



**Teacher of A-Level Business and Economics
Stockton Sixth Form**

Recruitment Information Pack



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About Us

Stockton Sixth Form College has built an exceptional reputation for academic achievement over many years and, as the only specialist sixth form college in Stockton on Tees, has over 40 years' experience delivering A-level, BTEC and GCSE qualifications to students aged 16-19 from across the region.

In 2016, we became the first sixth form college in 18 years to merge, when we formalised our working partnership with Prior Pursglove College. The merger helped safeguard sixth form college education in each respective borough and now enables us to move forward in a strong position to fulfil our vision of offering high quality education across a wide range of courses in a welcoming and inclusive environment.

Ofsted judged Stockton Sixth Form to be a 'Good' college across all areas in its latest report, noting "high success rates across all levels of study" and "very effective support for students". Inspectors commented on "lively and dynamic" learning facilitated by staff who "motivate students strongly to complete high quality work to fulfil their potential". You can read the full report [here](#).

The college has a vibrant, diverse and friendly environment with around 600 students. We are committed to providing inspirational teaching led by staff who are specialists in their field. The small and inclusive nature of the college enables us to keep class sizes to a minimum – an average of 15 students per lesson – ensuring each student is given the individual support needed to excel.

It is our focus on developing students into all-round individuals that enables students to secure their next step successfully. Ofsted recognised that the college "prepares students well for progression to their next steps" and that "all completing students had a positive destination to either further or higher education or employment". Progression on to higher education from Stockton Sixth Form College bucks the national trend and we also offer a prestigious scholarship opportunity for students who achieve a place to study at Oxbridge.



Application Process

The closing date for all applications is **11:59pm Sunday 9th June**

Interviews will be held week commencing 17th June,

Completed applications must be returned to chloe.bullen@northyorks.gov.uk

[Recruitment Privacy Notice](#)

Please contact us if you need an application form in a different format.

Please note this post is in regulated activity and exempt from the rehabilitation of Offenders Act 1974 and therefore subject to an enhanced DBS certificate and barred list check. An online search may be conducted for successfully shortlisted applicants.

Unfortunately we do not accept CVs.

An email will be sent to shortlisted candidates with details of the interview process.

Queries

Informal chats with our schools are welcomed. For queries or to arrange a call with the Principal / Head of Department, please contact:

Chloe Bullen at Chloe.Bullen@northyorks.gov.uk or on 01609 536 964

We actively welcome you to contact us to chat through the role and talk informally about the college / post and how working here will make a real difference to young people in the area.



Job Description

Reporting directly to the Faculty or Deputy Faculty Manager

**The responsibilities and duties appropriate to a teacher fall into two main areas:
As a member of a faculty**

The Teacher will:

1. Be accountable to the Faculty Manager
2. Teach one and, -a second subject to all levels up to and including A level in some cases
3. Access, review and report on the development and attainment of students
4. Work as part of a team in planning, reviewing and assessing methods of teaching and programmes of study
5. Attend subject and faculty meetings
6. Take a share of the additional support given at certain times to students at both ends of the ability range
7. Be responsible for the attendance and retention of the students in your subject area
8. Participate in meetings and supervisory duties relating to the staff of the college as a whole
9. Be expected to seek and use opportunities for professional development
10. Observe legislation and the College's guidelines and procedures regarding Equal Opportunities, Health and Safety, Finance and Safeguarding.
11. Carry out any additional duties, as required by the Principal, depending on the ability and skills of the postholder, commensurate with the responsibility and salary

As a Pathway Leader

Most teachers act as Pathway Leaders, accountable to a Faculty Manager or Deputy Faculty Manager, and each is responsible for the individual care of about 20 students.

A Pathway Leader

1. Is the student's first point of contact for pastoral support
2. Reviews the individual's progress on a regular basis
3. Is responsible for routine administration relating to the student
4. Is responsible for liaison between home and college
5. Provides guidance and advice to individuals or to groups, as provided for in the pastoral programme
6. Be responsible for the attendance and retention of the students in your Pathway support group
7. Writes reports and references as required
8. Attends meetings of Pathway Leaders
9. Liaises regularly with the Faculty Manager/Progress Leader
10. Follows all college processes with regards to Safeguarding
11. Carries out additional relevant tasks as directed.

12. Carrying out such similar duties as may be required by the Principal, commensurate with the post.

This job description sets out the main responsibilities for the postholder, but is not intended to be an exhaustive list. Specific duties may change from time to time without changing the general nature of the post and the postholder is expected to be flexible in the range of responsibilities they undertake.

Teacher – Professional Duties

The following duties shall be deemed to be included in the professional duties which a teacher employed by a Sixth Form College may be required to perform.

Teaching

- (1) (a) planning and preparing courses and lessons;
- (b) teaching, according to their educational needs, the students assigned to you, including the setting and marking of work to be carried out by the student in college and elsewhere;
- (c) assessing, recording and reporting on the development, progress and attainment of students in each case having regard to the curriculum for the College.

Other activities

- (2) (a) promoting the general progress and well-being of individual students and of any class or group of students assigned to you;
- (b) providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
- (c) making records of and reports on the personal and social needs of students;
- (d) communicating and consulting with the parents of students;
- (e) communicating and co-operating with persons or bodies outside the college;
- (f) participating in meetings arranged for any of the purposes described above;

Assessments and reports

- (3) providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students;

Appraisal and Staff Development

- (4) (a) participating in arrangements made for the appraisal of your performance and that of other staff in the light of the responsibility for the appraisal of staff that is laid on the College Principal by Article 3(2)(c) of the College's Articles of Government.
- (b) reviewing from time to time your methods of teaching and programmes of work;
- (c) participating in arrangements for your further training and professional development;

Educational methods

- (5) advising and co-operating with the Principal and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

Discipline, health and safety

- (6) maintaining good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the College premises and when they are engaged in authorised College activities elsewhere;

Staff meetings

- (7) participating in meetings at the College which relate to the curriculum for the College or the administration or organisation of the College, including pastoral arrangements;

Cover

- (8) supervising and so far as practicable teaching any students whose teacher is not available to teach them provided that no teacher shall be required to provide such cover:
 - (a) after the teacher who is absent or otherwise not available has been so for three or more consecutive working days; or
 - (b) where the fact that the teacher would be absent or otherwise not available for a period exceeding three consecutive working days was known to the college for two or more working days before the absence commenced; unless:
 - (i) she/he is a teacher employed wholly or mainly for the purpose of providing such cover ('a supply teacher'); or
 - (ii) the college have exhausted all reasonable means of providing a supply teacher to provide cover without success; or
 - (iii) she/he is a full-time teacher at the college but has been assigned by the Principal in the timetable to teach or carry out other specified duties (except cover) for less than 75 per cent of those hours in the week during which students are taught at the college.

Public examination

- (9) participating in arrangements for preparing students for public examinations and in assessing students for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for students' presentation for and supervision during such examinations;

Management

- (10)
 - (a) contributing to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new and probationary teachers;
 - (b) co-ordinating or managing the work of other staff

- (c) taking such part as may be required to you in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the College.

Administration

- (11)
 - (a) participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of person providing support for the teachers in the College and the ordering and allocation of equipment and materials;
 - (b) registering the attendance of students and supervising students, whether these duties are to be performed before, during or after College sessions.

Person Specification

ESSENTIAL

It is expected that the person appointed will have:

- a degree or equivalent in the main subject or a related subject
- sympathy with the College's culture
- the ability to motivate students
- a lively enthusiasm for the subject
- the ability to relate to teenagers and adults
- energy, creativity and initiative
- the ability to work independently and as part of a team
- good administrative skills

DESIRABLE

It is preferred that the person appointed will have:

- a professional teaching qualification
- successful teaching experience with 16-19 year olds
- awareness of syllabus requirements at Advanced and Intermediate levels
- skills in Information and Learning Technologies
- the ability and willingness to contribute more widely to the curriculum

APPLYING FOR A JOB WITH NORTH YORKSHIRE COUNCIL

IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

Data Protection

The information that you state on this application form will be used by the school and the Council to consider you for a job vacancy. To find out about how we use your personal data for the purposes of recruitment please see our Privacy Notice at www.northyorks.gov.uk/working-us.

Rehabilitation of Offenders

The post you are applying for requires you to have an enhanced Disclosure and Barring Service criminal records check for work with children, with a barred list check if you work in regulated activity. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries.

Should you be shortlisted, you will be asked to disclose full details of your criminal history prior to your interview. This includes any information deemed relevant as part of Keeping Children Safe in Education which may arise in an online search undertaken on shortlisted candidates. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

Please also see the policy statement on the Recruitment of Ex-offenders below.

Information in Support of your Application

Every post advertised is supported by a full person specification. The specification lists all the essential skills, experience and qualifications which are necessary for the job and the criteria against which you will be assessed, both through your application form and at interview.

As part of the application process, you may have been asked to demonstrate within this application form how you meet some or all of the criteria or key competencies outlined in the person specification. Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them by giving **specific and detailed examples** which include a focus on outcomes and on your own contribution to the scenario. Try to use different and varied examples wherever possible.

When completing these sections, do not forget the skills and experience you have gained outside full-time work. Outlining your previous work experience or other responsibilities may help you to uncover skills which you have taken for granted and which are clear signs of your ability to do the job.

Canvassing

You must not try to influence an elected Council Member, any council employee or a member of the school governing body, to act in your favour, as this will disqualify you. If you are related to a Councillor, a Council employee or a governor you must indicate this in the relevant section of the application form.

Policy Statement on the Recruitment of Ex-offenders (Source www.gov.uk)

1. As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), this school complies fully with the DBS [code of practice](#) and undertakes to treat all applicants for positions fairly.
2. This school undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.
3. This school can only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.
4. This school is committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
5. This school has this written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
6. This school actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. Candidates are selected for interview based on their skills, qualifications and experience and criminal record information is only requested from short-listed candidates.
7. A disclosure is only requested from the DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that a DBS certificate will be requested in the event of the individual being offered the position.
8. This school ensures that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
9. This school also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
10. At interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
11. This school makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request.
12. This school undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.