



Sir John Thursby Community College



Candidate Information Pack Deputy Headteacher

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. This post arises due to the expansion of a strong and established leadership team to include a second deputy. The post will join an established DHT and strong leadership team.

Our school is characterised by the way we treat our people. 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 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.

The responsibilities of the new post are around strategic leadership of student experience achievement and the pastoral system. We want someone who will have an achievement and pupil-facing approach to this area. However, we are keen to hear from exceptional leaders who may not have experience in all of these areas but who have the proven ability to act to drive our strategic vision, support our staff and provide leadership knowledge and capacity. We have a strong and well-established pedigree for developing leaders and myself and the Governors are keen to appoint the right person for this role.

We are a research driven school and we use the EEF implementation model to drive our school improvement. Our current implementation plans are around Curriculum, QA and assessment, Mixed Attainment Teaching and Literacy. As Headteacher, I am keen to further these with some work around Ambition and also look at our strategic vision to ensure we are a beacon for excellence.

At SJT we value our staff and have worked hard to enable all staff to have a good work/life balance in a supportive working environment. To enable this we give all our staff at least 20% non-contact time. We have made significant reductions to marking expectations and reduced the number of after school meetings for staff. In our last staff survey over 97% of staff were both happy working at SJT and proud to be part of the team here.

Leadership matters to us and we will appoint a successful and emotionally intelligent leader, who can demonstrate sustained school impact in their current role. We believe that great leadership is based on high expectations, clear and accurate self-assessment, building great teams, clear communication, care for colleagues and hard work. We are looking for a strategic thinker, who is able to challenge students and staff to constantly improve, whilst actively working to reduce staff workload and to simplify existing systems. As Deputy Head you will be given the autonomy needed to do the job well, but will be expected to deliver the great outcomes we are aiming for. You will model great leadership, listen to staff and students, work well with other leaders and be a strong presence around the school.

This post would suit an exceptional and widely experienced assistant head, aspirant or experienced deputy headteacher. This post will be ideal preparation for aspirant Headteachers. We welcome applications from suitably experienced leaders with established and proven records of school leadership and demonstrable impact around their current and previous roles. We have a commitment to your professional development and would expect you to share this commitment.

We encourage visits to our thriving school at your convenience and I would be delighted to welcome you and show you around. Please contact Susan Rigg (s.rigg@sirjohnthursby.lanacs.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



DEPUTY HEADTEACHER

Achievement and Student Experience (Pastoral strategic lead)

L19 – L23

Required from 1st September 2026

“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.

This is an outstanding opportunity for a proven and experienced leader to make a difference as Deputy Headteacher. We are looking for an outstanding leader who is ready to work as part of an excellent and established team to drive our strategic vision. The specific responsibilities in the post are around strategic leadership of student experience, pastoral support and achievement but we are keen to hear from outstanding leaders who can continue to drive us forward. The role arises due to the expansion of the existing team and will join a second deputy with strategic responsibility for Teaching, learning, research and continuous improvement. It will involve supporting the Headteacher in the oversight of the strategic vision for our school as well as the development and leadership of our talented team of Assistant Headteachers and wider leadership team.

We are looking for a driven and passionate leader with the inspiration, motivation, vision and expertise to:

- Continue to develop, communicate and deliver the strategic vision for the school
- Provide dynamic and professional leadership and management of the school
- Ensure that achievement rises across all subjects based on the support of an achievement-focused structure for student support and student experience

It is our ambition to become a beacon of excellence where our learners don't just achieve great results but also grow and develop into successful and caring young people. We believe that all our students and staff should be known, valued and loved and our success as a school is built on strong positive relationships between all members of our community. We value our staff and invest in their professional development, believing that everyone has the ability to become great at what they do. This post would be ideal for anyone considering Headship. We are an oversubscribed secondary school and we are fortunate to work in a modern and well resourced learning environment. Our students are at the centre of all we do and our staff have a passion for improving the life chances of the young people and the community we serve.

Further details and application form are available from the school website or Lynsey Clayton (on behalf of the Headteacher) as detailed below.

We welcome visitors to the school - To arrange a time to visit and meet with the headteacher please contact his PA Susan Rigg - s.rigg@sirjohnthursby.lancs.sch.uk or telephone 01282 682313 ext: 21006).

For application information please:

- download from the 'vacancies' section on the college website: www.sirjohnthursby.lancs.sch.uk
- or email recruitment@sirjohnthursby.lancs.sch.uk
- or telephone 01282 682313

Send your completed Application form to: recruitment@sirjohnthursby.lancs.sch.uk

Closing date: 9am Monday 20th April 2026

Shortlisting will take place Monday 27th April 2026

Interview process date: Tuesday 5th and Wednesday 6th May 2026

The school 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 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.

Sir John Thursby Community College – Job Description

Job title: Deputy Headteacher

Salary: L19 - 23

Contract type: Full time permanent

Reporting to: Headteacher

Accountable for: Achievement, student experience and leadership of the pastoral structure.

Main purpose

Our aim is to build on our achievements and move our school towards being a beacon of excellence. We want to create a school where achievement and progress put us in the top 10% of schools nationally. We want our school to have ambition for all, to show respect for all members of our community and ensure a sense of belonging. The role of the Deputy Headteacher, under the direction of the Headteacher is:

- To ensure that achievement rises across all subjects due to effective analysis of student performance and through the delivery of an appropriate and inspiring student experience and curriculum
- To provide dynamic and professional leadership and management of the school
- To develop, support, communicate and deliver the strategic vision for the school
- To manage staff and resources effectively
- To ensure that all members of the school community are effectively safeguarded
- To deputise for the Headteacher, along with the other DHT, when and wherever appropriate.
- To work with the HT, DHT and SBL on the strategic leadership of the school and lead and develop the wider leadership team
- To model ambition for all members of our community and to show a commitment to continue research-led improvement.

The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Duties and responsibilities

The duties outlined in this job description are in addition to those covered by the latest Teachers' Pay and Conditions Document. It may be modified by the Headteacher with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Please note that we would expect to discuss these responsibilities based on the skills and experience of the successful candidate.

Key Tasks (to be agreed with the suitable candidate)

Under the direction of the Headteacher:

Deputy Headteacher Achievement and student experience

Leadership

1. Strategic oversight of pastoral strategy and leadership of achievement across all year groups.
2. Oversight of achievement and progress.
3. Leadership of student experience including strategy around wider curriculum.
4. Strategic leadership of personal development and wellbeing.
5. Support of whole school QA.
6. Strategic oversight of careers and AIG.
7. Leadership of Pupil Premium strategy.
8. Strategic leadership of exams strategy.

Strategic accountabilities

1. Character, culture and wider curriculum including transition as part of the personal development and wellbeing offer.
2. Implementation planning around achievement across all year groups. Leadership of year teams. Direct leadership of year 11 outcomes and line management of year group.
3. Equity, Diversity and Inclusion.

Governance

Reporting on improvement planning around pastoral strategy and achievement.

Key tasks - all leaders (Under the direction of the Headteacher)

1. To lead by example, to be proactive, solution focused and a team player
2. To share and model the school's vision and values in everyday work and practice
3. To demonstrate a passionate commitment to the school, its pupils, staff, parents, carers and community
4. To know and support the staff that you lead
5. To effectively line manage leaders and teams as identified by the Headteacher, embed ambition, drive improvement, quality assure their work and share accountability for their effectiveness
6. To oversee and lead specific elements of the school improvement strategy as defined by the Headteacher
7. To develop, implement and review simple systems, that work with staff to drive school improvement
8. To embed learning and teaching strategies and raise achievement
9. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on developing exemplary behaviour
10. To contribute to our rigorous and on-going self-evaluation
11. To support with the day-to-day management of the school
12. To keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
13. To seek training and continuing professional development to meet own needs
14. To hold all staff accountable for their professional conduct and practice
15. To appraise the performance of staff as directed by the Headteacher
16. To establish a culture of 'open classrooms' as a basis for sharing best practice

17. To safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

This job description sets out the responsibilities of the post at the time it was drawn up. Such responsibilities may vary from time to time without changing the general character of the post or the level of responsibility entailed. Variations are a common occurrence and do not in themselves constitute additional responsibilities.

This job description will be used as a basis for appraisal. It will be reviewed annually or at any other time by agreement between the teacher and the Head Teacher.

Performance in this role will be the basis of references supplied in the support of applications made for other appointments.

Duty of Care

Within College each member of staff has a duty of care to themselves and others. Circumstances are likely to arise where staff are required to physically intervene to ensure the safety of themselves or others. Staff should not intervene where they may put themselves at risk. Educational programmes requiring physical interventions are carefully designed by teachers in collaboration with appropriate professionals in keeping with College and local education authority policy.

This post is subject to enhanced DBS checks

Matt Renshaw

March 2026

Personal Specification – Deputy Headteacher

Attributes	Essential	Desirable	How Identified
1. Qualifications	<ul style="list-style-type: none"> QTS, Degree 	<ul style="list-style-type: none"> Masters Degree/NPQH/Other leadership training 	Application form
2. Experience	<ul style="list-style-type: none"> Clear evidence of outstanding teaching over time Successful and significant senior leadership as a Deputy, Assistant Head or equivalent Evidence of significant impactful leadership of change in a school setting Evidence of leadership of climate for learning, pastoral structure and behaviour Involvement in school self-evaluation and improvement planning Line management of staff Holding staff accountable for outcomes Experience of safeguarding students 	<ul style="list-style-type: none"> Experience of interviewing and recruiting staff Experience of working with multi agencies Experience of managing budgets Experience of CPD in schools Experience of target setting Experience of working with Governors Experience of working in an ethnically diverse school 	Application form Supporting letter Selection process References
3. Skills and knowledge	<ul style="list-style-type: none"> A clear understanding of how to drive school improvement An ability to use student performance data to identify trends and patterns, and to direct interventions A strong understanding of how accurate and robust assessment can improve student performance A clear understanding of what makes an effective curriculum A strong understanding of what makes highly effective teaching and the ability to model this for others The ability to communicate effectively An understanding of strategies to reduce staff workload A commitment to research led practice 	<ul style="list-style-type: none"> Understanding of school finances and financial management Knowledge of primary to secondary transition Knowledge of strategies to support disadvantaged students Knowledge of the local community to the school 	Supporting letter Selection process
4. Personal Qualities	<ul style="list-style-type: none"> A passion to make a difference to young people’s lives through education Ability to work under pressure and prioritise effectively Ability to build effective working relationships Enthusiastic, resilient & solution focused An effective team member, who works well with other people 		Supporting letter

	<ul style="list-style-type: none"> • An ability to build effective teams and motivate others • To like young people and to be liked by them • Ability to work flexibly to get work done • Ability to respond and deal with changing pressures • A commitment to safeguarding and equality • Confident using modern technologies • Sense of humour 	<ul style="list-style-type: none"> • Aspiration for Headship 	<p>Selection process</p> <p>References</p>
5. Other	<ul style="list-style-type: none"> • Application form completed in full • Letter of application detailing experiences and achievements relevant to this role in this school (3 sides A4, font 11) • Commitment to the protection and safeguarding of children and young people • Enhanced DBS disclosure • Satisfactory health check 		<p>Application</p> <p>School checks</p>

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.



Leadership team structure 2026 – 27 proposed v2 – for DHT advert

<p>Headteacher – Matt Renshaw</p> <p>Leadership Ethos Vision and Values, Quality of education, Governance, Finance, Community. Oversight of SEF and School improvement. Oversight of Implementation Plans. Quality Assurance. HR and Recruitment including talent architecture. Development of senior and middle leadership. Oversight of Health and Safety and Staff Wellbeing. Oversight of visits as EVC.</p> <p>Strategic accountabilities Financial planning, OfSTED readiness, School improvement strategy, QA and leadership team development.</p> <p>Governance Oversight of all reporting to governors. Leadership development and support of the maintenance of strong governance.</p>					
<p>Deputy Headteacher – NEW POST – Achievement and student experience</p> <p>Leadership Strategic oversight of pastoral strategy and leadership of achievement across all year groups. Oversight of achievement and progress. Leadership of student experience including strategy around wider curriculum. Strategic leadership of personal development and wellbeing. Support of whole school QA. Strategic oversight of careers and AIG. Leadership of Pupil Premium strategy. Strategic leadership of exams strategy.</p> <p>Strategic accountabilities Character, culture and wider curriculum including transition as part of the personal development and wellbeing offer. Implementation planning around achievement across all year groups. Leadership of year teams. Direct leadership of year 11 outcomes and line management of year group. Equity, Diversity and Inclusion.</p> <p>Governance Reporting on improvement planning around pastoral strategy and achievement.</p>			<p>Deputy Headteacher – Livvy Black – Teaching and learning, research and continuous improvement</p> <p>Leadership Strategic oversight of quality of teaching, learning and homework. Research and development lead. Oversight and leadership of literacy strategy. Leadership and strategic direction of QA. Leadership of SEND strategy. Strategic leadership of CPD strategy, TLT and teacher growth. Quality assurance. Oversight of ITT, induction and Teach First strategy. Talent architecture.</p> <p>Strategic accountabilities Implementation planning strategy including work with the EEF model. Quality of teaching. Top level view on QA, focus on and quality assurance programme. Oversight of school improvement priorities.</p> <p>Governance Reporting on Quality of Education and Improvement planning. Reporting on implementation planning (with appropriate AHTs). Improvement planning and Quality Assurance (Focus On)</p>		
<p>Assistant HT Respect – Climate KS3</p> <p>Leadership and strategy</p> <ul style="list-style-type: none"> • Climate KS3 (7 - 8) • Strategic leadership of year 7 and 8 • Achievement leaders KS3 • Behaviour policy and interventions • Leadership of year teams • AIG and Careers • Internal truancy strategy <p>Accountability Implementation plans and executive summary to governors</p>	<p>Assistant HT Belonging – Climate KS4</p> <p>Leadership and strategy</p> <ul style="list-style-type: none"> • Behaviour improvement strategy and planning • Strategic leadership of years 9 and 10 • Rewards and belonging. • Behaviour policy and restoration strategy • Achievement leaders KS4 • Inclusion KW team and repair • Online safety <p>Accountability Implementation plans and executive summary to governors</p>	<p>Assistant HT Ambition – Outcomes</p> <p>Leadership and strategy</p> <ul style="list-style-type: none"> • KS4 outcomes, raising standards and RST • Strategic leadership of assessment and data • Leadership of reporting • KS4 preferences and oversight of timetable and groupings • In-school assessment strategy and variance <p>Accountability Standards reports to LT and governors, implementation plans</p>	<p>Assistant HT Belonging - Inclusion</p> <p>Leadership and strategy</p> <ul style="list-style-type: none"> • Safeguarding lead • Inclusion strategy and leadership • CLA and KCSIE • Attendance strategy • Internal AP strategy and strategic leadership of AP partnerships • Oversight of access arrangements <p>Accountability Implementation plans, SEF and executive summary to governors</p>	<p>Assistant HT Ambition - Curriculum impact</p> <p>Leadership and strategy</p> <ul style="list-style-type: none"> • QA for curriculum impact, implementation and curriculum design • Leadership of learning leaders to support QA and continuous improvement • Strategy for cover supervision and supply • Development of classroom routines <p>Accountability SEF on quality of curriculum and impact. Implementation plans.</p>	<p>Assistant HT Respect – Quality first teaching</p> <p>Leadership and strategy</p> <ul style="list-style-type: none"> • QA for quality of teaching • Leadership of ITT and induction • Literacy strategic lead • Implementation of CPD strategy • Overview of staff support, coaching, training and professional review (with DHT) • Operational leadership of TLT <p>Accountability Staff appraisal and development, executive summary to governors</p>

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 pedagogical 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</p> <p>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</p> <p>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</p> <p>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</p> <p>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.</p> <p>Implement school-wide glossaries and common vocabulary learning strategies.</p> <p>Reading</p> <p>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</p> <p>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</p> <p>Fidelity</p> <p>MTP planning pro-forma consistently includes Tier 3 and exam-specific vocabulary and QA checks confirm vocabulary elements are embedded in all MTPs.</p> <p>Whole-school literacy policy and glossaries implemented with consistent strategies for Tier 2 and Tier 3 vocabulary.</p> <p>Acceptability</p> <p>Staff understand and value the disciplinary vocabulary toolkit and common strategies.</p> <p>Positive feedback from departments on clarity and usability of glossaries and planning tools.</p> <p>Reach</p> <p>All subjects adopt vocabulary-inclusive MTPs and use agreed strategies.</p> <p>Reading</p> <p>Fidelity</p> <p>Reciprocal Reading strategy embedded school-wide with an aligned form time curriculum. Reader/Listener intervention programme in place</p> <p>Acceptability</p> <p>Teachers report confidence in using reading data to inform planning. Students engage positively with rewards and tracking</p> <p>Reach</p> <p>All departments use accurate reading data for planning. Intervention and rewards programme reaches all targeted emerging readers.</p> <p>Writing</p> <p>Fidelity</p> <p>Writing instruction structured around modelling, scaffolding, and formative assessment with research-driven CPD</p> <p>Acceptability</p> <p>Teachers adopt strategies and share best practice confidently. Positive feedback on CPD relevance and impact.</p> <p>Reach</p> <p>All subjects embed writing strategies linked to Achievement for All.</p> <p>Oracy</p> <p>Fidelity</p>	<p>July 2026</p> <p>Whole-school literacy policy launched and glossaries implemented.</p> <p>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</p> <p>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</p> <p>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>Oracy 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</p> <p>Acceptability Teachers understand the value of consistent approaches and us the resources in planning and adaptive teaching</p> <p>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</p> <p>Acceptability Teachers report confidence in use of the toolkit</p> <p>Reach Subjects use CIT to adapt resourcing in response to need</p> <p>Data use and understanding Fidelity Data used to inform next steps</p> <p>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</p> <p>SEND plans available for all to use</p> <p>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</p> <p>Confident use of the toolkit strategies seen with good pedagogic decisions leading to progress and understanding – observed through QA and panel meetings</p> <p>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</p> <p>CIT embedded as a core driver in the development, adaption and support of planning and resources for effective teaching.</p> <p>Live modelling and visualiser use seen as a core part of the strategy for supporting progress</p> <p>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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