



**VIRTUS
COLLEGE**

The British Sixth Form

— **Applicant Support Pack** —
Deputy Head



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Calle Salvia, 46
28109 Alcobendas - Madrid
Teléfono: +34 651 156 271 • +34 91 014 99 65
applicants@virtuscollege.es

www.virtuscollege.es



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01

Introduction

Virtus College The British Sixth Form, is the first Sixth Form College in Spain, offering a British education in small class sizes and year groups. Founded in 2016, we have since helped our students reach their maximum potential, both on a personal and academic level, by providing a very personalised and innovative approach to education.

Over the past nine years, the school has evolved and expanded substantially. Virtus recently moved to a prime location with state of the art premises in Madrid, La Moraleja, starting September 2023. We are progressively expanding our capacity, from 48 students in our current premises to a maximum cohort of 80 students, accounting for 40 Year 12's and 40 Year 13's.

Our aim is to maintain our approach to British Sixth Form education as the key towards every student's success and well-being. Virtus is devoted to allowing every individual to become the best version of themselves: a personal Roadmap, combining all of the different elements at Virtus, is set up for each student; a path which best caters for their specific needs and university goals.

Virtus believes in nurturing and developing our students' passion for the world that surrounds them and the society they wish to impact in the future. Our Mentoring Programme helps students hone their organisational and study skills, as well as offering full support in all aspects of their school life, including all stages of their university applications. The Co-curriculum programme and student-run Clubs and Societies represent a magnificent opportunity for students to gain a global outlook whilst engaging in enriching activities, and provide the chance of impressing universities with tangible skills and experiences.

The integration of state-of-the-art technology into a vanguardist learning environment represents a pillar of our teaching methodology. Our teaching staff enjoys state-of-the-art teaching facilities and continuous opportunities for professional development. The active engagement of our teaching staff in the Mentoring and Co-Curricular programmes results in a dynamic and creative role, with multiple chances to develop abilities and interests outside the academic realm.

We pride on the strong, intimate community we have developed, one where all our staff collectively participates in the well-being of students and the fulfilment of these goals.

Students will become resourceful, independent, adaptable and analytical, developing crucial 21st century skills that will not only help them during their A-Level years, but also in their future professional path.



02

Head's Welcome

A Warm Welcome to Our Team!

Thank you for considering Virtus for your next role. I am thrilled to extend a warm welcome to you as you explore the opportunity to join our school community.

At Virtus, we firmly believe that teachers are the cornerstone of every educational journey. They not only bring knowledge to life and nurture the minds of our students, but are the heart of our school. Our teachers dedication, talent, and commitment contribute not only to our vision but also to the daily operations that make our institution a vibrant hub of learning.

Our vision here at Virtus is not just a mission statement on paper; it is a living, breathing commitment to empowering the next generation with the tools they need to succeed in the 21st century. Our teachers play a pivotal role in translating this vision into reality, inspiring students to nurture their ambitions and achieve their full potential. We encourage innovation, creativity, and collaboration, and we recognize that your expertise is essential in bringing these qualities into the classroom and we aim to give you the freedom to do so. As a technology based teaching institution, you will receive both extensive training and the latest equipment to enhance your teaching; a Macbook, and an iPad with pencil.

We place a strong emphasis on professional development and growth. We understand that education is a lifelong journey, and as such, we provide opportunities and resources for our teaching body to continuously enhance their skills, keep abreast of the latest pedagogical trends, and evolve as professionals. We subscribe to TES for training courses for our teaching body and welcome opportunities to fund other development opportunities for our staff.

We believe in investing in you, as you invest in our students' futures. As a teacher at Virtus you will receive free lunches, transport cards to help you with your journey to work, free gym membership because we believe in nurturing our teachers well being.

As you consider becoming a part of our school, no matter which position you apply for, know that you will be embraced by a supportive community, where collaboration, respect, and the pursuit of excellence are not just words but lived values.

We look forward to the opportunity of getting to know you better and sharing our shared vision for educational excellence.

Kind regards,

Sandra Radford
Headteacher

03

The Co-Curricular Programme

Our **Co-Curricular programme** consists of two branches: the **Co-Curricular Options** and the **Stage Space**. They are the cornerstone in providing a window to reality, nurturing a global outlook, and working on vital skills for our students.

The **Stage Space's** aim is to nurture abilities like **intellectual curiosity, communication skills, working under pressure and critical thinking** among others - ones that will allow our pupils to navigate successfully through the challenges of the XXI century. Through our **Debate** (formal **MUN Debating** and in-house debating teams) and **Drama** programmes, in which some teachers actively participate, all students get a chance to work on these abilities with the participation in plays and various debate formats. Some of our students compete in **MUN Debating inter school competitions** at the end of each academic year.

Through our Co-Curricular Clubs, we want our students to deep-dive their chosen fields of study, gain an insight into the trends and aspects of the careers that follow their pursued university path, and acquire skills and experiences with which they can impress universities in their application.

Co-Curricular Options are **designed and led by teachers**, in some cases motivated by previous industry experience some of our staff members bring. Examples include **Coding in Python, Medicine, Psychology, or Young Enterprise** - these clubs build bridges with future career paths and give a taster of what jobs in that field look like, usually via the completion of practical projects.

High achieving students with a genuine interest in a particular field might be invited to complete the following co-curricular activities:

- **Crest Award** (Science)
- **Certificate in Financial Studies validated by London Institute of Banking** (we are the first school in Spain to offer this opportunity for students!)
- **EPQ in Cybersecurity**

Our Co-Curricular programme happens on a weekly basis, and adapts every year based on the particular talents and interests our staff holds. We greatly value personal and academic development outside expertise in the subject, and the flexibility of our programme allows us to materialise these abilities and interests as part of our offer, allowing our staff to truly leave their personal footprint in the community.

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The Mentoring Programme



Our Mentoring Programme combines a variety of different objectives, ranging from those in the realm of pastoral care and personal development to academic and university applications support. In simple terms, the Mentoring programme is our main tool to give form to the student's personal **Roadmap**. This is a plan which feeds on the vocational, aptitude and personality tests students complete during the Admissions process and before they join Virtus, which translates into a set of **academic, university and personal development objectives**.

Our Mentoring Programme's aim is to provide solutions to these objectives for each student. It is usually channeled via **weekly 30 minute meetings between Mentor and mentee** individually, although some Mentoring sessions throughout the year, a minority, can be done in small groups attending to shared goals (for example, similar university pursuits).

Some parts of the programme are **pre-defined**, like for example individual sessions to check on the student's study plan and anxiety management before an official examination series; others are **planned periodically to cover issues that arise**, like a Geography exam technique brush-up for a particular cohort or devoting more time to explore university degrees and career options in the case of an undecided student.

Mentors receive **extensive training** and **CPD opportunities** as well as a variety of **different tools and resources** as the first and main link to the student, but the whole staff collectively participates in the fulfillment of these objectives, supporting every mentor in their role. For example, some aspects of our Mentoring programme, like high-end university application support or psycho- pedagogical aid, are supported by specialists within the team, which personally take care of certain aspects. Additionally, subject teachers are critical in delivering most of the academic- related objectives.

Our Mentoring Programme builds on the strong, intimate connection between mentor and mentee, and the collective involvement of all the team in the fulfilment of our student's goals. We therefore greatly value team working and inspiring individuals with a strong commitment, and take pride in the family-like environment we create every day.

05

Learning Environment

At Virtus, our approach to learning is characterised by a conceptual framework which offers a balanced approach and which is based on research into metacognition and learning. Our pedagogy is centered around structured lessons, which incorporate assessment, challenge and engagement, and which ensure that students of every ability are supported and intellectually stimulated. Embedding technology within our provision, together with traditional learning tools, facilitates students' development into independent inquiry and research as well as critical thinking.



Our learning environment

- **Teachers and students work with the best digital tools.** The iPad and its accessories work as a computer, tablet, book, camera, notepad, calendar, and folder... all in one!
- **The use of both traditional and digital resources helps students** relate concepts to reality, expand their vocabulary, synthesize information and critically analyse information.
- **The use of digital resources helps students** relate concepts to reality, and provide a basis prior to classes so that they can work more on evaluation, analysis, and discussion.
- **For students**, it is an effective way of enhancing 21st C skills which require an ability to organise, take notes, and use digital resources to research, critically assess and present information.
- **Our pedagogy is focused on a comprehensive development** of the skills and knowledge of each subject through an approach that gives the student a more active role in the learning process.

06

Teacher Values



Passion

Our teachers show a passion for their fields beyond their academic expertise, and for education as a whole, inspiring students to achieve academic excellence.



Commitment

Teachers collectively participate in the wellbeing and objectives of our students, through an empathic and teamworking approach. We devote all our efforts in helping them become the best version of themselves.



Creativity

Teachers at Virtus make the most of our learning environment, participating in methodological innovation and the integration of new technologies in the classroom, and showing adaptability and dynamism to approach solutions in their mentor role.



07

Equality, Diversity and Inclusion

At Virtus, we encourage and promote Equality, Diversity and Inclusion across the school amongst the staff and student body. We adhere to the British values of tolerance and acceptance and therefore do not tolerate any discrimination based on any ground including but not limited to racial, gender, religious, sexual and belief systems.

We aim to reduce barriers for everyone. Our goal is to develop inclusive jobs that bring together people with different experiences and backgrounds; recognising the rich and varied contributions which a diverse staff body offers.



Our EDI values means that:

- We offer equal job opportunities and fairness for employees and job applicants.
- Applicants from different backgrounds are warmly welcomed as we value those differences that can make our community richer.
- At Virtus, there are strategies to avoid bullying, harassment or discrimination as we adopt a zero tolerance approach to discrimination.

08

An independent school

Virtus is a fully independent British School, not governed by an external organisation, and one of the few schools with this status remaining in Spain. We believe that the autonomy that such a status provides is imperative in ensuring the success of our educational model and in making sure that we do not compromise our standards.

While we are fully independent, we do recognise the benefits in our chartered relationship with the Schools Trust, which has proven to be an ideal source of added value over the years. The Trust is a UK registered organisation that supports schools worldwide. Together, we pursue a common vision of excellence, fuelled by the proposition that every student should be inspired to achieve extraordinary success. This is realised by instilling in them a love for learning, a relentless pursuit of ambitious goals and a respect for core values in line with the very best of our British educational heritage.



WORLD LEADING SCHOOLS



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General Characteristics

Deputy Head (non-academic)

The Deputy Head is a non - academic role senior leadership position within the school and is based in an international British school with a strong commitment to academic excellence, technological innovation, student wellbeing, and global citizenship. The Deputy Head role has specific responsibility for overseeing and coordinating a range of key areas, including **safeguarding, pastoral care, policy development, admissions, marketing, sports, enrichment, and careers guidance**. As part of the leadership team, the Deputy Head will be expected to contribute to the strategic direction of the school and be actively involved in the wider school community.

The successful candidate will be a highly motivated, dynamic leader who can inspire both students and staff, ensuring the highest standards of care, engagement, and achievement across the school community.

Introduction:

The Deputy Head (non- academic) deputises for the Headteacher in her absence and reports directly to her. The Deputy Head is also accountable to the Headteacher for ensuring the effective running of the community and responsible for the day-to-day management of the Wider Leadership Team. In addition, the role has a procedural element: the Deputy Head needs to ensure the School is compliant with regulations, manages risk effectively, and is found to be outstanding in inspections. The Deputy Head is a member of the Senior Leadership Team and is expected to contribute to wider school matters as required.

The Deputy Head is also expected to teach a reduced timetable within an academic department. Furthermore, the Deputy Head is expected to be highly committed to wider School life, including some attendance at School events in the evening and/or weekends on the rare occasion that it is needed. The Deputy Head will also be expected to be available for School detention duties.

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Job Description

This job description provides a guide to and general description of the duties and responsibilities of the Deputy Head and may be amended. It is not exhaustive and therefore the Deputy Head should be willing to undertake any other responsibilities as required by the Headteacher.

Key Areas of Responsibility:

Strategic development:

- Working with the Headteacher, identify, develop and lead on implementation of strategic initiatives and priorities.
- Contribute to and oversee the implementation of the School's Development Plan.
- Be a visible representative of the SLT, approachable to students, staff and parents.

Safeguarding and pastoral care:

- **Safeguarding Lead:** Act as the school's **Designated Safeguarding Lead (DSL)**, ensuring compliance with local and international safeguarding regulations and best practices.
- Develop and implement safeguarding policies, protocols, and practices to create a safe, secure environment for students.
- Monitor and support the wellbeing of students, working with staff to identify and address concerns in a timely manner.
- Oversee the school's **pastoral care system**, ensuring students' emotional, social, and academic needs are met.
- Lead training and professional development for staff on safeguarding and pastoral care issues.
- Work closely with senior leadership to develop **student protection strategies** and support vulnerable students.

Enrichment and Co-Curricular Activities:

- **Lead enrichment programmes:** Oversee the development and delivery of a broad range of **co-curricular activities**, ensuring that students have access to opportunities for growth outside the classroom.
- Encourage the development of leadership, creativity, and personal growth through clubs, trips, community service, and leadership roles.
- Work closely with academic and pastoral leaders to ensure that enrichment activities complement the academic curriculum and promote a well-rounded education.
- Manage the budgeting, staffing, and planning for enrichment initiatives, ensuring they are financially sustainable and aligned with the school's strategic priorities.

Sports Leadership:

- **Oversee the sports programme:** Lead and develop the school's **sports curriculum and extracurricular activities**, ensuring that sports are inclusive and cater to a wide range of abilities and interests.
- Ensure that all sports programmes are delivered to the highest standard, in line with the school's ethos of fostering teamwork, resilience, and personal development.
- Support the school's sporting teams in competing at regional, national, and international levels.
- Develop partnerships with external organisations and schools to enhance the sports offering.

Careers Guidance:

- **Lead careers education:** Oversee the **careers guidance programme**, ensuring students receive appropriate advice and support regarding post-secondary education, vocational options, and career pathways.
- Work with external partners, universities, and local businesses to create opportunities for student internships, work experience, and career placements.
- Ensure that career guidance resources are available for students and their families, including university applications, apprenticeships, and pathways to further education.
- Organise career fairs, university visits, and mentoring programmes to support student career exploration.

Admissions and Marketing:

- **Admissions leadership:**

- Oversee the **admissions process**, ensuring that prospective students are effectively assessed and that families receive a positive experience.
- Work closely with the admissions team to maintain and improve student enrolment targets and ensure smooth transitions for new students and their families.

- **Strategic marketing:**

- Support the Headteacher with internal and external relations.
- Oversee the content and production of School communication and documentation.
- Collaborate with the marketing team to develop and implement strategies to raise the profile of the school both locally and internationally.
- Represent the school at international fairs, educational events, and recruitment drives to attract high-quality students.
- Work with the Head of Marketing to ensure the school's **online presence, social media**, and promotional materials effectively communicate the school's values and achievements.

Policy development:

- **Oversee policy creation and review:** Lead the development, implementation, and review of school policies in line with best practice and legal requirements.
- Ensure all policies, including those related to safeguarding, student welfare, staff code of conduct, are up to date and compliant with relevant standards.
- Ensure policies are communicated effectively to staff, students, and parents.

Continuous Professional Development (CPD):

- Assist and work closely with the Head of CPD to develop effective staff training programmes.
- Assist with the planning of staff INSET.

Key Skills and Qualities:

- **Leadership and management:** Proven experience in leadership roles, preferably in an international context, with the ability to lead cross-functional teams and inspire confidence in staff, pupils, parents and the wider community.
 - **Ability to lead** others effectively with affable intensity and positive energy.
 - **Discipline and Integrity** and an unwavering commitment and loyalty to the future direction of the School.
 - **Ability to take tough decisions** and communicate them effectively.
 - **Ability to hold others to account** within a no blame culture.
 - **Outstanding organisational and administrative skills**, with the ability to remain calm under pressure, multitask and work to tight deadlines, while managing competing priorities.
- **Safeguarding expertise:** In-depth knowledge of safeguarding regulations and best practices in an educational context.
- **Communication:** Excellent verbal and written communication skills, with the ability to build strong relationships with staff, students, parents, and external stakeholders.
- **Excellent interpersonal skills** including the ability to relate well to people on all levels, to resolve conflicts and tension in a sensitive manner, to encourage and motivate staff to go beyond for our students.
- **Strategic thinking:** Strong strategic planning and problem-solving skills, with the ability to drive change and innovate in areas like admissions, marketing, sports, and student welfare.
- **Student-centric focus:** A passion for supporting students' academic and personal development, with a holistic approach to education.
- **Cultural awareness:** Experience working in an international or multicultural environment, with an understanding of the diverse needs of students from various cultural backgrounds.
- **Organisational skills:** Ability to manage multiple priorities effectively and ensure smooth operational delivery in all areas under your remit.
- **Resilience and adaptability:** Ability to thrive in a fast-paced, changing environment and manage complex tasks with a solution-oriented mindset.
- **Excellent written and spoken English.**
- **Sufficient numeracy** to interpret statistical data, and manage budgets.
- **Attention to detail** and an appreciation of the legislative and compliance framework for British schools.
- **Strong analytical and problem-solving skills**, combined with a proactive and positive approach to change management.
- **Ability to work at a high energy pace**, yet remain calm and kind.
- **Warm personality**, with a sense of humour.



Qualifications and experience:

Leadership and Management experience:

- Professional development in preparation for Deputy Headship/Headship desirable
- Senior Leadership qualification desirable i.e. NPHQ, Masters.
- Extensive experience in senior/wider leadership such as Deputy or Assistant Head in a British and/or international school, with a strong understanding of British education practices.
- Successfully led, managed and evaluated change which has had a significant impact at the whole school level.

Qualifications:

- Bachelor's Degree in a relevant subject field is essential, (Master's preferred).
- Teaching qualification i.e. PGCE, QTS is essential.
- Demonstrated outstanding, successful and sustaining teaching experience in a secondary / Sixth Form context.

Experience:

- Experience in managing and developing safeguarding, pastoral care, is essential.
- Experience in managing marketing, sports, enrichment, and careers programmes is desirable.
- **Proficiency of Spanish** language would be desirable.

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Staff Benefits



A strong commitment to professional development.



Permanent contract includes state pension, unemployment, and healthcare benefits.



Substantial fee remission for eligible child who is offered a place.



Substantial fee remission for eligible child for after-school tutoring at Think Ahead Academy.



Public transport costs covered.



Free pass to extensive sports facilities offered in the whole region. (Gympass Silver Plan).



Full support on legal and administrative visa processes.



Free cooked lunches and hot drinks every day.

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Application Process

Application

Candidates should submit their CVs and Cover Letters via:

virtuscollege.es/en/work-with-us/

01

PHONE SCREENING

(10 - 20 Min.)

First, we will hold an informative call in which we will tell you about us, our project, and the conditions we offer for the position to which you have applied. We will ask you a series of questions to understand your suitability for the role and solve any doubts you may have.

02

SAFEGUARDING INTERVIEW AND HEADTEACHER'S INTERVIEW

(45-60 Min.)

We will conduct an interview in which you may ask any questions or doubts, and discuss your academic background, your professional experience, and the role you have applied for. Our Headteacher will conduct an interview to give you a better understanding of the school's day to day life.

03

FINAL INTERVIEW WITH THE GOVERNMENT BOARD

(45-60 Min.)

An assessment related to the application for Virtus College provided through our government board

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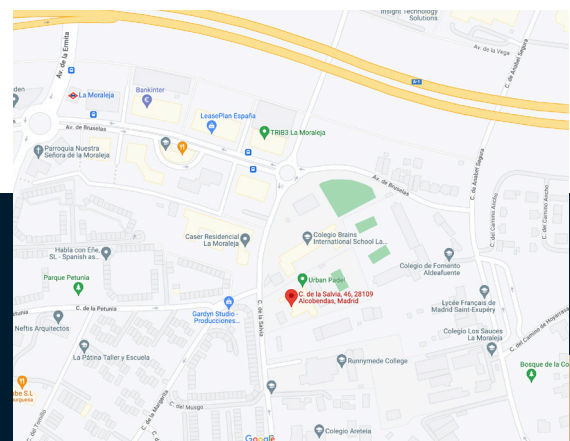
Location and Premises



Virtus is based in La Moraleja, the most premium neighbourhood in Madrid, located in the outskirts of the city, whilst being within easy reach of the city centre and near junctions of the A1 and M-30. The Moraleja Metro Station is near the school and is part of the number 10 line, one of the best communicated lines in Madrid, running from north to south of the city. We also have two bus routes connecting the North-East and North-West areas of Madrid with our school.

We are surrounded by many other British and IB schools as La Moraleja is considered to be the epicenter of international education in Madrid. Our campus is located on a road of particular relevance as it connects most of the British schools around the area. We share our campus with Brains Nursery School, a British school specialized in the infants and primary stage of education, although our buildings and playgrounds are completely independent.

Our new building marks an inflexion point in our journey as a school. We have put a lot of heart into the design of a tailor-made architectural project that is completely adapted to the educational needs of our Sixth Form students. The aura of a family school, focused on the student, permeates all the spaces; from its classrooms to the theatre and the library. Top quality as a criteria has dominated in the selection of our facilities in order to generate harmony and guarantee both aesthetic and functional comfort.



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☎ +34 651 156 271 • +34 91 014 99 65

✉ applicants@virtuscollege.es

📍 Calle Salvia, 46
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