



**Thirsk School**  
& Sixth Form College

Educating today, preparing for tomorrow

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

# Applicant Information Pack 2023-24

**Second in English**

**TLR2a £3,214**

**Required from September 2024**

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

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**TOGETHERNESS**

**HONESTY**

**INCLUSIVITY**

**RESPECT**

**SUPPORT**

**KINDNESS**



01845 522024



[thirskschool@thirskschool.org](mailto:thirskschool@thirskschool.org)



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

**Headteacher:** Emma Lambden



## An introductory note from Miss Emma Lambden, 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 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 external 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. You should outline why your skills and experience make you suitable for this post.

Please email your application to [andrew.rickard@thirskschool.org](mailto:andrew.rickard@thirskschool.org). Alternatively, your application can be sent to us by post.



The deadline is 9 am on Monday 8<sup>th</sup> April, and interviews will take place on Thursday 11<sup>th</sup> April.

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.

Emma Lambden  
Headteacher

*E Lambden*





## 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, 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, four of whom teach part-time. One is also Assistant Headteacher leading the Lower School (responsible for transition and Years 7 and 8). Our second in English was recently promoted to the Curriculum Leader position, which is why the second in English position has become vacant. Our cu

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.

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. However, we are not consistently 'above the line' and there is still 'head room' we aspire to move into. Where outcomes are not as strong, this is because we are not quite yet getting everything we could from our middle prior attainers; we need to continue to build their knowledge retention, and their self-confidence in their disciplinary thinking.

The challenge is clear for the right candidate; this good department is on an upward trajectory that we aim to maintain under the leadership of our newly promoted Curriculum Leader. Our hard-working, experienced and conscientious staff are ready to continue to develop and evolve a superb curriculum that will elevate the department, drawing on strong cohesion and shared purpose. The post gives a tremendous and exciting opportunity for a talented and enthusiastic colleague to support our Curriculum Leader in making English at Thirsk seriously visible and exciting.



## 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 the successful candidate will 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. Each classroom is equipped with a large screen 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 aims 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 infrequent since the pandemic, we would be keen to reinstate visits to 'Poetry Live' lectures, A Level lectures and theatrical productions.





## **Second in English**

**TLR2a £3,214**

**Required from September 2024**

- Are you an inspiring and ambitious teacher?
- Do you have a passion for English and the drive to contribute to building a powerful English curriculum?
- Are you keen to take the next step in your career?

Following the internal promotion of our current Second in English to the position of Curriculum Leader, we are seeking to appoint a passionate, talented teacher of English and developing leader who will contribute to our journey of improvement from good to outstanding. We are looking for someone who can support our Curriculum Leader in developing and delivering a rich and expansive curriculum that secures rich knowledge in our students and which grows our students' passion for language and literature. We are excited about the potential of our English department; our students like English, as shown by a strong uptake of our broad A Level offer. Results are improving, though we believe we have not yet fully exploited the potential to do even better. We have an established and strong team of specialists who are cohesive and motivated. This is a tremendous opportunity for the right candidate to have real and measurable impact, building from a position of strength. If you think you have the capabilities to support our Curriculum Leader in building a renewed vision, and take this hard-working department to the next level, then we would love to hear from you. The specific responsibilities of the successful candidate will be agreed upon appointment, according to their strengths.

**Closing date Monday 8<sup>th</sup> April at 9am**

**Interviews will take place on Thursday 11<sup>th</sup> April**

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](http://www.thirskschool.org) or upon request from [andrew.rickard@thirskschool.org](mailto:andrew.rickard@thirskschool.org)

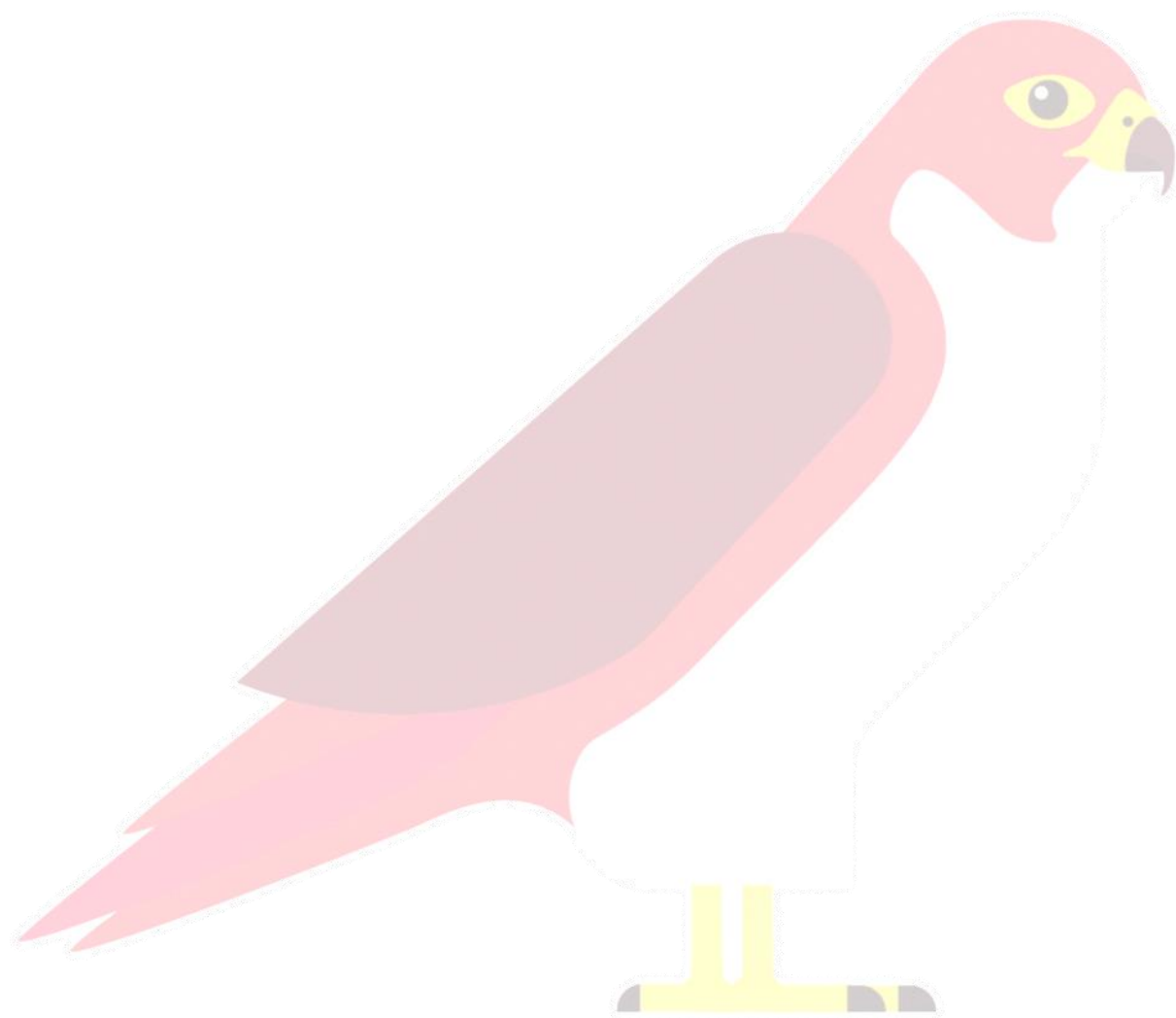
Completed application forms should be returned to [andrew.rickard@thirskschool.org](mailto:andrew.rickard@thirskschool.org)

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 satisfactory approved references and enhanced Disclosure and Barring Service criminal records check for work with children. Candidates invited to interview are required to complete a self-disclosure proforma; this will be opened in the event of a job offer being made.





## Job Description

### KEY PURPOSE

To assist the Head of Department in the leading and management of the English Department so that it provides and delivers the ambitious, creative, and carefully planned curriculum that delivers access and challenge for all our students and which contributes to improving standards of student achievement. To assist the Head of Department in the deployment, monitoring and professional development of English staff and the use of resources to best achieve the aims of the department expressed in the Schemes of Learning, in Departmental policy documents and in the annual improvement plan.

1	<b>TEACHING</b>
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 in agreed aspects of the curriculum, supported by the Head of Department.
2	<b>CURRICULUM PROVISION &amp; DEVELOPMENT</b>
2.1	To assist the Head of Department in the development and the quality of outstanding curriculum. To reflect this curriculum with clarity and detail in schemes of learning, and in the summary documents for publication on the website.
2.2	To lead on curriculum development within agreed areas of delegated responsibility in the English Department.
2.3	To keep up to date with national developments, teaching practices, methodology and use of ICT in English and to assist the Head of Department in communicating these to the English team so that they can be implemented appropriately.
2.4	To support the Head of Department in the management of any whole school curriculum strands that demand a departmental response, for example Citizenship, Enterprise, Enrichment and Social, Moral, Spiritual and Cultural development.
3	<b>OPERATIONAL/STRATEGIC PLANNING</b>
3.1	To assist the Head of Department in the development of appropriate syllabuses, Schemes of Learning, marking, assessment, tracking and reporting policies, teaching and learning strategies and resource management.
3.2	To implement school policies and procedures and to support the Head of



	Department in applying these within the English Department so that they are coherent and relevant to the needs of all the students.
3.3	To monitor teaching and learning and the tracking student of progress in areas of agreed delegated responsibility. To support teaching staff to identify underachievement in these areas and to implement appropriate interventions to address shortfalls in progress.
3.4	To assist the Head of Department in leading the department in ensuring that the activities of the department reflect the School Improvement Plan and the aims and objectives of the school and to ensure that the work in the curriculum area fully reflects the school's distinctive values, aims and strategic priorities.
3.5	In conjunction with the Head of Department and Head of ICT, to foster and oversee the application of ICT in the department, including the development of learning resources and the use of mobile technology in the Sixth Form, the development of OneNote and any other appropriate technology whether adopted by the whole school, or the department.
3.6	To assist the Head of Department in ensuring that Health and Safety policies and practices, including risk assessment, throughout the department, are in-line with national and school requirements, are applied and updated.
4	<b>STAFFING</b>
4.1	To set an impeccable example in punctuality, energy and effectiveness and to act as a positive role model.
4.2	To promote teamwork and a sense of unity and to motivate staff to ensure effective working relationships.
4.3	To continue own professional development and share the impact of staff training with the appropriate staff.
4.4	To assist the Head of Department in the efficient and effective deployment of the department's technicians/support staff, where applicable.
4.5	To undertake Performance Management Reviews and to act as reviewer for a group of staff within the department.
4.6	When staff are absent, assist the Head of Department in making appropriate arrangements for classes with the Data Manager and cover staff.
4.7	To assist the Head of Department in the effective induction of new staff in line with school procedures.





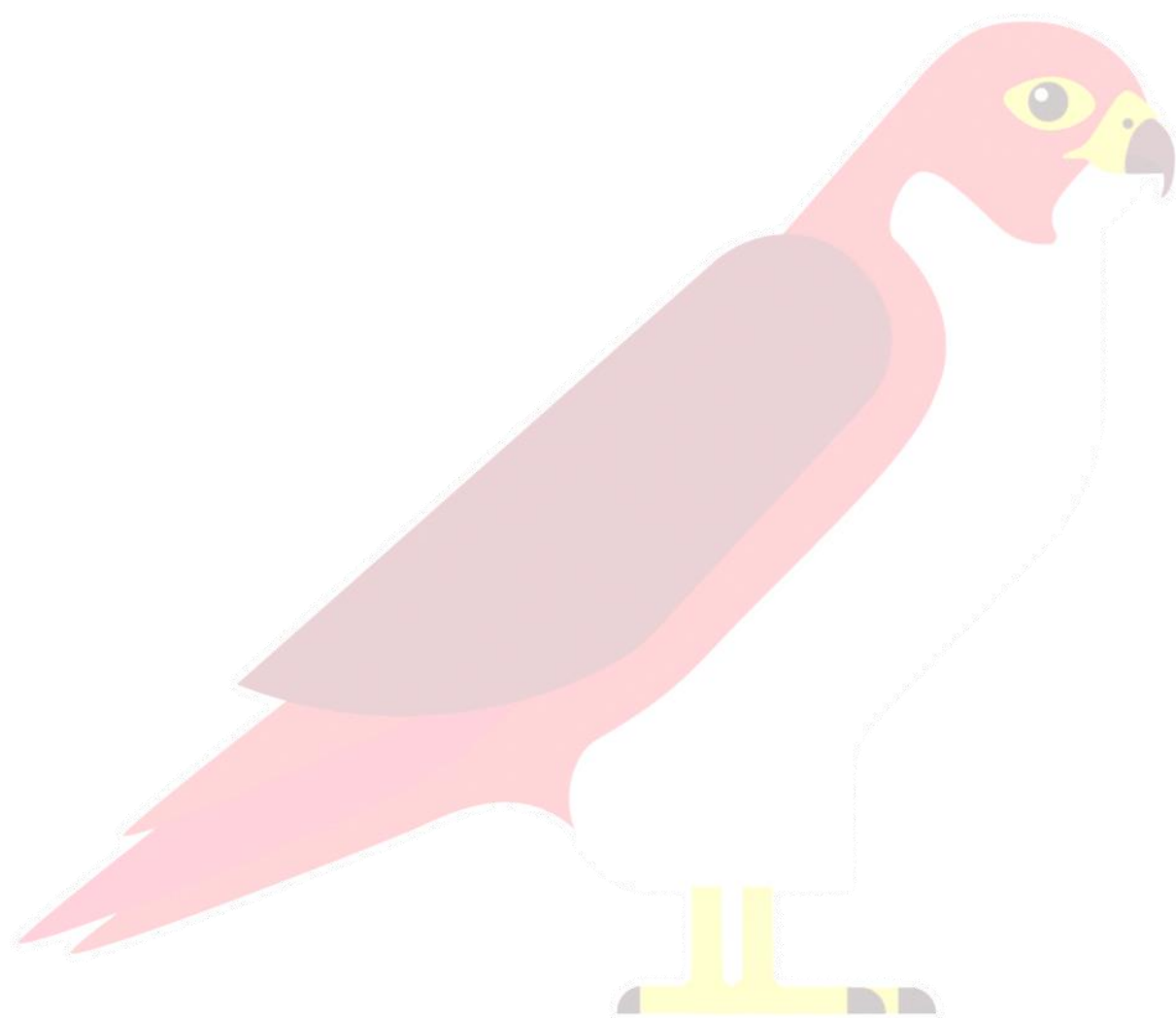
5	<b>QUALITY ASSURANCE</b>
5.1	To evaluate the success of aspects of the English Departments work by undertaking regular and detailed analysis of the student performance data.
5.2	To contribute to the setting of departmental targets and to work towards their achievement.
5.3	To identify, and address, areas of underachievement in agreed areas of delegated responsibility.
5.4	To ensure that common standards of practice within the department are applied to the teaching and learning within agreed areas of delegated responsibility and to evidence these to the Head of Department.
5.5	To assist the Head of Department in the evaluation the quality of provision by lesson observation, monitoring students' work and gathering students' and parents' views.
5.6	To maintain student records within the department and use these effectively to monitor students' progress.
6	<b>MANAGEMENT INFORMATION</b>
6.1	To report to the Head of Department so that they can ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.
6.2	To assist the Head of Department in organising students into appropriate teaching groups in line with school policy.
6.3	To analyse and evaluate performance data provided and to use this to work alongside the Head of Department in taking appropriate action on issues arising from data, systems and reports, and then reviewing progress on the action taken.
7	<b>COMMUNICATIONS &amp; LIAISON</b>
7.1	To assist the Head of Department in ensuring that all members of the department are familiar with the department's aims, objectives particularly within agreed areas of delegated responsibility.
7.2	To assist in the planning, delivery and minute taking of departmental meetings, and then in the implementation of agreed actions.



7.3	To assist in the effective communication/consultation as appropriate with the parents of students.
7.4	To continue to develop appropriate strategies so that assessments and feedback are reported to students and parents so that they have a demonstrable positive impact on student progress.
8	<b>MANAGEMENT OF RESOURCES</b>
8.1	To assist the Head of Department in the management of the available resources, teaching areas, staff, money and equipment efficiently within the limits, guidelines and procedures laid down, including deploying the department budget, selecting appropriate materials, requisitioning, organising and maintaining equipment and stock and keeping appropriate records.
9	<b>PASTORAL SYSTEM</b>
9.1	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.
9.2	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.
9.3	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.
9.4	To support pupils in Years 9, 11, 12 and 13 in making informed choices.
9.5	To act as a Form Tutor.
10	<b>SCHOOL ETHOS</b>
10.1	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.
10.2	Where appropriate, to foster the development of out-of-classroom activities associated with the department's work e.g. field work.
10.3	To actively promote the school's corporate policies.



10.4	To comply with any other reasonable requests from the Headteacher or another member of the Leadership Team.
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## Second in English

	<u>Essential</u>	<u>Desirable</u>	<u>How determined</u>
<u>Qualifications</u>	<ul style="list-style-type: none"><li>• Good degree</li><li>• QTS</li><li>• Evidence of commitment to on-going training</li></ul>	<ul style="list-style-type: none"><li>• Other professional study</li><li>• Training in management and leadership</li></ul>	<ul style="list-style-type: none"><li>• Application form</li></ul>
<u>Experience</u>	<ul style="list-style-type: none"><li>• Recent and relevant KS3, KS4 and KS5 experience</li><li>• Evidence of being an excellent classroom teacher</li></ul>	<ul style="list-style-type: none"><li>• Experience as a form tutor</li></ul>	<ul style="list-style-type: none"><li>• Application form, letter, references, interview</li></ul>
<u>Knowledge</u>	<ul style="list-style-type: none"><li>• Curriculum KS3, KS4 and KS5 in English</li><li>• Examination and assessment methods</li><li>• Pedagogy in English</li><li>• How to motivate and inspire students</li></ul>		<ul style="list-style-type: none"><li>• Letter, references, interview</li></ul>
<u>Skills</u>	<ul style="list-style-type: none"><li>• The ability to enthuse and inspire</li><li>• Communication and interpersonal skills</li><li>• Analytical and problem-solving skills</li><li>• Good administrative skills and good organiser</li><li>• Good classroom management skills</li></ul>		<ul style="list-style-type: none"><li>• Letter, references, interview</li></ul>
<u>Qualities</u>	<ul style="list-style-type: none"><li>• Energy, motivation and ability to use initiative</li><li>• Ability to take direction/instruction and deliver good outcomes</li></ul>		<ul style="list-style-type: none"><li>• References, interview</li></ul>



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