

Job Description & Person Specification



Overview

Job Title	Director of Sixth Form
Department / Faculty	Education Group
Reporting To	Vice Principal Teaching, Learning and Assessment
Campus / Location	Filton campus, with an expectation of some travel between sites.
Contract Type	Full time permanent. Requests for flexible working can be considered.
Salary Grade	MS18 - MS23
Post Reference	REQ001467
Date	11-05-26

The Role

The Director of Sixth Form is a key member of the College's Extended Leadership Group, driving the implementation and success of our College Strategy 2031, with specific responsibility for delivering strong achievement, readiness and enjoyment outcomes for students studying within the Sixth Form.

You will be accountable for developing and implementing the College's approach to inclusive learning and for ensuring high quality opportunities for all students (including those with learning difficulties and disabilities). In doing so, you will help to prepare students for the opportunities and challenges ahead. This role will support the College to launch successful careers and create the conditions in which every student achieves their qualifications and takes positive next steps in their education or employment or is fully prepared for university or higher study. As a curriculum expert you lead a Directorate which is important for the government's growth mission and Plan for Change.

You will set high levels of ambition for our students and staff, while fostering a culture of high expectations, inclusion, and continuous improvement. You will also be accountable for ensuring high levels of attendance and participation, high levels of achievement and progression, in line with benchmarks and College targets.

Responsibilities

Curriculum

- Maintain up to date knowledge of sector developments across FE and HE relating to Sixth Form and prepare the College for future change.
- Deliver the College's Strategy, building productive relationships with colleagues, partners and stakeholders to secure responsive, high-quality provision.
- Contribute to the development and continuous review of the curriculum, informed by achievement data, student voice, sector developments, and community needs.
- Build an ethos of inclusion across the College by supporting curriculum leaders to embed inclusive practice and maintain high expectations for all students.
- Ensure the Sixth Form Directorate plans for an ambitious, responsive curricula aligned to learner needs and the local and regional context, equipping learners and apprentices with the knowledge, skills and professional behaviours required for progression.

- Ensure that employers and other relevant stakeholders are engaged in the design and delivery of curriculum.

Quality, Teaching, Learning and Assessment

- Ensure consistently excellent teaching, learning and assessment for students within Sixth Form curriculum areas. Contribute to the development of curriculum and consistently excellent teaching, learning and assessment across all provision types.
- Ensure that all teachers, within areas of responsibility, are supported to become subject experts and (where relevant) have current industry experience and expertise.
- Ensure, within areas of responsibility, that staff understand and implement College Policies in pursuit of College Strategy 2031. This includes but is not limited to Policies related to Attendance and Retention, Relational discipline, Teaching, Learning, Assessment and Feedback.
- Ensure, within areas of responsibility, that teaching, learning and assessment allows enough time for students to practise and revisit content, and that teachers systematically review and address any gaps in learners' and apprentices' knowledge.
- Ensure a consistently ambitious inclusive and respectful learning environment that minimises barriers to access and enables learners to participate fully in learning activities, work experience, enrichment and employment related activities.
- Ensure health and safety assurance and compliance for students within the Sixth Form Directorate internally and in external workplaces, including apprenticeships and work experience.
- Develop a culture of accountability grounded in the accurate analysis and effective use of performance data, while ensuring that the student voice is actively heard and used to shape and improve provision within the Sixth Form Directorate.
- Contribute to the continuous review and development of curriculum and the improvement of teaching, learning, assessment and feedback; informed by a data-driven approach, using detailed and accurate analysis of performance data and trends in student achievement and related outcomes, student voice, sector developments, community and employer need.
- Within areas of responsibility, develop engaged and capable people so that all staff feel supported and empowered, they enjoy their time at college, deliver exceptional outputs of teaching and create experiences that inspire students.
- Within areas of responsibility, lead on the production, validation and implementation of the annual Self-Assessment Report and improvement plan for Inclusive Learning and support services.

College Leadership

- Contribute to the overall leadership of SGS College on key aspects of staff performance, developments and projects.
- Line management, leadership and development of teams in relevant areas through agreed reporting structures.
- Role model, promote and embed a leadership culture which embodies the SGS Behaviours of *Consistency*, *Ambition*, *Respect* and *Empowerment* ensuring that all colleagues are contributing to the College's objectives and their personal goals.
- Promote and maintain the college's procedures and practices which facilitate safety, equality, diversity, inclusion and belonging across all College operations. Undertake any other reasonable duties required by the College as necessary to support the College's mission and objectives.

Financial and Resource Management

- Set, monitor and achieve relevant income and spending targets relating to core curriculum.
- Lead and monitor the Directorate's budget, ensuring compliance with funding requirements, efficient use of resources and strong value for money.
- Identify and manage risks within areas of responsibility and contribute to the College's Risk Management Framework.
- Be accountable for the effective operation, performance and impact of Directorate teams.

What does brilliant performance look like in this role?

Our Get Future Ready 2031 Strategy sets out the headline measure through which we will judge our success. This role will be accountable for the delivery of the Achievement outcome, which we will measure by:

- Qualification Achievement Rates, as measured by the Department for Education, which meet or exceed national averages, and significant evidence of progress made by students in year
- High-Grade achievement, demonstrating our focus on stretching students
- Secure robust and verifiable evidence of on and end-of-programme progress rates and student progression, demonstrating the value added from well sequenced curriculum and high-quality teaching, learning and assessment
- Positive feedback from employers of SGS students and alumni, measured annually.

Key Role Information

Direct Reports	1
Indirect Reports	30+
Budget Responsibility	£1 Million +
Number of Learners	500
Number of Courses	25

Who Will You Work With?

Internal relationships

- Vice Principal Teaching, Learning and Assessment
- Vice Principal Curriculum
- Senior and College [Executive] Leadership Team
- College support departments
- Learner and Staff Forums

External relationships

- Awarding and Quality Assurance Organisations

- Key Employer, Civic and Community Stakeholders.

Living the SGS Way — Our Behaviours

Everyone at SGS is expected to live our values — **Consistent, Ambitious, Respectful and Empowered**. This means:

<p>Consistent Communicating clearly, following through on commitments, using evidence to make good decisions.</p>	<p>Ambitious Striving for excellence, sparking 'wow' moments, never settling for average.</p>	<p>Respectful Building inclusive relationships, celebrating diversity, never tolerating unfairness.</p>	<p>Empowered Taking ownership, embracing new ideas, welcoming accountability.</p>
--	--	--	--

Safeguarding, Equality & Compliance

All SGS employees share our commitment to the safety and wellbeing of students and colleagues. The following apply to every role:

- Actively support achievement of the College's strategic goals and annual improvement plans.
- Promote SGS as an organisation committed to the highest standards of delivery and service.
- Share the College's commitment to safeguarding — prioritising the welfare of children, young people and vulnerable adults.
- Champion the effective implementation of the College's Equality, Diversity and Inclusion Policy.
- Promote and implement best practice in Health & Safety.

<p>DBS Level Required</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enhanced with barred list checks <input type="checkbox"/> Enhanced without barred list checks <input type="checkbox"/> Standard <input type="checkbox"/> None
----------------------------------	--

Person Specification

What does the ideal candidate look like?

Job Title

Director of Sixth Form

Qualifications & Attainments

List qualifications or professional memberships required. Only list what is genuinely needed — avoid over-specifying, which can exclude great candidates.

Criterion	Essential	Desirable	Assessed by
Degree or equivalent professional qualification.	<input checked="" type="checkbox"/>		Application
Evidence of continued professional development in education leadership or management.	<input checked="" type="checkbox"/>		Application
Recognised teaching qualification.	<input checked="" type="checkbox"/>		Application
Postgraduate qualification in education, management, or a relevant field.		<input checked="" type="checkbox"/>	Application
Membership of relevant professional bodies.		<input checked="" type="checkbox"/>	Application
Relevant professional qualification or demonstrable experience within the specialist area of provision aligned to the role	<input checked="" type="checkbox"/>		Applications

Experience & Knowledge

What experience must they bring? What would be a bonus? Focus on transferable experience as well as sector-specific knowledge.

Criterion	Essential	Desirable	Assessed by
Successful senior leadership experience in further education or post-16 education, with a proven record of delivering outstanding curriculum outcomes.	<input checked="" type="checkbox"/>		Application & Interview
Experience of managing significant budgets and resources.	<input checked="" type="checkbox"/>		Application & Interview
Track record of curriculum development and quality improvement.	<input checked="" type="checkbox"/>		Application & Interview
Experience of engaging with employers, schools, and external partners.	<input checked="" type="checkbox"/>		Application & Interview
Evidence of developing and delivering innovative curriculum provision.	<input checked="" type="checkbox"/>		Application & Interview
Experience of leading cross-college initiatives or campus operations.		<input checked="" type="checkbox"/>	Application & Interview
Experience of Ofsted or similar regulatory inspections.		<input checked="" type="checkbox"/>	Application & Interview

Skills & Abilities

Criterion	Essential	Desirable	Assessed by
Strategic thinking and analysis: the ability to set a vision and provide insight to the Executive team to support action.	<input checked="" type="checkbox"/>		<i>Application / Interview</i>
Leadership and influence: the ability to lead and inspire teams and influence outcomes across organisational boundaries; and to build trust and influence decisions in senior levels of government and other organisations	<input checked="" type="checkbox"/>		<i>Application / Interview</i>
Communication: the ability to communicate clearly in both written and verbal formats; and to present complex information and arguments in a variety of formats	<input checked="" type="checkbox"/>		<i>Application / Interview</i>
Innovation mindset: the willingness and ability to drive innovation, embrace change and solve problems	<input checked="" type="checkbox"/>		<i>Application / Interview</i>
Collaboration: the ability to build strong relationships and foster teamwork through cross-functional collaboration	<input checked="" type="checkbox"/>		<i>Application / Interview</i>
Accountability: the ability to take ownership of delivery and drive organisational performance outside of your own line management.	<input checked="" type="checkbox"/>		<i>Application / Interview</i>

Role Conditions (if applicable)

Are there any specific requirements candidates need to be aware of?			
<i>e.g. Ability to travel between campuses, requirement to work some evenings or weekends, requirement to hold or obtain a specific licence. Leave blank if none apply.</i>	<input checked="" type="checkbox"/>		<i>Application Form</i>

A Note on Flexibility

As SGS evolves, the responsibilities and location of this role may be adjusted in consultation with the post-holder.

Where a disability is indicated, every effort will be made to make reasonable adjustments. Job redesign will always be fully considered.

HR Evaluation (for HR use only): Score: _____ Profile: _____ Level: _____