make progress through responsive teaching. SEND students supported via scaffolding and targeted strategies; HPA students challenged to greater depth.</p>	<p>Active Ingredient 1: Curriculum Design Develop codified long- and medium-term plans for all subjects, identifying essential knowledge, key vocabulary, and misconceptions. Provide high-quality shared resources for adaptation and ensure SEND/EAL/reading data is accessible. Implement consistent student support plans for all EHCP and SEND K students.FA3 - Achievement for all - Mixed attainment</p> <p>Active Ingredient 2: Teaching & Learning Framework Establish a clear Teaching & Learning policy supported by the Achievement for All toolkit. Adopt a shared lesson structure based on the EEF 7-step model and ensure planning is knowledge-led. Embed strategies such as EEF 5-a-day to strengthen the universal offer for SEND students.FA3 - Achievement for all - Mixed attainment</p> <p>Active Ingredient 3: Responsive Planning & Pedagogy Use available data (SEND, reading, CAT, attainment) to inform planning. Incorporate activation of prior knowledge, explicit instruction, live modelling, scaffolding, and metacognitive strategies. Provide guided and independent practice, revisit key knowledge, and stretch HPA students to greater depth and fluency.FA3 - Achievement for all - Mixed attainment</p> <p>Active Ingredient 4: Assessment & Feedback Strengthen formative assessment through diagnostic and hinge questions aligned to curriculum plans. Deliver high-quality feedback in real time and through delayed strategies, focusing on learning gaps. Ensure feedback leads to actionable next steps and</p>	<p>Curriculum and Resources Ensure curriculum plans are concise, knowledge-led, and supported by high-quality shared resources that enable responsive teaching using CI and shared practice</p> <p>Detailed student support plans for all SEND E and K students.</p> <p>Teaching and Learning Deliver training on the SJT Achievement for All Toolkit to strengthen lesson delivery and ensure this is supported by a consistent</p> <p>Focus on knowledge identified in MTPs and support LLs with the creation of a high quality resource bank. QFT as a thread through all QA activity</p> <p>Planning Using Student Data Use student data to inform lesson planning, activate prior knowledge, and support effective modelling and instruction and develop the use of visualisers for live modelling</p> <p>Use the EEF 7 step model in planning to ensure adaptive teaching is embedded</p> <p>Checking for Understanding Use formative assessment strategies consistently to check understanding, address misconceptions, and scaffold learning.</p> <p>Ensure there are opportunities for students</p>	<p>Curriculum and resources Fidelity Detailed curriculum plans and resourcing in place supported by support plans that are available to all staff Acceptability Teachers understand the value of consistent approaches and use the resources in planning and adaptive teaching Reach All subjects have adapted resources and curriculum to meet the needs of all – “Vital for some, Valuable for all”</p> <p>Teaching and Learning Fidelity SJT toolkit in place and used to develop resourcing Acceptability Teachers report confidence in use of the toolkit Reach Subjects use CIT to adapt resourcing in response to need</p> <p>Data use and understanding Fidelity Data used to inform next steps Acceptability Teachers report confidence in use of data and assessment events to move students learning forwards</p>	<p>July 2026 Toolkit in place with CPD planned and delivered SEND plans available for all to use Assessments identified in MTPs and seen through QA and top-level view</p> <p>July 2027 Data used to inform lesson planning and teachers report confidence in being able to adapt resources Confident use of the toolkit strategies seen with good pedagogic decisions leading to progress and understanding – observed through QA and panel meetings CIT review to explore effectiveness and adaptive use of resourcing</p> <p>July 2028 Subject area SharePoint have consistent, adapted and well-chosen resources which are used consistently in all lessons CIT embedded as a core driver in the development, adaption and support of planning and resources for effective teaching. Live modelling and visualiser use seen as a core part of the strategy for supporting progress Data and QLA used consistently, seen through book looks and support, to adapt resources and support SEND and HPA</p>

 **AMBITION | RESPECT | BELONGING** 

<p>Students develop secure knowledge, independence, and fluency with increased engagement through formative assessment Reduction in behaviour issues through inclusive practices and improved universal offer.</p>	<p>opportunities for improvement within lessons.</p>	<p>to work with a greater degree of independence without moving too far ahead of the current content.</p> <p>Use assessment and feedback strategies to check key knowledge, respond to gaps, and move learning forward within a consistent feedback framework</p>	<p>Reach Assessment and feedback used for QLA and to inform future planning and curriculum decisions</p>	<p>learners as part of universal offer – seen through QA activities.</p>
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Further Information

Thank you for your interest in joining our fantastic team here at Sir John Thursby Community College.

Application forms can be found on our website: <https://www.sirjohnthursby.lancs.sch.uk>

Completed application forms should be returned by the closing date to recruitment@sirjohnthursby.lancs.sch.uk

CVs will not be accepted. Please note that we are only able to employ nationals of European Economic Area (EEA) countries, citizens of Switzerland and those legally entitled to work in the UK. Lancashire County Council does not hold a sponsorship licence and is unable to employ non-EEA nationals under tiers 2 or 5 of the points based system. If you submit an application form and are shortlisted for interview, you will be required to produce documentary evidence of your right to work in the UK. Please note that we will seek references for shortlisted candidates prior to interview.

The school is committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. If appointed you will be required to undertake an enhanced DBS disclosure and a range of other recruitment checks. Please note that in line with Keeping Children Safe in Education 2025 an online search will be carried out as part of our due diligence on shortlisted candidates.

Follow the link to watch 'Burnley By Drone' to see a beautiful area in which to live and work - [Burnley by Drone - YouTube](#)

For an interactive tour of SJT follow this link - [Sir John Thursby Community College - Interactive Tour of SJT](#)

If you have any questions please do not hesitate to get in touch.



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