



# BILBOROUGH

SIXTH FORM COLLEGE

## Appointment of Course Leader of Maths

OUR VISION: To become a national hub for excellence in 16-19 education.

# Introduction from David Shaw

## College Principal

I'm delighted that you've expressed an interest in the position of Course Leader of Maths at Bilborough College. This post provides an excellent opportunity for an aspiring or existing course leader and outstanding maths teacher 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 steadily by over 100 in the last 3 years and the college is now looking to expand its capacity of 1850 students.

In November 2021, Bilborough College was successful in its bid to the government's Post-16 capacity fund for a new £3.2 million extension to the current site to provide additional teaching and learning space for students which will help to meet the demand for places at the College. Building work on the extension should be completed by July 2023

Our dedicated team of staff are committed to providing the very best learning opportunities and support for the young people we serve. 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 November 2019, Bilborough College converted to Academy status and joined the Better Futures Multi Academy Trust, a new Multi-Academy Trust, designed with sixth form colleges in mind and sponsored by Coventry University. Bilborough remains a sixth form college in name, ethos and educational character and as a result retains its unique position in Nottinghamshire and Derbyshire, whilst enjoying the benefits of working as part of a larger entity and collaborating with colleagues across the MAT.

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 **9am on 30<sup>th</sup> March 2023**. If you would like to speak to us about the role and/or process please contact the HR department on 0115 851 5861 or by email [hannah.reeves@bilborough.ac.uk](mailto:hannah.reeves@bilborough.ac.uk).

This role is an opportunity for an aspiring or existing course leader, whose primary purpose will be to work together with the Maths team to enable students to make consistently outstanding progress whilst ensuring wellbeing of both students and staff. With assistance of the Head of Faculty, you will take operational responsibility for 2 of the 4 courses currently offered by the department (the current intention being you would be responsible for A Level Maths and GCSE Maths and the other course leader already in post having Level 3 Maths Studies and A Level Further Maths) overseeing improvement plans and responding to in-year information about student attendance, retention and performance.

Teachers at Bilborough plan on average six 90-minute lessons each week, each of which are delivered to 2 or 3 groups. In Maths, the students are trained to self-mark the majority of the homework with the remaining tasks being marked electronically on DFM or peer-marked in lessons. Homework is set for the whole of the year group which supports staff workload. Regular assessments (approximately 6 per year) are marked by class teachers. As a Maths teacher, you are required to run one subject support session per week which is open to every student, but you are not a personal tutor and do not have lunch/break duties. Each of the Maths classrooms have whiteboards all around the rooms which we use for group work, and we have a strong emphasis around using technology to develop student's learning, including use of graphical calculators for all A level Maths and Further Maths students.

### We are looking for someone who:

- Has high expectations of students and a growth mindset which anticipates high levels of success for all who meet the college's entry criteria and complete classwork and homework as expected.
- Is able to plan and deliver work with appropriate challenge
- Employs clear explanations and effective questioning strategies
- Understands how to plan courses in a logical sequence which takes into account how students embed knowledge and skills in long term memory via recapping and retrieval practice.
- Understands how to make effective use of assessment and feedback to drive student progress, including both formal assessments, informal assessments and peer and self-assessment activities
- Is thorough in checking students' understanding and work rate to ensure that all students achieve their best possible outcomes.
- Is able to motivate and inspire students to raise attainment across all ability ranges and promote a growth mind-set that enables them to progress successfully to the next stage of their working lives.
- Has extensive subject knowledge. Previous experience of teaching A Level Maths is essential. However, it is not a requirement that you have taught all aspects of the Maths and Further Maths course
- Has strong communication skills and a positive approach to continued improvement, teamwork and sharing of good practice.



# College overview

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 the college has been effective in increasing student numbers over the intervening period. There has been steady growth of around 7% in each of the last 3 years and we currently have just over 1800 funded students enrolled on 16-18 Study Programmes involving A Levels or BTECs or a combination of the two. Our most recent Ofsted report in January 2020 highlights the strong emphasis we place on preparing students for their next steps and their characters. This approach is embedded in the College's broad and varied enrichment programme presented under the 'Bilborough Xtra' brand.

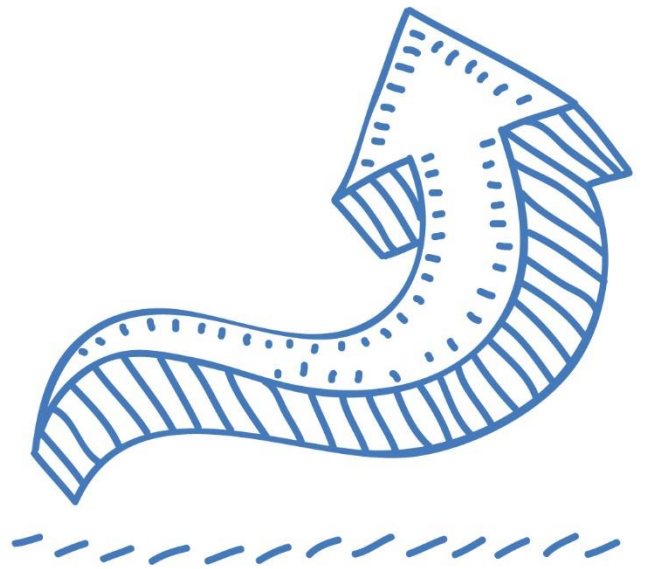
'Bilborough Xtra' is a distinctive feature of our offer. This provides an important element of individual study programmes, helping students to develop transferable skills and make themselves more attractive to universities and employers. It involves additional qualifications, work experience and encounters with employers / higher education as well as a host of other informal activities and learning experiences. Ofsted commented on the programme, saying that "students benefit from a highly effective enrichment programme that broadens their experience and enables them to develop a wide range of skills and attributes that will help them to become thoughtful and productive citizens".

*"Diversity in not just people, but in the range of experiences to become involved in, makes Bilborough quite extraordinary"*

**Meegan (Year 12)**



# Better Futures Multi Academy Trust



## Our Mission (Why do we exist?)

*To transform the futures of young people through excellence, innovation and opportunity*

## Our Vision (Where are we heading?)

*To become a national hub for excellence in 16-19 education*

For Bilborough College, joining the Trust was a natural step in our collaboration with a leading university and other Sixth Form Colleges. It also provides a unique experience for our students. The financial resilience and capacity of each college has been enhanced by joining the MAT, ensuring continuity for students and support for our strategic vision. Membership of the Trust provides fresh and innovative opportunities for our students that raise aspirations, accelerate progression and ensure even better-quality provision for all students through sharing expertise with new partners. New and high-quality staff development opportunities across the Trust help us to continue to retain talent and to attract the best staff.

The Senior Leadership Teams at each of the existing colleges within the MAT work together with the CEO, Trust Board and Local Governing Bodies to help shape the Trust's future vision, its policies and ways of working., whilst enhancing the unique identity of each college.

The key strategic aims of BF Mat include:

- Establishing new ways of approaching 16-19 education, leading to transformative provision for students and staff;
- Maximising the agency of students in improving the design, delivery, evaluation and leadership of our provision, for example through establishing ourselves as a national leader in developing the student voice;
- Creating and embedding an inclusive culture where all of our people can become the best they can be, to thrive, enjoy their work and better navigate the challenges of an ever-changing world.

“Bilborough college has allowed me to aspire and achieve goals I thought were never achievable. It truly is the best college ever!!”

**Abdus (Year 12)**

# Bilborough College quality and performance

The college was last inspected by Ofsted In January 2020 and was confirmed as continuing to be a 'GOOD' provider in all key judgements. Inspectors judged that "leaders and managers focus well on the quality of education and place a strong emphasis on preparing students for their next steps and on developing their characters."

The College has an ambition and a clear plan of action to build on its success and deliver an outstanding student experience and outstanding student outcomes in future years.

Over 70% of our students go on to higher education - a large proportion to research-intensive universities such as the Russell Group - and the remainder into higher level apprenticeships with high status regional or national employers, employment or further training. The college places a high priority on preparing students for successful progression, supporting them to develop the necessary skills, attitudes and resilience. In terms of the impact of this on students' progression to university, UCAS data indicates that a high proportion of our applicants to higher education are successful in gaining places overall at university.

*"Where else would you go for great A-levels other than Bilborough College!"*

**Poppy (Year 12)**

In addition, the most recent HESA reports show that a high 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 in the most recent data). This is a particularly strong characteristic for those of the college's students who live in areas with low participation rates (3% above the national average in the most recent data).

## **Student outcomes 2022**

The colleges performance in 2022 sustained an exceptionally high level of performance.

Bilborough students who have progressed onto to University also perform highly in comparison to other centres. According to the HESA report 43.4% of Bilborough students achieve a First-class degree (higher than the Sixth Form, state and independent sectors). The number is even higher at Russell group Universities with 48% of Bilborough students achieving a First-class degree (higher than the Sixth Form, state and independent sectors).

The college self-assessed as Good for 2019/20 following the Ofsted judgement in January 2020. The College's quality improvement plan identifies the steps we are taking to build on the College's success on our journey to Outstanding.



# Bilborough College ethos

We are proud that in January 2020 Ofsted recognised the College as a “welcoming and inclusive place” where “learners feel safe, do not worry about bullying” and where student behaviour and conduct is “exemplary.” Students “have very good attitudes to study and take pride in their achievements.”

The Ofsted report highlights that students are proud of their College, enjoy attending and are enthusiastic about their experiences. Teachers have “high expectations of what students can achieve” and “students enjoy productive relationships with teachers.” Teachers “create a vibrant atmosphere in lessons in which students work hard and thrive.”

We attribute our success to our committed and talented staff team. At Bilborough, expert teachers, specialist personal tutors 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 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.”



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. 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.

Although we are larger than a school sixth form, help is always available for students from our dedicated Student Support Team. Each student is assigned a personal tutor 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. 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.

*“Coming to Bilborough is taking a leap of faith. And now I’m flying”*

**Siena (Year 12)**

# Our values...

**Ambitious:** We are committed to creating exceptional learning experiences for our students, staff and communities. We seek creative solutions to our challenges and are always striving to connect new ideas with concrete realities.

**Curious:** We have a love of learning and a strong desire to know more. We constantly ask questions of ourselves and others, embrace new approaches and aren't afraid to make mistakes.

**Involved:** We are inclusive, open and are all actively engaged to make a difference to the communities we serve. We value and celebrate our communities' diversity of thought, expertise, experience and background.

**Supportive:** We support each other's work and we support each other as individuals, both professionally and personally. We help each other to make decisions that improve our work and benefit our students, staff and community.

**Genuine:** We always tell the truth, own up when we've made mistakes and deal with the consequences of our actions. Our actions reflect the things we say and the values we believe in.

**Optimistic:** We view everything with a positive eye and an open mind. We strive to foster an environment of optimism, even in the toughest of situations.

# Our Educational Objectives...

Our educational objectives 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 objectives are to:

Providing excellent **teaching and learning experiences** creating students who are engaged, curious and achieving beyond their initial expectations.

Encouraging the **holistic development of students**, ready for the wider world and already active in making a positive contribution to that world.

Ensuring an open and **reflective culture** where all staff and students are willing to take risks and learn from their mistakes in order to keep improving.

Co-creating a **collaborative culture of continuous improvement based on feedback** that helps us thrive and move forward.



*“Here, my future is already taking shape”*

**Daniel (Year 12)**



## College facilities

The college operates from a purpose-built, single site which incorporates the main college building, playing fields, tennis / 5-a-side courts and a sports centre. Other curriculum delivery spaces include science and technology labs, fine art and photography studios, a theatre, dance studio and rehearsal space as well as standard classrooms. There is a central library and independent study spaces plus distributed break out areas, a student support hub, refectory, cafe and shop.

*“I love the relaxed nature yet hard work ethic the students and teachers have, which creates a brilliant atmosphere to socialise and learn in”*

**Matthew (Year 12)**

In November 2021, Bilborough College was successful in its bid to the government’s Post-16 capacity fund for a new £3.2 million extension to the current site to provide additional teaching and learning space for students which will help to meet the demand for places at the College. Building work on the extension has now commenced. This new accommodation will comprise 3 modern science labs, an E-Sports lab, a variety of general teaching classrooms and additional study IT study space.

## College finances

The college has a financial health rating of Good with the ESFA. In-year performance is in line with the budget for the year. All members of the senior leadership team contribute to the process of financial planning and budgeting. Management accounts are produced each month and scrutinised by SLT and governors.



# Governance and leadership

The college's Local Governing Body has 16 governors with a wide range of relevant professional skills and backgrounds represented. This includes two student governors, two staff governors and two parent governors.

The Local Governing Body provide excellent support and challenge to the College's Senior Leadership Team. The Former Chair of Governors is now a member of the Trust Board since the College's transfer to BF MAT in November 2019.

**Along with the Principal, the Senior Leadership Team comprises:**

- Deputy Principal
- Assistant Principal, Curriculum and Quality
- Assistant Principal, Student Progress
- Assistant Principal, Student Services
- Director of Human Resources
- Director of Planning & Operations
- Associate SLT x 2
- Administrative Officer for SLT/ Clerk to LGB.

*“At Bilborough I can finally be myself”*

**Elissa (Year 12)**

The College has a wider Curriculum Management Team comprising 8 Heads of Faculty, a Learning Support Manager and Head of Bilborough Xtra. The team meets regularly with SLT members and acts as a vital forum for refining strategies and policies and as an engine for implementing improvement across the college. Course Leaders for each subject provide operational support and guidance to teaching staff teams. Each member of staff also has a dedicated coach to help with their own development.

# Why work with 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. Here are just some of the reasons why:

## 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.

## Behaviour and conduct

In our 2020 OFSTED report it was noted that, “The College is a welcoming and inclusive place.” “Students’ behaviour and conduct are exemplary.” 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 to College life and 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

## 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 about; making a difference to young lives.

## Newly Qualified Teachers (NQTs)

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

## 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 including staff quizzes and occasional free pilates for staff at lunchtimes. Staff also have access to ‘wellbeing supervision sessions’ as well as free counselling sessions with a qualified counsellor if required. We have a fully equipped gym onsite and staff can take advantage of a discounted membership.

## Terms & Conditions of Employment

The terms and conditions for staff are based in national terms and conditions for 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.

Salary - The salary will be on the pay structure of the SFCA Teachers’ payscale which has a salary range from £25,826 to £42,149 per annum, dependent on experience. Salary progression is considered on an annual basis.

Working Time - Teachers are required to work 195 days per year during term-time (190 days are teaching days). We are a family-friendly employer and try to provide flexible working for all our staff within the constraints of working within an education establishment.

Contact hours for a full-time teacher are up to 22.5 per week plus 1.5 hours of subject support. Other time for meetings, open days, parents evening etc is as directed by the Principal.

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 details

Post:	Course Leader of Maths; Full-time, Permanent
Grade:	Points 1-9 on the SFCA Teachers' Salary Structure plus management allowance: £25,826 - £42,149 (+ up to £1888 allowance)
Location:	Bilborough College, Nottingham
Responsible to:	Head of Faculty

## Overall/key purpose

You will have the highest possible expectations for students and inspire them to achieve their best. In addition to your teaching responsibilities, you will take responsibility for 2 of the following courses (A Level Maths, A Level Further Mathematics, Level 3 Maths Studies and GCSE Maths) and ensure students make consistently outstanding progress. As Course Leader you will oversee improvement plans and respond to in-year information about student attendance, retention and performance. You will also provide pedagogical leadership and operational line management for up to 3 members of the Maths team to support their development. In addition, you will help students prepare for the next steps of education, training and/or employment by developing wider skills and supporting opportunities for trips, visits, external speakers and contact with higher education and employment.

## Specific responsibilities – Course Leader

### A – Course intent

- To develop and communicate a clear vision for the curriculum intent of specific Maths courses
- To provide pedagogical subject-specialist leadership which drives innovative and effective teaching, learning and assessment.

### B – Course implementation

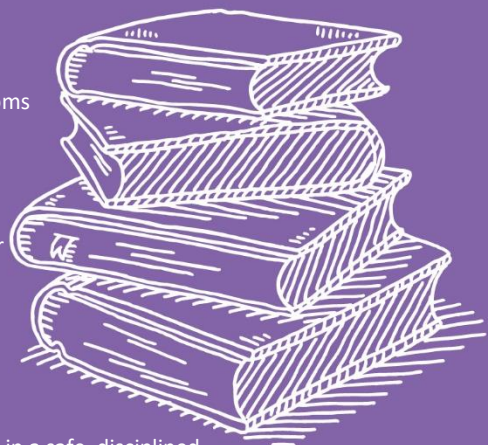
- Oversight of the day-to-day operation of specific Maths courses and to manage these in accordance with college policies, procedures and guidelines.
- Oversight of curriculum planning documents ensuring they are up to date and regularly reviewed.
- Oversight of wider skills development of students on the course including employability skills, work experience and encounters with the world of work, encounters with higher education and wider personal development.
- Oversight of the marketing of the curriculum area, including the coordination of preparation for Open events.
- Involvement in timetabling specific Maths courses and in examination entries
- Identifying resource needs in the subject to assist in budget planning and monitoring the day to day expenditure of their curriculum budget.
- Participating in appropriate activities relating to student recruitment.
- To be involved in the selection, appointment and induction of new staff
- To promote equality, diversity and inclusion in the courses you lead and ensure that individual student needs are met.
- Promotion of a working culture which encourages discussion, inclusivity and teamwork, promoting positive working relationships.
- Working closely with the Head of Faculty to ensure that cross-college themes and initiatives work effectively at course-level.


# Specific responsibilities – Teacher

- To set the highest possible standards and expectations for students and establish good relationships which promote learning; to maintain accurate records of attendance and to follow up student absence.
- To have excellent subject knowledge and to communicate clearly and effectively the knowledge and skills required for success on the course. To make links to both prior and future learning.
- To ensure students understand how they will be assessed, and what they need to do if gaps in knowledge and/or skills are identified. This can take many forms including targeted subject support, specific additional homework tasks, clear actions logged and communicated to personal tutors and contact with parents / carers where appropriate.
- To ensure that students develop a wide range of personal skills which will be relevant for the future and specific understanding of employability skills and links to the world of work and further / higher education in the subject.
- To ensure that students are always safe and that any concerns are reported to the appropriate safeguarding officer, including Child Protection, extremism and radicalisation.
- To value and promote the diversity of our college community, taking every opportunity to ensure that students mix widely and learn to collaborate well with everyone in the college community.
- To be aware of gaps in performance between different groups of students and to take pro-active measures to support students in at-risk groups as part of our commitment to equality.
- To participate in cross-college initiatives across the college year such as the VESPA transition work, student perception surveys, work experience and employability logging, etc.
- To make appropriate and efficient use of high-quality learning resources and technologies
- To assist the Course Leader in developing the course-level Quality Improvement Plan (QIP), updating it 3 times a year based on in-year data, and in ensuring that up-to-date planning information is available for all courses/classes taught.

## Student learning and progress

- To introduce new material in appropriate steps, with opportunities for practice and checks on learning employed to ensure it has been mastered.
- To provide students with clear and detailed instructions and explanations where new skills, concepts and knowledge are being introduced.
- To plan and deliver teaching so that students have the chance to see and understand what outstanding work looks like.
- To plan and deliver teaching so that students have access to scaffolding for difficult tasks and opportunities to extend their learning where they quickly master new material or already understand it. To ensure that the pace of lessons can be varied to meet the needs of all students.
- To use a range of questioning strategies which both serve to embed understanding and to check learning has taken place and further extend it.
- To ensure that a wide range of regular checks on understanding take place and that feedback from these is used to further develop student progress.
- To review previous learning regularly via retrieval practice, including work from previous modules and years, and to address any gaps in knowledge that this process reveals.
- To ensure that time for extensive and successful practice is set aside both in classrooms and as part of homework. To plan and set at least 5 hours homework per week in line with the college policy.
- To ensure that following regular assessment, students receive clear feedback. The feedback must state what went well and identify clear actions to take for further progress. To keep a record of students' progress and marks in all assessed work and to write reports to parents and for other staff when required
- To ensure that following assessment and feedback, students complete work on their improvement areas (DIRT – “directed improvement” or “Do it right this time” work).
- To provide a classroom environment which allows students to behave well and work in a safe, disciplined and positive environment of mutual respect.





## Professional conduct

### All Staff are expected:

- To work as directed to implement the Trust and College's Strategic Plan and achieve its mission.
- To attend and contribute to team and wider staff meetings.
- To accept the shared responsibility with all colleagues for management of student behaviour through collective oversight of the College during the day.
- To set targets for personal and professional development as part of the review process and to take action to complete them.
- To engage constructively with the college's 'Subject Showcase' and 'Departmental Learning Visit' activities, seeking and acting on feedback resulting from the process.
- To support the completion of the 'Student Perception Questionnaires' (SPQs), seeking and acting on feedback resulting from the process.
- To support, as required, the College's liaison work with local schools and other partners.
- To participate in regular and appropriate professional development linked to your own goals.
- To participate in parents' evenings as required. To work positively and inclusively with colleagues, students, parents / carers and other partners.
- To participate in college Open Days / Evenings as required and contribute to the production of publicity materials.
- 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 act with due regard to the college's equality, diversity and inclusion policies.
- To act in accordance with provisions of the College Staff Code of Conduct.
- To use information technology systems as required, in compliance with the College IT Policy.
- To abide by the College's Data Protection Policy
- 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 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 undertake such other duties as the college management shall deem appropriate for the level of responsibility involved.

Person specification - criteria	Essential/Desirable	Assessed *
<b>Qualifications</b>		
An honours degree or equivalent qualification	E	S
Full teaching qualification (e.g. PGCE/ DTLLS or equivalent)	E	S
Evidence of a proactive approach to continuing professional development	E	SI
Good level 3 qualification in Maths	E	S
<b>Knowledge and Experience</b>		
Up to date subject knowledge for A Level Maths, A Level Further Maths, Level 3 Maths Studies and GCSE Maths	E	SI
Proven success of delivery on Level 3 programmes	E	SI
Experience of assessment and other performance data in motivating and supporting students	E	SI
A proven track record of supporting learners as individuals and developing independent learning	E	SI
<b>Skills and Abilities</b>		
Ability to lead and develop courses, ensuring student progression is the priority	E	SI
Ability to lead the self-assessment process for the course(s) and oversee improvement plans	E	SI
Ability to maintain excellent working relationships with students based on mutual respect that advance learning and enable a safe, disciplined and positive environment.	E	I
Ability to plan and sequence teaching in the most effective way for student learning to take place	E	SI
An understanding of how to make the most effective use of checks on learning and how to maximise progress as a result.	E	I
Ability to give clear feedback and the perseverance to ensure that all students follow up on their improvement actions.	E	I
Ability to use new technologies effectively to support enhanced teaching and learning	E	I
Ability to develop wider personal and employability skills in students and a commitment to learning beyond the curriculum	E	SI

Person specification – criteria continued...	Essential/Desirable	Assessed *
A strong practical commitment to ensuring the promotion of equality, diversity and inclusion in all aspects of college and trust activity	E	SI
A strong understanding of and commitment to the principles and practices of Safeguarding and the Prevent duty	E	SI
Personal Attributes		
Excellent interpersonal skills with the ability to work effectively in a team and a commitment to collaborative working	E	I
An enthusiastic and influential teacher with a deep commitment to improvement, excellence and innovation	E	I
Aware of own strengths and areas for development with the passion for CPD and educational research	E	I
Excellent organisational skills with the ability to plan and deliver own work and that of others within timescales	E	I
A positive approach to change and resilient, determined and optimistic in the face of difficulties and challenge	E	I
Ambitious for the College and committed to the values of the College and the Trust	E	I

\* Assessed at S – Shortlisting Stage; I - interview Stage, SI = Shortlisting and Interview



# How to apply



## Further information

Any initial enquiries about the post or the appointment process should be directed to the HR department on 0115 851 5861 or by email at [Hannah.reeves@bilborough.ac.uk](mailto:Hannah.reeves@bilborough.ac.uk)

## Applying

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](http://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, please contact Jodie Spencer, HR Administrator on 0115 851 5861 or by email [Jodie.spencer@bilborough.ac.uk](mailto:Jodie.spencer@bilborough.ac.uk)

## Safeguarding Children and 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 overseas 'Certificate of Good Conduct' as appropriate).

**Closing Date for Applications:**  
9.00 am on 27<sup>th</sup> March 2023

**Interviews to be held:**  
TBC



[Hannah.reeves@Bilborough.ac.uk](mailto:Hannah.reeves@Bilborough.ac.uk)

Tel: 0115 851 5861

[www.bilborough.ac.uk](http://www.bilborough.ac.uk)

College Way, Nottingham NG8 4DQ  
(Map and directions on our website)