



**WILBERFORCE**  
sixth form college

## Appointment of the Principal



Sixth Form Colleges  
Association





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## Welcome from Patricia Mould Chair of Corporation

First of all, thank you very much for your interest in the position of Principal of Wilberforce Sixth Form College: we appreciate your time and efforts. We Governors have a very important decision to take in the next few months: we have to appoint a new Principal, and we need to get the right person to lead Wilberforce College to the next stage in its development. It is our clear mission to do our very best to serve our students well.

Our current Principal, David Cooper, has been in post for six successful years, and during this time the College has achieved significant improvements in both the quality and breadth of provision. David has pushed forward our quality agenda, been the driving force behind the improvements in student achievement, and in the founding of the Federation. The collegiate nature of David's leadership has given us a strong management team and a shared focus from all the staff for positive change and improvement which we are very keen to preserve. David has worked tirelessly for the College, and achieved a positive change in the College ethos which has directly benefitted our students: for this we are deeply grateful. The critical decision of selecting his successor now falls to us.

The College was inspected in 2015 and judged to be 'good' on all measures, but it was the view of the inspection team that the development of the College under the current leadership team was creating the potential to be outstanding at next inspection. Since 2015 the College has continued to move forward. The College is assessed by the ESFA as financially 'outstanding'. Outcomes have consistently improved at all levels, with particularly strong performance against all disadvantage measures. This is crucial as we serve a community with relatively high levels of disadvantage, and inclusion is fundamental to the College's mission. At the heart of the College's success are a staff who are committed to the highest standards of professional practice in order to provide the best experience for students. As governors we share this commitment to excellence.

The College is in a strong financial position and I am very privileged to chair a Board of Governors who have a high level of expertise and who are committed to achieving our strategic objectives and ambitions both for the College and the local community. Our College is a vibrant, proactive organisation which has a very strong shared ethos and core values which are fundamental to all our actions. We are seeking a Principal who can embrace our values and move forward with us.

As you will read in this pack, the College is developing a Federation with the three Humber Sixth Form Colleges. This is an exciting development which has the potential to provide even stronger outcomes and opportunities for young people, and is attracting strong interest at a national level. It is a development to which the governors are committed, and we are looking for a Principal who will embrace this spirit of collaboration and use this to take the College forward.





David is not seeking a post elsewhere but rather is retiring, and has kindly volunteered, with the agreement of Governors, to make himself available to applicants to answer their questions. We would encourage you to use this opportunity to find out about the College from the existing Principal. He can be reached on this number: 01482 711688 (please ask for Vikki Reeve). Also, if you would like to visit the College in person, we would be very pleased to see you, although we realise this is not possible for all applicants.

The priority for us as Governors is that the person we appoint has a passion for the education of our students, can raise both their aspirations and achievement, and can provide strong leadership for our College in these uncertain times. The Governing body has a very clear understanding of its role. It works with the Principal and leadership team, in a critical and supportive manner. We are seeking to appoint a knowledgeable and experienced leader who has the vision to drive the College forward to the next stage in its development and who can continue to promote our culture of continuous improvement, inclusion and excellence.

We very much look forward to receiving your application.

Yours sincerely

Pat Mould  
**Chair of Corporation**



## About Wilberforce Sixth Form College

### History

Wilberforce Sixth Form College was established in 1988 by the City of Hull Education Authority as part of a city wide reorganisation. It was set the target of raising post-sixteen participation across the city to some 700 students, but enrolments now stand at around 1350 students. The College recruits the majority of its students from the neighbouring community of East Hull, but also draws from across the city and East Riding of Yorkshire. As part of the 1988 reorganisation Wyke Sixth Form College was also established in the west of Hull, and the two colleges work closely together to ensure a strong offer to students.

The College was incorporated in 1992 but has always maintained excellent relationships with the Local Authority and schools, most of which are now Academies, three with Sixth Forms. Post-16 provision is also provided by Hull College (GFE) and the Ron Dearing UTC. The Wilberforce Principal is an active member of the Hull Secondary Heads Group and the College continues to provide a Year 10 taster day programme.

The estate's origins long pre-date the foundation of the College, being established upon the site of an Iron Age settlement of national importance, and archaeology is a consideration in any development work.

### Context

Wilberforce Sixth Form College is one of two Sixth Form Colleges in Hull, and works in a close federal partnership with the three other Sixth Form Colleges of the Humber (Wyke, Franklin and John Leggott Sixth Form Colleges). Wilberforce College's main activity is day time provision for 16-18 year olds. The curriculum aims to be comprehensive in its nature, offering students the flexibility to choose a blend of routes and qualification types. Courses are run at all levels from foundation to advanced. Advanced level work (A Level and National Diploma) is around 70% of our provision, and Maths and English courses at Levels One and Two are a significant part of the College's work.

Student outcomes are high and have improved in each of the last four years. Applied General and Technical course outcomes are a particular strength with 70% high grades and Alps 2 for 2016-17. Level Two Certificate outcomes are well above national average, and both GCSE Maths and English have positive progress. The College serves an area of high disadvantage with 54% of students coming from band one IMD postcodes, and 69% bands one to three. This means that a high level of student support is a distinguishing feature of our provision, with the consequence that outcomes for this cohort are consistent with the high level of performance of all students in the college. Indeed the Ofsted data dashboard for 2016 identified four 'key strengths' specifically with regard to disadvantage (and no weaknesses).



The College's commitment to inclusion is long standing and shared at all levels of the organisation. The College's 'Core Values' statement has remained at the heart of our practice for almost fifteen years. Within the staff there is a healthy culture of mutual and supportive self-improvement with regard to professional practice, and everyone is focussed upon the best interests of the students. The Senior Management Team and governors have played a key role in moving the College forward in recent years, but the achievement is very much a reflection of the endeavours of the whole college community.

The College is in very good financial health with cash reserves of almost £2million. Despite funding pressures and falling Year 11 numbers, the College's funding agency assessment has been consistently 'good' and in 2017-18 has been assessed as 'outstanding' by the ESFA. Moreover, Year 11 numbers in Hull are set to rise sharply over the next decade, and particularly in the next few years.

The College occupies a pleasant campus on the eastern edge of the city. The College is constantly developing. For the last ten years there has been an extensive programme of building. New teaching accommodation has been provided for our Humanities, Film & Media, Social Sciences, Health & Caring, Music and PE departments. In addition to this we have completed major refurbishment to the existing buildings and facilities including the creation of Music Technology Suite, two Engineering workshops, a Hair and Beauty salon, and the refurbishment of the Science facilities to current industry specifications. The College is equipped to a high standard of resource throughout. The College works in close partnership with the University of Hull and other partners to ensure that students have clear and aspirational progression routes.

Although our primary focus is to serve students from secondary schools in the City of Hull our location means that we also attract students from the surrounding Holderness towns and villages. The City of Hull and surrounding region is experiencing rapid and exciting change which has the potential to transform opportunities for young people. The Humber is becoming the UK centre for offshore wind farm technology, and incoming investment of £160m from Siemens alone is planned for Hull. The College has developed its curriculum to ensure that our students are able to take advantage of the opportunities that emerge, and this ensures that employability skills and experiences are a priority. Hull is currently the UK City of Culture for 2017 and the College is at the forefront of a wide ranging programme of cultural events.





## Mission Statement

Wilberforce College's mission is to be an outstanding college. We will work with our students and the community to raise aspirations, and enable all students to fulfil their potential.

The College's Core Values were agreed by staff almost fifteen years ago, and have remained largely unchanged. They are fundamental to the College's ethos.

### Core Values

- We conduct ourselves with integrity and respect for all.
- We make students' experience central.
- We value individuals and promote self-esteem.
- We work as a team.
- We encourage innovation, creativity and enjoyment.
- We aim for excellence in everything we do.



## The Venn4 Federation

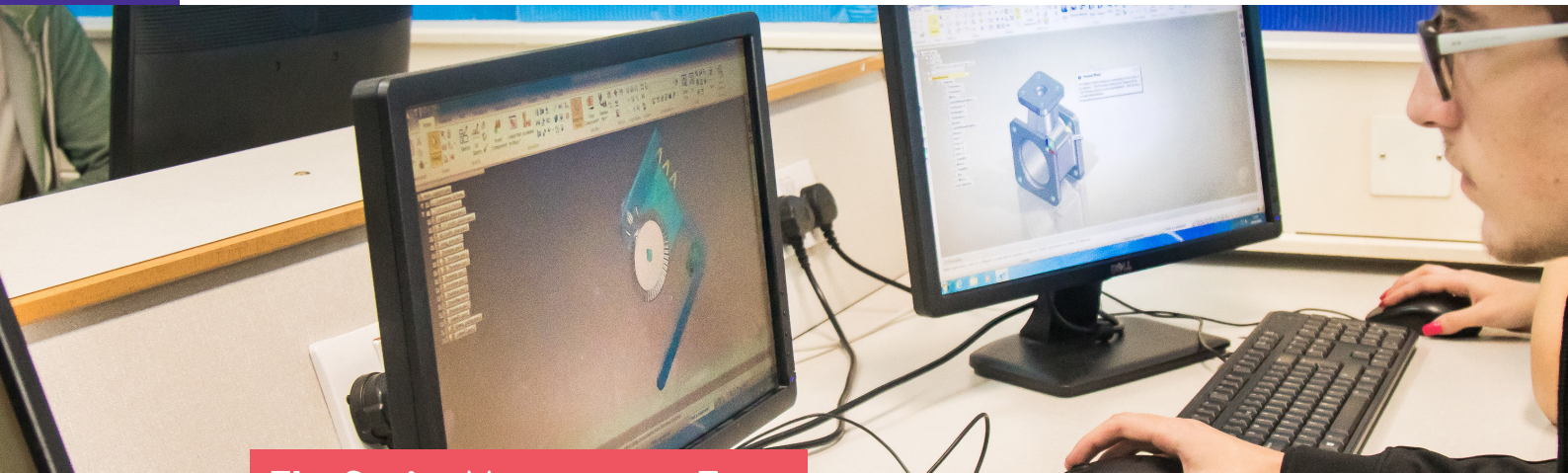
The Venn4 Federation came together through the Area Review process, but was already under discussion prior to this. Indeed it builds on a history of shared practice that goes back to the early 1990's. The Federation vision is of a partnership of colleges sharing a common ethos, providing outstanding learning opportunities and outcomes to young people across the region that meet the need for advanced skills and higher level qualifications, for employers and the developing local economy.

The four sixth form colleges will pursue a federal structure, within which they will improve the quality of provision for post-16 learning and skills across the sub-region, working with schools and academies, with employers, and with HEIs to ensure sustainable progression pathways leading to higher level qualifications and training that meet the economic needs of the Humber, and secure improved life chances for young people and their families. This will be achieved as incorporated sixth form colleges within a federal structure. The Federation will be a formal, legal, arrangement and not merely an informal group. It is planned to create a company, limited by guarantee, although other structures are being considered. This will enable the Federation to hold funds, own assets, enter into contracts and employ staff if necessary.

Given the diversity of activity within the four members of the Federation, both collectively and individually, and the range of quality improvement and other work we seek to achieve, we believe that this can best be achieved and sustained as incorporated further education providers. No member college is this time pursuing the option of converting to academy status, as it would serve no useful purpose. Whilst there are no plans for merger in the short to medium term, this option has not been discounted by the four colleges. Federal working will allow scale economies (including shared services) which will secure the financial position of college members, and this in turn will allow a strong and sustained focus on quality improvements, impacting on college quality and school and academy improvement.

The four sixth form colleges have a long history of effective collaborative working, going back many years and significantly pre-dates the ABR. There is mutual trust and support between the four leadership teams, recent experience of successful collaboration at Governor level, and mutually supportive working between curriculum and student support teams. The four colleges share a core curriculum model, with key individual variances which support local need and aspirations. The ability to meet key elements of local economic need (as expressed by the Humber LEP, Greater Lincolnshire LEP, local authorities and employers) by individual sixth form colleges will be significantly enhanced by collaborative working and shared services and expertise. The Federation fulfils a unique role within the sub-region in terms of the development of high quality progression pathways, having extensive and highly effective partnerships with regional higher education partners, and working closely with schools and academies at both the secondary and primary phase (supporting school/academy improvement, and developing effective CIAG).





## The Senior Management Team

The structure diagram below sets out the key responsibilities of the members of the Senior Management Team. Whilst each individual has lead areas for which they are accountable, the team ethos is one of collaboration and we support each other in ensuring the best possible experience for students. The Chair of Corporation is the Principal's line manager. The Principal in turn is the line manager of the Senior Team (all of whom are Senior Postholders), and the Principal also line manages the College Accountant, HR Manager and Executive Assistant.

Curriculum Management is led by the Deputy Principal, through four Curriculum Directors. Each Curriculum Director is a department head in their own right, but also line manages two/three Heads of Department, making up their Directorate. Their wider role is to quality assure and to constantly seek to improve the College's provision for students.

Principal			
Promotion of the College	Governance	Chief Accounting Officer	Audit
Partnership Development	Self Assessment	Inspection	Human Resources

Deputy Principal	Assistant Principal	Assistant Principal
Quality of Outcomes Curriculum Management and Development Staff Performance and Accountability Quality Assurance and Improvement Ofsted Nominee Cross-College English and Maths Initial Assessment Estates, IT Services and Health & Safety Teacher Deployment	Marketing and Liaison Employer Engagement Student Services and Safeguarding Study Support Library Services Tutorial, Careers and Progression (including Inspire) Student Council Equality & Diversity	Quality of Teaching, Learning and Assessment E-Learning Student Voice Funding and MIS Timetable Examinations



## Job Description: Principal

### Overview

The post holder is responsible for providing exceptional leadership and management to the College and for proposing its strategic direction to the Corporation. As Principal, the postholder will provide for the effective and efficient management of the College staff, organisation, curriculum and finances and their future development, ensuring that high quality standards are achieved in teaching and that the College Mission is fulfilled within the strategic direction set by the Corporation and in accordance with the Instruments and Articles.

Salary range: £96724 - £108283 (School Leadership Spine – points L38 – L43).

Accountable for:

1. The Principal is accountable to the Corporation and is expected to work closely with the Chair of the Corporation on significant matters
2. The Principal is responsible for the delivery of all performance targets including finance, funding & budgetary control

Line manages: The Senior Management Team, College Accountant, HR Manager, Executive Assistant

### Job Purpose

- To provide clear vision and positive, incisive and purposeful leadership for the life and work of Wilberforce Sixth Form College and build on its record of success
- To ensure the provision of high quality, fully inclusive education for all students, enabling them to achieve their full potential
- To ensure that the curriculum offer is widely promoted, and that student recruitment with integrity assures the viability of that comprehensive provision
- To develop and manage Wilberforce Sixth Form College and its staff efficiently and effectively on the basis of strategic priorities determined in conjunction with Corporation and set out in the strategic plan
- To contribute on an equal basis with the Principals of the other member Colleges to the strategic development, leadership and success of the Venn4 Federation
- Lead the integration of Wilberforce Sixth Form College into the local economic and educational infrastructure, and value the opportunities this provides to shape Wilberforce Sixth Form College's programme and provision, as well as influencing the wider agenda. Become involved, as the College's lead representative, on key local and regional issues
- To carry out the other responsibilities outlined in relevant legislation

## Key Objectives

- To maintain the positive ethos in Wilberforce Sixth Form College through effective team leadership and strategic development planning, enabling improved added value learning, development and achievement
- To ensure that Wilberforce Sixth Form College provides a high attainment, effective and inclusive learning environment for the whole community
- To ensure that appropriate policies, procedures and processes are established to promote a staff and student 'learning culture', keeping the curriculum, teaching, assessment and reporting under continuous review
- To ensure that staff are well managed, supported and developed, with high morale, and that effective performance management procedures are in place
- To ensure that efficient and effective use is made of staff, accommodation and resources to provide good value for money
- To secure funding streams to allow phased and planned redevelopment of the college in accordance with the strategic plan
- To ensure that effective partnerships are maintained and developed with the local community and with other agencies locally, national and internationally

## Key Responsibilities

### Strategic direction and shaping the future

- To formulate, articulate, agree and lead the strategic development and direction of the College in the context of national 16-18 priorities and projects
- To maintain a strong ethos of care and value for all members of the College community and assure, protect and develop the open access pathways to the College whilst maximising academic attainment
- To develop the College's strategic and operational plan in consultation with stakeholders, including staff and the Corporation, and ensure the implementation of the College's Strategic Plan
- Ensure the College becomes integrated into the local economic and educational infrastructure, and has appropriate involvement in key local and regional issues, including HEIs, local employment forums and the Northern Sixth Form College Federation (Norvic)
- Play a leading role with other Principals of member Colleges in the strategic plan, successes and results of the Venn4 Federation, jointly leading its development and ensuring achievement of its goals

### Secure and sustain effective learning and teaching

- To develop and review policies and guidelines, in consultation with staff, the Corporation and students, for teaching and learning, curriculum, assessment and reporting and extracurricular learning
- To establish procedure, in consultation with staff, students and the Corporation, for monitoring, interpreting, evaluating and reviewing the quality of learning, teaching, student development and achievement
- To review, monitor with effective quality assurance and continuously improve the curriculum offer, ensuring it remains attractive to prospective students and meets the needs of the College's strategic plan
- To lead and establish procedures and policies to ensure that student achievement and attainment is maximised for all students, and that the College Continues to be known as a centre of inclusive academic and pastoral excellence



## Lead, motivate, support and develop all College staff

- To line manage the Senior Management Team, College Accountant, HR Manager and Executive Assistant.
- To provide empathetic and inspiring leadership of all staff, creating and maintaining a culture that stimulates debate and two-way communication, encourages innovation and fosters teamwork and cooperation
- To promote and support, working with colleagues, the professional development of all staff in accordance with the College's staff development policy
- To ensure that successes of students and staff are recognised and celebrated appropriately
- To oversee an effective Performance Management Review system
- To keep up to date with national and local developments and ensure that all staff are aware of them, as appropriate to their roles

## Managing the College as an organisation

- To recruit staff of the highest quality and, working with colleagues, deploy and develop staff effectively
- To set, manage and monitor budgets and organise accommodation, working with colleagues, to ensure effective, proper and efficient use of resources, ensuring the College's financial stability
- To agree appropriate funding arrangements that enable the College's strategies to be achieved
- To oversee and accept responsibility for health and safety, risk management, safeguarding and student welfare policies, ensuring compliance with all relevant legislation
- Lead the College's provision to meet Section 26 of the Counter-Terrorism and Security Act 2015 assessing the College's students and staff risk of radicalisation, and supporting them in partnership with the policies and procedures of Local Safeguarding Children Boards (LSCBs) in avoiding such radicalisation and extremism, using the Channel programme as appropriate. This will involve partnership working with Prevent Coordinators to assess Engagement, intent and capability. Ensure that the safeguarding Lead receives updated training on Prevent awareness and that all staff are appropriately trained
- To work with the Chair of the Corporation, the Clerk and Governors to promote effective succession planning and governor development

## Leading special projects

- To look for opportunities and funding streams to secure the appropriate and phased redevelopment of Wilberforce Sixth Form College, ensuring the involvement of all stakeholders, obtaining and deploying resources to best effect, and so ensuring the delivery of a 21st century learning environment
- To lead change effectively, ensuring all issues arising from change are managed effectively and proactively
- To lead other special projects as agreed by the Corporation

Account for the efficiency and effectiveness of the College to all stakeholders

- To provide information and advice to the corporation, with the help of colleagues, on the College, its students, Staff and senior staff's performance, including an overall assessment of the College's efficiency and value for money
- To provide information and advice, with the help of colleagues, to parents, Governors, students and prospective students about the curriculum, attainment and progress, including their contribution to enhancing the College's performance
- To ensure the Corporation is provided with sufficient, good quality financial and other information to perform its role and statutory responsibilities effectively
- To develop and maintain excellent, constructive and mutually supportive working relationships with the Corporation, partner schools, the local authority and the Government (through its nominated agencies), as appropriate

Assure and develop the College's good relationship with the wider community

- To promote effective relationships with external parties, including the Venn Four partnership, local business and commercial contracts, and other agencies, working with students, parents, staff and the corporation
- To ensure that the corporation is provided with sufficient, good quality financial and other information to perform its role properly and statutory responsibilities effectively
- To promote Wilberforce Sixth Form College as the first, natural post 16 choice for students in the local community
- To represent the College on the local and national stage, acting as an ambassador for Wilberforce Sixth Form College, its students, staff and stakeholders
- To serve as a member of the Corporation

This document sets out the main responsibilities, but as Principal, the post holder must be flexible in their approach to tasks, and accept that the exact content of their role may vary with strategic/operational requirements.

Wilberforce Sixth Form College is committed to safeguarding and protecting the welfare of children and vulnerable adults. The successful applicant will be required to apply for an enhanced disclosure from the Disclosure Barring Service. This post is exempt from Rehabilitation of Offenders Act 1974. All post holders are responsible for safeguarding and promoting the welfare of children and vulnerable adults by following the College's procedures and practices in relation to Child Protection and Prevent strategy.



## Person Specification: Principal

The Corporation is seeking a dynamic leader (probably a Principal or Deputy Principal) with the following attributes:

- Strong quantified record of achievement with post 16 or 11-19 education
- Very student-centred, with evidence of a strong drive to improve the life chances and educational outcomes of young people, and relentlessly seeking ways to better engage with them in the learning process
- Evidence of significant experience in raising academic attainment with a commitment to inclusivity
- Evidence of strategic planning and change management skills
- Evidence of highly developed interpersonal skills and an ability to build and capitalised on networks
- Evidence of significant leadership and management experience with a participative and inclusive style
- Evidence of financial acumen and the ability to seek out commercial opportunities and manage projects

Qualifications, background and experience	Measured by: A – Application I – Interview R – Reference	Essential or Desirable
Degree or equivalent	A, R	E
Evidence of further Professional Study and Qualifications	A, R	D
Significance Record of quantified successful experience in 16-18 (Sixth Form) education or in post 16 (FE) education	A, I, R	E
At least three years recent senior management experience in a college or a school with a substantial Sixth Form	A, I, R	E
A demonstrable track record of strategic and innovative thinking and translating this into effective outputs	A, R, I	D
Experience of developing and leading successful partnerships with external organisations	A, I, R	D
Experience of effective financial and resource management and commercial acumen	A, I, R	E
Experience of developing and sustaining positive relationships with a wide range of internal and external stakeholders across the public and private sector	A, I, R	D
Experience of effective project management	A, I, R	D



<b>Skills, abilities and knowledge</b>	<b>Measured by:</b> A – Application I – Interview R – Reference	<b>Essential or Desirable</b>
Knowledge and understanding of educational policies and practices relating to the education and training of students aged 16-19	A, I	E
Knowledge and understanding of successful education intervention and strategies in the post 16 context	A, I	E
The ability to provide inspirational leadership with a ‘can-do’ attitude, and to generate high expectations, enthusiasm and commitment	A, I, R	E
Strong negotiating, influencing and communication skills	A, I, R	E
Relentless pursuit of the best possible education and learning outcomes	A, I	E
The capacity to analyse and use data to establish benchmarks and set challenging targets for improvement	A, I, R	E
Ability to initiate and maintain innovative curriculum design and delivery	A, I	D
The ability to implement the Governors’ vision, supported by a clear strategic plan underpinned by targets and goals for the College	A, I, R	E
Experience and knowledge of student welfare and safeguarding including emotional and social development as well as the Prevent strategy	A, I, R	E

<b>Personal qualities</b>		
A student-centred focus with a strong drive to improve the life chances and outcomes for young people	A, I, R	E
The vision to develop long and medium-term strategies	A, I, R	E
Ability to motivate, inspire and support others	A, I, R	E
High level oral and written communication skills	A, I	E
The ability to effectively present to a wide range of audiences	A, I, R	E
The ability to delegate, prioritise and manage the performance of others including taking difficult decisions	A, I	E
Proven commitment to an environment where high value is placed upon equality, diversity and inclusion	A, I	E
Honest and trustworthy with strong personal integrity	A, I	E
A commitment to the college operating in a healthy and safe environment	A, I	E



## The Post of Principal and How to Apply

We are seeking to make an appointment to commence on 1st September 2018.

The salary of the post of Principal is on a range set by the School Leadership Spine – points L38 – L43 (£96724 - £108283). Progression on this spine is determined by performance in post.

Please complete all sections of the College's application form. Please do not send a separate curriculum vitae.

It would be helpful if you could include with your application form a statement describing the challenges ahead for post-16 education, and the experience that you can bring to meeting the challenges.

Your application statement should be no longer than four sides of A4.

Your application should be returned to the College, addressed to the HR Department and marked 'Principal Application'. It can be sent by post to the college address, or by email to [personnel@wilberforce.ac.uk](mailto:personnel@wilberforce.ac.uk).

The closing date for applications is 12 noon on Thursday 30th November 2017. It is hoped to interview candidates on Wednesday 13th and Thursday 14th December 2017.