



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
DARE TO BE WISE



Head of Sixth Form (Assistant Headteacher)

Salary: L13-17

Starting date: September 2023

Crossgate Moor, Durham, DH1 4SU

www.durhamjohnston.org.uk

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Letter of Introduction

Mr O'Sullivan
Headteacher



Dear Applicant,

Thank you for your interest in the position of Head of Sixth Form (Assistant Headteacher). We are always very grateful when people express an interest in joining the school.

Durham Johnston Comprehensive School is a happy, successful and dynamic community school. We have a national reputation for academic excellence and are well respected in our local community, something of which we are very proud; our Sixth Form is integral in maintaining this reputation. Teachers often stay at Durham Johnston for a significant period of time as we value staff well-being and allow colleagues a significant amount of professional autonomy.

If you are considering an application for the role of Assistant Headteacher/Head of 6th Form at Durham Johnston, you will already be aware of the outstanding nature of provision at the school and our long-standing track record of exceptional A Level achievement. The successful candidate will need to do one of the hardest things in terms of educational leadership; to ensure that they maintain that level of excellence for our students whilst also identifying sensible areas for improvement that are based upon evidence, as opposed to any preconceived notions of what constitutes post-16 success. This is a genuinely rare opportunity, and you will need to be an experienced, intelligent and talented leader to succeed in this unique post.

I share that detail in the spirit of honesty, as anyone keen to join our well qualified, experienced and tight knit leadership team will require a clear understanding of the 6th Form's strengths and areas for development. We have a Leadership group comprised of a Headteacher, a Director of Resources, three Deputy Headteachers and three Assistant Headteachers. Whilst we have distinct areas of responsibility we collaborate frequently and work together in terms of the day-to-day operation of the school and its wider strategic direction. As part of our wider Extended Leadership Group, we work closely with experienced teaching and administrative colleagues. Within the core leadership team of 8, we have accumulated over 100 years of experience of service to Durham Johnston. We know the school well, have excellent institutional knowledge and are committed to maintaining high standards and improving in key areas. We believe in ethical leadership and in the Nolan principles for those in public life. Anyone joining our team will need to demonstrate a similar commitment in both their words and deeds. We are honest with each other, work together effectively and enjoy each other's company. If successful, you will be joining a strong team that will offer you a high level of personal and professional support. It is also important to note that all members of the team teach and have track records of excellence in the classroom. Teachers at Durham Johnston work extremely hard and it is important that we know what that experience is like as school leaders too.

In addition to the qualities outlined above, we have a strong commitment to social justice and the belief that all students are equal when they cross our threshold each morning. We are proud to be a truly comprehensive school and work hard each day to ensure equal opportunities in and beyond the classroom. We want all students to make progress, regardless of their background or ability. We think that it is important to know things and to develop excellent subject knowledge across 3, 5 and 7 years. We recognise that students come from a range of backgrounds, but as a comprehensive school we want to emphasise that it is not where you are from that matters, but

Letter of Introduction (Cont.)

Mr O'Sullivan
Headteacher



what you do and what you can achieve. We believe that all students should understand the society in which they are growing up and that they should contribute to the public good.

Informal visits to the school are welcome as are requests for a TEAMS meeting or phonecall. If you would like to arrange one of these options, please contact my PA, Denise Scrivens (e.scrivens@durhamjohnston.org.uk) to book a time.

In addition to completing the application form we would like you to outline, in no more than 2000 words, why your experience and personal qualities make you a strong candidate for this post, especially in relation to the job description and person specification.

The closing date is **10.00am on Wednesday 15th February 2023**. If you are returning your application by email please use the following address: recruitment@durhamjohnston.org.uk

We look forward to hearing from you.

Yours faithfully,

A handwritten signature in black ink that reads 'A J. O'Sullivan'.

Andrew O'Sullivan
Headteacher

Advertisement

Head of Sixth Form (Assistant Headteacher)

L13-L17

September 2023



Head of Sixth Form (Assistant Headteacher) L13-L17

Required for September 2023

Permanent

Durham Johnston Comprehensive School is an outstanding school with a truly outstanding Sixth Form that offers high levels of autonomy to staff and consequently has a track record of academic excellence. Our reputation is built on the firm foundations of high quality teaching, careful monitoring of each student's needs and strong pastoral support.

The successful candidate will ensure strong academic outcomes, exceptional pastoral care and allow all our students, regardless of social background, access to the very best post 18 opportunities.

All staff at our school are passionate about their subject and passionate about social justice. We believe that every child has the right to an enriching and rigorous academic education. We all share a commitment to ensuring the children in our care are able to feel safe, happy and supported to achieve their full potential. If these values that you recognise and support, then we would welcome your application.

An application pack can be downloaded from our main advert online.

“Durham Johnston Comprehensive School is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check”.

Closing Date: 10.00am on Wednesday 15th February 2023.

Job Description (Cont.)

Head of Sixth Form (Assistant Headteacher)

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The Generic Qualities and Responsibilities of an Assistant Headteacher at Durham Johnston Comprehensive School

An Assistant Headteacher at Durham Johnston Comprehensive School will:

- Be a reflective and well-adjusted individual with a keen sense of self awareness and their own strengths and weaknesses.
- Be a kind, tolerant and considerate individual with a sense of community and a commitment to public service.
- Be driven by a desire to improve society and the lives of students and colleagues.
- Communicate the school's ethos in a compelling manner and support its strategic leadership.
- Establish a culture of open discussion and collective endeavour as a basis for sharing good practice.
- Understand that the main purpose of the school is to educate and teach our students so as to prepare them for life in modern Britain.
- Understand that all members of the school community need to be effectively safeguarded, given opportunities to be successful and to develop their talent.
- Lead by example, holding and articulating clear values and moral purpose, and dedicated to the provision of an excellent education for all pupils and professional development for all colleagues.
- Be an excellent teacher with a track record of success for their students in examined qualifications. They will understand the demands and pressures of the classroom and be an effective and consistently successful practitioner in their subject area.
- Build positive relationships with all members of the school community and ensure that the school is inclusive, kind and tolerant.
- Be system orientated, **extremely** well organised and able to solve problems.
- Support and help structure the day-to-day management of the school, creating systems that support the school's ethos and that are applied consistently and understood by all.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour and support others in doing the same.
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally.

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- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources. They will have a keen understanding of 'Value for Money' planning, so that public money is spent wisely and effectively.
- Work with political and financial astuteness, translating policy into the school's unique context.
- They will have a clear understanding of the community that the school operates within and how best to serve all sections of that community and respond to their needs.
- Seek training and continuing professional development to meet their own needs and to demonstrate a commitment to lifelong learning and self-improvement.
- Insist upon high standards for all pupils, instilling a keen sense of personal responsibility and accountability for students and colleagues alike. To challenge poor or inappropriate behaviour when necessary.
- Ensure excellent teaching in the school, including through training and development for staff in terms of research, effective classroom practice, routines and behaviour management.
- Always think about the impact of new initiatives and ideas on the wellbeing of colleagues and students. They will do all that they can to reduce unnecessary workload.
- Identify and nurture the talent of colleagues so that they feel positive about the school and their ability to progress and develop.
- Hold all staff to account for their professional conduct and practice.
- Identify key areas for school improvement and to work systematically to implement new policies and ideas that are understood and supported by colleagues.
- Represent the school positively when working with other schools, external agencies and parents. They will be proud to work at the school, but realistic and honest when identifying areas for improvement.
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education. They will believe and hold true that education has the potential to be transformative.

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Head of Sixth Form (Assistant Headteacher)

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Specific Responsibilities

The Head of Sixth Form will play a key role in the strategic leadership of Durham Johnston Comprehensive School. Building on the long standing successes at Key Stage 5, the Head of Sixth Form will have the opportunity to develop a strategic plan for the Sixth Form to maintain and further improve provision. We provide high quality teaching to all our students regardless of background. Alongside this we offer exceptional levels of care. The Head of Sixth Form is essential in bringing together this curricular and pastoral support to ensure the best possible outcomes for all of our students.

Academic Excellence

- Provide highly effective leadership of Durham Johnston Sixth Form creating a successful and supportive culture in line with the school ethos.
- Have a thorough grasp of trends in higher and further education and often expert guidance on academic development for teachers, students and parents.
- Ensure a culture of celebrating academic enquiry and curiosity is embedded in the Sixth Form.
- Be responsible for the overall monitoring and tracking of Sixth Form academic progress, ensuring that students are supported in achieving the best outcomes.
- Analyse key performance data throughout the year, liaise with Subject Leads and the Sixth Form team to ensure that effective action and support are implemented.
- Report to Leadership Group as required on the progress of Sixth Form students.
- Lead in the formulation of relevant policies and procedures and contribute to the School Improvement Plan by identifying specific areas for improvement.
- Coordinate with the Examinations Team to ensure the smooth running of all exams and appropriate provision for all students.
- Lead on transition to Key Stage 5, liaising with appropriate staff, to advise students and parents on A Level progression.

Sixth Form Student Welfare and Support

- Be responsible for the overall pastoral care of the Sixth Form.
- Maintain a commitment to safeguarding and to promoting the welfare of Sixth Form students. Act as a Deputy Designated Safeguarding Lead in the school.
- Set the tone and culture of the Sixth Form, such that Sixth Formers continue to be an example to the rest of the school community.

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- Provide professional leadership and guidance to the Sixth Form tutor team in order to secure a positive ethos and high-quality educational experiences.
- Ensure consistency of practice within the Sixth Form tutor team.
- Ensure the monitoring of the performance and emotional well-being of each Sixth Form student and ensure the provision of appropriate levels of support and guidance, liaising with the key pastoral staff, SENCO and external agencies, as required.
- Develop and promote the highest standards in all issues relating to student welfare, support and guidance.
- Ensure a culture of celebrating diversity and promoting equity and inclusivity is embedded across the Sixth Form.
- Promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature. Do so in a way that matches the school's ethos.
- Support the development and implementation in Sixth Form of an ambitious PSHCE/SRE/PHE curriculum in conjunction with the Assistant Head Personal Development.
- Provide high quality links and communication between parents of the Sixth Form students and the School.
- Develop, with colleagues where appropriate, a programme of activities for the Sixth Form, such as induction events, assemblies and celebration events.
- In collaboration with relevant colleagues, assign students to tutor groups.
- Chair Sixth Form Student Voice meetings.
- Lead the Sixth Form Parents Information Evenings.
- Attend whole school pastoral meetings to offer a Sixth Form perspective.

University Preparation and Admissions

- Provide overall leadership for the UCAS process, managing relevant staff.
- Ensure that students and parents understand the UCAS process and are kept informed.
- Oversee UCAS applications for students applying to Oxbridge – including Personal Statement support, preparation for admission tests, selection of work for submission and interviews. Liaise with link colleges at Oxford and Cambridge to organise talks and visits.
- Provide professional leadership and guidance to Subject Leads and other key staff in order to ensure students are confidently prepared for university interviews and admissions assessments.
- Have overall responsibility for all UCAS applications and references for all students.

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- Ensure that other post 18 routes are also promoted within the school and students exploring these are offered the same high levels of support.
- Provide support and promotion of both internal and external academic enrichment and supercurricular activities. Engagement with these opportunities should be tracked and monitored.
- Promote university preparation courses and similar opportunities and encourage student participation.
- Lead on A Level and GCSE results days and be available on both days and the subsequent period to ensure effective support and guidance is given to students.
- Lead the Sixth Form team in the recruitment of Sixth Form students, especially through meeting prospective families and interviewing candidates, and helping to organise and deliver Sixth Form open events.
- Lead any promotion of Sixth Form within lower school.

Other Responsibilities

- Attend and present when required at Governors meetings.
- Support the EPQ lead to oversee student Independent Research Projects;
- Develop Sixth Form student leadership; appointing and managing the Head Student team and supporting student voice.
- Carrying out any other reasonable requests, in line with the broad responsibilities of the role

It is expected that the post holder will have a teaching allocation commensurate with the Assistant Head role.

Leadership group responsibilities, including Assistant Headteachers, will be reviewed on an annual basis to ensure alignment of leadership team capacity and capability to changing school priorities and development opportunities. The specific responsibilities listed above are correct as of January 2023.

Person Specification

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	Essential	Desirable	Source
Application	<ul style="list-style-type: none"> A well-structured supporting letter detailing evidence of the impact of your leadership on improving outcomes for students and staff in a school context. The letter should also show clear evidence of your leadership experience. The letter should be no more than 2,000 words in length. 		A R
Qualifications	<ul style="list-style-type: none"> Good Honours Degree or Masters Degree Qualified Teacher status 	<ul style="list-style-type: none"> Evidence of further study - this could be ongoing and/or Further Professional Qualifications 	A C
Experience	<ul style="list-style-type: none"> Evidence of being an outstanding classroom practitioner and of supporting others in developing their pedagogy. Experience as an outstanding middle leader or senior leader in the secondary phase. Experience of working successfully and collaboratively to improve outcomes for Sixth Form students. Experience in reaching and maintaining high levels of provision in either a curriculum or pastoral context or both. 	<ul style="list-style-type: none"> Whole school responsibility for improving provision and outcomes Whole school responsibility for improving provision and outcomes for all students in a sixth form context. Experience supporting middle leaders. Experience in working with external partners to support achievement and attainment. Significant safeguarding experience 	A R I
Professional Development	<ul style="list-style-type: none"> Demonstrate a thorough understanding of current issues and thinking in school leadership specifically relating to post 16 study. 	<ul style="list-style-type: none"> Evidence of active engagement in wider staff development. 	A R I

Person Specification (Cont.)

Head of Sixth Form (Assistant Headteacher)

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<p>Knowledge and Skills</p>	<ul style="list-style-type: none"> • Excellent understanding of the welfare needs of students and the strategies to implement to ensure success. • Excellent management and organisation skills including time management. • Very strong written and oral communication skills to both internal and external audiences. • Ability to use data and other information to self-evaluate, plan and oversee the delivery of improvements evaluate their impact. • Ability to communicate effectively in a variety of situations with a variety of people. • Ability to engage with and motivate students who may find school challenging. • Ability to help create a strong culture of success. • Ability to build, forge and sustain partnerships. • Ability to use ICT proficiently. 	<ul style="list-style-type: none"> • Knowledge of effective whole school behaviour systems. 	<p>A R I</p>
<p>Leadership</p>	<p>All teachers and postholders at Durham Johnston Comprehensive School are expected to exemplify seven virtues of Ethical Leadership. These qualities are essential in the role of Assistant Headteacher. We define these virtues as:</p> <p>Trust: Leaders should be trustworthy and reliable. They hold trust on behalf of children and should be beyond reproach. They are honest about their motivations.</p> <p>Wisdom: Leaders use experience, knowledge, insight, understanding and good sense to make sound judgements. They should demonstrate restraint and self-awareness, act calmly and rationally, exercising moderation and propriety as they serve their schools and colleges wisely.</p>	<p>A R I</p>	

Person Specification (Cont.)

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Leadership cont.

Kindness: Leaders demonstrate respect, generosity of spirit, understanding and good temper. Where unavoidable conflict occurs, difficult messages should be given humanely.

Justice: Leaders should be fair, and work for the good of all children. Leaders should work fairly for the good of children from all backgrounds. They should seek to enable all young people to lead useful, happy and fulfilling lives

Service: Leaders should be conscientious and dutiful. They should demonstrate humility and self-control, supporting the structures and rules which safeguard quality. Their actions should protect high-quality education.

Courage: Leaders should work courageously in the best interests of children and young people. They protect their safety and their right to a broad, effective and creative education. They should hold one another to account courageously.

Optimism: Leaders should be positive and encouraging. Despite difficulties and pressures, we are developing excellent education provision to change the world for the better.

A – Application

R – References

C – Certificates

I – Interview

Context of Durham Johnston Comprehensive School



School Community

There are currently 1657 students on role who come from a wide range of socio-economic and ethnic backgrounds in our truly comprehensive community. In each of year groups IDACI 10 is the band into which the greatest number of pupils fall and the next most represented band is IDACI 3. Some of our students come from a background where academic engagement and attainment is normal within the family home and they are fully supported to achieve their goals, while others live in homes with a very different experience and perspective on the importance of the education system. The challenge for all out staff is to support all of these students and embrace them within one community. Our community encompasses pupils from 18 different ethnicities and we have the highest proportion of EAL students in the county at a secondary level. However, this does not reflect that these students come from a wide variety of backgrounds with differing levels of fluency in English and as such need a commensurately diverse level of support. To be a member of staff at Durham Johnston is to embrace our truly comprehensive nature.

Core Values

School systems at Durham Johnston are built around five core values which, together, form our ethos and are at the heart of everything that we do.

Academic Excellence: a belief in progress for all.

Acquiring Knowledge: the importance of being an educated person and knowing things.

Social Justice: providing opportunities for all, regardless of background or personal circumstance.

Public Service: the importance of making a contribution to both the school community and wider society.

Diverse Opportunities: a rounded education that 'opens doors' regardless of location or specialism.

We believe that it is very important that anyone wanting to work at Durham Johnston realises that our 5 values are of equal importance. We want our students to gain a high level of academic knowledge, whilst also contributing to the wider community. We also want every child to enjoy such opportunities, regardless of background. Our teachers have a passion for their subject and a determination to ensure that every child, no matter where they grow up, whatever their personal circumstances, whatever life has given or denied them, has the opportunity to fulfil their potential and to be happy.

Leadership

The current leadership group structure as of September 2022 consists of the Headteacher, Director of Resources, three Deputy Headteachers, three Assistant Headteachers (including the current Head of Sixth Form), SENCo and an Extended Leadership Group of senior teachers. The school is led in a way that seeks to maximise the autonomy of individual classroom teachers and departments, as we recognise that highly

Context of Durham Johnston Comprehensive School (Cont.)



dedicated, educated and trained professionals are the people best placed to determine how to teach their subject to the individuals in their classroom. We have a very experienced and talented group of subject leaders who are experts in their curriculum areas. We trust their professional judgement to determine the best ways to develop, sequence, monitor and evaluate their curriculum as we do not believe in a one size fits all approach. Our middle leaders are supported by a quality assurance system that has, at its heart, an understanding that all students make progress by accessing and engaging with a consistently high quality curriculum, representing the best that has been thought and said.

The ethos of our school is reflected in our performance management process. Our appraisal system revolves around a professional conversation regarding curriculum, pedagogy, assessment, safeguarding, support for colleagues and the things that work in and beyond the classroom. Our objectives are not based upon examination results but are based on how we can improve professionally and support the development of students and the colleagues that we work with each day. The leadership of the school look to ensure that departments and classroom teachers are supported in a way that allows them to focus on this as much as possible; we keep good order and let our teachers teach.

Curriculum

We strongly believe that all of our students should have access to an ambitious and academically rigorous curriculum and this is embedded both within the ethos of the school and our curriculum intent. One of the key strengths of our school is the breadth of academic subjects that we offer our students both at Key Stage 4 and 5. We are a truly comprehensive school with a diverse range of students with diverse talents and interests and this is reflected in the breadth of our curriculum offer. We are committed to social justice and to closing the attainment gap, and our school has a long track record of helping students to make their next steps successfully in terms of ambitious further education destinations, employment and further training.

Key Stage 3

Our Key Stage 3 curriculum is taught over 3 years and aims to be broader, richer and deeper than national curriculum. An example of this is in the languages provision where all students study 5 languages in Year 7 (French, German, Latin, Mandarin and Spanish) and choose two of these to continue studying in Years 8 and 9. In all subjects, the content is coherently planned and carefully sequenced to allow students to acquire deep knowledge, develop skills and build solid foundations for Key Stage 4.

Key Stage 4

We offer an ambitious range of GCSE's and vocational qualifications at Key Stage 4. All of our students are able to pick from the same range of 18 academically rigorous GCSE's and our Pathway 2 students can also choose from 5 Vocational qualifications. Students choose three option subjects (including one Ebacc subject) in addition to the core curriculum and the English Baccalaureate is not compulsory for any of our students. We have significant numbers of talented musicians and artists who we believe should be given the opportunity to follow their passion and develop their talents. Equally we have a significant number of students who choose to study two

Context of Durham Johnston Comprehensive School (Cont.)



languages or two humanities. We encourage our students to pick subjects they are passionate about and those that support their future aspirations.

In short, we have ambition beyond the Ebacc for our students. Our curriculum is broad and balanced, academically and technically rigorous, coherently planned and carefully sequenced to allow all students, regardless of background, to progress to appropriate post-16 destinations.

Key Stage 5

Durham Johnston Sixth Form has a national reputation for excellence which is built on the firm foundations of high quality teaching, careful monitoring of each student's needs and strong pastoral support. The breadth of our school's curriculum offer is again echoed in the 25 academically rigorous GCE qualifications we offer our students. Student achievement in the sixth form is outstanding. Attainment in almost every subject is above the national average, and overall progress is significantly positive for AS- and A-level qualifications. Most of our sixth form go on to university, with many going to highly competitive courses and a large cohort – usually about 15% - to Oxford, Cambridge, medicine or veterinary courses.

For more detailed specific information about life in our Sixth Form please refer to the school website <https://durhamjohnston.org.uk/6thform>.

Attainment

Our core values relate to academic excellence for all, the need for students to acquire knowledge, the need to contribute to society and preparation for future employment, wherever in the world that might be. We also strongly believe that all students should have those opportunities, regardless of background. We are proud of the excellent GCSE and A Level results achieved by our students at Durham Johnston, the most recent of which are given in the tables below. The results underline our students hard work and determination, also highlight the support of their families and the commitment and dedication of their teachers. We are very proud that in 2019 the Sunday Times Parent Power Survey chose Durham Johnston as their national comprehensive school of the year and, in 2021, their Northeast comprehensive school of the year.

There has been significant national discussion regarding results in 2020 and 2021 and we agree that comparisons with other years and other schools are not appropriate. We have however shared them as we are very proud of the results of our students in these year groups, particularly given the difficult circumstances in which they were achieved. We want to acknowledge that these students have worked as hard as students sitting exams in any other year and, as a group, did so in far more challenging conditions than previous cohorts.

Context of Durham Johnston Comprehensive School (Cont.)



Key Stage 4

GCSE	2022	2021	2020	2019	2018	2017
Attainment 8	57.3	60.6	60.4	55.8	56.9	52.8
Progress 8	0.16	-	-	0.18	0.33	-0.01
9-5 Basics	65%	74%	68%	64%	66%	59%
9-4 Basics	78%	88%	88%	77%	85%	76%

All Subjects	2022	2021	2020	2019	2018	2017
Grade 9	14%	18%	12%	9%	11%	-
Grade 7-9	43%	51%	43%	36%	40%	32% (A*-A)
Grade 5-9	74%	81%	78%	70%	77%	55% (A*-B)
Grade 4-9	85%	91%	92%	84%	88%	77% (A*-C)

Key Stage 5

A2 Grades	2022	2021	2020	2019	2018	2017	2016	2015
A*	24%	23%	29%	19%	17%	16%	17%	18%
A*-A	52%	56%	61%	51%	46%	44%	47%	44%
A*-B	78%	83%	85%	76%	74%	77%	76%	78%
A*-C	93%	94%	97%	92%	91%	91%	94%	91%
A*-E	100%	100%	100%	100%	100%	100%	100%	100%

Whole School Pastoral Care

Our pastoral systems help to ensure that every child feels valued and cared for. We believe strongly in the power of community to help make potentially worried or anxious children feel safe and secure, and to provide a sense of collective endeavour.

We have 9 form classes in each year group that remain stable throughout Year 7-11. Each cohort is led by an experienced Year Leader and Assistant Year Leader, both of whom are teachers. Our tutors also play a vital role in supporting our students pastorally and will take their form group from Year 7-11. Specialist teams support cohorts through the transition process between the Key Stages. Further pastoral support is accessed and regularly reviewed through our Student and

Context of Durham Johnston Comprehensive School (Cont.)



Behaviour Support Centres using pastoral pathway referrals. Our SSC Manager and her team work closely with our SENDCO, Assistant Head (Inclusion) and Attendance and Welfare Officer. All of these key pastoral colleagues, along with Year Leaders and Assistant Year Leaders are part of our Pastoral Team who meet twice every half term to share good practice, National, local and school pastoral updates and engage in CPD. The current CEALG lead is an integral part of the pastoral team and he works closely with Year Leaders in delivery of supportive pastoral programmes.

Pastoral care in the Sixth Form is overseen by our Assistant Headteacher (Head of Sixth Form), the Deputy Head of Sixth Form and 2 Assistant Year Leaders. They are a very experienced team who provide a very high level of support including guidance and careers advice to our large sixth form cohort. They are supported by a strong team of 16 tutors who take their form classes through Year 12 and 13.

As a school we offer a vast extra-curricular programme. We are justly proud of the range of sports our young people can take part in and the school has regularly been recognised in the top 1% of sport schools nationally by School Sport magazine. This reflects both the range of sports offered, as well as the high standards that many of our students achieve. Our music department lead a series of highly popular orchestras and choirs, with the department being recognised as a Music Mark School Member "in recognition of a commitment to providing high quality music education for all children and young people" as well as holding the PTI Mark for Subject Leadership.

However, it is not just in these two areas that children can access a wide range of opportunities, our offer extends from coding to gardening; from film club to Ancient Greek. There are clubs for everyone and our young people always meet students with a shared interest. We actively seek to ensure that all children find something they can enjoy during their time at Durham Johnston.

We were chosen as The Sunday Times Comprehensive School of the Year for 2019/20 and are routinely identified as the North East School of the Year. We are very proud that the awards are based upon a wide range of factors, including the opportunities that we provide for students regardless of their backgrounds or personal circumstances.

Staff Wellbeing

The wellbeing of our staff is central to the ethos of Durham Johnston Comprehensive School. We have a strong sense of community within our school and our staff work very hard as a team to support one another. We welcome opportunities to come together as a staff and these can range from tea and scones in the staff room, to the highly competitive end of term departmental quizzes. Many staff socialise both inside and outside of school and in school run sessions such as sport and fitness clubs and wellbeing sessions. Our staff like each other and enjoy spending time together.

At a leadership level we are committed to the values of ethical leadership and try to model this at all times. As a leadership team we listen and respond to staff concerns and our staff are able to raise problems and tough issues when necessary. In a recent staff survey, an overwhelming majority of our staff said they felt well supported by the school's senior leadership team.

Context of Durham Johnston Comprehensive School (Cont.)



Living in the North East

Living in the North East is an attractive proposition within itself. Many of our staff live within our catchment area and house prices in the region mean that it is ideal both for those seeking to establish themselves on the property ladder, or for families in need of more space. As well as the historic city of Durham, the surrounding area offers much in the way of natural beauty for people to enjoy, whether walking in the Wear valley, visiting the Borders or North York Moors, or surfing in the North Sea on the Northumberland Coast. Well served by transport links, the school is close to both Durham train station, a key stop on the East Coast Mainline, and the A1 (M), allowing easy access to Newcastle, York and London.

Durham is a beautiful place to live and at Durham Johnston Comprehensive School we value experience and believe that teachers should be given the professional autonomy to teach and make decisions that work for their students. On that basis, we hope that we are the right school for you.