



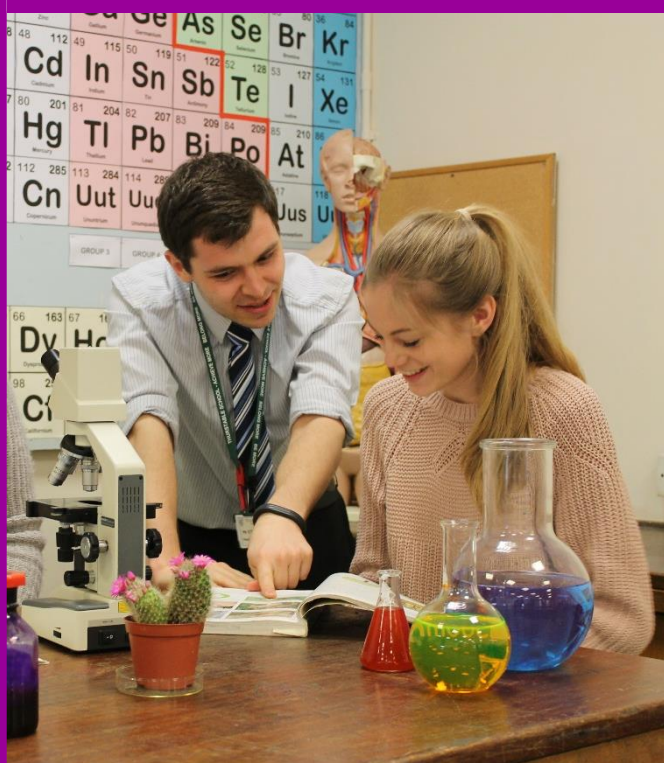
Thurstable
SCHOOL

Headteacher Recruitment Information Pack

Achieve More



Belong More



Be More

Thurstable SCHOOL



Headteacher

Required for September 2020

11-18 Stand-alone Academy of 1150 students

Group 7 School - salary negotiable

This is a rare opportunity to lead an established, successful and forward thinking stand-alone academy in a semi-rural location.

The governors of Thurstable School are seeking to appoint an exceptional leader in this popular school to build on the successes of the current Headteacher, by leading the school through its next stage of development.

Applications are welcomed from Headteachers and senior leaders who can demonstrate that they are ready to take on their first headship and will:

- Create opportunities for every student to excel.
- Inspire unite and motivate students and staff.
- Build effective relationships with parents, other schools and the wider community.
- Show strong leadership that consistently strives to achieve the best for all within the school community.

Applications packs are available from our website www.thurstable.essex.sch.uk and for further details please contact Fiona Beck HR manager by email at beckf@thurstable.essex.sch.uk or by phone on 01621 816526 Ex126. Only applications submitted on the school's application form will be considered.

The school is committed to safeguarding and promoting the welfare of children and young adults. Appointments will be subject to DBS clearance and satisfactory references.

Closing Date 2 October 2019 midday

Interviews 16 and 17 October 2019

Headteacher: M A S Bacon BA MA
Tiptree, Colchester, Essex, CO5 0EW
Website: www.thurstable.essex.sch.uk

Achieve More

Belong More

Be More

Our mission is to develop independent learners who understand the need to contribute to meeting the challenges of a changing world.

Our aims are:

- To protect, nurture and challenge all our students to secure their physical and emotional wellbeing, and to support their ethical and moral development;
- To ensure that all our students have the opportunity to realise their full educational potential;
- To develop the ability of all our students to take charge of their lives through their capacity to learn independently;
- To look outward to our community and beyond it to the wider world in order to be a cooperative and collaborative organisation.



Dear Applicant,

Thank you for your interest in the role of Headteacher at Thurstable School. This position has become available due to our current Headteacher retiring after a successful headship of over 14 years here at Thurstable School.

This vacancy offers an exciting opportunity for an outstanding leader to become the Headteacher of our stand-alone Academy who can be seen to embody our motto of “Belong More, Achieve More, Be More”.

You must be able to show us your passion, drive and energy for the education of our students and how you are the leader to take Thurstable onward and forward – building on the successes we’ve seen to date.

As a non-selective school, you need to show how you can provide every student the best education possible, regardless of their background or ability, whilst maintaining a worthy standing amongst the local secondary schools and keeping or improving the Thurstable Ofsted rating of Good.

Thurstable believes students deserve a rounded education and, to us, they are more than just a progress 8 score, although that is obviously important. We are active in several extracurricular areas such as STEM clubs, sports events, music clubs and concerts as well as theatre productions on a regular basis.

If you are looking for your next role and believe that Thurstable is the place for you please complete the application form along with a letter of application addressed to me - using no more than 2 sides of A4 and a minimum of size 12 font.

Yours faithfully



Neal Phillips

Acting Chair of Governors



Key Information Sheet

Application process

Applicants must complete the application form and submit it to the school by no later than midday on the closing date of the **2 October 2019**. All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application. Application forms are available on the school website www.thurstable.essex.sch.uk and should be submitted to beckf@thurstable.essex.sch.uk

Letter of Application

Please include a letter of application with your application form. This should be addressed to Neal Phillips, Acting Chair of Governors, and should be no more than 2 sides of A4 and a minimum of size 12 font.

Selection process

Applications will be ranked against the person specification for the role. All shortlisted applicants will be subject to assessments tasks as per the person specification.

Shortlisted candidates

Applicants who have been shortlisted for the post will be notified by **10 October 2019**. Prior to the interview date referees will be contacted to request references on all shortlisted candidates.

Interview date

Interviews will be held at Thurstable School on **16 and 17 October 2019**.

School visits

Applicants who would like to visit the school should contact Mrs Jenny Baldry, Headteachers PA on 01621 816526 or by email at baldryj@thurstable.essex.sch.uk there will also be an opportunity to meet with the current Headteacher if you wish.

Further information

Applicants who require further information should contact Miss Fiona Beck on 01621 816526 or by email at beckf@thurstable.essex.sch.uk

Pay

This post is paid on the Pay Band 7 specified in the advertisement and is negotiable at time of interview.

Probation

All individuals will be required to satisfactorily complete a six month probationary period

Headteacher

Job Description

Core Purpose

The Headteacher will be responsible for the internal organisation, management and control of the school in accordance with applicable legislation, the policies of the governing body (including its annual budget) and the instrument and articles of governance of the school.

The Headteacher, working with the governing body, senior leadership team and school staff, will provide overall strategic leadership for the school. The Headteacher will:

- Lead, develop and support the direction, vision, values and priorities of the school.
- Develop, implement and evaluate the school's policies, practices and procedures.
- Lead and manage teaching and learning throughout the school.
- Ensure accurate school self-evaluation to inform school improvement planning.
- Have overall responsibility and accountability for safeguarding and promoting the welfare of the students within the school.
- Have overall responsibility to meet and where appropriate report, all regulatory requirements as defined by (but not limited to) Ofsted, HSE, HMRC, DfE, ESFA and any other relevant body consummate with the statutory requirements of running a publicly funded Academy.

The job description should be read in conjunction with the contractual requirements and responsibilities of Headteachers set out in the School Teachers' Pay and Conditions Document.

Principal accountabilities:

Safeguarding

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

1. Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services.
2. Operating clear whistleblowing procedures.
3. Sharing information, with other professionals.
4. Assigning a designated professional lead for safeguarding.
5. Operating safe recruitment practices.
6. Ensuring appropriate supervision and support for staff, including undertaking induction, safeguarding training and reviews of practice.
7. Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.

Students and Staff

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Systems and Process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for student, staff and financial performance.
5. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
6. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.
7. Consult and communicate with the governing body, staff, students, parents and carers.
8. Lead and manage / be responsible for safeguarding and promoting the welfare of children.

The self-improving school system

1. Create an outward-facing school, that collaborates with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
7. Participate in arrangements for their own further training and professional development and appraisal and review of own performance.

Financial Leadership

1. As the Accounting Officer for the Academy you will ensure there are rigorous systems and processes in place to robustly manage resources within the Academy to secure the financial health and sustainability of the Academy, working to the standards set out in the Academies Financial Handbook and the Schools Funding agreement.
2. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.
3. Take personal responsibility for the propriety and regularity in the management of public funds in the day to day operations of the Academy.

Operational Management

1. Confirm that the agreed scheme of delegation (governance) is well understood and is applied consistently.
2. Ensure robust and appropriate risk management and mitigation is in place for the Academy, and that risk management strategies for the Academy are aligned with the risk register.
3. Take responsibility for health and safety within the Academy.
4. Ensure the Academy meets all legislative and statutory requirements including but not limited to: Health and Safety, Safeguarding, Companies House, Charity Commission, Information Commissioner, Education Funding Agency
5. Promote efficient and effective sharing and deployment of resources, brokering the most appropriate expertise from internal and external partners.
6. Ensure robust and legal arrangements are in place to forward manage the Academy, including asset management, capital projects, procurement and income generation.
7. To ensure the effective operation of Human Resource Policies and Procedures and ensure compliance with all relevant employment law.

Headteacher

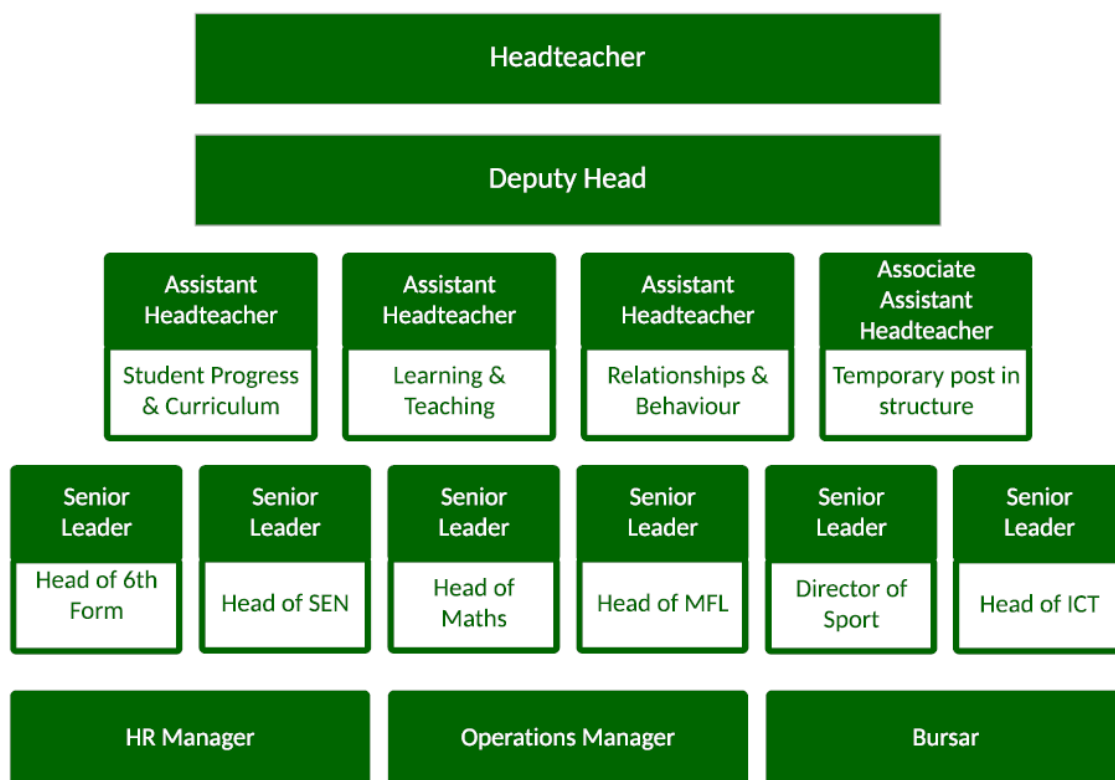
Person Specification

	Essential	Desirable
Qualifications and Training		
Qualified Teacher Status	*	
Evidence of continuing professional development	*	
NPQH or other evidence of higher study relevant to headship		*
Evidence of leading professional development activity	*	
Employment record		
Substantial and successful experience of leadership in the secondary sector	*	
Successful track record of working with other schools and the wider community		*
Leadership experience and skills		
A track record of providing leadership, raising standards and delivering educational excellence	*	
A strong classroom practitioner	*	
Experience of successfully managing change	*	
Engagement with current education developments, opportunities and innovations	*	
A rigorous approach to accountability for student learning outcomes	*	
Strong analytical skills and an ability to interpret both quantitative and qualitative data	*	
Understanding of the management of school financial systems	*	
A successful track record of HR management	*	
Leads by example with an understanding how to use difference leadership and management styles.	*	
Impact		
Articulates the School's vision and inspires, motivates and empowers other to achieve this	*	
Works relentlessly to deliver the School's targets, goals and ambitions	*	
Generates high expectations and achieves the best for every learner	*	
Manages staff performance highly effectively to drive up standards	*	
Visible and accessible to all stakeholders	*	
Attributes		
Has a clear commitment to fully inclusive comprehensive education	*	
Committed to continual improvement	*	
Personal pride in delivering success against challenging targets	*	
Excellent interpersonal and communication skills	*	
Passionate about supporting, motivating and inspiring learners, their families and the community	*	
A strategic thinker who is creative and imaginative	*	
Stable and supportive with stamina, energy, confidence and emotional intelligence	*	
Shows consistency of judgement and high integrity	*	
Resilient, positive and calm – uses networks to seek advice and support	*	

The Governing Board is committed to safeguarding and promoting the welfare of young persons and the Headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young adults. An Enhanced Disclosure from the Disclosure and Barring Service (DBS) will be required from the successful candidate.

Thurstable School

SLT Structure



The School

Thurstable was founded in 1957 to replace Tiptree Heath all-age school. In 1992 Thurstable School became Grant Maintained, became a Foundation School in September 1999, and as a high performing school an independent converter Academy in August 2011. Our Ofsted report of 2016 stated that “the vast majority of staff are incredibly positive and proud to be working at Thurstable”. We are heavily oversubscribed, and financially secure for the foreseeable future.

The school continues to enjoy a close and positive relationship with Essex LA and with other schools in the area. Thurstable is a founder member of the Colchester Teacher Training Consortium, and plays a major role in Initial Teacher Training. The school roll is currently 1150 and this number includes 116 students in the Sixth Form.

Our buildings have been considerably extended with extensive refurbishment of sports facilities and the building of a second gymnasium and fitness room. A major building project to improve the science and technology facilities was completed in 1998. Two new Food Technology workshops and new classrooms were completed in 2000, and a new 15 class teaching block in September 2005. Our ICT infrastructure has been renewed in the last two years, and our older buildings have been extensively refurbished. Our campus is a bright, open place to teach and to learn.

We have a dedicated literature library in the heart of the English faculty suite, and a large and fast developing E Learning Centre at the heart of the school. There are suites of rooms for mathematics, English, humanities, modern languages and the sixth form. There are three art rooms, and dedicated music and drama areas. In addition there are eight Science Laboratories, three DT workshops, two food technology rooms, and textiles and business studies areas. The Governors have agreed a policy of ‘no smoking’ on the School site.

The School serves the catchment area of Tiptree, Mersea Island and the surrounding villages of Tolleshunt D’Arcy, Tollesbury, Great Totham, Messing, Kelvedon and Feering receiving most students from nine primary schools. We are regularly oversubscribed, with many applications from schools outside our immediate catchment.



School Curriculum and Staff

The school is organised into year Groups, with tutor teams led by heads of year who are supported by non-teaching learning relationship coordinators, the pastoral team being led by the deputy headteacher and an assistant headteacher. Where practical tutors progress with their forms and are encouraged to work in close partnership with parents.

There are 74 members of teaching staff, including the Headteacher. The staffing complement includes one deputy headteacher, 3 assistant headteachers, 1 associate assistant headteacher, 6 senior leaders and 3 support staff as the senior leadership team, with faculty co-ordinators leading the main curriculum areas. We are fortunate in having a committed team of support staff who are highly effective in their role of supporting learning and teaching in the school.

We have a large extra-curricular programme. This includes a Year 7 camp, Young Enterprise, a thriving international programme including exchanges to Germany, ski-trips, visits to Iceland and France and Work Shadowing for Sixth Form students in Holland. The Duke of Edinburgh's Award Scheme is particularly well supported. Music and drama productions are very popular, and extra-curricular music is a major growth area. We have an elected School Council which takes an active interest throughout the School, representing the views of the students, and working in partnership with staff.

At KS5 a fully differentiated curriculum is delivered through a range of vocational courses including BTEC's, AVCE's and GNVQ's, together with a full suite of AS/A2 subjects. There is a comprehensive range of extracurricular activities for all students.



The Area

Tiptree is a village of about 10,000 people, approximately seven miles south west of Colchester and three miles from the A12. London is within easy reach.

Our catchment and its surrounding area are attractive and semi-rural, and is a pleasant and relatively inexpensive region in which to live, compared to others nearby. Most adults travel to work in neighbouring large towns or commute to London. The main line railway station is at Kelvedon, two miles away. Road links to London are excellent, along the A12 linking to the M25.

The area has many cultural and historical sites of interest. Many staff live in Colchester, the oldest town in Britain. There are many interesting villages close by, Tollesbury on the marshes and Coggeshall inland, and across the Strood Mersea Island is a distinctive community in its own right. Excellent retail and leisure facilities are provided at Chelmsford, Colchester and Braintree.



Useful Links

Prospectus (Main School)

<http://www.thurstable.essex.sch.uk/Prospectus>

Prospectus (6th Form School)

<http://www.thurstable.essex.sch.uk/Introduction-to-Thurstable-Sixth-Form-Centre>

Ofsted Report

<https://files.api.ofsted.gov.uk/v1/file/2567937>

DfE Performance Data

<https://www.compare-school-performance.service.gov.uk/school/137241/thurstable-school-sports-college-and-sixth-form-centre/secondary>

Trustee Report and Financial Statements

http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/ThurstableSchool/MainFolder/PDF_and_Word_Docs/8-Governors-and-Members/Trustees-Report-and-Financial-Statement-for-Year-End-31-August-2018.pdf

Core Business of Essex Schools

https://thurstableschool.fluencycms.co.uk/Mainfolder/PDF_and_Word_Docs/3-About-Us/Welcome-from-Head-Teacher-/The-Core-Business-of-Essex-Schools.pdf

Strategic Development Plan

http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/ThurstableSchool/MainFolder/PDF_and_Word_Docs/3-About-Us/Welcome-from-Head-Teacher-/Strategic-Development-Plan.pdf



A large, faint watermark of a school crest is visible across the entire page. The crest features a shield with a cross, a book, and other heraldic elements, topped with a helmet and crest.

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