



Thirsk School
& Sixth Form College

Educating today, preparing for tomorrow

www.thirskschool.org

EDUCATING TODAY, PREPARING FOR TOMORROW
"A good school" Ofsted February 2022

Applicant Information Pack 2025-26

**Curriculum Leader for Psychology/Health and
Social Care
MPS/UPS + TLR 2b**

Required September 2026

**11-18 MIXED COMPREHENSIVE SCHOOL
1032 STUDENTS INCLUDING 139 IN SIXTH FORM COLLEGE**

www.thirskschool.org



www.facebook.com/BeMoreThirsk



[bemorethirsk](https://www.instagram.com/bemorethirsk)

TOGETHERNESS

HONESTY

INCLUSIVITY

RESPECT

SUPPORT

KINDNESS



An introductory note from Miss Emma Lambden the Headteacher

Dear Applicant,

We are delighted that you are interested in joining us here at Thirsk School & Sixth Form College. We are pleased that you are interested in both the post and becoming part of our community. I hope that what we can offer you inspires you to apply. We do appreciate that applying for a post is a time-consuming process and would like to do whatever we can to help; please do look at our website and do not hesitate to get in touch should you require more information or wish to arrange a visit to the school.

We are a school which is constantly seeking ways to further improve, and we pride ourselves on our focus in putting people at the heart of what we do, both students and staff. There is a strong sense of collegiality amongst staff and Thirsk is a fantastic place to come and work. We were very pleased to continue to be a good school following Ofsted's visit in February 2022, but we have much to do to push us on to the next phase of being consistently excellent. We hope that with your skills, experience, and ambition, you will become a part of achieving this aim.

We will offer you:

- Great students: "A feature of the school is the friendly and warm relationships between the staff and pupils. This ensures that pupils behave well and apply themselves. There is a calm and settled atmosphere" Ofsted report 2022.
- Great colleagues who go the extra mile for our students: "The school has added more staffing to support pupils' pastoral needs. This means the staff know the pupils well. Safeguarding leaders have particularly detailed knowledge of the most vulnerable pupils" Ofsted report 2022.
- Innovative professional development both within school and as part of the Red Kite Learning Alliance, Leeds Learning Alliance and other professional networks.
- An opportunity to access leadership training and development.
- A very supportive leadership team who have an open-door approach.
- A school that has clear ambition expressed in its strategic plan and fully supported by its Governing Board.

If this interests you, we'd love to hear from you. Please complete the application form and write a letter of no more than two sides of A4. You should outline:





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- Your values and principles, with examples of how they have underpinned your work and evidence of impact
- Your leadership experience including evidence of impact and how you feel this will enable you to take up this post successfully
- The three main challenges currently facing leaders of education and how you propose to address these within the Psychology/H&SC context

Please email your application to andrew.rickard@thirskschool.org. Alternatively, your application can be sent to us by post.

Closing Date: 9am on Monday 11th May.

Interviews will take place shortly thereafter.

I know from my own experience that applying for a post is an intensive process and, if you do choose to apply, I am grateful for the efforts that this will require of you. I look forward to receiving your application.

Best wishes and good luck.

Emma Lambden
Headteacher

E Lambden





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Thirsk – the Heart of North Yorkshire

A great place to live, learn and work

As a market town serving the heart of North Yorkshire, it has all the facilities you might expect from a larger town, but with an intimacy and sense of community. The town itself has a traditional marketplace, banks, shops, supermarkets, pubs and restaurants, medical facilities, primary schools, and childcare providers.

Culture

There is a unique community run cinema in Thirsk which is small and characterful but has all the latest releases along with more unusual productions. The arts scene is complemented by several galleries and Thirsk is the home to North Yorkshire's Rural Arts Centre which promotes exhibitions, workshops, and classes in a variety of the arts. Thirsk is also the home of the nationally recognised Herriot Museum, and this reflects its traditional roots as the centre of the agricultural community. Local history is well promoted with information boards linking walks around the town. Additionally, Thirsk remains the centre of the hand-made furniture industry with several nationally renowned brands, each with distinctive carved trademarks. Some showrooms have workshop tours and cafes.

Sport

Sporting interests are facilitated by a local leisure centre with swimming pool, newly expanded and upgraded gym and other facilities. The local running club, Thirsk and Sowerby Harriers, meets at the school twice a week. There are thriving local clubs -Thirsk Hockey Club, and Thirsk Falcons Football Club run a full spectrum of junior and senior teams for both genders. There is a rich tradition in rugby and cricket with clubs based in the town and many local football and cricket teams in the local villages. A squash club and a golf club lie on the town's fringes along with Thirsk Racecourse. A fantastic development has been the establishment of the Sowerby Sports Village on the school's doorstep; this developing facility provides for a variety of clubs and individuals offering a measured kilometre track that attracts runners, cyclists, and walkers.

Leisure

Thirsk lies between two National Parks, The Yorkshire Dales, and the North Yorkshire Moors, which are easily accessible and provide wonderful walking, mountain biking, fell running and bird-watching opportunities. The hosting of the Tour de France in 2014 elevated the cycling tradition in the area and the school has previously hosted the London to Edinburgh cycle venture.

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01845 522024



thirskschool@thirskschool.org



Topcliffe Road, Sowerby, Thirsk, N. Yorks YO7 1RZ

Headteacher: Emma Lambden



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North Yorkshire's stunning coast is within easy reach offering wild and dramatic cliffs, beautiful fishing villages and traditional seaside resorts along the bracing North Sea coast.

Housing and Transport

There is a variety of housing available in the area from more traditional market town houses, and local village cottages, family houses, apartments, and terraced properties. The Sowerby Gateway development on the southern fringe of the town offers a wide range of housing on a modern estate. Fantastic transport links via the A1(M), A19, A61 and the mainline railway running from London to Edinburgh enhance Thirsk as a great place to locate. Many staff members live within the school's catchment and send their children to our neighbouring primary schools or to our school, whilst others choose to live in York, Harrogate, Ripon, Northallerton and Teesside.



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Department Information

The Psychology/Health and Social Care department currently consists of a Curriculum Leader and a specialist teacher of Health and Social Care. The current Curriculum Leader delivers Psychology A Level in years 12 and 13, while the teaching of Health and Social Care is shared between both colleagues. Both teaching colleagues within the department also offer a small number of teaching hours to Humanities staffing at KS3.

Health and Social Care is offered as an option at KS4. Students follow the OCR Cambridge National in Health and Social Care. The subject is popular; in our current year 11 cohort, there are two groups of Health and Social Care and in our current year 10 cohort, there are also two groups.

At KS5, we have introduced Level 3 AAQs (Alternative Academic Qualifications) for the first time this year. In year 12, we have a group following the Pearson BTEC National Extended Certificate in Health and Social Care and a group following the Pearson BTEC National Extended Certificate in Early Childhood Development. For Psychology, we follow the AQA A Level specification. All three subjects are popular post-16 options, and we recruit well to these courses every year. Many of our students go on to further study within the fields of Psychology and Health and Social Care and routes through to careers in these fields are well established.

There are two dedicated classrooms for our two Psychology/Health and Social Care colleagues. In addition, there is a staff room/workspace shared with Science colleagues.

Outcomes in Psychology and Health and Social care are consistently strong across all the courses we offer at both Key Stages; students typically achieve above expectations. Students tell us they enjoy Psychology and Health and Social and they place a high value on the relationships they enjoy with their teachers and the individual support that they benefit from should they need it.



Benefits of working at Thirsk School & Sixth Form College

Our range of employee benefits aims to support the health and wellbeing of our staff ensuring they are valued and supported throughout their time at work.

Pension Scheme

As an employee of Thirsk School & Sixth Form College you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) the school also pays into the scheme on your behalf.

Staff benefits platform



Our dedicated employee benefits platform Vivup provides staff with access to all of our benefits in one easy to use and convenient place. Vivup also provides exclusive benefits through their platform, including discounts from major retailers as part of the lifestyle savings benefit and the option to spread the cost of purchasing items straight from your salary through the home and electronics and cycle to work benefits.

Financial Wellbeing - Mental Wellbeing - Physical Wellbeing



A confidential support service for employees and their immediate family members. A FREE 24-hour personal support service. Your call will always be answered by a qualified and experienced counsellor who will offer support in a professional, friendly and non-judgemental manner.



MyView is a self-service facility and can be accessed via your PC or via an app on your mobile. Within MyView, you can access and change your personal details, view payslips online, P60s, input and view expense and timesheet claims.



Advert

Are you a passionate and ambitious teacher of Psychology and/or Health & Social Care, ready to shape and develop an established and valued subject area? We are seeking a committed **Head of Psychology and Health & Social Care** to lead this important department in a school where inclusivity, respect and community are at the heart of everything we do.

This role would suit an experienced practitioner who is ready to take the next step into leadership, as well as candidates with existing leadership experience. We welcome applications from those who demonstrate the **potential, enthusiasm and vision to lead**, even if they have not yet held a formal leadership post.

We are seeking to appoint someone who will:

- Shape and deliver an engaging and academically ambitious curriculum across Psychology and Health & Social Care
- Drive high-quality teaching, learning and assessment at Key Stage 4 and Key Stage 5
- Foster a culture of high expectations, collaboration and professional growth within the department
- Support the continued development of academic and applied pathways
- Champion the value of Psychology and Health & Social Care within the school community, promoting progression and student engagement

We can offer you:

- A welcoming, friendly and collaborative working environment where staff wellbeing is a priority
- Access to a wide range of professional development opportunities, including leadership development and local alliances
- A supportive and approachable leadership team with an open-door policy
- Opportunities to contribute to a thriving enrichment programme that enhances learning beyond the classroom

If you are ready to lead with integrity, enthusiasm and ambition and to grow professionally within a supportive team, then we would love to hear from you.



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Interviews will take place shortly thereafter.

Further details of the school, the post and a downloadable application form are available from our website: www.thirskschool.org

Please contact andrew.rickard@thirskschool.org if you wish to arrange a visit.

Completed forms should be returned to andrew.rickard@thirskschool.org

Thirsk School and Sixth Form College is committed to safeguarding and promoting the welfare of our children and young people. We have a robust Child Protection Policy, and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.

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Headteacher: Emma Lambden



Job Description

KEY PURPOSE:

To be accountable for leading and managing the provision of an appropriate, relevant, broad, balanced, and ambitious curriculum in the subject/curriculum area; to maintain and raise standards of student achievement; monitor and support students' learning and progress in the subject[s]; to deploy, monitor and develop staff and use of financial resources to best achieve the aims of the department expressed in the schemes of learning and departmental policy documents.

1.

TEACHING

- 1.1 To undertake an appropriate programme of teaching in accordance with the School Teachers' Pay and Conditions document
- 1.2 To lead and manage the teaching in the department

2.

CURRICULUM PROVISION

- 2.1 To liaise with the relevant member of the Leadership Team to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school's Improvement Plan and the school's self-evaluation
- 2.2 To develop and maintain curriculum expertise to underpin effective leadership on curriculum design and disciplinary literacy
- 2.3 To be accountable for the development and the quality of the curriculum and its intended goals and the implementation of the delivery of the subject[s] and its impact on students and on their assessed outcomes

3.

OPERATIONAL/STRATEGIC PLANNING

- 3.1 To lead the development of appropriate syllabuses, resources, schemes of learning, curriculum outlines and maps, marking policies, assessment, teaching and learning strategies in the department and keep the Leadership Team informed
- 3.2 To be responsible for the day-to-day management, control and operation of course provision within the department, including effective deployment of staff and physical resources
- 3.3 To supervise staff and monitor actively all aspects of the work of the department and track student progress
- 3.4 To implement school policies and procedures
- 3.5 To lead the department and work with colleagues to formulate curriculum intent, rationale, objectives, schemes of learning, departmental policies and plans for the department which have coherence and relevance to the needs of students



- 3.6** To lead the department in ensuring that the activities of the department reflect the School Improvement Plan and the strategic priorities of the school
- 3.7** To ensure that the work in the curriculum area fully reflects the school's distinctive values
- 3.8** To collaborate with the relevant leaders to strategically integrate digital technology within the department, enhancing learning resources, supporting the effective use of mobile and remote learning tools, and promoting innovative approaches to teaching and learning
- 3.9** To ensure that Health & Safety policies and practices, including risk assessment, throughout the department, are in-line with national and school requirements, are applied and updated, and where necessary, to liaise with the school's H&S management team

4. CURRICULUM DEVELOPMENT

- 4.1** To lead curriculum development for the whole department
- 4.2** To keep up to date with national developments in the subject area(s), teaching methodologies, and the effective integration of digital technologies to enhance learning
- 4.3** To liaise with the Leadership Team and Examination Officer to secure accreditation with the relevant examination and validating bodies, including the supervision, standardisation and administration of coursework, projects, orals, exam practicals, as appropriate.
- 4.4** To lead and contribute to the development of literacy, numeracy, digital skills, citizenship, personal development, enrichment opportunities, British values, and social, moral, spiritual, and cultural education within the science curriculum and, where appropriate, across the wider school

5. STAFFING

- 5.1** To set an impeccable example in punctuality, energy and effectiveness and to act as a positive role model
- 5.2** To promote teamwork and a sense of unity and to motivate staff to ensure effective working relations
- 5.3** To keep abreast of developments and to work with the relevant member of the Leadership Team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
- 5.4** To establish lines of delegation of departmental responsibilities
- 5.5** To continue own professional development and share the impact of staff training
- 5.6** To be responsible for the efficient and effective deployment of the department's technicians/support staff where applicable
- 5.7** To undertake Performance Management Reviews and to act as reviewer for a group of staff within the department



- 5.8** To liaise effectively with the Cover Administrator and cover staff to ensure timely and appropriate arrangements are made for classes during staff absences, minimising disruption to students' learning.
- 5.9** When required, to participate in the recruitment process for teaching posts and ensure effective induction of new staff in line with school procedures
- 5.10** To participate in the school's Initial Teacher Training programme, where appropriate
- 5.11** To be responsible for the day-to-day management of staff within the department

6. QUALITY ASSURANCE

- 6.1** To evaluate the success of the department and undertake a detailed analysis of the department's performance data
- 6.2** To play a full part in the setting of targets within the department and to work towards their achievement
- 6.3** To identify and address areas of underachievement
- 6.4** To establish common standards of practice within the department and develop the effectiveness of teaching and learning in all subject areas within the department
- 6.5** To evaluate the quality of provision through lesson observation, learning walks, book scrutiny, monitoring students' work and gathering students' and parents' views
- 6.6** To maintain student records within the department and monitor students' progress
- 6.7** To monitor and evaluate the curriculum area in line with agreed school procedures including evaluation against quality standards and performance criteria
- 6.8** To monitor and evaluate the quality of formative and summative assessment in line with agreed school procedures including evaluation against quality standards and performance criteria
- 6.9** To ensure that the department's quality assurance procedures meet the requirements of the school's self-evaluation and that self-evaluation feeds into robust action planning in the department

7. MANAGEMENT INFORMATION

- 7.1** To ensure the maintenance of accurate and up-to-date information concerning the department on the management information system (Bromcom)
- 7.2** To organise students into appropriate teaching groups in line with school policy
- 7.3** To use, analyse, and evaluate student performance data to inform teaching, identify areas for improvement, monitor progress, and support data-driven decision making within the department
- 7.4** To identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken



- 7.5** To support departmental colleagues to prepare and communicate accurate, clear, and informative reporting data to parents, ensuring consistency and transparency in tracking and sharing student progress

8. COMMUNICATIONS & LIAISON

- 8.1** To ensure that all members of the department are familiar with the department's aims, objectives and schemes of learning
- 8.2** To hold departmental meetings, summarise the content and keep the Leadership Team and line managers informed
- 8.3** To ensure effective communication/consultation as appropriate with parents/carers
- 8.4** To represent the department's views and interests at Curriculum Leaders' meetings and elsewhere
- 8.5** To lead the development of effective subject links with external agencies and internally
- 8.6** To liaise with the school's Examinations Officer concerning public examinations, non-examined assessment, oral assessments and practicals (where relevant)
- 8.7** To ensure that assessment and attitude to learning data is reported accurately to parents/carers
- 8.8** To update school publications as required

9. MANAGEMENT OF RESOURCES

- 9.1** To effectively manage departmental resources, including teaching spaces, staff, budget, and equipment, in accordance with established guidelines and procedures. This includes budgeting, selecting suitable materials, requisitioning and maintaining equipment and stock, keeping accurate records, and preparing plans and funding bids for submission to the Leadership Team
- 9.2** To liaise with the Learning Resource Centre Manager on the provision of resources
- 9.3** To work with the relevant member of the Leadership Team in order to ensure that the department's teaching commitments are effectively and efficiently timetabled and roomed

10. PASTORAL SYSTEM

- 10.1** To be committed to safeguarding and promoting the welfare of children and young people, following correct procedures for safe recruitment, safe behaviour, and child protection as outlined in school policies.
- 10.2** To monitor and support the behaviour and overall progress and development of students within the department and liaise with colleagues outside the department as appropriate, according to the Behaviour Policy



- 10.3** To monitor students' attendance and progress in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary
- 10.4** To support pupils in Y9, 11, 12 & 13 in making informed choices
- 10.5** To act as a Form Tutor
- 10.6** To contribute to the delivery of the PSHCE programme

11. SCHOOL ETHOS

- 11.1** To play a full part in the life of the school community, to support its distinctive values and aims and to encourage staff and students to follow this example
- 11.2** Where appropriate, to foster the development of out-of-classroom activities associated with the department's work e.g. field work
- 11.3** To actively promote the school's corporate policies
- 11.4** To comply with any other reasonable requests from the Headteacher or another member of the Leadership Team



PERSON SPECIFICATION

	<u>Essential</u>	<u>Desirable</u>	<u>How determined</u>
<u>Qualifications</u>	<ul style="list-style-type: none"> • Good degree in a relevant subject • Qualified Teacher Status • Evidence of ongoing Continuing Professional Development 	<ul style="list-style-type: none"> • Other professional study • CPD relating to leadership and management 	Application form
<u>Experience</u>	<ul style="list-style-type: none"> • At least 3 years recent and relevant experience teaching Psychology and/or Health and Social Care • Evidence of being a good classroom teacher • Track record of strong student outcomes 	<ul style="list-style-type: none"> • Some leadership/management experience • Experience of curriculum design 	Application form, letter, references, interview
<u>Knowledge</u>	<ul style="list-style-type: none"> • Strong knowledge of the curriculum in Psychology and Health and Social Care • Knowledge of examination and assessment methods • Knowledge of pedagogy in Psychology/Health and Social Care • Clear knowledge and understanding of how to motivate and inspire students 		Letter, references, interview
<u>Skills</u>	<ul style="list-style-type: none"> • Leadership and management skills • Ability to enthuse and inspire colleagues and students • Strong communication and interpersonal skills • Analytical and problem-solving skills 		Letter, references, interview



	<ul style="list-style-type: none">• Ability to hold colleagues to account effectively• Good administrative and organisational skills• Strong classroom management skills• Ability to support colleagues with curriculum delivery		
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