



# BILBOROUGH

SIXTH FORM COLLEGE

Appointment of Course Leader of PE  
Part-time 0.8fte  
Permanent

# Introduction from David Shaw

## College Principal



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

You will be joining a flourishing institution with strong student outcomes, fantastic enrichment and development opportunities, and an innovative and creative teaching and learning culture. As a result of its excellent reputation, student numbers have grown by over 300 in the last 3 years and the college is expecting to be at a maximum of 2200 students from September 2025.

We are extremely proud that following our latest Ofsted inspection in November 2023, Ofsted rated the College 'Outstanding' for 'Student behaviour and attitudes' and as 'Good' for 'Overall effectiveness.' The college was praised for fostering, "a nurturing and aspirational culture in which students, from many different backgrounds, flourish together" and benefit from "a vibrant, purposeful environment and the diverse and positive culture".

We attribute our success to our talented staff team who are committed to providing the very best learning opportunities and support for the young people we serve.

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. This was a natural step in our collaboration with a leading university and other Sixth Form Colleges and provides a unique experience for our students.

Membership of the Trust provides innovative opportunities for our students that raise aspirations, accelerate progression and ensure even better-quality provision for all students through sharing expertise with our partner colleges. New and high-quality staff development opportunities across the Trust help us to continue to retain talent and to attract the best staff.

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

Bilborough College is a highly successful provider of post-16 education to approximately 2200 students with around 90 students studying A Level PE

We are committed to excellence, innovation and opportunities for students in all that we do. We are looking for an inspirational Course Leader of PE to join our committed and passionate staff team, who are committed to ensuring that students achieve success, enjoy their courses and are supported to progress successfully onto the next stage of their lives.

The Course Leader is responsible for the operational management of the course, overseeing improvement plans and responding to in-year information about student attendance, retention and performance.

This is an exciting opportunity to make a real difference to our students' experience at Bilborough and to be part of a "nurturing and aspirational culture in which students from many different backgrounds flourish together" and 'benefit from a vibrant and purposeful environment' as outlined in our most recent Ofsted report.

We are looking for someone who:

- Has the highest possible expectations for all students and enjoys challenging young people to achieve their full potential;
- Is able to motivate and inspire students, ensuring high levels of engagement and strong academic progress and attainment for all;
- Is committed to developing the wider skills of young people, helping them prepare for the next stage of their education, training and employment as well as their current studies.
- Is able to build relationships with young people of all abilities and backgrounds which are based on empathy, trust and mutual respect
- Is positive, resilient and views failures as an opportunity to learn and improve.
- Is adaptable, flexible and innovative in an ever-changing world and remains open-minded to new ideas and perspectives from others.

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 **8.30am on 28th February 2025**. 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 at [hannah.reeves@bilborough.ac.uk](mailto:hannah.reeves@bilborough.ac.uk).



# Bilborough 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 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.

Bilborough College was recently 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 to meet the demand for places at the College. The new college extension opened to students in September 2023 and is home to our Maths, Physics, Electronics and Esports teams. It comprises 3 modern science labs, an E-Sports lab, a variety of general teaching classrooms and additional study IT study space.

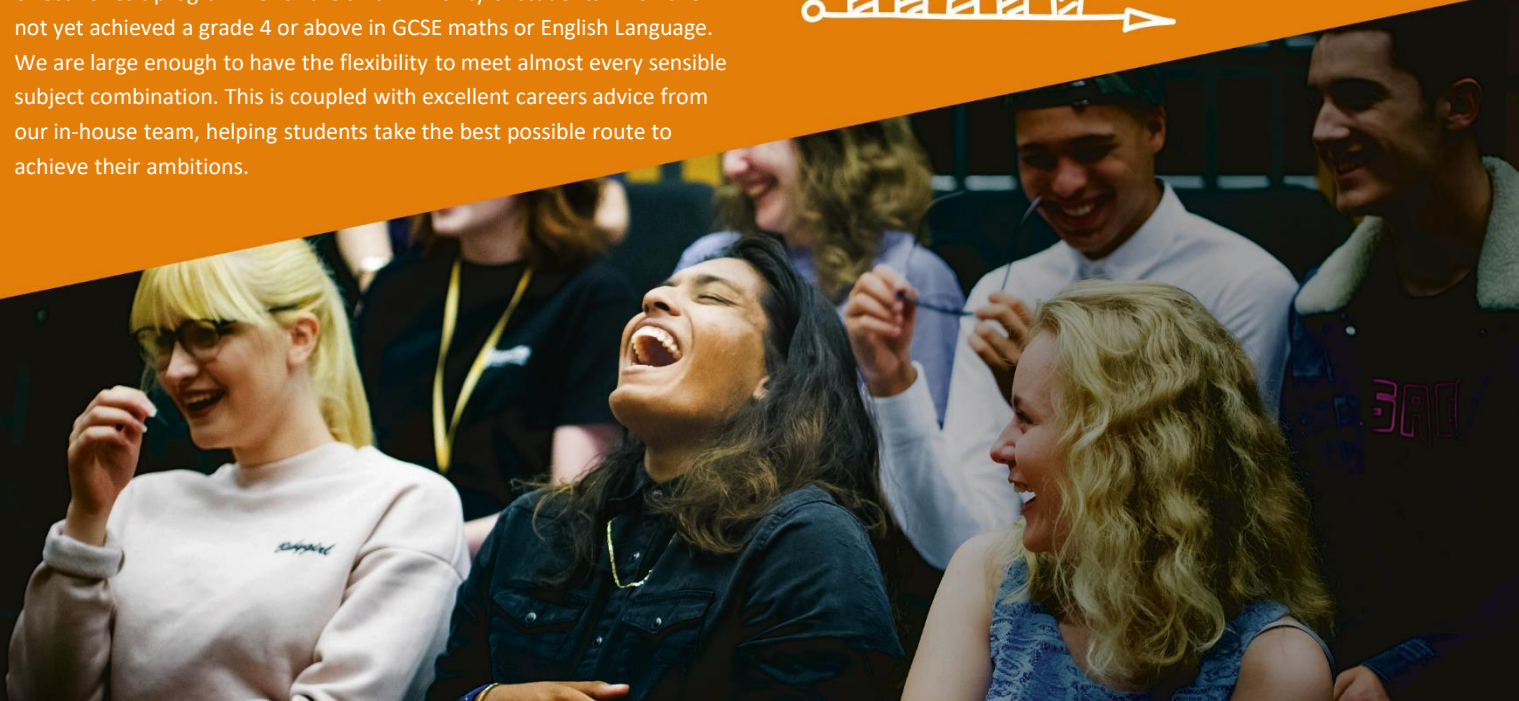
In addition to well-equipped, modern classrooms and science and technology labs, students benefit from fine art and photography studios, a theatre, a dance studio and rehearsal space. There are multiple study spaces including a central library plus distributed break out areas, a student support hub,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

The college is over-subscribed and has been effective in increasing student numbers, with a steady growth in students over the past few years. We currently have almost 2200 funded students enrolled on 16-18 Study Programmes involving A Levels or BTECs or a combination of the two.

The College has a minimum entry requirement of 5 GCSE passes at Grade 4 and above, usually including maths and English. Beyond that subject entry requirements are set out to ensure that students enrol for courses on which they have the best chance of success. We also provide a very effective resit programme for the small minority of students who have not yet achieved a grade 4 or above in GCSE maths or English Language. We are large enough to have the flexibility to meet almost every sensible subject combination. This is coupled with excellent careers advice from our in-house team, helping students take the best possible route to achieve their ambitions.

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

**Meegan (Year 12)**



# Bilborough College Ethos

We are proud that in January 2024, Ofsted recognised the College was OUTSTANDING for behaviours and attitudes of students and as 'Good' for Overall Effectiveness.

The inspectors recognised that the college is passionate about our vision for students to "be who you are, become who you want to be" and that students benefit from the "the strong culture of mutual respect and tolerance" and "feel safe in the calm and welcoming environment."

Students at Bilborough College are "enthusiastic and curious, with exceptional attitudes to learning" and inspectors noted that students describing themselves as "extremely proud to be Bilborough students". Teachers have high expectations of their students, and they treat students as adults, expecting them to be self-motivated and autonomous in their learning.

We attribute our success to our committed and talented staff team. At Bilborough, expert teachers, specialist 'Skills and Progression' teachers and support staff work together to provide a purposeful learning environment where students can be themselves, are treated as responsible individuals and given the support and challenge they need. We provide a relevant, broad and rich curriculum so that our students can reach their full academic and wider potential while developing the independence, resilience and awareness necessary for success as responsible global citizens.

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

**Poppy (Year 12)**

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

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

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

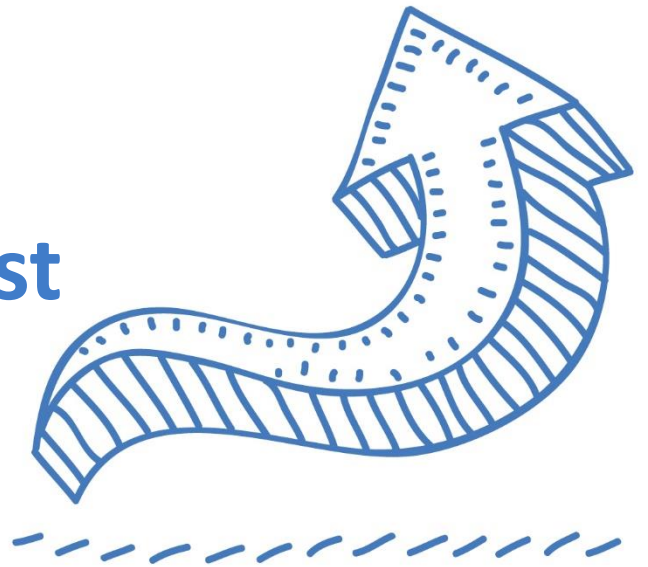
We are especially proud of our high-quality offer for enrichment and extended studies known as 'Bilborough Xtra' which Ofsted noted offers "useful additional learning opportunities that help students to become well-rounded individuals."

Around 70% of our students go on to higher education and the remainder into higher level apprenticeships with high status regional or national employers, employment or further training. UCAS data indicates that a high proportion of our applicants to higher education are successful in gaining places overall at university.

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



# Better Futures Multi Academy Trust



## Our Mission (Why do we exist?)

To develop confident, curious, happy students, ready to change the world

## Our Vision (Where are we heading?)

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

## Our Values (What is important to us?)

### 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.

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

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

*“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)**

# Better Futures

## Multi Academy Trust

### What do we believe?

1. Education should be focused on developing people with a love of learning and an insatiable curiosity
2. We focus on taking students on that journey from being school children to being young adults ready to change the world for the better.
3. We are relentlessly optimistic about the capacity of our staff to lead students on that journey.
4. Whether 16 or 60, we believe that all people can still grow and develop.
5. People can only really thrive when they bring their whole selves to work/college.
6. We thrive when we feel trusted and have enough autonomy over our work to be able to focus on getting better at it.
7. Mistakes and failures can be some of our most useful learning opportunities and should be celebrated as such.
8. A focus on the wellbeing and happiness of our students and staff are not optional extras.

### Our strategic commitments...

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

These strategic commitments are:

(Student Development) To increase the leadership and influence of our students, ensuring they thrive, have fun, & are ready to change the world for the better

(Staff Development) Our people are at the heart of everything we do, we all focus on personal ongoing development and seek to thrive in all we do

(Resources & Services) Continue to secure financial strength so we can facilitate the ongoing development of our students & staff in a well-resourced & serviced environment

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

**Daniel (Year 12)**



# BF MAT Attributes

At Bilborough College, we are committed to excellent academic achievement alongside outstanding personal growth. We have therefore developed a set of attributes which run through everything we do and which apply to everyone in the building, both students and staff. We actively work to develop these skills in everyone as a key part of achieving our mission and vision.



**I know I can**  
**Get things Done**  
**because I:**

Prioritise, manage & organise my commitments to deliver on time.

Make well-informed decisions, showing initiative, imagination, and an ability to inspire others.

Use my knowledge and skills to make a positive impact.



**I know I can**  
**Communicate effectively**  
**because I:**

Work well with others, build relationships based on empathy, trust & mutual respect

Engage different audiences, appreciating the diversity of background, culture & thought.

Listen carefully to others, showing interest & asking questions to better understand their perspective.



**I know I can**  
**Act with Integrity**  
**because I:**

Take responsibility for my actions and recognise the impact on others and the environment.

Take pride in my work and my achievements, leading by example.

Can be myself, while celebrating our differences and the things that bring us together.



**I know I can**  
**Adapt my Approach**  
**because I:**

Embrace an ever-changing world, responding with flexibility and optimism.

Remain open-minded to new ideas and perspectives from others.

Understand my strengths and weaknesses to collaborate,



**I know I can**  
**Remain Positive**  
**because I:**

Am resilient and view failures as opportunities to learn and improve.

Take care of myself and those around me.

Make opportunities to have fun.



**I know I can**  
**Think Creatively**  
**because I:**

Am confident in using my imagination to help find solutions.

Embrace an entrepreneurial mindset to have a positive impact on my career and community.

Am constantly developing, demonstrating curiosity and a desire to know more



# Governance & Leadership

The college's Local Governing Body has 17 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.

Along with the Principal, the Senior Leadership comprises:

- Deputy Principal
- 3 x Assistant Principals
- 2 x Directors (HR + Planning & Operations)
- Administrative Officer for SLT/ Clerk to LGB.

College has a wider Curriculum Management Team comprising 8 Heads of Faculty, a Learning Support Manager, Head of Safeguarding 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 access to a dedicated coach to help with their own development.

The college strong financial health and is committed to continued investment in students, staff and facilities. 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.

*“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)**

# 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

Following the College's recent Ofsted inspection in November 2023 which rated the College as 'Outstanding' for student behaviours and attitudes and as 'Good' for overall effectiveness it was noted that students at Bilborough College are enthusiastic and curious, with exceptional attitudes to learning.

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

## 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.

## Early Careers Teachers (ECTs)

We believe newly qualified teachers should receive extra support in their first year of teaching and beyond. Whether you trained in Secondary Education or Further Education, we will help you to become a qualified teacher and guide you through your first year of teaching and help you achieve Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS) status. All 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 free counselling sessions with a qualified counsellor if required. We have a fully equipped gym on site and staff can take advantage of a discounted membership.

## CPD

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

## Terms & Conditions of Employment

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

Salary - The salary will be on the pay structure of the SFCA Teaching Staff pay scale ranging from £32,178 for early careers teachers to £49,725 per annum depending on experience.

Working Time - 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 aim to provide flexible working for all our staff within the constraints of working within an education establishment, including opportunities for working from home.

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 is part of an annual directed time allocation.

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 PE

Grade: Points 1-9 on the SFCA Teachers' Salary Structure: £32,178 - £49,725 per annum plus an annual allowance of £2226

Location: Bilborough College, Nottingham

Responsible to: Head of Faculty (HoF)

## Overall/key purpose

The core purpose of this role is to deliver high-quality, developmental teaching to your students as well as responsibility for the course curriculum and wider skills development. This will lead to an excellent student experience, strong academic progress and attainment, the development of the Attributes and a positive destination for all students.

As Course Leader, you will oversee the development of a comprehensive Course Overview Document and an ambitious Quality Improvement Plan (QIP) with clear individual targets, which responds to in-year information about student attendance, retention and performance.

In addition, you will help students prepare for the next steps of education, training and/or employment by developing wider skills, embedding the College attributes, and supporting opportunities for trips, visits, external speakers and contact with higher education and employment.

## Main Duties and Responsibilities

### A. Management of the Course

1. To hold high expectations for quality of education. Ensure team goals and actions lead to positive examination outcomes with high rates of achievement and progress, high levels of student engagement and retention, and the development of wider skills and positive progression routes/ destinations.
2. To use the Curriculum Overview and the SAR/QIP for each course as benchmarks for expectations and drivers of development. Ensure QIPs are reviewed and updated termly, and evidence of impact is recorded. Ensure all team members have specific personal actions to support team goals.
3. To develop detailed and well-sequenced assessment schedules which provide both information to students and staff on their progress and levels of understanding, as well as opportunities for students to learn and develop further.
4. Ensure that the goals, plans and actions of the QIP and the course overview are being delivered. In addition, make use of focus groups, work sampling and other forms of student feedback.
5. To review in-year and year-end course data to evaluate impact and to support the development of new goals and actions as required.
6. To ensure that all staff within the team fulfil their responsibilities for promoting and safeguarding the welfare of children and young persons they encounter.
7. To represent the course externally, at open events, student induction, enrolment, parent evenings and during Ofsted visits.
8. To ensure the effective management of health and safety within the faculty in accordance with College policy and work with course leaders to ensure appropriate risk assessment of all areas of activity including college trips and appropriate communication to students.

## Student learning and progress

### **B. Curriculum development**

1. To ensure equality, diversity and inclusion are promoted and embedded throughout the course, that individual needs are planned for in all lessons and that all curriculum resources and teaching methods foster good relations and are sensitive to and promote equality of opportunity.
2. To ensure the course curriculum is ambitious for disadvantaged learners so that all students perform equally well as their peers. To ensure high levels of challenge and development is provided by the 5 hours of independent work / homework done alongside lessons each week.
3. To promote a culture of student leadership with high levels of co-creation / co-delivery.
4. To support our culture of open, honest feedback, where genuine constructive criticism is sought out and acted on. Under the guidance of the Head of Faculty, support the team to develop bespoke surveys to review impact.
5. To promote a forward-looking approach to the development of digital skills which embeds these into lessons and independent study.
6. To promote the development of our Attributes within course structures where development of these is discussed termly and regularly developed in lessons and independent study.
7. To ensure that your course offers a rich and full study programme including widespread access to enrichment, trips and visits, additional studies courses and Work-Related Employment and Progression opportunities. To develop understanding and impact of careers in the curriculum so that students are informed about future opportunities.
8. To promote the development of Fundamental British Values, employability skills, literacy and oracy, mathematics development and other transferable skills in the curriculum through formal curricular and enrichment activities.
9. To be the course lead for reviews of the relevance / effectiveness of the course, its Schemes of Work / Curriculum Overview and Assessment Schedule, to ensure a firm framework for excellent provision.
10. To work with your HoF and SLT to assess the needs of the faculty including staffing, rooming, and physical / electronic resources.
11. Planning, timetabling and staffing for their courses and in managing the course budgets.
12. Participating in appropriate activities relating to student recruitment

### **C. Student Support and Intervention**

To use mark books, CAP and OCTA grades and CEDAR logs to track and monitor student progress, identifying student underperformance.

To ensure that systems of subject support (1.5 hours per teacher FTE) are fully deployed to close gaps in understanding, to provide motivational and careers advice, and to support other obstacles to learning.

To encourage team members to challenge student underperformance honestly and positively while looking for solutions to challenges.

To introduce new material and skills in appropriate steps, with opportunities for practice and checks on learning employed to ensure it has been mastered.





## Professional conduct

### All Staff are expected:

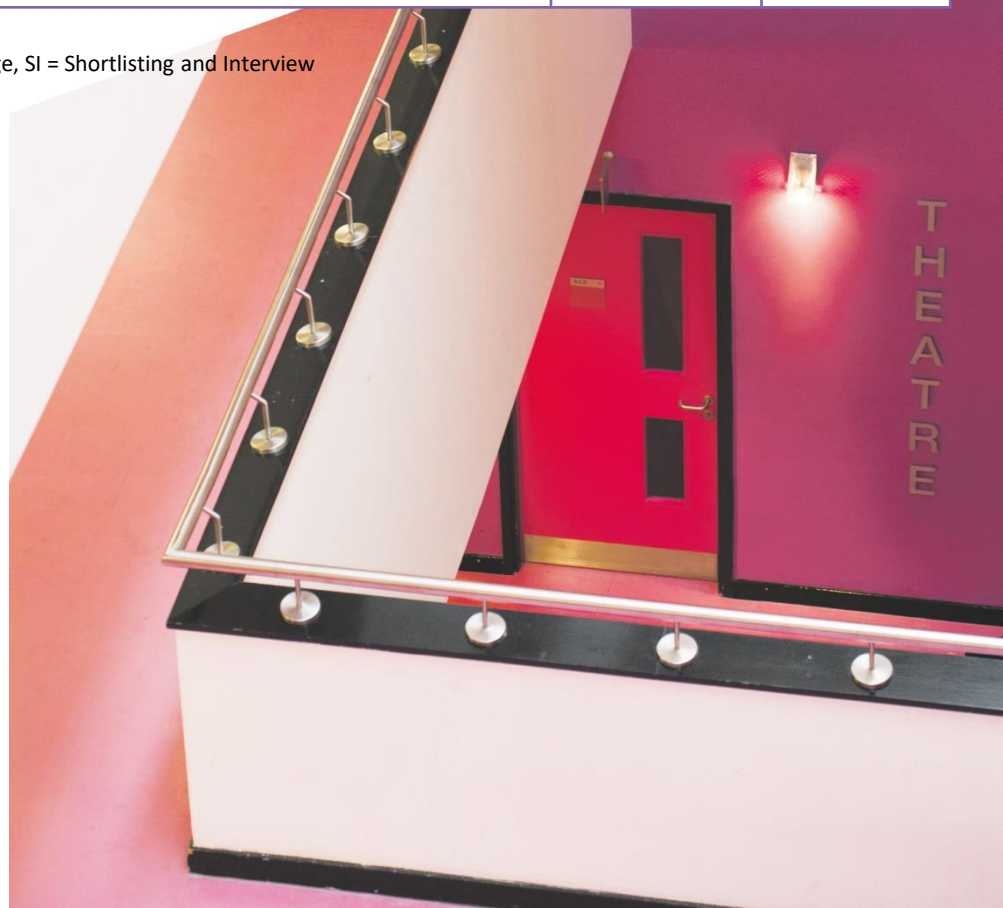
- To uphold the values of Better Futures Multi-Academy Trust and support the college in achieving its mission and strategic commitments.
- To adhere to the college's Safeguarding Policy and related safeguarding procedures and fulfil their responsibilities as a staff member and pass on concerns to appropriate designated safeguarding leads.
- To comply with the Guidance for Safer Working Practice for Adults working with children and young people in education settings ('GSWP')
- To act in accordance with provisions of the Trust's Staff Code of Conduct.
- To act in accordance with and promote the College's Equality, Diversity & Inclusion Policies and to work positively and collaboratively as part of a diverse college community with colleagues, students, parents and other stakeholders.
- To operate in accordance with Health and Safety Legislation, which specifies that all employees have a duty to work safely and not to put others at risk.
- To abide by the College's Data Protection Policy and IT Security Policy
- To comply with and follow all other college policies and procedures in force (available on the college intranet) and also with the conditions of service stipulated within the contract of employment.
- To accept the shared responsibility with all colleagues for management of student behaviour through collective oversight of the College during the day.
- To contribute to team faculty and whole college activities and arrangements such team/faculty/wider college meetings and open days/ evenings, parents' evenings and school liaison events.
- To engage positively in quality assurance and improvement processes such as subject showcase and departmental learning visits.
- To attend all professional development relevant to your role and to seek and act on feedback from colleagues, students and other stakeholders as part of own development. To work with an allocated coach to set and achieve personal development goals.
- 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 in Sport or a relevant subject                                                                         | E                   | S          |
| Full teaching qualification (e.g. PGCE/ PCET or equivalent) or working towards*                                                                      | E                   | S          |
| Evidence of a proactive approach to continuing professional development                                                                              | E                   | SI         |
| Good level 3 qualification in PE or relevant subject                                                                                                 | E                   | S          |
| <b>Knowledge and Experience</b>                                                                                                                      |                     |            |
| Up to date subject knowledge for teaching A Levels or proven experience of delivering Level 3 courses                                                | E                   | SI         |
| Experience of evaluating impact of quality assurance and improvement strategies                                                                      | E                   | SI         |
| A strong understanding of and commitment to ensuring the promotion of equality, diversity and inclusion in all aspects of college life.              | E                   | SI         |
| Experience of planning and implementing effective student intervention and engagement strategies which address gaps in performance/under-achievement | E                   | SI         |
| A strong understanding of and commitment to the principles and practices of Safeguarding and the Prevent duty                                        | E                   | SI         |

| <b>Skills and Abilities</b>                                                                                                                                                                                                                 |   |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|
| Ability to relate to and maintain excellent working relationships with young people of all abilities and backgrounds based on mutual respect that advances learning and enables them to achieve their full potential and thrive at college. | E | SI |
| Ability to engage and motivate learners using a variety of learning and teaching techniques and a proven track record of supporting learners as individuals and developing independent learning.                                            | E | SI |
| Ability to plan and sequence teaching in the most effective way for student learning to take place.                                                                                                                                         | E | I  |
| The ability to use and analyse data regarding departmental performance in order to help bring about improvements.                                                                                                                           | E | SI |
| Ability to differentiate work effectively so that both scaffolding, and extension opportunities, are available to meet the needs of all learners                                                                                            | 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  |
| The perseverance to ensure that all students complete all homework and follow up on their improvement actions.                                                                                                                              | E | I  |
| Ability to use new technologies effectively to support enhanced teaching and learning                                                                                                                                                       | E | SI |
| 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 * |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------|
| <b>Personal Attributes</b>                                                                                                                                                                                                                                                                                                                           |                     |            |
| <p><b>‘Get things done’</b> - Makes well informed decisions, showing initiative, imagination, and an ability to inspire others. Uses knowledge and skills to make a positive impact. Able to prioritise and manage own commitments to deliver on time.</p>                                                                                           | E                   | I          |
| <p><b>‘Adapt my approach’</b> - Embraces an ever-changing world, responding with flexibility and optimism. Remains open-minded to new ideas and perspectives from others. Understands own strengths and weaknesses to make better decisions.</p>                                                                                                     | E                   | I          |
| <p><b>‘Communicate effectively’</b> - Works well with others, building relationships based on empathy, trust and mutual respect. Successfully engages different audiences, appreciating diversity of background, culture and thought. Listens carefully to others, showing interest and asking questions to better understand their perspective.</p> | E                   | I          |
| <p><b>‘Think creatively’</b> - Confident in using own imagination to help find solutions. Embraces an entrepreneurial mindset to have a positive impact on their career and community. Is constantly developing, demonstrating curiosity and a desire to know more.</p>                                                                              | E                   | I          |
| <p><b>‘Remain positive’</b> - Resilient and views failures as an opportunity to learn and improve. Takes care of themselves and those around them. Makes opportunities to have fun.</p>                                                                                                                                                              | E                   | I          |
| <p><b>‘Act with integrity’</b> - Takes responsibility for own actions and recognises the impact on others and the environment. Takes pride in own work and achievements, leading by example. Can be themselves, while celebrating our differences and the things that bring us together.</p>                                                         | 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 the HR Administrator on 0115 851 5861 or by email [beth.pugh@bilborough.ac.uk](mailto:beth.pugh@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).

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

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

**Closing Date for Applications: 8:30am on the 7th March 2025**

**Interviews to be held: W/C 10th March 2025**



[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)