BILBOROUGH
SIXTH FORM COLLEGE

Job Information pack

Assistant Principal

Full time; Permanent

Start date Sept 26 or Jan 27



PASSION & CREATIVITY

HONESTY & INTEGRITY





Introduction from Dave Shaw

College Principal

I'm delighted that you've expressed an interest in the position of Assistant Principal at Bilborough College. This post provides an excellent opportunity for an outstanding individual to join a successful sixth form college at an exciting stage in its development.

You will be joining a flourishing institution with strong student outcomes, fantastic enrichment and development opportunities, and an innovative and creative teaching and learning culture. As a result of its excellent reputation, student numbers have grown by over 300 in the last 3 years and the college is at a maximum of 2200 students.

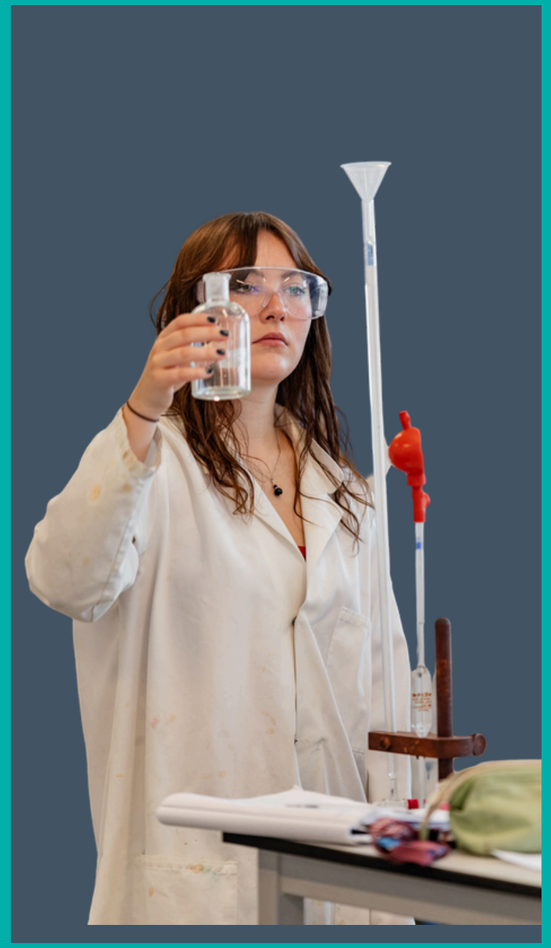
We are extremely proud that following our most recent inspection, Ofsted rated the College 'Outstanding' for 'Student behaviour and attitudes' and as 'Good' for 'Overall effectiveness. ' The college was praised for fostering, "a nurturing and aspirational culture in which students, from many different backgrounds, flourish together" and benefit from "a vibrant, purposeful environment and the diverse and positive culture". We attribute our success to our talented staff team who are committed to providing the very best opportunities and support for the young people we serve.

Bilborough College is part of Better Futures Multi Academy Trust, a specialist Sixth Form College Multi-Academy Trust. Our collaboration with a leading university and other Sixth Form Colleges provides a unique experience for our students.

As a Trust we are focused on giving our students voice, agency and leadership skills, alongside outstanding educational outcomes. High-quality staff development opportunities across the Trust help us to continue to retain talent and to attract the best staff.

Bilborough remains a sixth form college in name, ethos and educational character and, as a result, retains its unique and highly regarded position and reputation in Nottinghamshire and Derbyshire.

Job Advert



We are seeking a committed leader, who understands what drives us at Bilborough and in our wider Trust. You will have a passion for developing people, through the promotion of a strong culture of feedback, a growth mindset and a focus on encouraging autonomy and innovation within the teams you lead. We have 3 x Assistant Principals, one for Learning, one for Insights and one for Community and we are looking for an AP who could fill any one of these roles, depending on strengths, experience and potential. All APs line manage a range of Middle Leaders.

The Learning AP oversees Trust-wide teaching and learning, curriculum development, digital learning, student voice and leadership and student co-creation

The Community AP oversees careers and progression, pastoral care and wellbeing, EDI, safeguarding, inclusion and student behaviour.

The Insights AP oversees data, dashboards, assessment, examinations, self-assessment and quality improvement.

Reporting to the Deputy Principal, you will work with your teams in the college to provide high-quality support and challenge through line management and working groups. In addition, you will work alongside your counterpart Assistant Principals in the other 2 colleges to support the delivery of our Trust strategic goals for students, staff and finance / resources.

If you enjoy challenging people to achieve their full potential, we would love to hear from you, whether you are a Middle Leader ready to take the next step or an existing senior leader looking for a new opportunity. You will be deeply committed to inclusion and innovation.

Further details about the college and how to apply are included in this pack. Should you decide to do so, we look forward to receiving your completed application by Monday 6 July, with interviews later that week. If you would like to speak to us about the role and/or process please contact the The People Team on 0115 851 5861 or by email at hannah.reeves@bilborough.ac.uk.



About Bilborough College

Bilborough Sixth Form College came into being in 1975 when it converted from Bilborough Grammar School and the college continues to operate from the same location catering solely for students aged 16-19. The college attracts students from the city of Nottingham and large areas of surrounding Nottinghamshire and south-east Derbyshire as well as the city of Derby. Having moved into its current, purpose-built campus in 2005 all members of the college community benefit from a bright, modern and well-equipped, purpose-built college campus, located close to junction 26 of the M1 Between Nottingham and Derby.



In addition to well-equipped, modern classrooms and science and technology labs, students benefit from fine art and photography studios, a theatre, a dance studio and rehearsal space. There are multiple study spaces including a central library plus distributed break out areas, a student support hub, refectory, cafe and shop as well as a sports centre, gym, playing field and 5-a-side courts.



The college is over-subscribed and has been effective in increasing student numbers, with a steady growth in students over the past few years. We currently have 2200 funded students enrolled on 16-18 Study Programmes involving A Levels or BTECs or a combination of the two. The College has a minimum entry requirement of 5 GCSE passes at Grade 4 and above, usually including maths and English. Beyond that subject entry requirements are set out to ensure that students enrol for courses on which they have the best chance of success. We also provide a very effective resit programme for the small minority of students who have not yet achieved a grade 4 or above in GCSE maths or English Language. We are large enough to have the flexibility to meet almost every sensible subject combination. This is coupled with excellent careers advice from our in-house team, helping students take the best possible route to achieve their ambitions.

MISSION, VISION & VALUES



Our mission

To inspire young people to gain the skills they need to thrive in an ever changing world

Our vision

Our students will be recognised locally & nationally for the remarkable impact they have on their communities

Our values

Ambitious – We are curious to create exciting ways to succeed
Involved – We are one community with a shared responsibility
Genuine – We are honest with ourselves and each other
Supportive – We help each other improve with an optimistic and positive outlook

As a staff team we are inclusive, open and actively engaged in our work. We encourage staff to be their whole selves at work in a positive and reflective culture where staff and students are willing to take risks and learn from their mistakes in order to keep improving.

We provide our staff with extensive CPD opportunities as a College and on a cross-MAT basis to encourage them to be the best they can be and support their wellbeing.

College Ethos



We are proud that Ofsted recognised the College was OUTSTANDING for behaviours and attitudes of students and as 'Good' for Overall Effectiveness.
The inspectors recognised that the college is passionate about our vision for students to "be who you are, become who you want to be" and that students benefit from the ''the strong culture of mutual respect and tolerance' and 'feel safe in the calm and welcoming environment."

Students at Bilborough College are "enthusiastic and curious, with exceptional attitudes to learning" and inspectors noted that students describing themselves as "extremely proud to be Bilborough students". Teachers have high expectations of their students, and they treat students as adults, expecting them to be self-motivated and autonomous in their learning. We attribute our success to our committed and talented staff team. At Bilborough, expert teachers, specialist 'Skills and Progression' teachers and support staff work together to provide a purposeful learning environment where students can be themselves, are treated as responsible individuals and given the support and challenge they need. We provide a relevant, broad and rich curriculum so that our students can reach their full academic and wider potential while developing the independence, resilience and awareness necessary for success as responsible global citizens.

We are proud to be part of a college where everyone can succeed, where students with special educational needs and/or disabilities are very well supported. We are also a highly diverse college, taking students from over 80 feeder schools and a wide range of backgrounds and cultures. We are committed to including and celebrating this diversity in our curriculum and wider activities.

Each student is assigned a Skills and Progression teacher to provide them with pastoral support and review their academic progress. Students also receive support from the College's Learning Support Team, Student Counsellors, Student Welfare Officer and Student Wellbeing Coaches.

At Bilborough, personal growth and skills development are highly valued alongside academic achievement. The Ofsted team were very impressed with our "rich and varied programme of extra-curricular activities" and our "extensive range of progression and work-related activities" which build skills including "problem-solving, resilience and digital literacy" and we are already taking further steps to strengthen guidance for those who aspire to employment at the end of their studies. This all encourages us to continue our mission 'to develop confident, curious, happy students, ready to change the world for the better'."

We are especially proud of our high-quality offer for enrichment and extended studies known as 'Bilborough Xtra' which Ofsted noted offers "useful additional learning opportunities that help students to become well-rounded individuals ." Around 70% of our students go on to higher education and the remainder into higher level apprenticeships with high status regional or national employers, employment or further training. UCAS data indicates that a high proportion of our applicants to higher education are successful in gaining places overall at university.

In addition, the most recent HESA reports show that a higher-than-average proportion of our alumni, who progress to higher education, leave university with first or upper second-class degrees (4% above the state sector average for schools and colleges). This is a particularly strong characteristic for those of the college's students who live in areas with low participation rates.

SWAYA – STUDENT VOICE THROUGH CO-CREATION

We believe that feedback is a resource and co -creation leads to better learning for everyone Real-time feedback that improves learning

What is Swaya?

SWAYA is a student feedback platform built around co-creation. It gives students and teachers regular, meaningful insight into the learning experience, strengthening relationships and improving teaching impact.

Why it matters

Research (Hattie – Visible Learning) shows that well-designed student feedback:

- Improves teaching decisions and classroom practice
- Highlights what is working and surfaces issues early
- Builds trust, dialogue and shared responsibility for learning

How it works

- Short pulse surveys via an app
- Anonymous, real-time data dashboards for staff
- Questions vary across learning, engagement, relationships and support
- Feedback informs reflection, dialogue and next steps

What it achieves

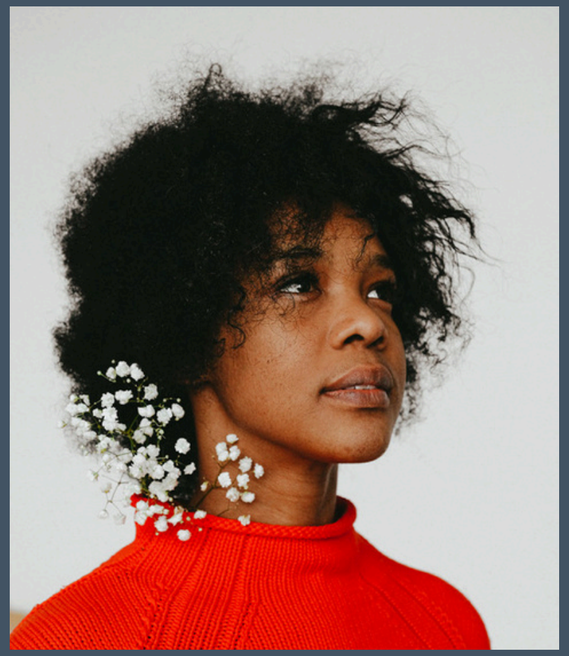
- More engaged, motivated and confident students
- Stronger student-teacher relationships
- A developmental, supportive approach to improvement
- Evidence-informed CPD and strategic decision-making



Better Futures Multi Academy Trust



WHAT DO WE BELIEVE?



Education should be focused on developing people with a love of learning and an insatiable curiosity

We focus on taking students on that journey from being school children to being young adults ready to change the world for the better.

We are relentlessly optimistic about the capacity of our staff to lead students on that journey.

Whether 16 or 60, we believe that all people can still grow and develop.



People can only really thrive when they bring their whole selves to work/college.

We thrive when we feel trusted and have enough autonomy over our work to be able to focus on getting better at it.

Mistakes and failures can be some of our most useful learning opportunities and should be celebrated as such.

A focus on the wellbeing and happiness of our students and staff are not optional extras.



OUR STRATEGIC COMMITMENTS

Our strategic commitments bring together our mission, vision and values. They help us measure our progress toward achieving our vision as set out in our strategic aims and objectives and encourage the application of our values.



THESE STRATEGIC COMMITMENTS ARE:



(Student Development) Students leave more capable, confident and assured - because they had genuine influence

(Staff Development) Every colleague genuinely loves their work - because the feedback is candid, the autonomy is real, and the growth never stops

(Resources & Services) Finance and Professional Services create the conditions for everything else - resilient, autonomous, and proud of what they make possible.

The BFMAT Attributes

GET THINGS DONE

I prioritise and manage my commitments to deliver on time.
I make well informed decisions, showing initiative, imagination, and an ability to inspire others.
I use my knowledge and skills to make a positive impact.

ACT WITH INTEGRITY

I take responsibility for my actions and recognise the impact on others and the environment.
I take pride in my work and my achievements, leading by example.
I can be myself, while celebrating our differences and the things that bring us together.

ADAPT MY APPROACH

I embrace an ever-changing world, responding with flexibility and optimism.
I remain open-minded to new ideas and perspectives from others.
I understand my strengths and weaknesses to collaborate, change and develop.

THINK CREATIVELY

I am confident in using my imagination to help find solutions.
I embrace an entrepreneurial mindset to have a positive impact on my career and community.
I am constantly developing, demonstrating curiosity and a desire to know more.

COMMUNICATE EFFECTIVELY

I work well with others, building relationships based on empathy, trust and mutual respect.
I successfully engage different audiences, appreciating diversity of background, culture and thought.
I listen carefully to others, showing interest and asking questions to better understand their perspective.

REMAIN POSITIVE

I am resilient and view failures as opportunities to learn and improve.
I take care of myself and those around me.
I make opportunities to have fun.

Student Led Learning

Developing independent, capable and motivated learners

What is Student Led Learning?

Student-Led Learning (SLL), sometimes referred to as Heutagogy, builds on established approaches such as pedagogy and andragogy. It does not replace effective teaching, but develops students who take increasing ownership of how and why they learn.



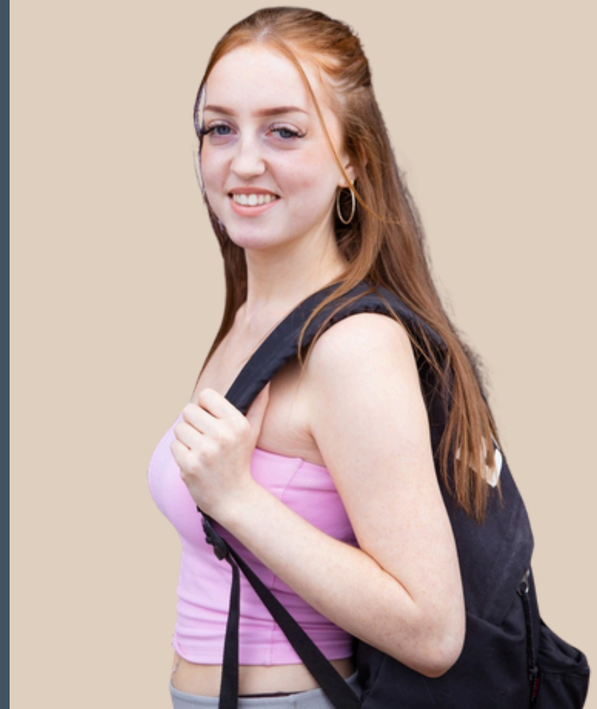
Why It Matters

For students

- Increased motivation, autonomy and self-belief
- Stronger problem-solving, adaptability and perseverance
- Development of lifelong learning habits

For teachers

- Reduced reliance on 'spoon-feeding'
- More engaged, independent learners
- A sustainable approach that supports workload and professional satisfaction



The 5 Core Principles of SLL:

Choice

Students are given meaningful choices

Effective Learners

We explicitly teach learning skills – decision-making, motivation, regulation – alongside subject knowledge.

Application

Students apply knowledge to new, unfamiliar contexts and make connections across subjects.

Reflection

Learners identify how learning has (or hasn't) occurred and adapt accordingly.

Co-creation

We work together to shape learning, using feedback as a resource to drive improvement.



Post-16

It is a particular privilege to focus specifically on the higher order skills and knowledge that make up A Levels and Level 3 Applied Generals. Debate, discussion and exploration of the specification and beyond are what makes teaching post-16 so rewarding.



Our Students

Year on year, the vast majority of our students who apply to university are successful. Many of our students will be the first in their family to do so. Working with these young people means you have the opportunity to make a real and significant impact on their lives. You will be in a position to make a dynamic difference to their futures and that's what being a teacher is all is about; making a difference to young lives.

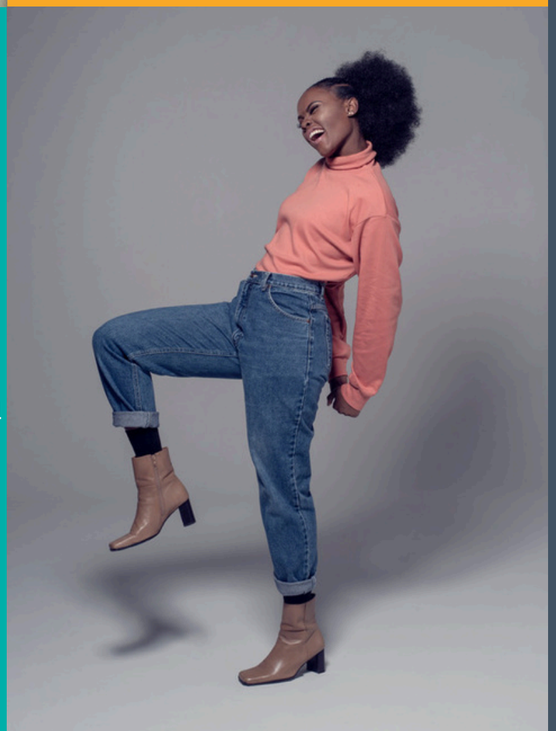
WHY WORK FOR US

Teaching in a sixth form college offers many of the benefits of both the secondary school sector and the Further Education (FE) sector. Bilborough College is an exciting, inclusive, dynamic and hugely rewarding place to work.



Behaviour and conduct

As a post-16 provider, we put a strong emphasis on developing our students into young adults and onto the next stage of their chosen career path. We encourage them to not just study, but to contribute and lead in all areas of College life. We offer a wide range of enrichment activities, work experience and College trips. We provide a very positive environment and encourage equality and diversity. We promote high levels of respect and tolerance within in the College and deal with very rare instances of misbehaviour easily and rapidly



Staff Wellbeing

We place considerable emphasis on ensuring the wellbeing of our staff. As well as a team of supportive managers who work with staff to identify and implement strategies to support staff and reduce workload, the College also has a staff-led wellbeing group who devise and implement a range of activities to support wellbeing and social interactions

Staff also have access to free counselling sessions with a qualified counsellor if required. We have a fully equipped gym on site and staff can take advantage of a discounted membership.



CPD

We provide our staff with extensive CPD opportunities as a College and on a cross-MAT basis to encourage them to be the best they can be and support their wellbeing. This includes cross MAT CPD days bringing together all staff from across the Trust.

WHY WORK FOR US

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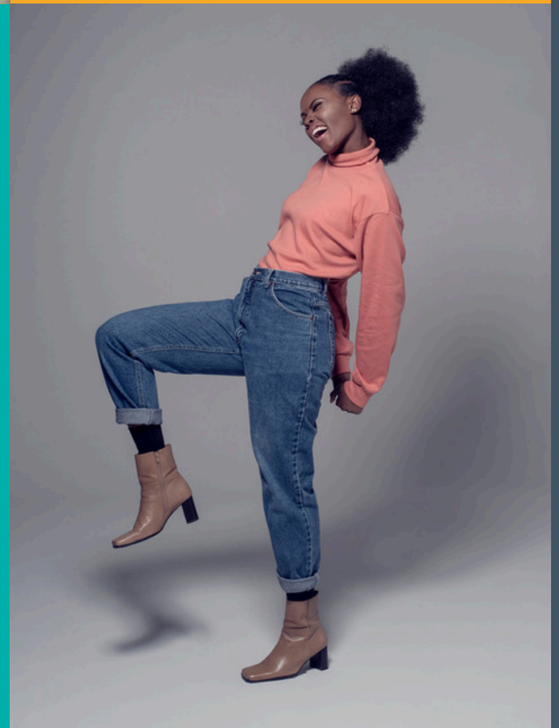


Early Careers Teachers (ECTs)

We believe newly qualified teachers should receive extra support in their first year of teaching and beyond.

Whether you trained in Secondary Education or Further Education, we will help you to become a qualified teacher and guide you through your first year of teaching and help you achieve Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS) status.

All ECTs will have a reduction in timetable and will have opportunities to participate in regular professional development activities.



Job Details

Grade

Points 6-8 on the SFCA Leadership Scale



Terms and Conditions

The terms and conditions for staff are based in national terms and conditions for teaching staff working in sixth form colleges ('the Red Book') and agreed by the Sixth Form Colleges Association (SFCA). This includes working time and salary scales.

Pension - The successful candidate will be eligible to join the Teachers Pension Scheme and you will automatically become a member unless you opt not to join.





Job Description

Main Duties and Responsibilities

Common Responsibilities (Applicable to All APs)

College Leadership & Strategy

- Collaborate with MAT & College SLT to drive strategic priorities.
- Ensure strong leadership and an outstanding student and staff experience.
- Align daily operations with college and Trust goals.
- Foster a culture of high expectations, collaboration, and accountability

Cross-Trust Responsibilities

Engage with the cross-Trust AP team to develop shared strategies and reduce silos

- Lead at least one Trust-wide initiative for consistency and impact.
- Reduce real and perceived gaps between college and MAT work, ensuring staff see Trust initiatives as integral to success.

People Development & CPD

- Support staff growth through coaching, CPD, and mentoring.
- Promote an inclusive, safe, and supportive work environment.
- Play an active role in key aspects of People Development at both operational and strategic level

Operational & Performance Management

- Implement college-wide policies effectively.
- Develop and oversee evaluation frameworks for strategic initiatives

Person Specification

Skills and Abilities		
Ability to maintain excellent working relationships with students and staff based on mutual respect that enables all to achieve their full potential and thrive at college.	E	SI
Ability to engage and motivate students and staff through strong communication skills and expertise in team leadership and 1-1 line management.	E	SI
Ability to use insights from performance data and wider feedback to drive experimentation and improvement.	E	SI
Ability to maintain a flexible approach so that different needs can be met appropriately.	E	SI
Ability to use new technologies and an enthusiasm for using them effectively and with integrity to support staff and student development.	E	SI
Ability to link the wider employability and progression context to opportunities and experiences for students and staff.	E	SI

Knowledge & Experience		
Experience of successfully leading happy and high-performing teams who work as an integral part of a wider organisation (cross-college / cross-Trust)	E	SI
Knowledge and understanding of leadership frameworks and strategies which you have used to develop teams	E	SI
A strong understanding of and commitment to ensuring the promotion of equality, diversity and inclusion in all aspects of college life.	E	SI
A strong understanding of and commitment to the principles and practices of Safeguarding and the Prevent duty	E	SI

Qualifications		
An honours degree	E	**S**
Full teaching qualification (e.g. PGCE/ PCET or equivalent) or other relevant professional qualifications	E	S
Evidence of a proactive approach to continuing professional development	E	SI

Person Specification continued

S: Assessed at Shortlisting
I: Assessed at Interview
E: Essestial criteria
D: Desireable criteria



Personal Attributes		
‘Get things done’ - Makes well informed decisions, showing initiative, imagination, and an ability to inspire others. Uses knowledge and skills to make a positive impact. Able to prioritise and manage own commitments to deliver on time.	E	I
‘Adapt my approach’ - Embraces an ever-changing world, responding with flexibility and optimism. Remains open-minded to new ideas and perspectives from others. Understands own strengths and weaknesses to make better decisions.	E	I
‘Communicate effectively’ - Works well with others, building relationships based on empathy, trust and mutual respect. Successfully engages different audiences, appreciating diversity of background, culture and thought. Listens carefully to others, showing interest and asking questions to better understand their perspective.	E	I
‘Think creatively’ - Confident in using own imagination to help find solutions. Embraces an entrepreneurial mindset to have a positive impact on their career and community. Is constantly developing, demonstrating curiosity and a desire to know more.	E	I
‘Remain positive’ - Resilient and views failures as an opportunity to learn and improve. Takes care of themselves and those around them. Makes opportunities to have fun.	E	I
‘Act with integrity’ - Takes responsibility for own actions and recognises the impact on others and the environment. Takes pride in own work and achievements, leading by example. Can be themselves, while celebrating our differences and the things that bring us together.	E	I



Professional Conduct

All staff are expected to:

To uphold the values of Better Futures Multi-Academy Trust andsupport the college in achieving its mission and strategic commitments.

To adhere to the college's Safeguarding Policy and related safeguarding procedures and fulfil their responsibilities as a staff member and pass on concerns to appropriate designated safeguarding leads.

To comply with the Guidance for Safer Working Practice for Adults working with children and young people in education settings ('GSWP')

To act in accordance with provisions of the Trust's Staff Code of Conduct.

To act in accordance with and promote the College's Equality, Diversity & Inclusion Policies and to work positively and collaboratively as part of a diverse college community with colleagues, students, parents and other stakeholders.

To operate in accordance with Health and Safety Legislation, which specifies that all employees have a duty to work safely and not to put others at risk.

To abide by the College's Data Protection Policy and IT Security Policy

To comply with and follow all other college policies and procedures in force (available on the college intranet) and also with the conditions of service stipulated within the contract of employment.

To accept the shared responsibility with all colleagues for management of student behaviour through collective oversight of the College during the day.

To contribute to team faculty and whole college activities and arrangements such team/faculty/wider college meetings and open days/ evenings, parents' evenings and school liaison events.

To engage positively in quality assurance and improvement processes such as subject showcase and departmental learning visits.

To attend all professional development relevant to your role and to seek and act on feedback from colleagues, students and other stakeholders as part of own development. To work with an allocated coach to set and achieve personal development goals.

Safeguarding Children & Young People



Bilborough College is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. All staff appointments are subject to the following pre-employment checks:

- Identity checks
- Right to work in the UK
- Previous employment history and exploring gaps in Employment
- Verification of relevant work qualifications
- Medical checks
- References
- ISA Children's List and DBS check (including oversees 'Certificate of Good Conduct' as appropriate).

As part of the shortlisting process, and in advance of an offer to interview, online checks are carried out as part of our due diligence on shortlisted candidates.

How to Apply



To apply for this role please follow visit the College's TES recruitment portal:

https://www.tes.com/schools/employers/1053050/current-jobs.

This link can also be accessed through the 'job vacancies' section of the College's website www.bilborough.ac.uk.

You will need to complete an on-line application form and submit a supporting statement in which you demonstrate how your skills, abilities and experience make you a suitable candidate for the role. Please give specific details of how you meet all aspects of the person specification marked with an 'S' and 'SI.' CVs will only be accepted alongside a completed application form

To request an application form in an alternative format or for more information, please contact the People Operations Administrator on 0115 851 5861 or by email beth.pugh@bilborough.ac.uk

We are a Sixth Form College with a diverse student community. We particularly welcome applications from black and minority ethnic candidates as they are under-represented within our staff team.