**HILLS ROAD SIXTH FORM COLLEGE, CAMBRIDGE**

**Appointment of an**

**Assistant Principal, Student Services and Support**



**Opportunity ● Quality ● Achievement**

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**Welcome from Jo Trump, Principal**

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Thank you for your interest in Hills Road Sixth Form College and in the post of Assistant Principal, Student Services and Support. This is a really fantastic time to be joining both the College and the senior team as we embark on an exciting new era building on the College’s already impressive record.

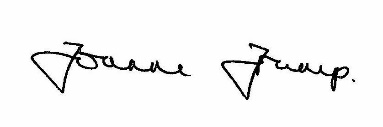
The College enjoys a strong national reputation, having topped Sixth Form College performance league tables for outcomes since their inception over twenty years ago. But that doesn’t make us complacent. We still want to evaluate and improve the ways in which we work with young people to get the best for them and from them, whatever that might take. That means we are looking for an exceptional individual who currently is, or aspires to be, an outstanding senior colleague – perhaps a Principal - in the not too distant future and who, above all, is willing to think, to learn and to share.

As a learning organisation, we are interested in how to get better at what we do, so we are looking for a senior colleague to join us who shares that passion and wants to make a real contribution and a real difference. In the last year, we have been accredited with the Careers Quality Award and the AcSeed Award for Emotional Wellbeing and Mental Health Support, but we know that there are still ways in which we can improve. We are looking to this appointment to bring a wealth of knowledge and expertise on best practice delivery in the post-16 sector, encompassing SEND and Careers as well as safeguarding, pastoral and tutorial understanding too to enhance our holistic support offer for students.

As part of the evolving senior team, we ultimately need outstanding senior managers who can lead and develop at a strategic level and who can be flexible enough to change specialisms should the needs of the team and the College require it. We’re keen therefore to offer you excellent support and development to allow you to develop as a senior manager in your time with us and to allow you to go on to access the best career opportunities, should that be your goal.

If you would like to talk through a prospective application or to explore the College’s ethos and values a little more, please don’t hesitate to contact me for an informal chat. My email address is [jtrump@hillsroad.ac.uk](mailto:jtrump@hillsroad.ac.uk) and I can be contacted through the main switchboard on 01223 247251 for an initial conversation. I’m really keen that there should be a strong fit both for you and the College in this role and I’m only too happy to talk it through.

Finally, I do appreciate the time commitment involved in completing a job application and, if you do decide to apply, can I thank you for the investment of time you have chosen to make. Whatever the outcome, can I wish you all the very best with securing a positive difference for young people, wherever that may be.



Jo Trump, Principal

Overview of the College

The College

The College operates on an attractive site just over a mile south of the centre of the historic city of Cambridge. The site has been occupied from 1903 when it was originally home to the Cambridge and County School for Boys. Since its inception in 1974, succeeding the former boys’ grammar school, the College has concentrated mainly on providing Advanced level courses to students in the Cambridge area. Having responded to strong and sustained demand for places over a number of years, we now have over 2,400 full-time 16-19 students for whom we provide a choice of 34 A level subjects plus the Extended Project Qualification, an extensive programme of enrichment and extra-curricular activities and responsive individual support and guidance. The breadth, depth and challenge of this curriculum are at the heart of our long-standing educational vision.

The College is a member of the Cambridge Area 14-19 Partnership: there are ten other centres for post-16 education: Cambridge Regional College, Long Road Sixth Form College, The College of West Anglia, The Cambridge Academy of Science and Technology, (formerly the UTC Cambridge), and six school sixth forms. The Cambridge Area 14-19 Partnership provides a common application procedure for post-16 courses and co-ordinates the information and guidance services for student transfer at 16+. The great majority of our full-time sixth form students are recruited from 18 maintained secondary comprehensive schools in the Cambridge area, 12 of which do not have their own sixth form.

We deliver an Adult Education programme, mainly during evenings and some weekends. The number of part-time adult student enrolments is around 4,000 a year. The range of courses reflects the needs of a much wider community in Cambridge and the surrounding area.

The Hills Road Sports and Tennis Centre is solely owned by the College and operates as Cantabrigian Ltd. While providing an outstanding facility for staff and students of the College, it also serves as a community sports centre working in partnership with Cambridge City Council and the Lawn Tennis Association. Local residents use the centre on a pay-as-you-play basis or via the membership scheme. Activities range from tennis and fitness room sessions to squash, cricket and Pilates.

College Performance

Hills Road Sixth Form College enjoys a national reputation for excellence and, in its last two Ofsted inspections, was rated outstanding in all graded areas.

In summary

* In the Government’s examination performance table for ‘points per examination entry’, the College has consistently posted the highest score of any sixth form college in the country.
* In recent years the tables have included the percentage of students achieving at least AAB at A level in at least two of the Russell Group's 'facilitating subjects'. Year on year, Hills Road has recorded the strongest sixth form college percentage.
* The College’s in-year learner level retention rate on study programmes, as used for funding purposes, has averaged 99.4% over the past six years. In last year’s first set of retention figures to feature in the SPT, both our 97% retention rate from Year 12 to Year 13 and our 98.7% retention rate in Year 13 were the second highest for a sixth form college.
* A level pass rates have remained close to 99.5% for five years.
* Value added has tended to be positive overall indicating that, on average, Hills Road students achieve better results than might have been expected based on their prior GCSE outcomes.
* Often after a gap year, around 90% of our leavers progress to Higher Education; two thirds go to the most sought-after Russell Group universities.
* Hills Road students consistently thrive in higher education with 41% earning first class honours degrees in 2017 according to the latest Sixth Form College Association report which is based on HESA data.
* Hills Road has been shortlisted in 2017, 2018 and 2019 as a finalist in the TES ‘Sixth Form College of the Year’ award.

Exam Results 2018

The 2018 A Level results are very similar to the typical, strong level in recent years and are likely to translate into another top performance in the Government’s post-16 league tables:

|  |  |  |
| --- | --- | --- |
|  | **2018**  **HRSFC** | **2018**  **National** |
| A\* | 13.4% | 8.0% |
| A\* - B | 71.6% | 52.7% |
| A\* - E | 99.5% | 97.6% |

College Ethos

At Hills Road we are strongly committed to providing our students with a broad sixth form education characterised by academic excellence, high quality learning experiences and extensive enrichment opportunities. Students are encouraged to achieve the highest standards not only in the classroom but also in a range of extra-curricular activities which help them to develop new skills, think independently and exercise their responsibilities as global citizens. We seek to promote a caring and supportive atmosphere with a strong sense of community in which all students are valued equally as individuals and treated as young adults.

From teaching and tutorial departments to administrative and support functions, Hills Road staff are deployed within specialist teams where their expertise, knowledge and skills may be used to best effect: each student has a specialist tutor with whom s/he meets regularly; subject departments offer lunchtime workshops where students can receive one-to-one support with homework queries or extension work; help with all aspects of learning, from essay writing to time management, is available from the specialist team in the Study Skills Department; and the Careers Department advises students on the world outside and beyond Hills Road, from work experience to UCAS applications. The Student Services Team respond to all manner of student need and ensures a qualified staff member is available throughout the College day to respond to student concerns in respect of wellbeing and mental health.

Specialisation brings considerable benefits to staff as well as to students: not only does it have a significant impact on the quality of teaching, support and guidance, but it also helps to enrich working relationships and to promote a culture of learning and continuous improvement. Teams are encouraged to work in creative and collaborative ways and to reflect on their own and each other’s performance.

College Facilities

Throughout our history the buildings have been extended and refurbished to meet changing needs. All lessons take place in high quality, purpose-built accommodation. In addition to excellent classrooms which are fully equipped with digital media resources, the College enjoys first class facilities including: extensive open-access IT facilities, a Library and Resources Centre, The Robinson Theatre, a modern well-equipped Music Department with recital room and practice rooms, an Art and Design Centre andspecialist laboratories for science and language learning. Indoor and outdoor sports facilities are excellent, with the Sports and Tennis Centre located on the main site and a well-maintained ten-acre sports ground, including a modern pavilion, situated within a short walk from the College. The most recent addition to our facilities is The Linda Sinclair Building, a fabulous three-storey building at the edge of our site which provides outstanding accommodation for the Mathematics, Performing Arts and Sport departments.

We recently opened a new Student Services area at the heart of the College site. This houses the Supported Independent Learning Service, the Careers department, a new library-style student study space and a reception area staffed by members of the Student Services Team.

College Finances

Since incorporation the College has managed its finances effectively and has continually met the financial criteria under the different funding bodies. The College’s financial returns have been consistently assessed as ‘outstanding’ over many years, including 2018. For the years ending July 2016 and July 2017 the score was ‘good’ as a result of cash being invested in the most recent stage of the College’s Property Strategy as above. Full management accounts are produced each month in order to monitor and manage the finances and to report to senior management and the Corporation in a timely manner. Sound financial management has allowed the College to maximise the potential for investment in human and physical resources and, in particular, to fulfil the phases of its long-term property strategy.



**Leadership and Management**

**The College Strategy Team**

The team currently comprises:

• Principal – Jo Trump

• Deputy Principal (Curriculum and Quality) – Nicki Dartnell

• Assistant Principal (Planning and Admissions) – Dave Jones

• Assistant Principal (Finance and Operations) – Tracy Roden

• Associate Principal (Student Services and Support) (Interim - Fixed term) – Lucy Edevane

Those staff for whom CST currently have responsibility can be seen in the College’s organisational chart. CST operate an ‘open door’ policy to facilitate and encourage communication with all colleagues and meet each week for a formal meeting for which there is an agenda and minutes taken. The team members’ styles of work, knowledge and experience are complementary to each other which helps to foster constructive challenge within an open, honest and mutually supportive environment. Current CST management responsibilities are summarised below.

**The Principal**

Jo Trump has been in post since April 2017 having previously been Deputy Principal at the College since 2009. Jo has overall responsibility for the leadership and management of the College to deliver on its mission and strategic objectives.

**Deputy Principal (Curriculum and Quality)**

Nicki Dartnell has been in post since April 2017 and is currently responsible for the strategic leadership and management of the College’s full-time curriculum, its teaching, learning and assessment and quality.

**Assistant Principal (Planning and Admissions)**

Dave Jones is currently responsible for the management, development and implementation of strategic planning, student admissions and examinations. Succession planning for taking forward the various functions of this post on the post-holder’s retirement is currently in train for implementation in 2019-20.

**Assistant Principal (Finance and Operations)**

Tracy Roden is currently responsible for the strategic leadership and management of estates, finance, human resources, IT, adult education and the College’s subsidiary company, Cantabrigian, which operates Hills Road Sports and Tennis Centre. Tracy also leads on key compliance areas of safeguarding, audit and risk.

**Associate Principal (Student Services and Support) (Interim)**

Lucy Edevane joined the College’s Strategy Team on a fixed term basis in April 2017 as an Associate Principal with responsibility for the strategic leadership and management of the support and guidance of students which includes careers and study skills (including SEN).

**College Teams**

There are also a number of College Teams that come together formally to facilitate work in particular areas, for example:

**Guidance Leadership Team**

The Guidance Leadership Team comprises the Associate Principal, two Heads of Year and the Student Services Manager. The team meets weekly to help plan and implement the College’s guidance strategy and to discuss the management of all aspects of the College’s support for students.

**Mental Health Steering Group**

This team meets weekly and comprises key members of the Guidance Leadership Team together with the in-house college Counsellor and two Wellbeing Coordinators.

**Guidance Team**

The Guidance Team comprises the Associate Principal, the Heads of Year, Student Services Manager and team members and 18 specialist tutors. The Team meets regularly to discuss matters relating to students and particular developments and objectives.

**Curriculum Team**

The Curriculum Team comprises the Deputy Principal and three Curriculum Directors. Curriculum Directors between them line manage 16 Heads of Department. The Team meets weekly to help plan and implement the College’s curriculum strategy and to discuss the management of all aspects of the College’s curriculum. The Team co-ordinates agendas for meetings of Heads of Department.

**Heads of Department**

Heads of Department meet regularly during the year. The agenda for these meetings is drawn up by the Curriculum Team; Heads of Department are encouraged to contribute agenda items.

**Task-related teams**

There are also other teams which meet regularly such as Teaching and Learning group, Lesson Observation team, Equality Forum and Health and Safety as well as other teams that come together more infrequently as the need arises, or in relation to specific projects, for example, IT.

**Details of Post**

This post takes overall strategic responsibility for the key line management areas in its care, as outlined below. Managers and project leads head up each of the areas detailed here and the Assistant Principal, Student Services and Support works with them to ensure the best possible service can be provided to allow all students in our care to perform to their potential and to progress to their chosen destination.

This post also takes lead responsibility for ensuring that the values and expectations that we hold of our student community are upheld, working with the wider management team to deliver key messages to students, including through assembly-style opportunities and clear upholding of our high behaviour standards on and off the College site.

The Assistant Principal, Student Services and Support represents and champions the needs of its areas in discussion at College Strategy Team, bringing development needs, strategic challenges and potential solutions to the table.

It is imperative that the successful applicant is confident to contribute positively to strategic debate as part of College Strategy Team. From an original team of six before the real 16-19 funding squeeze started, we will become a senior team of four from the 2020 academic year onwards. With much changing in relation to further funding pressures, demographic growth, curriculum reform and student need, it is crucial that the successful candidate can contribute strongly to setting and sustaining the strategic direction for the College. This will be demonstrated by the ability to horizon-scan and to bring forward both challenge and solutions to the sector-wide and local issues that we face.

**Pastoral Support and Guidance**  
• Each student is assigned a personal tutor who is available to meet with them on a one to one basis as well as in a whole class setting. New parent evenings in September of year 12 provide an opportunity for tutors to start to develop a relationship with parents as the first point of contact with the College.  
• Weekly timetabled tutorial sessions for all tutors focus on three strands of support for students – transition to sixth form, progression beyond sixth form and wellbeing.  
• The College employs a full time counsellor for students, alongside offering a full time wellbeing service, with drop in sessions available for students every break and lunchtime. Booked appointments can also be arranged and many students choose to use this service regularly.  
• Attendance for the whole College averages above 94% in recent years and punctuality is good.

**Careers and Progression**  
• An annual ‘Progression week’ offers opportunities to explore progression routes for all students. In 2018 the week offered 52 visiting talks and workshops, including new sessions on midwifery and teaching.  
• The College hosts an annual Employer Fair. In April 2018, 19 visiting employers and apprenticeship providers were hosted at this event.  
• The careers department work hard to ensure that all students have received the appropriate support for their onward progression. In 2018, the number of students not entering employment, education or training (NEETS) was just 1.6% of cohort

**Wellbeing and Safeguarding**  
• The Guidance team have developed extensive relationships with outside agencies who offer wellbeing support for students and training for staff to further develop expertise in this area.  
• Members of the Student Services, Study Skills and Tutor team have completed the MHFA training and are expert in their approach in these matters.   
• The College organises two annual ‘Wellbeing days’ for year 12 students. These run in November, seeing many visiting speakers and workshops hosted.  
• Through Student Services, Counselling and Wellbeing provision we successfully support increasing numbers of students with mental health issues; 222 students were supported through the wellbeing service from the start of the 2017-18 academic year up until the exam period in May, and 97 students through in-college counselling.  
• The College’s Mental Health Steering Group (consisting of wellbeing and counselling staff and members of the safeguarding team) meet regularly through the year to develop safeguarding strategies and to improve the wellbeing provision in the College.  
• A strong safeguarding team meets weekly, all of whom are trained to Designated Person level; 16 referrals which required action were made to the team in 2017-18.

**Study Skills and High Needs Learners**  
• Strong support from the study skills department ensures that EHCP learners make good progress. Of 3 EHCP 2018 leavers, 2 are now studying at Russell Group Universities. The other is studying at a music conservatoire.  
• The Supported Independent Learning Service is a branch of study skills which in 2017-18 supported 187 students to develop their time management, planning and organisation skills.  
• The Study Skills department is expert at supporting students during examination periods, managing the provision of small venues and other exam access arrangements for an ever-increasing number of students. In the previous academic year, 398 students required exam access arrangements of some kind.

**Equality and Diversity and the Progress of Vulnerable Groups**

A project lead for these two areas drives and monitors our progress against our four year equality objectives through our annual E&D action plans. Against each progress point, this project lead also scrutinises the in-year progress of some of our most vulnerable groups of learners, looking for ways on which we can narrow achievement gaps.

**ASSISTANT PRINCIPAL (Student Services and Support)**

Salary range: £60,000 to £64,000

Other benefits: 35 days’ holiday per annum plus Bank Holidays

Allowance towards relocation costs

Start date: Monday 19th August 2019

The College Strategy Team at Hills Road Sixth Form College is looking to appoint to this key strategic role which will take forward our student services and support offer. Leadership of this area has been filled on an interim basis for the past eighteen months and we are now seeking to appoint a permanent senior leader who is both dynamic and experienced. You will join our collaborative, forward-looking senior team at this highly successful sixth form college located in the historic city of Cambridge.

You will already be an effective leader and an outstanding teacher with the commitment and passion to help shape and deliver our student services and support strategy. Your middle or senior management experience will have been gained in a college or secondary school with significant 16-19 provision. You will bring clarity of vision, be a creative and strategic thinker and be capable of motivating and inspiring staff and students and of engaging positively with parents and wider stakeholders in the community. For someone with drive, energy and enthusiasm, the College will provide a stimulating, supportive and exciting environment to support your career development at a senior level.

If you would like to discuss any aspect of the role before making an application, please contact Jo Trump (Principal) for an informal discussion [jtrump@hillsroad.ac.uk](mailto:jtrump@hillsroad.ac.uk) Details and an application form for the above post may be obtained from our website [www.hillsroad.ac.uk](http://www.hillsroad.ac.uk/) If you would like any further general information please speak to the College’s Human Resources Manager, Michele Nightingale on 01223 278063 or email [mnightingale@hillsroad.ac.uk](mailto:mnightingale@hillsroad.ac.uk)

**The closing date for applications is 9.00am on Wednesday 23rd January. Interviews will take place on Monday 4th and Tuesday 5th February.**

The College is committed to safeguarding and promoting the welfare of its students and staff and expects all members of the College community, volunteers and visitors to share this commitment. The College actively promotes equality and diversity and welcomes applications from all sections of the community.



**Job Description**

**Assistant Principal - Student Services and Support**

**Purpose:** The post holder is responsible for supporting the Principal in ensuring an outstanding educational experience for the 16-19 year old community of the College. This is an education characterised by timely and proactive support for students’ welfare and wellbeing; by the effectiveness of interventions to support student progress and in the quality of the student journey from initial induction to onward progression to first choice destinations.

**Reports to:** The Principal

In order to ensure the College is able to respond flexibly and successfully to future challenges and opportunities, and in the interest of the professional development of senior post-holders, the specific responsibilities of Assistant Principal and Deputy Principal posts may be redistributed over time. Any such change in a post-holder’s specific responsibilities would be implemented after appropriate consultation.

**Main Accountabilities:**

**Student Support**

* 1. to ensure appropriate leadership, training and support for the Guidance Team, including the Student Services Team, the Careers Team and the Study Skills Team
  2. with Heads of Year, to ensure the effectiveness of the College’s tutorial programme and tutorial support, whether delivered individually, in tutorial groups or during whole cohort events, such as Wellbeing Days, Social Action Week and Progression Week
  3. to ensure the effectiveness of the College’s student support structure, including the provision of wellbeing and counselling support internally, in addition to liaison with external assessors and counsellors where required
  4. to ensure the provision of effective Study Skills support including specialist provision that is responsive to student need and appropriate and effective arrangements for High Needs students
  5. to ensure that the College fulfils its responsibilities with regard to Child Protection/Safeguarding legislation and statutory guidance and that senior guidance staff, including the designated safeguarding team, receive appropriate training and effectively carry out their duties
  6. to ensure effective progress monitoring systems (including through Progress Reviews and ProMonitor) which result in timely and effective improvement actions by students and staff that lead to improved outcomes
  7. to lead the work of the Guidance Leadership Team
  8. to ensure effective systems for monitoring and maintaining high standards of student attendance, conduct and discipline
  9. to ensure open and effective communication with teaching and other relevant staff in relation to the support needs of the student body or of individual students
  10. to ensure regular and effective communication with parents in relation to individual support needs, tutorial policies, procedures and activities (e.g. meetings for parents of new students)
  11. to ensure an effective induction programme for all students
  12. to ensure effective communication with outside agencies such as Social Services, health professionals, the Local Child Safeguarding Board, police, transport agencies, charitable trusts and charities on behalf of the student body or an individual student

**Careers Education, Guidance and Employability**

2.1 to ensure that students receive appropriate careers information, guidance and support to enable successful progression to Higher Education, training or employment

2.2 to ensure all students have appropriate opportunities to develop, monitor and log relevant employability skills

2.3 to ensure, where appropriate, students’ access to relevant work experience placements

2.4 to work with the Careers team to meet and exceed the Gatsby Benchmark standards through sustained excellence in careers provision

* 1. to ensure the provision of effective support and guidance for students following their receipt of examination results in August each year

**Equality and Diversity, Disadvantage and Vulnerable Groups**

3.1 to be a member of Equality Forum

3.2 to ensure that the College delivers on its Equality Objectives

3.3 to take strategic responsibility for the Single Equality Scheme

3.4 to work with the Equality and Diversity Lead and Equality Forum to deliver the annual Equality and Diversity Action Plan, working particularly on narrowing gaps in student outcomes where they exist for different groups

3.5 to take strategic oversight, through leadership of the Guidance Leadership Team for monitoring and supporting the in-year outcomes for students from particular disadvantage groups

3.6 liaising with the Director of Quality and the Vulnerable Groups project lead to interrogate achievement data in relation to identified groups and to put actions in place to address any perceived barriers to progress

**Admissions, Transition and Outreach Work**

4.1 to liaise with the Director of Admissions and Marketing over the programme of outreach to be delivered to partner schools and those further afield, drawing on the expertise of the wider guidance team, in particular study skills and tutors

4.2 to support the professional development of Progress and Support tutor roles through their contribution to outreach and guidance activities and to representing the College

4.3 to ensure a joined-up transition and admissions experience for students new to the college, making effective use of all available prior information to provide the best start possible for students to the College, based on a holistic understanding of need

###### **Other duties**

* 1. to ensure clear and effective lines of communication throughout the College

5.2 to ensure effective leadership of the work of relevant groups relating to student support

* 1. to ensure robust and rigorous self-assessment of all aspects of student services together with associated improvement and development plans
  2. to take the lead, in the post-holder’s areas of specific responsibility, for the termly review of the College’s risk register
  3. to manage delegated budgets as appropriate
  4. to lead on the planning and appointment of staff in relevant areas

**Line Management**

* to take responsibility for the management and appraisal of the work of the following colleagues:
  + Equality and Diversity Lead
  + Vulnerable Groups Project Lead
  + Head of Careers
  + Head of Year 12
  + Head of Year 13
  + Head of Study Skills
  + Student Services Manager



**Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Evidence** |
| **Qualifications and training** | * good honours degree * recognised teaching qualification * evidence of recent and relevant continuing professional development | * management / leadership qualification * designated person training * careers qualification or experience * SEN leadership or experience | Application form  Letter of application  References  Interview |
| **Experience** | * significant middle or senior management and leadership experience * significant management of one or more student support areas in a college or 11-18 school with substantial A level provision * experience of developing, implementing and successfully achieving school or college-wide objectives to improve the sixth form student journey and outcomes * experience of working effectively with a range of stakeholders | successful management of teams of staff over a range of disciplines  experience of contributing to the strategic development and direction of a college/school |

In addition, the successful candidate will demonstrate, or have potential to develop, strengths in the following areas:

|  |  |  |
| --- | --- | --- |
| **Skills and Ability** | * a strategic and innovative thinker able to identify opportunities for improving performance and to assess the feasibility of new ideas * ability to respond flexibly and positively to new and changing contexts and to manage change successfully * ability to lead, motivate, develop and inspire trust in colleagues * ability to resolve problems and to exercise sound judgement * ability to analyse, interpret and make effective use of a wide range of data * ability to communicate clearly and concisely, both verbally and in writing, including through large scale presentations to student, staff and parent groups * ability to represent and promote the College, its values, performance and objectives to a wide range of audiences, including potential students, parents, universities and employers | Letter of application/  References/  Interview |
| **Knowledge** | * a comprehensive knowledge of post 16 student support functions and sector best practice * a thorough understanding of the Ofsted FE and Skills Common Inspection Framework (and new Education Inspection Framework) with particular emphasis on outstanding, cutting edge student services and support and successful delivery of Personal Development, Behaviour and Welfare elements * a sound and detailed understanding of current and potential issues in education in particular in the post 16 sector with relation to student services and support |
| **Organisation** | * well organised, able to prioritise and delegate effectively and to develop contingencies to cope with the unforeseen * capable of creating and implementing effective new processes and of organising information in a way that allows staff to perform at their best in support of students’ needs * an ability to multi-task and to remain calm and positive even in pressured situations |
| **Disposition and approach** | * honest and open with a positive and approachable manner * emotionally resilient with drive and determination * reflective, self-aware and emotionally intelligent * professional and personal integrity * a well-developed sense of irony and a good-humoured approach to life * a people person, capable of securing strong team buy-in and of motivating colleagues to give of their best * commitment to collaborative working while also being able to act with decisiveness and give direction when needed * commitment to achieving the highest standards in all aspects of students’ educational experience at the College * empathy with a diverse post-16 student population, their aspirations and the personal challenges facing them (including wellbeing, financial, personal, social) * strong ability to manage a diverse stakeholder group including staff, parents, governors, senior leaders, students and third party partners and to deliver exceptional customer service to this diverse group * commitment to equality and the celebration of diversity * commitment to safeguarding and promoting the welfare of young people |
| **Focus on quality** | * commitment to high standards of work and accuracy, with strong attention to detail * commitment to the ethos and values of the College * commitment to achieve quality and value for money in all aspects of the College’s work * commitment to continuous improvement and willingness to attend appropriate training and development events |

**Guidance on Conditions of Service**

**Remuneration and terms of employment**

**Remuneration and Relocation**

The salary is in a range from £60,000 to £64,000 reflecting the responsibilities of the position and the knowledge and experience of the successful candidate. The Corporation’s Remuneration Committee will review the salary annually with the first review taking effect from September 1st 2020.

A contribution towards relocation expenses will be discussed at interview. Further details about living in and around Cambridge can be found here

**Contract**

The contract will be issued to the successful candidate once all necessary checks in connection with employment are completed. There will be a period of probationary service of six months during which time suitability for the position will be assessed.

**Start Date**

We hope that the successful candidate will be able to take up employment with the College on Monday 19th August 2019 which is just before the start of the autumn term. This timescale will be discussed at interview.

**Hours of Work**

There are no set hours of work; in common with other senior post holders, the Assistant Principal is expected to work such hours as are reasonable and required to discharge the responsibilities and duties of the post subject to a minimum of 37 hours per week. This will include some evening and weekend working when necessary.

**Holiday Entitlement**

The annual allowance is 35 days’ holiday plus all bank and public holidays that are normally observed in England and Wales. Three days from the annual entitlement will be allocated to cover the period when the College is closed at Christmas.

**Pension**

The post-holder will automatically join the Teachers’ Pension Scheme and will receive information about the scheme with their offer of employment letter.

**Payment of Salaries**

Salaries are paid by credit transfer to a nominated account on the last working day of each month. The December salary is normally paid in advance of the month end, just before Christmas.

**Sickness and Maternity Leave**

The College operates nationally-agreed sickness and maternity leave and pay schemes.

**Annual Medical**

The post-holder will be required to have an annual health screening examination. The College will be responsible for the expenses relating to the examination.

**Appraisal and Professional Development**

The post-holder will be appraised annually including a review of performance against specific objectives agreed with the Principal. The College recognises the importance of providing professional development opportunities for all staff and support will be available to meet agreed training and development needs consistent with the College’s mission and strategic objectives. Training needs are normally discussed and agreed during the annual appraisal.

**Confidentiality**

The post-holder will act in the best interests of the College and will not disclose confidential knowledge about the College at any time (except in the proper performance of her/his duties) nor at any time (without limit) after the termination of employment.

**Exclusivity of Service**

The post-holder will devote her or his whole time to the work of the College, although the written consent of the Corporation may be obtained for the undertaking of additional employment that is considered to be of benefit to both the College and to the post-holder.

**Work Life Balance and Employee Benefits**

The College has various work-life balance and flexible working arrangements in place. The College values the contribution made by its employees and recognises the benefits of fostering a working environment in which employees can fulfil their responsibilities and aspirations in and outside work. Employee benefits include free use of the Hills Road Sports and Tennis Centre, discounted fees on the Adult Education programme, eye care vouchers, bicycle scheme and staff counselling. Further details about employee benefits and work life balance policies can be found here.

**Notice Period**

Not less than six months, for termination at 30th April, 31st August or 31st December.

A Stimulating Environment

We hope this has helped to convey some of the qualities which make Hills Road Sixth Form College a stimulating and rewarding place in which to work and learn. If your application is successful, you will experience a College which enjoys a happy and purposeful atmosphere and a unique blend of opportunity, quality and achievement.





**How to apply and selection procedure**

**Application**

Please complete the application form on the College’s website and submit to [recruitment@hillsroad.ac.uk](mailto:recruitment@hillsroad.ac.uk) together with your curriculum vitae and a supporting statement of not more than two A4 pages demonstrating your ability to fulfil the job description and outlining how you meet the person specification.

The closing date for applications is 9.00am on 23rd January 2019. All applications will be acknowledged.

Interviews will take place on Monday 4th and Tuesday 5th February. All applicants will be contacted in respect of whether or not they have been successful in securing an interview.

If you would like to talk through a prospective application or to explore the College’s ethos and values a little more, please contact Jo Trump, the College’s Principal on [jtrump@hillsroad.ac.uk](mailto:jtrump@hillsroad.ac.uk) or through the College switchboard on 01223 247251

If you would like any general information about the application procedure, please speak to the College’s Human Resources Manager, Michele Nightingale on 01223 278063 or email [mnightingale@hillsroad.ac.uk](mailto:mnightingale@hillsroad.ac.uk)

**Selection**

The selection process will be undertaken by a Selection Panel.

There will be a two-stage selection process. On 4th February the candidates will be able to familiarise themselves with the College including meetings with groups of staff and members of the Corporation and a tour of the College. At the end of the first day candidates will be informed as to whether they have been selected to participate in the stage two process on the following day.

On 5th February there will be a formal interview with the Selection Panel. Candidates will be free to leave after their interview.

Candidates will be informed of the outcome of the stage two process as soon as possible and by no later than February half term.

**Additional information**

Overnight accommodation will be arranged, if required, for 3rd and 4th February.

Please note that the offer of the post will be subject to satisfactory pre-employment checks including a medical examination, Disclosure and Barring Service enhanced background check and references.

References, which will be requested for shortlisted candidates, will be made available to the Selection Panel before the interviews. Please include details of two professional referees with whom we could make contact, one of whom must be your current or most recent employer.