



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

Applicant Information Pack 2023-24

English Teacher

MPR/UPS

Required from September 2024

11-18 MIXED COMPREHENSIVE SCHOOL
1030 STUDENTS INCLUDING 120 IN SIXTH FORM COLLEGE

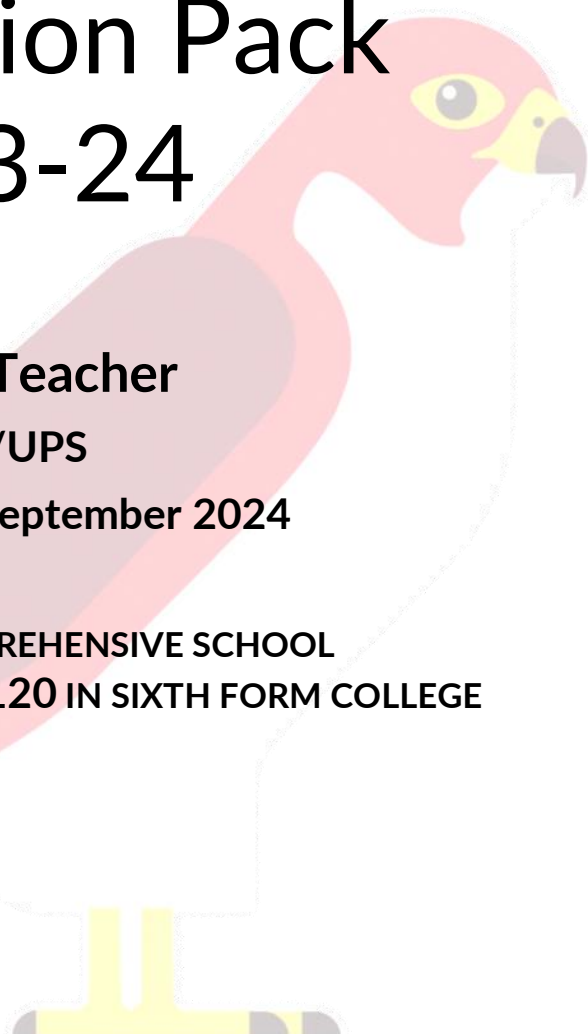
www.thirskschool.org



www.facebook.com/BeMoreThirsk



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





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 recently overhauled website and do not hesitate to get in touch should you require more information or wish to arrange to visit the school.

We are a school which is constantly seeking ways to further improve, and we pride ourselves in our focus on 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 very good 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 Yorkshire Teaching School Alliance, and other professional networks
- 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

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, outlining what you think you could bring to the role of Teacher of English at Thirsk School and Sixth Form College.

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



The deadline is 9 am on Tuesday 14th May 2024, and interviews will take place on Friday 17th May 2024.

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 and hope to meet you.

Best wishes and good luck.

E Lambden

Emma Lambden
Headteacher





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. 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 to 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.





Department Background Information

The English Department currently consists of eleven teachers, three of whom teach part-time. One is also Assistant Headteacher leading the Lower School (responsible for transition and Years 7 and 8). Leadership is provided by a Head of English, and a second-in-charge of English.

English is taught throughout the school, including the Sixth Form, where English Literature, English Language and Media Studies are popular options. Many students follow English related studies through to university and we regularly send students to competitive courses in prestigious universities. At Key Stage 4, students take English Literature and English Language in 8 hour-long periods over our fortnightly timetable cycle. Students at Key Stage 3 follow a three-year course, which substantially follows the national curriculum.

The English Department is housed in one main area of the school. These are all reasonably sized classrooms, with some lessons necessarily housed out-of-department, particularly following the recent improvement in Post 16 numbers and the addition of Media Studies to the Department curriculum. All the classrooms have large televisions or interactive whiteboards. A bespoke Media Studies suite is currently in development.

Outcomes in our inclusive Sixth Form are mostly positive; students achieve typically in line with expectations. Sixth Formers tell us they enjoy their English courses 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. At GCSE, outcomes and progress have improved since 2016 with students typically achieving in line with expectations for English Language. The current area of focus for the department is English Literature, given that outcomes here at Key Stage 4 do not match outcomes in English Language.

The successful candidate will be joining a supportive, collegiate department of talented, committed colleagues. We are seeking someone who can contribute to this positive ethos and who can inspire our young people to love language and literature.



Additional Background information provided by the department

THE TEAM:

Students enjoy English at Thirsk School and their engagement is at the heart of our mission as a Department. We have high expectations of our students but also of ourselves; we work hard to ensure that our lessons are interesting, relevant and creative. We believe we nurture a love of literature and language in our students and all of us are keen to demonstrate our passion for our subject.

At Thirsk School, we see English as a journey: students develop skills in reading, writing, speaking and listening along the way that empower them to live happy and successful lives. Our vision of the English Journey is embodied in our Year 7 to 9 curriculum plan which mirrors the design of The London Underground map: students travel through each year undertaking schemes of learning to build their confidence as readers, writers, speakers and listeners. The sequence of units is the same each year to create progression.

We are a team of eleven specialist English teachers. We have a strong team spirit, are genuinely collaborative and would welcome the freshness and creative input that we hope a new colleague would bring. Although an established and experienced team, we don't stand still and try to evaluate what we do in order to keep developing as practitioners.

FACILITIES:

The Department occupies a suite of rooms adjoining each other. It also has a large stock room and an office for use by all colleagues. Each classroom is equipped with an interactive whiteboard and the sharing of resources is facilitated by the availability of common files on the school's network.

CURRICULUM:

Students are taught in mixed ability groups in Years 7 and 8 and setted, by ability, in Years 9 to 11. Various forms of data enable accurate setting; where possible, additional staffing has been employed to support the particular needs of children. The Department enjoys a good track record of success at all key stages. In KS4, all students study both GCSE English Language and GCSE English Literature. We offer English Literature, English Language and Media Studies at A Level; all three are popular choices and recruitment from Year 11 continues to grow. Both KS4 and KS5 courses follow AQA syllabuses, apart from Media Studies A Level which is OCR.

EXTRA CURRICULAR ACTIVITIES:

Wherever possible, the Department seeks to enhance the students' experiences by participating in activities beyond the classroom. Our termly writing competitions are popular and "The Falcon" newspaper is produced by a team of cub reporters supported by members of the Department. Our KS4 creative writing club nurtures the talent in our Year 10 and 11 students. Although Department trips have become less frequent since the pandemic, we would be keen to reinstate visits to 'Poetry Live' lectures, A Level lectures and theatrical productions.



Job Advert – Teacher of English

1.0 FTE MPR/UPS

Required from September 2024

This post would suit a newly, or recently qualified, teacher as well as more experienced teachers.

Would you like the opportunity to develop your career, working in a school with good values and proud of its place in the community? We offer the potential to teach across all key stages, with our expanding KS5 curriculum offer. It is essential for the successful candidate to be able to deliver Language and Literature to KS4. We are looking for an enthusiastic, creative and talented teacher capable of inspiring our great students. We will help you develop your teaching in a supportive and positive environment. The post carries form tutor responsibilities and the successful candidate will benefit from working in a supportive and friendly atmosphere where they will feel very much part of the team. We are committed to supporting you to develop your career through a tailored CPD programme and the chance to be released to observe outstanding practice in our school.

Our ambitious school is based in the easily accessible market town of Thirsk (recently declared one of the best places to live in England) which lies very close to the A1(M), A19 and mainline rail links, between two beautiful National Parks. Closing date for applications is 9 am on Tuesday 14th May, although we reserve the right to close our application process early if we get a strong response to this advert.

Interviews will take place on Friday 17th May.

Prospective candidates are welcome to visit the school prior to the application deadline. Please contact school using the details below if you wish to arrange a visit. Further details of the school, the post and a downloadable application form are available from our website: www.thirskschool.org

Completed application forms should be returned to andrew.rickard@thirskschool.org
Please note that CVs will not be accepted.

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 and approved references.



Job Description

KEY PURPOSE:	
Promote effective learning, appropriate achievement and educational, social and personal progress of all pupils for whom the teacher is designated as being responsible, consistent with the aims of the school and the unique needs of each individual.	
1	TEACHING
1.1	To undertake an appropriate programme of teaching in accordance with the School Teachers' Pay and Conditions document, and to fulfil all of the requirements and duties set out in that document
1.2	To keep up-to-date with national developments in educational research on effective pedagogy, maintaining skills specific to the subject area(s), teaching practice, methodology and the development of English within the subject
1.3	Develop and maintain an up-to-date knowledge and understanding of the areas of teaching and student support for which the post-holder is responsible
1.4	Plan work to meet the learning needs of allocated students in a consistent and appropriate way
1.5	Use appropriate teaching and classroom management strategies to motivate students and to enable each to progress
1.6	Monitor the progress of students for whom the post-holder is responsible; to assess and feedback in accordance with the school's policies and procedures
1.7	To maintain appropriate records to demonstrate progress made by students
1.8	To support interventions that enable students to keep up or catch up where appropriate
1.9	To set an impeccable example in punctuality, energy and effectiveness and to act as a positive role model
1.10	To be responsible for the efficient and effective deployment of the department's technicians/support staff where applicable
2	CURRICULUM PROVISION
2.1	To liaise with the Curriculum Leader 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 ensure sound and effective delivery of the planned curriculum and any relevant cross-subject or thematic curriculum dimensions
3	OPERATIONAL/STRATEGIC PLANNING
3.1	To implement school policies and procedures
3.2	To comply with all whole school and departmental Health & Safety policies and practices, including actions within risk assessments
3.3	To ensure that all organisational / procedural GDPR safeguards are adhered to including records managements, in line GDPR principles and the school's requirements
4	CONTINUED PROFESSIONAL DEVELOPMENT
4.1	To participate fully in professional development activities; to commit to developing practice and to sharing learning, and contributing to CPD where appropriate
4.2	To participate in, and contribute towards, Performance Management Reviews, or induction meetings and programmes during ECT induction as appropriate
5	MANAGEMENT INFORMATION
5.1	To ensure the maintenance of accurate and up-to-date information concerning the students for which the post-holder is responsible on the management information system
5.2	To make use of, analyse and evaluate performance data provided
5.3	To identify and take appropriate action on issues arising from data, systems and reports
6	COMMUNICATIONS & LIAISON
6.1	To attend departmental meetings, whole school meetings and CPD sessions in accordance with the appropriate schedules and calendars
6.2	To ensure effective communication/consultation as appropriate with the parents of students
7	PASTORAL SYSTEM



7.1	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
7.2	To monitor and support the behaviour and overall progress and development of students for which the post-holder is responsible and liaise with colleagues outside the department as appropriate, according to the Behaviour Policy
7.3	To monitor student attendance together with students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary
7.4	To support pupils in Y9, 11, 12 & 13 in making informed choices
7.5	To act as a Form Tutor
7.6	To contribute to PSHCE and Enterprise according to school policy
8	SCHOOL ETHOS
8.1	To play a full part in the life of the school community, to support its distinctive values and aims and to encourage and ensure staff and students follow this example
8.2	Where appropriate, to foster the development of out-of-classroom activities associated with the department's work e.g. field work
8.3	To actively promote the school's corporate policies
8.4	To comply with any other reasonable requests from the Headteacher or another member of the Leadership Team



Teacher of Technology

	<u>Essential</u>	<u>Desirable</u>	<u>How determined</u>
<u>Qualifications</u>	<ul style="list-style-type: none"> • Good degree • QTS • Evidence of commitment to on-going training 	<ul style="list-style-type: none"> • Other professional study 	<ul style="list-style-type: none"> • Application form
<u>Experience</u>	<ul style="list-style-type: none"> • Experience teaching English in a secondary context either as a trainee or a fully qualified teacher • Evidence of being a good classroom teacher or the potential to become a good classroom teacher 	<ul style="list-style-type: none"> • Experience as a form tutor 	<ul style="list-style-type: none"> • Application form, letter, references, interview
<u>Knowledge</u>	<ul style="list-style-type: none"> • Curriculum KS3 and KS4 in English • English specifications at GCSE • Examination and assessment methods • Pedagogy in English • How to motivate and inspire students 	<ul style="list-style-type: none"> • Curriculum KS5 in English 	<ul style="list-style-type: none"> • Letter, references, interview
<u>Skills</u>	<ul style="list-style-type: none"> • The ability to enthuse and inspire • Communication and interpersonal skills • Analytical and problem-solving skills • Good administrative skills and good organiser • Good classroom management skills 		<ul style="list-style-type: none"> • Letter, references, interview
<u>Qualities</u>	<ul style="list-style-type: none"> • Energy, motivation and ability to use initiative 		<ul style="list-style-type: none"> • References, interview



	<p>Strong presence, self-confidence</p> <ul style="list-style-type: none"> • Approachability, commitment – a good team-player <p>Sense of humour and sense of proportion</p> <ul style="list-style-type: none"> • The ability to prioritise and keep matters in perspective • The personality to handle challenging students successfully and treat students with respect • Optimism • A good form tutor – patience, kindness and a drive to be ambitious for children 		
Values	<ul style="list-style-type: none"> • The power of education to shape lives • The value of hard work • Equality of opportunity • Moral purpose, integrity and compassion • Accountability to students, parents and community 	<ul style="list-style-type: none"> • Commitment to co-educational comprehensive education • A willingness to contribute to extra-curricular activities 	<ul style="list-style-type: none"> • Letter, references, interview

