



BILBOROUGH
SIXTH FORM COLLEGE

Appointment of Director of Curriculum and Quality

OUR VISION: To be the unique and vibrant sixth form college of choice, celebrating individuality, pushing boundaries, achieving excellence and launching exciting careers.

Introduction from David Shaw

College Principal



I'm delighted that you've expressed an interest in the position of Director of Curriculum and Quality at Bilborough College. This post provides an excellent opportunity for an imaginative, committed and resourceful leader 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 in each of the previous two years taking the college to its capacity of 1800 students. Our dedicated team of staff are committed to providing the very best learning opportunities and support for the young people we serve. All members of the college community benefit from a bright, modern and well-equipped, purpose-built college campus, located close to junction 26 of the M1 between Nottingham and Derby.

In December 2018, the Bilborough College Board decided to convert to Academy status and join the Better Futures Multi Academy Trust, a new Multi-Academy Trust, designed with sixth form colleges in mind and sponsored by Coventry University. We anticipate that Bilborough will join King Edward VI College, Nuneaton, as a founding member of the Trust on 1st November 2019. After conversion to academy status, Bilborough will remain a sixth form college in name, ethos and educational character and as a result will retain its unique position in Nottinghamshire and Derbyshire.

Joining a dynamic and dedicated Senior Leadership Team, you will have the opportunity to lead on key aspects of our well-developed systems of curriculum planning, quality assurance and data analysis. The successful candidate will innovate further and develop productive relationships and partnerships across the Trust which will provide an exciting and challenging development opportunity. They will have successful leadership and management experience with a deep understanding of post-16 education as well as a sound strategic sense and a passionate commitment to providing outstanding learning opportunities to challenge and support young people. The post would be ideal for a candidate seeking a Principal or Deputy Principal role in the future.

Further details about the college and how to apply are included in this pack. Should you decide to do so we look forward to receiving your completed application by 9am on 18th October. If you would like to speak to us about the role and/or process please contact the Director of HR, Ruth Pender, in the first instance on 0115 851 5843 or by email at ruth.pender@bilborough.ac.uk.

David Shaw
Principal

“Everyone has a dream...sometimes you need a little help to achieve it...that's what Bilborough College is here for”

Olivia (Year 12)

College overview

Bilborough Sixth Form College came into being in 1975 when it converted from Bilborough Grammar School and the college continues to operate from the same location catering solely for students aged 16-19. The college attracts students from the city of Nottingham and large areas of surrounding Nottinghamshire and south-east Derbyshire as well as the city of Derby.

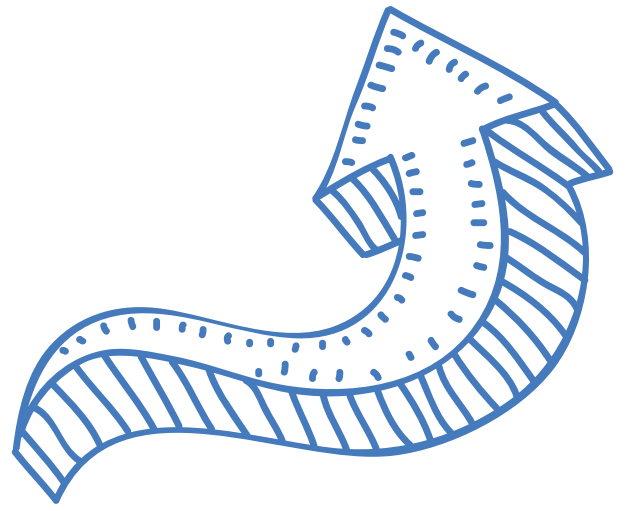
Having moved into its current, purpose-built campus in 2005 the college has been effective in increasing student numbers over the intervening period. There has been steady growth of around 7% in each of the last 3 years and we currently have just over 1800 funded students enrolled on 16-18 Study Programmes involving A Levels, BTEC Level 3 Diplomas, or a combination of the two. The college's main qualification aims comprise approximately 80% A Level and 20% BTEC and other Applied General qualifications. Our most recent Ofsted report describes a 'culture of collective endeavour' which we believe accurately captures our approach to success for all.

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

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

Meegan (Year 12)





Academisation: Better Futures Multi Academy Trust

Bilborough College plans to convert to academy status and join the Trust on or soon after 1st November 2019. We see this not only as a natural next step in our collaboration with a leading university and other Sixth Form Colleges, but also as an opportunity to provide a unique student experience at Bilborough Sixth Form College.

We believe the proposal will also enhance the financial resilience and capacity of the College, ensure continuity for students and support our strategic vision. Membership of the Trust will provide fresh and innovative opportunities for our students that raise aspirations, accelerate progression and ensure even better-quality provision for all students through sharing expertise with new partners. New and high-quality staff development opportunities with Coventry University will help us to retain talent and continue to attract the best staff.

Upon academisation Bilborough Sixth Form College will be the second Sixth Form College member of the Trust. The Trust, as a single legal entity, has overarching responsibility for the governance of its member academies, although the key principle is that all members operate with a high degree of autonomy which will preserve and enhance our unique identity.

With the college due to join BF MAT at such an early stage there will be opportunities for all members of the senior leadership team to play an important part in helping shape the Trust's future vision, its policies and ways of working.

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

Abdus (Year 12)

Bilborough College quality and performance

The college was last inspected by Ofsted in September 2016 and was found to be 'Good' for overall effectiveness and 'Good' in all key judgements. Inspectors judged that 'leaders and managers at all levels have a clear and effective focus on ensuring that teaching is consistently good and students work hard'. They noted that we had 'focused on keeping things simple and getting them right'.

The college has an ambition and a plan of action to deliver consistently excellent teaching, learning and assessment and an outstanding student experience and outcomes through a combination of individualised challenge and support.

Since September 2016 students' experience and outcomes have improved further. We are still awaiting the outcome of some re-moderation and re-marking and so not in a position to confirm the 2019 outcomes, but it is already clear that they are broadly in line with 2018 outcomes which are shared on this page.

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

Poppy (Year 12)

Student outcomes 2018:

- The A Level pass rate was 98.2 per cent, meaning that the pass rate has exceeded 98 per cent for the past 14 years
- A total of 55 per cent of grades were A*-B, a rise of three per cent from last year and up from 50 per cent in 2016
- A total of 606 students took A-Levels, including those taking two A-Levels alongside a BTEC Subsidiary Diploma. A total of 502 students took three or more A-Levels and 12 per cent of these gained three or more A and A* grades
- In terms of measures of students' progress:
 - The ALPS Quality indicator for A Level in 2018 was grade 4 (above the 60th percentile from the national dataset) and for BTEC was grade 5 (between the 40th and 60th percentile).
 - The A Level T Score for 2018 – an indication of the effectiveness of teaching across the curriculum – improved to grade 3 (above the 75th percentile)
 - The A Level T Score for 2018 – an indication of the effectiveness of teaching across the curriculum – improved to grade 3 (above the 75th percentile)
 - Level 3 Value Added for A Levels was +0.14 (top 22% of providers)
 - Level 3 Value Added for Applied General Qualifications was +0.23
 - The GCSE maths and English scores were +0.77 and +0.56 respectively

The college has self-assessed as Good for 2018 and the quality improvement plan identifies the areas requiring attention and the steps we are taking to address these on our journey to Outstanding.



Bilborough College ethos



The college's vision is "to be the unique and vibrant sixth form college of choice, celebrating individuality, pushing boundaries, achieving excellence and launching exciting careers."

Our mission is to offer outstanding teaching, learning and support to 16-19-year olds to facilitate progression from school into university, further training, apprenticeships and employment. 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.

The college has a minimum entry requirement of 5 GCSE passes at grade 4 and above, usually including maths and English language. 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 one or other of these subjects.

Expert teachers, specialist personal tutors and support staff work together to provide a purposeful learning environment where students can be themselves, are treated as responsible individuals and given the support and challenge they need.

"Coming to Bilborough is taking a leap of faith. And now I'm flying"

Siena (Year 12)


Our values...

- **Ambitious** for our students, challenging them to reach their full potential, academic and otherwise.
- **Inspiring** in our students an enjoyment of learning and a sense of what might be possible.
- **Supportive** of our students, helping them to address their needs in order to achieve successful outcomes.
- **Inclusive** of all our students, celebrating their diversity and responding to their different backgrounds, cultures, faiths and talents.
- **Committed** to helping our students rise to challenges, learn from doing so and overcome any barriers to achieving everything of which they're capable.
- **Open** to new ideas and to opportunities for working with others – academies, universities, employers and the local community - for our students' benefit

Approximately 80% of our students go on to higher education - a large proportion to research-intensive universities such as the Russell Group - and the remainder into higher level apprenticeships, employment or further training.

The college places a high priority on preparing students for successful progression, supporting them to develop the necessary skills, attitudes and resilience. In terms of the impact of this on students' progression to university, UCAS data indicates that a high proportion of our applicants to higher education are successful in gaining places overall at university. In addition, the most recent HESA reports show that a high proportion of our alumni who progress to higher education leave university with first or upper second-class degrees (10% above the state sector average for schools and colleges in 2016-17). This is a particularly strong characteristic for those of the college's students who live in areas with low participation rates (11% above the national average in 2016-17).

The large majority of the remainder of our students progress directly into work or onto higher level apprenticeships with high status regional and national employers.



“Here, my future is already taking shape”

Daniel (Year 12)



College facilities

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

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

Matthew (Year 12)

College finances

The college has a financial health rating of Satisfactory with the ESFA. In-year performance is in line with the budget for the year and the forecast for 2019-20 indicates further improvement with a return to Good. All members of the senior leadership team contribute to the process of financial planning and budgeting. Management accounts are produced each month and scrutinised by SLT and governors.



Governance and leadership

The college corporation has 13 governors with a wide range of relevant professional skills and backgrounds represented. This includes two student governors and two staff governors plus one parent governor. The large majority of current independent governors have indicated an intention to transfer to the new Local Governing Body (LGB) which will come into being at the point of the college's conversion and transfer to the MAT. We anticipate that one current member of the corporation will join the Trust Board at this point. This continuity will be important in ensuring a smooth process of conversion particularly as the high degree of delegation means that the LGB will retain many of the responsibilities that were exercised by the Corporation prior to conversion.

Along with the Principal, the Senior Leadership Team comprises:

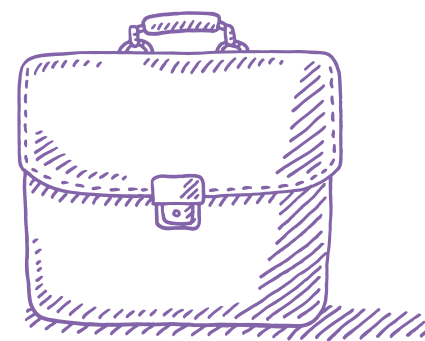
- Assistant Principal – Guidance and Support
- Director of Curriculum and Quality
- Director of Human Resources
- Director of Marketing, Information and Administration
- Director of Teaching, Learning & Assessment
- Interim (part-time) Director of Finance
- Administrative Officer for SLT/ Clerk of corporation

The College has a wider Curriculum Management Team comprising 8 Heads of Faculty, a Head of BTEC, Head of Student Support and Head of Bilborough Extra. The team meets regular with SLT members and acts as a vital forum for refining strategies and policies and as an engine for implementing improvement across the college.

“At Bilborough I can finally be myself”

Elissa (Year 12)

Job details



Post:	Director of Curriculum and Quality
Grade:	Leadership Range L4 to L9
Location:	Bilborough College, Nottingham
Responsible to:	College Principal
Direct reports/ responsible for:	Direct reports – 2 Heads of Faculty and Head of BTEC Operational Management of Curriculum Data Officer

Overall/key purpose

The Director of Curriculum, Quality and Systems will be a member of the Senior Leadership Team (SLT). The postholder will have lead responsibility for student performance monitoring, quality assurance and curriculum planning. Alongside their cross-college brief the post-holder will line manage a number of Heads of Faculty (including the Head of BTEC) and support them in ensuring excellent progress and attainment for all students through high quality and efficient teaching, learning and assessment. The post-holder will be expected to demonstrate and promote a culture of high standards for students, of openness to change and innovation and a commitment to continuous improvement.

Specific responsibilities

1. To take lead responsibility for student performance monitoring.
2. To maintain an up-to-date awareness of key performance indicators and success measures relevant to students, qualifications and institutions in the post-16 sector (in particular those pertaining to SFCs, further education and Academies) and establish a network of contacts to support this.
3. To identify the needs of students, teachers, tutors, managers and governors and lead the development of curriculum systems from a user perspective, including Staff and Student Advantage, ALPS Connect, L3VA, Pro-achieve and other systems which may be adopted in order to meet college needs.
4. To develop and lead on the implementation of the College's curriculum strategy and annual curriculum plan in line with the College's strategic objectives, and work with SLT and CMT colleagues to monitor progress.
5. To work closely with SLT and CMT colleagues to plan related resource needs: staff, accommodation, learning resources and curriculum budgets.
6. To ensure that curriculum planning meets the needs of students and to lead on the the academic elements of the study programme, working with SLT colleagues to ensure that students have a full and relevant study programme to meet their career aspirations.
7. To take account of stakeholder feedback and of local and national priorities and trends to make sure the curriculum offer is up-to-date and meets the needs of students, potential students, employers, Higher Education and the local economy, that it is efficiently delivered and takes full account of quality indicators.
8. To liaise with external partners to identify new and best practice relevant to the brief.
9. To manage the development and delivery of a range of high quality BTEC and vocational programmes and oversee the coordination of these courses across the College.
10. To support students, staff and college managers at all levels as well as governors by refining and improving information systems and reports to support:
 - o students' learning and progress;
 - o the ability of teachers and tutors to monitor and respond appropriately
 - o the ability of management to evaluate and intervene in a timely way, taking account of key performance indicators
 - o the ability of governors to hold management to account

11. To identify staff training and development needs relevant to curriculum planning, the relevance of quality indicators and the use of information systems. To ensure these are taken into account in planning INSET priorities and programmes.
12. To design and commission reports which support regular in-year evaluation and lead on the annual self-assessment processes relating to all relevant aspects of college activity.
13. To work with College Information Services and the Curriculum Data Officer to commission on behalf of users relevant in-house reports and dashboards.
14. To line manage a number of Heads of Faculty which includes:
 - Motivating, supporting and challenging Heads of Faculty through coaching to develop their management and leadership styles and techniques so as to get the best out of staff and achieve high standards for students
 - Helping Heads of Faculty plan their curriculum and improve quality as necessary, address staffing issues and explore and resolve formal and informal complaints
 - Maintaining a clear sense of the strengths and risks within the relevant departments and provide proactive support as required.
15. To lead and coordinate the college strategy for the development and delivery of BTEC and vocational programmes and to line manage the Head of BTEC.
16. To participate actively in the cross-college Curriculum Management Team (CMT) to develop a culture of openness and commitment to continuous improvement.
17. To attend Local Governing Body meetings as appropriate to present relevant reports and provide updates on progress.

Strategic Responsibilities as a member of the Senior Leadership Team

18. To act as an ambassador for the College and contribute to activities outside the college which will enhance the reach, reputation and influence of the college.
19. To support the Principal in embedding the vision and strategy of the College and BF MAT, inspiring staff, students and other stakeholders and to contribute to the development of the College's strategic plan.
20. To develop strong, effective and harmonious working relationships with SLT colleagues, CMT, the Local Governing Body and Senior Leaders across the Trust.

21. To ensure that SLT colleagues are kept fully informed and are aware of all significant issues and developments relating to the postholders own area of work which are likely to impact on the College and the Trust.
22. To work with Senior Leadership colleagues to ensure that the College is an inclusive, student-centred organisation.
23. Be visible, open and accessible to staff, students and stakeholders, ensuring strong internal and external communications.

Other duties

The post-holder will undertake such other duties as the Principal may, from time to time, determine in consultation with the post-holder to ensure the continued progress of the College.





Professional conduct

All Staff are expected to:

- Adhere to the College's Safeguarding Policy and Procedure. All members of staff have a responsibility for promoting and safeguarding the welfare of children and young persons they are responsible for, or come into contact with.
- Carry out the responsibilities of the post with due regard to the College's Equality, Diversity and Inclusion policies.
- Work positively and inclusively with colleagues, students, parents/carers and other partners.
- Operate in accordance with the College's Health and Safety Policy which specifies that all employees have a duty to work safely and not to put others at risk.
- Operate and participate in the College's appraisal system to monitor and review individual and departmental targets, and establish staff development planning requirements.
- Make the most efficient and effective use of human, financial and material resources.
- Be aware of and responsive to the changing nature of the College, adopt a flexible and pro-active approach to work and contribute to a range of cross-college initiatives to facilitate the delivery of key business objectives.
- Participate in department and college developments; attend internal and external meetings and training programmes relevant to the performance and execution of the duties of their post.
- Be conversant with and operate all appropriate information technology resources available and keep abreast of developments in this area.
- Participate in the development of a responsive customer-centred approach to service delivery.
- Ensure compliance with all college policies, procedures and regulations and assist in the implementation of decisions of the LGB and the Trust.
- Give good notice of any absence in line with the College's Absence Management Policy.
- Adhere to general standards of conduct embodied in college policies.
- Work flexibly and efficiently, to maintain the highest professional standards and to promote and implement the policies of the College.

Person specification - criteria	Essential	Desirable
Qualifications		
An honours degree or equivalent qualification	✓	
Full teaching qualification (eg PGCE/ DTLLS or equivalent)	✓	
Evidence of a proactive approach to continuing professional development	✓	
A leadership qualification		✓
Training in College Curriculum Information Systems e.g Alps Connect, Pro-achieve		✓
Experience		
Experience of successfully leading and managing staff in a college or 11-18 school with provision of 16-19 study programmes at level 3, including A Levels	✓	
Proven success of teaching on Level 3 programmes	✓	
Experience of curriculum planning and quality improvement with a sound knowledge of quality systems and experience of achieving significant improvements in provision	✓	
Experience of producing reports for teachers, managers and governors relating to performance data		✓
Experience of communicating across an organisation to ensure common understanding of shared priorities and goals and engage others	✓	
Evidence of implementing change effectively based on learning from colleagues and other institutions	✓	
Knowledge and skills		
An understanding of the College's current and potential role in its wider context and the ability to contribute to its strategic development	✓	
An up-to-date knowledge of key performance indicators and success measures commonly used in post-16 education and their relevance and weighting.	✓	
Ability to analyse, interpret and make use of a wide range of information and complex data to assess issues, anticipate problems and provide solutions	✓	
Ability to extract meaning and significance from complex data and to communicate that to others (including non-specialists) to help inform decisions	✓	
Ability to understand BTEC assessment and administrative requirements and the role of the quality nominee	✓	
Ability to understand DFE technical guidance relating to the ILR for students on 16-18 study programmes	✓	

Person specification - criteria continued...	Essential	Desirable
Ability to lead on the process of curriculum planning	✓	
Ability to use a range of software to facilitate a robust analysis and presentation of performance data	✓	
Ability to develop excellent working relationships with colleagues at all levels as well as external partners to encourage professional collaboration	✓	
Ability to respond flexibly and positively to new and changing contexts	✓	
Ability to build, lead, motivate, empower and develop effective teams	✓	
Highly effective skills of communication, negotiation and persuasion	✓	
Demonstrable planning and organisational skills in order to manage the work of self and others effectively within timescales	✓	
Ability to successfully manage a range of complex tasks simultaneously	✓	
Ability to act as an ambassador for the College, protecting and enhancing its reputation	✓	
A strong practical commitment to ensuring the promotion of equality, diversity and inclusion in all aspects of college and trust activity	✓	
A strong understanding of and commitment to the principles and practices of Safeguarding	✓	
Personal attributes and values		
Ambitious for the College and committed to the values of the College and the Trust	✓	
An enthusiastic and influential leader with a deep commitment to improvement, excellence and innovation	✓	
Resilient, determined and optimistic in the face of difficulties and challenge	✓	
Ability to be decisive and consistently focussed on solutions	✓	
Excellent judgement and reflective with the ability to balance risks and opportunities	✓	
Excellent analytical, problem-solving, negotiating and decision-making skills	✓	

Commitment to collaborative working with the ability to motivate and enthuse others	✓	
Commitment to developing and maintaining good relationships with staff, students, governors and colleagues across the Trust	✓	
Aware of own strengths and areas for development	✓	
Ability to cope with constant change and ambiguity	✓	



How to apply

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Further information

Any initial enquiries about the post or the appointment process should be directed to Ruth Pender, Director of Human Resources on 0115 8515843 or by email at ruth.pender@bilborough.ac.uk.

Applying

To apply for this role please follow this link to 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

You will need to complete an on-line application form and submit a personal statement explaining your suitability for the post. Please refer to the criteria included in the person specification provided.

To request an application form in an alternative format, please contact Sharon Belfitt, HR Assistant on 0115 851 5861 or by email sharon.belfitt@bilborough.ac.uk.

CVs will only be accepted alongside a completed application form.

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
- Right to work in the UK
- Previous employment history and exploring gaps in employment
- Verification of relevant work qualifications
- Medical
- References
- ISA Children's List and DBS check (including overseas 'Certificate of Good Conduct' as appropriate).

Closing date: 9am on 18th October 2019

Interviews: 24th October 2019 for short-listed candidates



0115 851 5843
ruth.pender@bilborough.ac.uk
www.bilborough.ac.uk

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