

Hills Road Sixth Form College, Cambridge

Appointment of a Teacher(s) of Politics/Sociology



Opportunity • Quality • Achievement



Welcome from the Principal Designate

Thank you for your interest in Hills Road Sixth Form College and in this post. We really hope that the information in this booklet will support you in making an application to our College and will provide all you need for deciding whether our College is right for your next career step. We hope it is!



Choosing an institution where you find a fit in terms of ethos and values is hugely important. Hills Road Sixth Form College enjoys a strong national reputation, having topped Sixth Form College performance league tables for outcomes since their inception over twenty years ago. But that doesn't make us complacent. We still want to evaluate and improve the ways in which we work with young people to get the best for them and from them, whatever that might take.

We are therefore looking for a colleague to join us who shares that drive and wants to make a real difference by communicating a passion for their subject and sharing that enthusiasm and expertise with our students. As a specialist A level College we have a fantastic cohort of students to work alongside and we will be seeking a colleague who is committed to making A level learning experiences as good as they can be. Through the application and interview process, we'll be keen to understand your ideas and approaches to delivering the best learning experiences and outcomes for A level students.

As an education organisation, we're keen on learning and will be keen to support you to keep developing in your time with us and to share that learning with others. At our biennial Learning Fairs, we share action research projects of ways in which we've been working with students to secure increasingly positive outcomes. As part of the Cambridge and Suffolk Schools Alliance, we have opportunities to learn from schools across both counties in the primary and secondary age ranges too which in turn informs our thinking about the best ways to meet the needs of A level learners.

As a busy, vibrant community of almost 2,300 young people, there's always a great deal going on and lots to be part of and take part in. Extra-curricular opportunities abound and we hope you will want to get involved with the extraordinary range of activities that is on offer. If you would like to talk through a prospective application or to explore the College's ethos and values a little more, please don't hesitate to make contact for an informal chat.

Finally, I do appreciate the time commitment involved in completing a job application and, if you do decide to apply, can I thank you for the investment of time you have chosen to make. Whatever the outcome, can I wish you all the very best with securing a positive difference for young people, wherever that may be.

With very best wishes
Jo Trump
(Principal Designate)

Overview of the College

The College

The College operates on an attractive site just over a mile south of the centre of the historic city of Cambridge. The site has been occupied from 1903 when it was originally home to the Cambridge and County School for Boys. Since its inception in 1974, succeeding the former boys' grammar school, the College has concentrated mainly on providing advanced level courses to students in the Cambridge area. Having responded to strong and sustained demand for places over a number of years we now have approaching 2,300 full-time 16-19 students for whom we provide a choice of 34 A level subjects, the Extended Project Qualification, an extensive programme of enrichment and extra-curricular activities and responsive individual support and guidance. The breadth, depth and challenge of this curriculum are at the heart of our long-standing educational vision.

The College is a member of the Cambridge Area 14-19 Partnership: there are ten other centres for post-16 education: Cambridge Regional College, Long Road Sixth Form College, The College of West Anglia, UTC Cambridge and six school sixth forms. The Cambridge Area 14-19 Partnership provides a common application procedure for post-16 courses and co-ordinates the information and guidance services for student transfer at 16+. The great majority of our full-time sixth form students are recruited from 18 maintained secondary comprehensive schools in the Cambridge area, 12 of which do not have their own sixth form.

We deliver an Adult Education programme, mainly during evenings and some weekends. The number of part-time adult student enrolments is around 3,500 a year. The range of courses reflects the needs of a much wider community in Cambridge and the surrounding area. The College is also a study centre for the Open University.

The Hills Road Sports and Tennis Centre is solely owned by the College and operates as Cantabrigian Ltd. While providing an outstanding facility for staff and students of the College, it also serves as a community sports centre working in partnership with Cambridge City Council and the Lawn Tennis Association. Local residents use the centre on a pay-as-you-play basis or via the membership scheme. Activities range from tennis and fitness room sessions to squash, cricket and Pilates.

College Performance

Hills Road Sixth Form College enjoys a national reputation for excellence and, in its last two Ofsted inspections, was rated outstanding in all graded areas.

A Summary of the College's Performance

- In the Government's examination performance table for 'points per examination entry', the College has consistently posted the highest score of any sixth form college in the country.
- In recent years the tables have included the percentage of students achieving at least AAB at A level in at least two of the Russell Group's 'facilitating

subjects'. Year on year Hills Road has recorded the strongest sixth form college percentage

- Retention and success rates also remain high, with 96.5% of those enrolled on a two-year course in 2014 going on to achieve the equivalent of at least two A level passes in 2016.
- Value added continues to be positive overall indicating that, on average, Hills Road Students achieve better results than might have been expected based on their prior GCSE outcomes.
- Typically, over 90% of Hills Road students progress to higher education with significant numbers going to the most sought after universities (including 67 earning places to Oxford and Cambridge in 2016).
- Hills Road students consistently thrive in higher education with 39% earning first class honours degrees in 2015 according to the latest Sixth Form College Association report which is based on HESA data.
- Hills Road has just been shortlisted as a finalist in the TES 'sixth form college of the year' award.

Exam Results 2016

The 2016 A Level results are very similar to the typical, strong level in recent years and are likely to translate into another good performance in the Government's league tables:

- this year's proportion of A*-A grades is 48.7%
- the proportion of A* grades is 16.2%
- the A*-C grade rate is 92.8%
- the A*-E pass rate is 99.5%.

L6 AS results are also similar to the typical, strong level in recent years:

- the A-C grade rate is 83.8%
- the A-E pass rate is 97.6%.

College Ethos

At Hills Road we are strongly committed to providing our students with a broad sixth form education characterised by academic excellence, high quality learning experiences and extensive enrichment opportunities. Students are encouraged to achieve the highest standards not only in the classroom but also in a range of extra-curricular activities which help them to develop new skills, think independently and exercise their responsibilities as global citizens. We seek to promote a caring and supportive atmosphere with a strong sense of community in which all students are valued equally as individuals and treated as young adults.

From teaching and tutorial departments to administrative and support functions, Hills Road staff are deployed within specialist teams where their expertise, knowledge and skills may be used to best effect: each student has a specialist tutor with whom s/he meets regularly; subject departments offer lunchtime workshops where students can receive one-to-one support with homework queries or extension work; help with all aspects of learning, from essay writing

to time management, is available from the specialist team in the Study Skills Department; and the Careers Department advises students on the world outside and beyond Hills Road, from work experience to UCAS applications. A Student Services Team has recently been created to respond to all manner of student need and to ensure a qualified staff member is available throughout the College day to respond to student concerns in respect of wellbeing and mental health.

Specialisation brings considerable benefits to staff as well as to students: not only does it have a significant impact on the quality of teaching, support and guidance, but it also helps to enrich working relationships and to promote a culture of learning and continuous improvement. Teams are encouraged to work in creative and collaborative ways and to reflect on their own and each other's performance.

College Facilities

Throughout our history the buildings have been extended and refurbished to meet changing needs. All lessons take place in high quality, purpose-built accommodation. In addition to excellent classrooms which are fully equipped with digital media resources, the College enjoys first class facilities including: extensive open-access IT facilities, a Library and Resources Centre, The Robinson Theatre, a modern well-equipped Music Department with recital room and practice rooms, an Art and Design Centre and specialist laboratories for science and language learning. Indoor and outdoor sports facilities are excellent, with the Sports and Tennis Centre located on the main site and a well-maintained ten-acre sports ground, including a recently constructed modern pavilion, situated within a short walk from the College. The most recent addition to our facilities is The Linda Sinclair Building, a fabulous three-storey building at the edge of our site which provides outstanding accommodation for the Mathematics, Performing Arts and Sport departments.

We are currently in the process of developing a new Student Services area at the heart of the College site. This will house the Supported Independent Learning Service, the Careers department, a new library-style student study space and a reception area staffed by members of the Student Services Team.

College Finances

Since incorporation the College has managed its finances effectively and has continually met the financial criteria under the different funding bodies. The College's financial returns have been consistently assessed as 'outstanding' each year up to and including the latest financial health assessment for the year ended July 2015. As anticipated, the year ending July 2016 has scored 'good' as a result of cash being invested in the most recent stage of the College's Property Strategy which was completed in May 2016. Going forward the financial plan results in 'good' during 2016-17, returning to 'outstanding' in the years 2017-18 and 2018-19. Full management accounts are produced each month in order to monitor and manage the finances and to report to senior management and the Corporation in a timely manner. Sound financial management has allowed the College to maximise the potential for investment in human and physical

resources and, in particular, to fulfil the phases of its long-term property strategy.

A Stimulating Environment

We hope this has helped to convey some of the qualities which make Hills Road Sixth Form College a stimulating and rewarding place in which to work and learn. If your application is successful you will experience a College which enjoys a happy and purposeful atmosphere and a unique blend of opportunity, quality and achievement.





**Hills Road
Sixth Form College**
Cambridge

www.hillsroad.ac.uk



Opportunity, Quality, Achievement

We are looking for teachers with a lively and stimulating approach to teaching and learning; the ability to teach to a high academic standard and a commitment to equality of opportunity and the learning and well-being of young people.

From 29th August 2017 we require:

COMBINED FULL-TIME OR SEPARATE PART-TIME OPPORTUNITIES FOR:
Teacher of Sociology (Permanent, Part-time (0.4FTE))
Teacher of Politics (Permanent, Part-time (0.6 FTE))
£22,937 to £38,364 per annum (pro rata if part-time)

This is a fantastic opportunity for skilled and enthusiastic teacher(s) to join this dynamic and highly successful department. The department features:

- Lively and varied teaching which responds to student feedback and progress
- A flourishing and imaginative extra-curricular programme
- Regular provision of extra support to individuals and small groups
- The department also runs an annual study trip to Washington DC

These teaching positions can be combined to provide a full-time teaching opportunity.

Closing date: 9.00 am on 24th April 2017

Interviews: 3rd May 2017

The College is committed to safeguarding and promoting the welfare of its students and staff and expects all members of the College community, volunteers and visitors to share this commitment. The College actively promotes equality and diversity and welcomes applications from all sections of the community.



**Hills Road
Sixth Form College**
Cambridge

www.hillsroad.ac.uk



Opportunity, Quality, Achievement

Information for applicants for the post of Teacher of Politics and Sociology

The Post

The College is seeking to make a permanent, full-time appointment of Teacher(s) of Politics/Sociology to begin on Tuesday 29th August 2017. This is an excellent opportunity for a well-qualified and innovative teacher for the academic year 2017-18.

The Department

The Political and Social Sciences Department gained a grade 1 (outstanding) in its most recent Ofsted inspection. Presently, the department comprises 4 full time and 9 part time teaching staff, (mostly substantial part time) and a part-time administrative assistant.

Departmental Management

There are twenty five teaching periods (each of 65 minutes) in the College week. Full time teachers have a timetabled commitment of 20 periods per week. This post will have teaching commitments of approximately 12 periods of Politics and 8 periods of Sociology. Departmental meetings are held regularly.

Students

There are approximately 600 students in the department. The students are generally well motivated and able; the vast majority progress to higher education courses, many involving the study of subjects followed within this department. The teaching is rewarded by the rapid development and achievements of our students, who readily acknowledge the high level of support they receive from both teachers and support staff.

Courses Offered

	Exam Board	Number of sets in Year 12	Number of sets in Year 13
Classical Civilisation	AQA	2	2
Government and Politics	Edexcel	6	6
Latin	OCR	1	1
Philosophy	AQA	2	2
Religious Studies	AQA	1	1
Sociology	AQA	5	6

Teaching sets in most subjects contain 23-24 students and are typically taught by a combination of two teachers. Teaching contact time per subject for each set at both AS and A2 is 4 x 65 minute periods.

Examination Results

The A-level results for 2016 were:

	<i>% A*-B grades</i>	<i>% A-C grades</i>	<i>% A-E grades</i>
Classical Civilisation	51	92	100
Government and Politics	85	97	99
Latin	82	91	100
Philosophy	78	95	100
Religious Studies	95	100	100
Sociology	87	96	100

The AS level results for 2016 were:

	<i>% A-B grades</i>	<i>% A-C grades</i>	<i>% A-E grades</i>
Classical Civilisation	62	84	98
Government and Politics	78	89	99
Latin	81	88	94
Philosophy	29	53	92
Religious Studies	70	100	100
Sociology	79	90	100

Accommodation

The Department is accommodated in a modern, purpose-built teaching block with excellent facilities. In addition to specialist teaching rooms and equipment, there are fantastic self-study/resource areas where students have access to a range of information sources, including a fully networked computer suite. Further resources are available from the College Library. Departmental staff share a well-equipped base room. Each classroom has a networked computer and data projector and also a wall-mounted TV and video.

Extra-Curricular Activities

The Department has a year-long programme of lunchtime talks. Speakers invited to talk have included serving and former politicians such as Daniel Zeichner (Labour) and Andrew Lansley (Conservative), Keith Hopkins (Labour), Julian Huppert (Lib Dems) and Amelia Womack (Green). In addition there have been talks by the former Archbishop of Canterbury Dr Rowan Williams, a Met Police detective, a prison chaplain, volunteers from the Cambridge women's shelter, an expert in international law as well as academics from the fields of philosophy, penology and theology.

There are also annual visits to Washington DC to study the history and politics of the USA, visits to places of worship with Religious Studies students, including Hindu temples in Leicester and the Hare Krishna Community, and visits to Cambridge Crown Court and to Bedford School for Sociology students. Classics have run trips to Rome, Sicily and Greece. The department also encourages and supports a variety of student-led societies.

Thank you for your interest thus far in this post and the College. I do hope that you will decide to apply, and I should like to thank you in advance for taking the time and trouble to do so.

If there is any further information that you would find useful, or if you would like to talk through any aspect of the College or role, please don't hesitate to get in touch.

Best wishes

Thomas Roegele

troegele@hillsroad.ac.uk

March 2017



**Hills Road
Sixth Form College**
Cambridge

www.hillsroad.ac.uk



Opportunity, Quality, Achievement

Teacher

Purpose: To teach students within the College and to carry out such other associated duties as are reasonably assigned by the Principal or Head of Department, and to make a positive contribution to the wider life and ethos of the College

Reports to: The Head of Department and, where appropriate, to the Head of Subject, in respect of departmental matters and curriculum development

Main Accountabilities:

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 the positive attitudes, values and behaviour which are expected of students.

Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- 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.

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

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and encourage young people'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 and scheme of work within the relevant subject area(s).

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 young people, 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.

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.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear expectations and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the College in accordance with appropriate College policies
- 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.

Accountabilities that relate to all staff at the College:

- demonstrate behaviour and values consistent with the person specification for this role
- promote equality of opportunity in accordance with the College's Single Equality Scheme
- maintain high standards of attendance and punctuality
- have proper and professional regard for the ethos, policies and practices of the College
- this includes those where each member of staff has an individual duty to act and for which the College can be held vicariously responsible for the actions of its employees:
 - equality and diversity
 - safeguarding the welfare of young people
 - health and safety



**Hills Road
Sixth Form College**
Cambridge

www.hillsroad.ac.uk



Opportunity, Quality, Achievement

Person Specification for the post of Teacher of Politics/Sociology

	Essential	Desirable	Evidence
Qualifications and training	<ul style="list-style-type: none"> • Good honours degree in Politics/Sociology, or a closely related subject • Relevant teaching qualification e.g. PGCE or willingness to complete a PGCE 		Application form/ Letter of application
Experience	<ul style="list-style-type: none"> • Experience of teaching Politics/Sociology, which for PGCE students will be at least relevant teaching practice 	<ul style="list-style-type: none"> • Experience of teaching Politics/Sociology at A level • Experience of developing schemes of work at A level 	Application form/ Letter of application

In addition, the successful candidate will demonstrate, or have potential to develop, strengths in the following areas.

Professional Responsibilities	<ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the college • 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/carers with regard to students' achievements and well-being.
Personal and Professional Conduct	<ul style="list-style-type: none"> • treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • have regard for the need to safeguard students' well-being, in accordance with statutory provisions • show tolerance of and respect for the rights of others • support fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensure that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
Classroom teaching	<ul style="list-style-type: none"> • deliver lively, energetic and well planned classroom teaching • employ strong subject knowledge in facilitating students' learning and progress • develop and use effective and varied resources in support of students' learning • focus clearly on maximising student potential and encourage high levels of attainment by all students • demonstrate strong and positive commitment to individual students • apply creativity to contribute to the on-going development of schemes of work



**Hills Road
Sixth Form College**
Cambridge

www.hillsroad.ac.uk



Opportunity, Quality, Achievement

How to Apply for the Post of Teacher of Politics/Sociology

Applicants are asked to do the following:

- complete the Hills Road Sixth Form College application form
- complete the equality and diversity monitoring form
- write a supporting letter of application
- supply a brief CV

The completed application form should be submitted via the TES Portal site. All documents should be submitted by 9.00am on 24th April 2017. Please note that applications received after the closing date may not be eligible for consideration.

Interviews will be held on 3rd May 2017.

Hills Road Sixth Form College will base its decision as to whether to invite you for interview solely on the details provided on your application and how well they match the criteria for this post.

Hills Road Sixth Form College is committed to ensuring equal opportunities in all aspects of employment and selects staff on merit, irrespective of race, religion, sex, disability or age. You are not obliged to complete the equal opportunities monitoring form, but any information given will help us to monitor the effectiveness of our equality and diversity policy.

If you have a disability you are invited to request any special arrangements you may require for interview, or any adjustments you may anticipate would be needed in your working arrangements, by contacting the Human Resources Team on 01223 278063 (direct line). Further information about accessibility to the site can be found on our website under 'Further information/accessibility map' and also from 'DisabledGo': www.disabledgo.info.

Thank you for your interest in this post and in the College. We do hope that you will decide to apply, and we should like to thank you in advance for taking the time and trouble to do so. For more information about working life at the College please either go to our website <http://www.hillsroad.ac.uk> or see more information on the TES Portal.

Human Resources