

Teacher of Computing

at Durham Sixth Form Centre

Applicant Information Pack

Start date: 01 September 2025



Welcome. It is with great pleasure and enthusiasm that I extend a warm welcome to you from our academy trust.

Providence Learning Partnership is a new trust, initially established with Durham Sixth Form Centre who will be joined by Durham Mathematics School in the near future. Based in Durham City centre, Durham Mathematics School will be a specialist academy for A level mathematicians who also have a keen interest in physics and / or computer science. We continue to work very closely with the Department of Education and Durham University in realising DMS and look forward to making further announcements about it in the coming months.

Our Trust is dedicated to empowering students to become lifelong learners, critical thinkers and compassionate leaders. We value:

High quality, inspirational teaching and learning.

Excellent support, care and guidance.

Personal and professional integrity.

Ambition and progress for our students, our communities and ourselves.

Together, we embark on a journey that prioritises academic achievement, nurtures talent, and promotes a holistic approach to education. Through collaboration, dedication, and a shared vision, we aspire to create an environment where every individual can thrive and reach their fullest potential. Our students are placed at the heart of our decision making which is reflected in our Vision and Aims.

Trust vision

Our Trust prioritises excellence in teaching and learning, recognising the uniqueness of each student in celebration of diversity and inclusion. Working collaboratively, we embrace expertise and innovation, contributing to the North of England through the cultivation of lifelong learners.

Trust aims

We enable our vision through the following aims, which are supported by actions in our Trust Development Plan.

- **Student success:** We will empower our students to achieve their full potential in a nurturing and inclusive environment underpinned by high-quality, inspirational teaching and learning. Through fostering a culture that emphasises wellness, resilience and challenge, we will support our students to both consistently achieve above the national average and develop the skills needed to thrive in a dynamic educational landscape.
- **Educational excellence:** We will lead and champion excellence through the development of extensive and sustainable educational partnerships and networks and through local mathematics, arts and literacy outreach programmes which enhance engagement and enrich our community.
- **Responsible growth:** We will expand our Trust responsibly and with integrity, mindful of the need to maintain alignment with our values.

Our collective efforts continue to shape the future of our education provision, embracing diversity, inclusion, and the pursuit of knowledge. As a community, we value the input, creativity, and expertise of each member, understanding that it takes a collaborative effort to create an exceptional educational experience.

I encourage you to actively engage, share your ideas, and contribute your skills to our shared mission. Together, let us inspire, support, and empower one another, laying the foundation for a brighter tomorrow. Once again, welcome to Providence Learning Partnership. I am excited about the possibilities that lie ahead and look forward to the incredible journey of growth and success that we will potentially undertake together.

Ellen Beveridge, Chief Executive

Dear Applicant,

Welcome to Durham Sixth Form Centre and thank you for your interest in the advertised post. I hope the following information gives you an insight into our school.

Durham Sixth Form Centre is a large post-16 provider based in the North East of England, with approximately 1,700 students on roll. We are situated in the middle of Durham City centre, a couple of minutes walk from both the bus and railway stations. Students generally enrol at Durham Sixth Form Centre from over 60 different secondary schools from across County Durham, Sunderland and into Northumberland.

In 2017 we were graded an 'outstanding' post-16 academy, this is reflected in our recent Ofsted monitoring visit report. Our students have an excellent record of success, which they work hard to achieve. Trends over time demonstrate the following headlines:

In academic qualifications:

- Progress (VA) has been consistently above the National Average (NA) and was graded above average in the 2025 performance tables.
- A level average point score (APS) is significantly above the NA and places us in the top 6% of schools and colleges nationally.
- 71% of students achieved A*- B A level grades in the summer 2024.

In applied general qualifications:

- Progress (VA) has been consistently above the NA and was graded above average in the 2025 performance tables.
- Overall attainment (APS) is consistently above the NA and is ranked in the top 2% of schools and Academies nationally.

We recently celebrated 110 years in education. We are housed in various buildings, often referred to as a mini university setting. Our site comprises a 1913 former girls' grammar school, which was converted to sixth form accommodation in 1983. In addition to the original building, there is now a science specific wing; a 200 seated theatre; our Hunter resource centre; visual arts centre and Freeman's Quay leisure centre. In 2019, we expanded further to include our digital media centre, which houses a grab-and-go café, conference facility, TV studio, small cinema room and additional classroom space. We also have a dedicated Art Gallery on site, the Dead Dog Gallery, with an ever changing exhibition and community programme in place.

Through sustained effort, and a clear focus and direction, Durham Sixth Form Centre is a truly embracing and dynamic organisation. We are committed to promoting the principles of equal opportunities and we aspire to an environment where all our students and employees can develop their potential. We have a strong professional development programme and have achieved CPD Mark accreditation, Investors in People Gold and Governor Mark among others. Our most recent Ofsted inspection report said 'The Headteacher and the highly skilled leadership team have established a culture in which students flourish and grow. Consequently, there is a healthy appetite for learning and achievement in an environment that demands high expectations for academic, vocational and personal excellence'.

Our academy operates according to the Values of our Trust which we feel help to determine the culture, ethos and atmosphere of Durham Sixth Form Centre.

If you are energetic and passionate about post-16 education and have the skills and aptitude required for the role then we would welcome your application and look forward to hearing from you.



Jo Lain
Principal

Although the post advertised is for a teacher at Durham Sixth Form Centre, the following information is provided to share with potential applicants the direction of travel for A level Computer Science within the Trust.

Background

The maths school programme was launched by the government in response to national and regional concerns about maths education in England. More highly skilled graduates are needed in mathematics-related disciplines, and many students who have the potential to flourish in maths – particularly those from disadvantaged and underrepresented groups – do not have the opportunity to do so.

Funded as post-16 free schools, maths schools are like no other, responding to a very specific brief.¹ All schools must involve a leading university in governance, curriculum and “stretch” activities. All students must take Maths and Further Maths, and at least one further A-level in a related field such as Physics or Computer Science. Curricula must be innovative and engaging, cultivating intellectual curiosity, deep learning and career-related skills. In collaboration with schools, universities and local authorities, maths schools are to undertake extensive outreach and professional development, raising standards and improving life chances for young people across the region.

In response to the government’s invitation, DMS was proposed in 2019. Building on the experience of existing maths schools, and adapting to the unique needs of the region, Durham University (DU) and Durham Sixth Form Centre (DSFC) proposed a school that would serve as a lead for improvement in the region, promoting excellence in an area that has consistently lagged in key school metrics.

DMS is one of eleven members of the University Maths School network. No more maths schools are planned. When opened, DMS will be the only maths school to serve young people living in a broad region that includes County Durham, Cumbria, Tyne & Wear, Northumberland, Teesside and the North Yorkshire coast.

DMS is currently in the “pre-opening” phase. The original opening date was 2022, but site challenges delayed the funding agreement until after the most recent national election. These obstacles have been overcome. The original business case has, over time, become even more compelling. Persistent attainment gaps have widened, as has the gap between the region and the rest of the country, further restricting life opportunities and limiting economic development. Although the maths school is under review with the current government, alongside the Free School programme, it is hoped the school can be opened in 2028.



To find out more about Durham Mathematics School please visit us:

www.durham-mathematics-school.org.uk

www.umaths.ac.uk



¹ Department for Education, “How to apply to set up a maths school for 16 to 19 year olds,” March 2018.

Teacher of Computing

Included in this pack you will find:

- VACANCY
- JOB DESCRIPTION
- PERSON SPECIFICATION
- STAFF BENEFITS
- APPLICATION GUIDANCE



VACANCY

Position:	Teacher of Computing
Hours of work:	Full time
Contract:	Permanent
Salary:	MS/UPS
Start date:	01 September 2025

RECRUITMENT DATES

Application Closing Date:	10am Wednesday 9th April 2025 (<i>Previous applicants need not apply</i>)
Interview Date:	Friday 11th April 2025 (<i>Provisional</i>)

ADVERT

This is an exciting time to join Durham Sixth Form Centre, which is part of Providence Learning Partnership multi academy trust. We are an oversubscribed post-16 institution; our results are significantly above national averages; we have expanded our premises; we have gained external recognition and national awards for our work and we are 'outstanding' as defined by Ofsted, March 2017.

We know that the very best way to provide outstanding education is to ensure our staff are outstanding. With this in mind we wish to appoint a passionate, ambitious teacher to join our team to deliver lively, exciting and challenging lessons in the following subjects:

A Level: Computer Science

The successful candidate will have exceptional planning and time management skills; be able to inspire and challenge both students and colleagues; have the ability to communicate effectively with a wide range of stakeholders including students and parents; have evidence of outstanding results and student outcomes; and be committed to working in an inclusive environment in support of the values, vision, purpose and direction of Providence Learning Partnership. The position is open to Early Career Teacher applicants.

APPLICATION PROCESS

Applicants should submit the following information on, or before the closing date:

- A completed Application Form using the GoogleForm which can be found by clicking [APPLY NOW](#)
- A supporting Letter of Application of a maximum of no more than two sides of A4, which should include the following titles and response to them:
 1. Details of the outcomes of students you have taught (e.g. value added, attainment, progression).
 2. Details of the strengths that you would bring to the post (with reference to the person specification).
 3. An answer to the question: How would you best describe your behaviour traits?
 4. An answer to the question: What extra would you bring to the role if appointed?

Note: The supporting Letter of Application should be uploaded in the relevant section on the GoogleForm. Should you need further assistance please email louise.feasey@durhamsixthformcentre.org.uk

ADDITIONAL INFORMATION

Providence Learning Partnership:

- Conducts pre-employment checks in line with 'Keeping Children Safe in Education' and the Trust's Safeguarding Policy which is available on our website.
- Is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share in this commitment.
- Ensures all appointments will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers, health, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list. Please note this post is exempt from the Rehabilitation of Offenders Act 1974.
- Is an equal opportunity employer.
- Operates a strict no-smoking policy

Providence Learning Partnership is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job Description

This job description is set out in accordance with the Teachers Standards in England. Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Job Title: Teacher of Computing
Scale: MS/UPS
Responsible to: Leader of Learning: Faculty of Science, Technology and Mathematics

PRIORITIES - A TEACHER MUST

1. Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
 - set goals that stretch and challenge students of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of students?
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2. Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
 - plan teaching to build on students' capabilities and prior knowledge
 - guide students to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how students learn and how this impacts on teaching
 - encourage students to take a responsible and conscientious attitude to their own work and study.
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3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
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4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and student's intellectual curiosity
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
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5. Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
 - have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
 - have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
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6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate
- professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

POST-THRESHOLD TEACHERS - A TEACHER MUST

- P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- P2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- P5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses with them.
- P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
- P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those resulting to subject/curriculum knowledge.
- P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- P9 Promote collaboration and work effectively as a team member.
- P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

GENERIC ASPECTS OF THE ROLE - A TEACHER MUST

- lead and model the values, ethos and vision of the school in pursuit of excellence and equity, valuing individual achievement
- help build, communicate and implement a shared vision
- role model and actively promote high expectations for all members of the school community

- inspire, challenge, motivate and empower others within the organisation
- be a role model to students through personal professional presentation and professional conduct
- arrive in class, prior to the start of the lesson, and to begin and end lessons on time
- be familiar with school, Department and Faculty handbooks, policies and protocols
- establish effective working relationships with colleagues and associate staff
- contribute to student transition arrangements at appropriate times throughout the year
- keep an up-to-date, understanding and knowledge of educational and career progression routes for students which is shared at relevant times throughout the year
- maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children
- undertake any reasonable task as directed by the Leader of Learning, Head of Department or member of the school's Senior Leadership Team including the Principal
- be aware of the role of the Governing Body of the school and to support it in performing its duties
- be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by individual action/inaction.

N.B: Every teacher will undertake performance management in line with the school's Performance Management Policy.

Person Specification		Essential	Desirable
Qualifications and training			
1.	Subject specific graduate. Degree in a related subject.	✓	
2.	Qualified Teacher Status, QTLS or QTS FE.	✓	
Role specific experience and knowledge			
3.	Evidence of outstanding post-16 teaching or the ability to demonstrate on-year improvement.	✓	
4.	Evidence of being an outstanding teacher (or ECT).	✓	
5.	Exude passion for teaching, learning and subjects taught.	✓	
Skills			
6.	Ability to communicate effectively both orally and in writing to a diverse audience.	✓	
7.	Ability to see the bigger picture with attention to detail and professionalism, including in establishing a new course.	✓	
8.	Aptitude to evaluate, monitor and prioritise work and to use IT competently in your role.	✓	
9.	Demonstrate outstanding interpersonal skills (in a range of contexts), even if/when working under pressure.	✓	
10.	Ability to learn from your mistakes, listen and to 'bounce back' with positivity.	✓	
Personal Qualities			
11.	Demonstrate energy, positivity and calmness in fulfilling the role and model a 'can do' approach.	✓	
12.	Inspire, lead and challenge a team of colleagues with energy and drive to bring out the best in everyone.	✓	
13.	Boundless optimism, energy, enthusiasm and a sense of humour when carrying out the role.	✓	
14.	Exemplary health, attendance and punctuality.	✓	
Commitment, equalities and safer recruitment			
15.	Commitment to upholding and promoting the trust values with honesty, loyalty and fairness.	✓	
16.	Promote and safeguard, at all times, the welfare of children and young adults.	✓	
17.	Demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the appropriate policies.	✓	
18.	Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with young people and colleagues.	✓	

Staff Benefits

Pension scheme

All contracted members of staff will be automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pension Scheme (whichever is appropriate).

National terms and conditions

We offer national terms and conditions in line with the School Teacher's Pay and Conditions document (STPCD) and Burgundy Book for teachers or the NJC Green Book for support staff.

Training and development

Professional development opportunities aimed at the continuous process of enhancing your skills, knowledge and competencies discussed with your appraiser on an individual basis.

City centre parking

Durham City Centre barriered private parking for staff whilst at work which extends to free all year round parking, 24 hours a day, 7 days a week, 365 days a year.

Staff wellbeing working group

For the staff, by the staff, our wellbeing working group meet at least 3 times a year and is open to all members of staff. To date the group has raised money for charity, built a Staff Wellbeing portal, organised socials, sporting events and family days out.

Healthcare services

All staff benefit from a range of comprehensive health and wellbeing services including: GP service which gives staff the access to a General Practitioner around the clock, 24/7, access to nurse support services and physiotherapy provided face-to-face at times, dates and locations convenient to our staff.

Live webinars

Online webinars for Mental Health First Aid and Stress Coaching are available to staff which run frequently throughout the year with a choice of dates and times.

Health and Wellbeing

Free Flu vaccines, menopause counselling and access to financial wellbeing coaches through our staff absence insurance policy.

Daily breakfast

We provide a selection of hot drinks, cereals, croissants, toast and jams complimentary each morning in the refectory for staff and students.

Lifestyle

Our lifestyle benefits include shopping discounts with hundreds of online and high street retailers, discounted gym membership and cycle to work schemes.

Free Will Writing Service

Organised through the Financial Guys, all staff are provided with a free single basic Will which also includes a 50% discount for partners.

Blue Light

Blue Light Card have now added Teaching and Support staff to the list of careers that are able to apply for their card. When applying please upload your staff ID badge as evidence.

Application Guidance

MAKING AN APPLICATION

Applicants should submit the following information on, or before the closing date:

- A completed Application Form using the GoogleForm which can be found by clicking [APPLY NOW](#)
- A supporting Letter of Application of a maximum of no more than two sides of A4, which includes information **under the following titles:**
 1. Details of the outcomes of students you have taught (e.g. value added, attainment, progression).
 2. Details of the strengths that you would bring to the post (with reference to the person specification).
 3. An answer to the question: How would you best describe your behaviour traits?
 4. An answer to the question: What extra would you bring to the role if appointed?
- Note: The supporting Letter of Application should be uploaded in the relevant section on the GoogleForm. Should you need further assistance please email louise.feasey@durhamsixthformcentre.org.uk

Applications received after the closing date/time will not be considered.

AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.

Shortlisted Candidate Guidance

REFERENCES

References will be requested prior to interview, except for support staff roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

DIGITAL CHECKS

Online searches may be conducted as part of the Trust's due diligence checks. [Section 226. KCSIE 2024.](#)

DBS

Providence Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met. As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.



Durham Sixth Form Centre is part of Providence Learning Partnership which is a company limited by guarantee [Companies House Number: 11652271] and an exempt charity registered in England and Wales.