



# **Uckfield College**

## **Recruitment Information Booklet**

**Assistant Curriculum Leader of  
Science: KS4 Lead  
MPS/UPS plus TLR2B**

# Contents

Welcome letter from the Principal	2
About Uckfield College	3
Uckfield College Vision and Ethos	4
Our Staff	4
Advert for Assistant Curriculum Leader of Science: KS4 Lead	5-6
Job Description for Assistant Curriculum Leader of Science: KS4 Lead	7-11
Person Specification for Assistant Curriculum Leader of Science: KS4 Lead	12
Role of Form Mentor	13
Department Structure and Organisation	14-15
The Application and Appointment Arrangements	16



Dear Candidate

I am delighted you are interested in applying for a role at Uckfield College and thank you for taking the time to discover more about life at our school.

The staff here, both teaching and non-teaching, are a truly collegiate, warm, and dynamic team. They are professional, deeply caring people who have a strong moral purpose to make a difference to young people. Students are at the heart of everything we do, and their high standards of behaviour and eagerness to learn allow our dedicated staff to thrive. We are proud to be an OFSTED 'Outstanding', leading organisation and our greatest asset is undoubtedly our staff who consistently go beyond the 'call of duty' to maintain a special learning environment. As a large school, we offer multiple opportunities for professional growth, subject collaboration, and career progression, all underpinned by strong partnerships with our parents and the wider community.

One aspect that stands out is the exceptional level of support and professional learning for all teachers. We invest heavily in development, including weekly Joint Professional Learning Time (JPL) and an innovative Professional Learning and Development (PLD) programme. Our teaching practice is nationally recognised and deeply research-informed, ensuring our practice is always cutting-edge, such as our recent focus on 'Total Participation'. We champion a rich and broad curriculum, where all subjects are valued, complemented by our commitment to technology innovation and our Super Curricular ethos, where every student engages in enrichment. We feel sure that you will identify Uckfield College as an energetic and successful place in which to work.

If, after reading about us, you decide to apply for the post, then we look forward to receiving your application form. Applications will be processed in line with the dates provided and we will write to successful and unsuccessful candidates as soon as possible to inform them of their progress.

There is further information about the College, including the Prospectus and an electronic version of the briefing booklet and application form available on our website: [www.uckfield.college](http://www.uckfield.college). If there are specific parts of the application you would like to clarify, or if there is particular information you require, then please telephone me at the College. I can be contacted via my PA, Toni Fletcher, on 01825 764844, extension 1002.

In conclusion, I make no excuses for sounding so very proud of the enthusiasm, hard work and support of staff, students, parents and governors. Uckfield College is very much a team and I believe, fundamentally, a very happy and successful one.

I look forward to meeting short-listed candidates at interview.

Yours sincerely

Sara Marshallsay  
Principal



## About our College

Uckfield College is an excellent and improving school with excellent results, happy staff and students and highly engaged governors. In April 2024, we were proud and delighted that Ofsted graded Uckfield College as unequivocally 'Outstanding' in all areas. The inspection particularly highlighted the extremely positive staff culture and innovative, ambitious professional learning:

The school's 'ceaseless pursuit of learning' extends to staff. Wellbeing is a priority for all. Staff are confident that leaders consider their workload when planning new initiatives. Training for teachers is unapologetically ambitious and highly effective. Early career teachers receive exceptional support and guidance. All staff, regardless of experience, participate in coaching that improves both their subject knowledge and teaching skills. As a result, staff feel highly motivated and are very proud to work at the school. Governors are ambitious for the school. They provide expertise and robust challenge. Leaders are diligent and highly skilled. Together, their shared commitment to continuous improvement is at the heart of decision making.

OFSTED April 2024



Inspectors also said some wonderful things about our students:

- Pupils' behaviour and conduct are typically excellent.
- The Uckfield qualities of love, integrity and kindness permeate the school.
- Different opinions are respected and diversity is celebrated. As a result, this is a highly inclusive school.
- Pupils relish challenge and are not afraid of making mistakes.
- Sixth form students thrive when taking on positions of responsibility, such as head student or when contributing to the student leadership team. They are excellent role models and perform their responsibilities with care, dedication and diligence.

Students are at the heart of everything we do. The positive relationships between staff, parents and students have helped us to sustain and drive significant improvements in recent years. We are very proud of our College and want to recruit members of our staff team who will champion and celebrate our success, within the College and in the wider community.





# Our Vision and Ethos

**Our Vision:** An inspiring College where every individual is supported and challenged to achieve personal excellence.

**Our Aim:** Is for everyone in our community to lead truly, deeply, happy, fulfilled and purpose-driven lives. Our curriculum is how we achieve those aims.

In feedback to the Lead Inspector during our last Ofsted Inspection, one parent summed up the ethos of the school as **“Encouraging the young people to love learning, be interested in the world around them, take care of it and take care of one another.”**



## Our Staff

We are exceptionally proud of our staff here at Uckfield College, both teaching and non-teaching. They are an amazing team who work together collegiately to support each other and help each and every one of us to be the very best we can.



# Assistant Curriculum Leader of Science: KS4 Lead (MPS/UPS)

<b>Hours</b>	Full Time
<b>Commencement</b>	Term 5 2026 or 1st September 2026
<b>Contract</b>	Permanent
<b>TLR</b>	TLR2B (currently £5,867)

## The Application Process

We hope that after reading the information in this booklet you will be keen to apply to join our dedicated team of staff. If you would like to be considered for this role, please complete and return an East Sussex County Council Application Form, which is available electronically from our website. We will also be pleased to forward a hard copy of the application form to you if you prefer.

Please ensure that you submit your application before the closing date for this post of Monday 12th January 2026 at 9.00 a.m. Unfortunately applications received after this time cannot be considered. If you are short-listed for the post we will contact you as soon as possible to invite you to interview.

We reserve the right to invite candidates for interview prior to the closing date and to close vacancies early if we have sufficient suitable applications. Therefore, we encourage interested applicants to apply as soon as possible.

If you would like to discuss the post further, or arrange to visit the College prior to making your application, please do not hesitate to contact our HR department on 01825 764844 extension 1008 or email [hr@uckfield.college](mailto:hr@uckfield.college).

## The Interview Process

We look forward to welcoming short-listed candidates on the interview day, when they will have the opportunity to find out much more about the College throughout the interview process. On the day you can expect the format to include:

- Welcome from the team
- Meetings with key members of the team
- Lesson Observation
- Tour of the College
- Safeguarding Interview
- Panel Interview
- Presentation by candidate on leading outstanding Teaching & Learning

We are committed to the safeguarding of children. References and Enhanced Disclosure and Barring Service checks will be conducted on the successful applicant. Please note this role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

We are equally committed to eliminating discrimination and encouraging diversity. We aim for our workforce to be representative of society and that each employee feels respected and able to give their best. We are committed to providing equality and fairness in our recruitment and employment practices and not to discriminate on any grounds. We will share interview questions with you in advance as part of our commitment to a transparent and equitable hiring process. We believe that



providing you with time to prepare allows you to be thoughtful, reflective, and deliberate in your responses, ensuring you can bring your very best and provide us with the strongest evidence of your skills and experience. Our aim is to level the playing field and enable us to evaluate your potential thoroughly. Please note that while we are sharing these questions, we may not ask every single one, and we will also ask follow-up questions on the day to delve deeper into your answers. We are invested in your success and look forward to our conversation.

We are also sharing in the interests of transparency and clarity the leadership traits we look for in those we recruit:

- Takes ownership and responsibility: Fully accountable for actions and outcomes.
- Demonstrates integrity: Leads with authenticity and transparency.
- Builds teams: highly collaborative and works effectively across departments.
- Shows conviction: courageous in decision-making and driving change.
- Inspires dedication: passionate about the role, the subject, and the College's vision.
- Committed to growth: dedicated to continuous professional development and being a lifelong learner.
- Embraces improvement: actively seeks and welcomes feedback for self and departmental growth.
- Results-Oriented: biased towards decisive action and achieving results rather than stagnation.
- Structured and dependable: highly organised, reliable, and manages time effectively.
- Drives solutions: Focused on identifying and implementing effective, practical solutions to challenges.
- Advocates for progress: acts as a change agent, inspiring and managing positive transformation.
- Maintains perspective: possesses a strong sense of humour and promotes a positive, engaging atmosphere.
- Promotes inclusivity: thrives in and actively supports a diverse and equitable work environment.
- Positive and resilient: maintains a happy, upbeat, and optimistic approach, even in challenging moments.
- Exhibits humility and self-awareness: understands the importance of earned success and does not exhibit a sense of entitlement.





# Job Description

<b>Job Title:</b>	Assistant Curriculum Leader of Science: KS4 Lead (TLR2B)
<b>Responsible To:</b>	Curriculum Leader
<b>Responsible For:</b>	KS4 Science

## **Main Purpose of the Job**

- To carry out the professional duties of a teacher as circumstances may require and in accordance with the College's policies under the direction of the Principal;
- to be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and develop standards of students' learning, achievement and attainment through the use of evidence-informed practice;
- to play a full part in the life of the College and its community, to support its vision and aims and to be a role model for staff and students;
- to be accountable for a discrete Curriculum area and to support, hold accountable, develop and lead a team of people focusing on this area in order to raise standards of student attainment and achievement.

## **Job Dimensions**

- Students: Accountable for the oversight of learning of those students allocated to the post holder, engaging and motivating in the classroom and building team commitment with colleagues.
- Staff: Where appropriate, accountable for the direct line management/coordinating the work of teaching staff and other relevant personnel within the department.
- Resources: Accountable for the teaching and learning budget allocated to this curriculum area; the physical learning environment.

## **Key Accountabilities**

### **Strategic Direction and Development:**

Lead, develop and implement teaching and learning policies, plans, targets and practices to ensure contribution to whole College improvement.

Where appropriate to:

- promote the general progress and well-being of individual students and of any class or group of students assigned to the post holder;
- use evidence-informed practice to improve outcomes in each area of the role;
- identify clear teaching objectives through planning and specify how they will be taught and assessed;
- set tasks which challenge students and ensure high levels of interest and expectations for each and every student;
- set clear targets and intervene, when appropriate, based on prior attainment;
- provide clear structures and routines for lessons which regularly review prior learning using effective strategies, e.g. retrieval practice;
- use regular, specific feedback, both verbal and written, to provide clear and meaningful improvement strategies to students;
- effectively scaffold the curriculum and use adaptive teaching to ensure all students can access and excel at tasks within each lesson;
- have routines which maintain high levels of pace, motivation and challenge;
- ensure students' working memory is kept on task through cognitive offloading strategies;
- maintain discipline in accordance with the college's procedures and encourage good practice with regard to punctuality, behaviour, standards of work and homework;
- use college strategies to improve literacy in all lessons, e.g. the explicit teaching of Tier 2 vocabulary;
- ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;





- evaluate own teaching critically to improve effectiveness;
- ensure the effective and efficient deployment of classroom support through explicit guidance;
- prepare students for public examinations where relevant;
- register the attendance of students in lessons in line with the college policy.

Lead and develop the department's curriculum intent, its implementation and evaluation of knowledge, skills and understanding students have gained against expectations (its impact). Lead, develop and implement teaching and learning policies, plans, targets and practices to ensure contribution to whole College improvement.

- Develop and implement policies and practices which reflect the College's commitment to high achievement and effective teaching, learning and assessment;
- develop and implement policies and practices which reflect the College's commitment to every child;
- lead developments across the subject area which identify clear targets, timescales and success criteria for the Curriculum Area Development Plan;
- to monitor and evaluate progress against the Curriculum Area Development Plan including the quality of teaching, learning and assessment;
- to lead the development of syllabus choice and schemes of learning taking account of College and National trends;
- ensure the maintenance and availability of accurate and up to date information about the Curriculum area;
- to analyse departmental and college data to ensure that student performance targets are in line with whole College targets;
- create a positive atmosphere for learning for all students across the Curriculum area including the management of behaviour;
- to contribute to the development of College policies;
- to act as a champion for your Curriculum area and contribute to whole College issues;
- to implement College policies and procedures e.g. Equal Opportunities, Health and Safety, SEND, Literacy, Numeracy and ICT across the curriculum area;
- to ensure provision for safeguarding and promoting the welfare of students across the curriculum area in lessons and other activities.

#### **Leading and Managing Staff:**

Provide the necessary support, challenge, intervention and information to sustain motivation and secure improvement in teaching and learning.

Where appropriate to:

- use performance data to evaluate students' progress and set appropriate targets for improvement;
- use strategies to promote self efficacy for every adult in the college;
- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- promote the use of educational research to improve both student and staff outcomes;
- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognize the level at which the students achieving;
- undertake assessment of students as requested by examination bodies, departmental and College procedures;
- prepare and present informative reports for parents and other external agencies as appropriate;
- make records of reports on the social needs of students;
- provide or contribute to oral and written assessments, reports and references relating to individual and groups of students.

Ensure all staff understand the department's curriculum intent, how it is to be effectively implemented and how its impact is evaluated. Ensure all of the staff team understand the department vision and how it aligns with the whole college vision.

- To develop and sustain a shared vision and common purpose in Curriculum area and to secure commitment from all staff in the department;
- to be a positive role model for your team/department;
- to develop team-working strategies;
- to oversee the coordination of INSET provision that meets the training needs of the team;
- to use coaching and mentoring strategies as appropriate to develop team members;
- line management of colleagues to include Performance Management where appropriate;
- if relevant to provide advice on threshold, upper pay spine and other professional development opportunities;
- to be aware of the welfare and wellbeing of staff in the Curriculum area.



## **Curriculum Development**

- Contribute to the development of Schemes of Learning and lesson planning within the curriculum area which are inline with the subject's curriculum intent;
- to lead on and evaluate Curriculum development and provision (syllabuses/schemes of learning) across the curriculum area in order to ensure appropriate challenge and success for every student;
- to keep up to date with National developments in the curriculum area and teaching practice and methodology;
- to actively monitor and respond to Curriculum development and initiatives at National, Regional and local levels.

## **Teaching and Learning:**

Secure and sustain effective teaching, evaluate the quality of teaching and standards of students' achievements and set targets for improvement to ensure high standards across all key stages and external assessments.

- Have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the College;
- establish effective working relationships, with students and staff, and set a good example through own presentation and personal and professional conduct;
- endeavour to give every student the opportunity to reach their potential and meet high expectations;
- to use strategies to promote self efficacy for all students;
- monitor student progress and implement intervention strategies;
- be committed to safeguarding and promoting the welfare of students in all lessons and related activities, and develop and implement policies and practices which reflect the College's commitment to every child;
- provide guidance and advice to students on educational and social matters and on further education and future careers;
- maintain good order and discipline among students and safeguard their health and safety when they are engaged in authorised College activities elsewhere;
- participate in arrangements for students presentation for examinations;
- supervise and so far as practicable teach any students whose teacher is not available to teach them following the current Pay and Conditions;
- participate in meetings at the college which relate to the curriculum, administration or organisation of the college;
- pedagogy and methodology - to draw upon best practice in teaching and learning and share across the team eg use of pedagogical research and thinking skills;
- to develop the use of lesson observations to improve practice ie part of College self-evaluation and review and internal procedures;
- to ensure marking and assessment across the Curriculum area is in line with College policies (including AFL policy) and meet exam board criteria;
- reporting on student progress. To include working with pastoral teams and supporting RAFA initiatives and briefings;
- to implement where relevant, educational enhancements (booster classes, trips and visits);
- to establish and develop the process of target setting across the Curriculum area in line with curriculum practice and work towards their achievement;
- coordinate praise, rewards and good news/publicity about student participation and achievement;
- monitor student progress and implement intervention strategies.

## **Deployment of Resources:**

- Review from time to time own methods of teaching and Schemes of Learning;
- participate in arrangements for own further training and professional development as a teacher;
- participate in arrangements for own supervision and training whilst serving in an induction period;
- participate in arrangements for the appraisal of own performance and that of other teachers;
- take responsibility for own professional development and duties in relation to College policies and practices;
- contribute to the professional development of other teachers e.g. the induction of new teachers
- be responsible, careful and economical with the use of budgets, resources, consumables, buildings, buildings' contents and energy/utilities so that departmental capitation is not wasted, college resources last, consumables are used sparingly and the college's energy and utility bills are as low as possible.



Identify and monitor appropriate resources to ensure that they are used efficiently, effectively and safely.

- If applicable manage the teaching and learning budget of the Curriculum area to ensure Best Value for Money;
- to ensure that the Curriculum area's teaching commitments are effectively and efficiently timetabled and roomed;
- to deploy resources to maximise student learning;
- to oversee the use of accommodation and resources to create a positive learning environment;
- to coordinate the organisation and maintenance of equipment and stock;
- to implement College policies, procedures and risk assessments with regard to Health and Safety e.g. COSHH;
- to oversee the effective, efficient deployment of student teachers to ensure curriculum and pastoral continuity;
- to make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the Curriculum area with the cover supervisor/relevant staff;
- to be responsible for the efficient and effective deployment of the Curriculum area's technician/support staff;
- to participate in the selection of staff new to the College and/or to teaching and to ensure effective induction;
- to set up review procedures to support staff promoted to new posts within the Curriculum area.

### **Communication**

- Communicate and consult with the parents of students and Governors where appropriate;
- communicate and cooperate with persons and external agencies and participate in meetings arranged for any of the purposes described above;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review Days and events with partner schools;
- contribute to the corporate life of the College through effective participation in meetings and management systems necessary to coordinate the management of the College;
- cooperate with other staff to ensure sharing and effective usage of resources to the benefit of the College, department and students;
- to contribute to the corporate life of the college and represent the Curriculum area through effective participation in meetings eg Curriculum Leaders; Leadership Team and Key Stage discussions;
- to liaise with external agencies as appropriate;
- to chair meetings as appropriate;
- to take responsibility for Curriculum area in marketing and liaison activities such as Open Evenings, Parents Evenings, and events with other schools;
- to represent the wider Curriculum area as and when required.

### **Quality Assurance**

- Embed the College's High Reliability practices in order to sustain and develop high quality teaching and learning;
- to ensure the effective implementation of High Reliability protocols across the Curriculum area;
- to evaluate the practice within the department and report and evaluate on examination performance in line with the College self-evaluation process;
- to lead meaningful self-evaluation and review cycles that drive Development Plan cycles;
- to use Student Voice across the Curriculum area;
- to regularly and systematically carry out lesson observations and learning walks in line with the college's expectations;
- to do regular work scrutiny;
- to ensure the department engage in effective moderation of assessment practices.

**Refer to the current 'Conditions of Employment for Teachers other than Head Teachers' from School Teachers' Pay and Conditions Document from the DfE.**

**This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.**



**This job description may be amended at any time following discussion between the Principal and member of staff, to be reviewed annually.**



# Person Specification: Assistant Curriculum Leader of Science: KS4 Lead

## Essential education and qualifications

- Qualified Teacher Status
- Good Honours Graduate

## Essential key skills, abilities, knowledge, experience, values and behaviours

- Use of strategies to have successfully raised student achievement
- Outstanding classroom teacher
- High quality interpersonal skills
- Team player
- Flexible
- Proactive and able to make decisions
- Ambitious, personally and for the College
- Positive 'can do' attitude
- An educational vision focused on students
- Excellent range of communication skills; listening as well as speaking, presenting, writing

## Desirable key skills, abilities, knowledge, experience, values and behaviours

- Evidence of relevant further professional development
- Able to teach subject to A Level
- Leadership experience
- Aware of strategies to raise student achievement





# Role of Form Mentor

**Line Manager:** Director of Year

## Professional Duties

- To act as the first point of contact between home and college and to advise and guide parents and students on a day to day basis.
- To get to know the students in the mentor group and strive to be aware of backgrounds as these will affect the student's performance in college.
- To establish a positive relationship between mentor and the student so that the mentor is aware of both danger signs and indications that the group and individuals are functioning well.
- To encourage each student to take a full part in college activities.
- To be a source of information about the college and to interpret college policy to the students as it affects them.
- To maintain high standards of college uniform with all students in the group.
- To liaise with senior pastoral staff about students in difficulty or trouble.
- To complete the form register and to do so in a well-controlled manner so that the information recorded is accurate and in accordance with the notes in the staff guide.
- To check (using Google Classroom) and encourage students to:
  - complete homework that is set; and
  - hand homework in on time.
- To ensure that all absences are covered by letters or telephone calls from parents. Directors of Year should be notified when a Form Mentor is unable to obtain a satisfactory reason for absence either from the students or from contact with the parents directly.
- To monitor students' academic progress through profiles/reports and data/progress analyses. To make a meaningful and appropriate comment on social and academic progress made as required by the style of the report.
- To coordinate appropriate intervention strategies to support students' academic and social progress.
- To deliver the set mentor programme during Personal Development Time and Life Learning (PSHCE).



# Departmental Structure and Organisation 2025/2026

## Science Department

George Scott-Smith	Curriculum Leader of Science
Peter Munroe	Deputy Curriculum Leader of Science: Chemistry
David Barham	Assistant Curriculum Leader of Science: Biology
Sam Bonsor	Assistant Curriculum Leader of Science: Physics
Jim Guest	Assistant Curriculum Leader of Science: KS3 Lead
Vacancy	Assistant Curriculum Leader of Science: KS4 Lead
Lucy Griffin	Teacher of Science & Lead Practitioner: Adaptive Teaching
Martin Bradley	Teacher of Science & Deputy Principal
Kelsey Mercer	Teacher of Science
Mike Ball	Teacher of Science
Tascia Ingino-Jupp	Teacher of Science (Maternity Leave)
Katie Smith	Teacher of Science
Eoin Mitchell	Teacher of Science & Director of Year 9
Katy Hamblin	Teacher of Science
William Mabbitt	Teacher of Science
Callum Spalding	Teacher of Science
Graham Buntain	Teacher of Science & Director of Year 10
Gerard Thraves	Teacher of Science (Maternity Cover)
Sam Crisp	Team Leader Science Technician
Shalma King	Senior Science Technician
Suzanne Moxon	Science Technician

### Accommodation

The majority of the school has new buildings. The Science department is now located on one floor of our brand new main building and benefits from 14 laboratories and several prep rooms. All teaching rooms have a networked desktop computer and a visualiser connected to an LED screen.

All teaching staff are currently issued with a free Chromebook. To enhance learning, all students have Chromebooks (Years 7 to 11) or their own device (Sixth Form).



Uckfield College uses Google chromebooks extensively in lessons and to support learning at home - all students have their own chromebook device. The science department has a huge amount of resources for students and teachers to use during lessons and for private study.

## **Public Examinations**

### ▪ **Key Stage 3**

The Science Department follows an internally written scheme of learning for Years 7-8. The units at Key Stage 3 are designed to promote excitement and enthusiasm for science. Assessment is both summative and formative throughout all schemes.

### ▪ **Key Stage 4**

KS4 Science delivers the AQA GCSE syllabus. Students can follow one of two pathways: Triple science or Combined (Trilogy) science. Both of these KS4 courses commence in September of year 9. Students are guided towards one of these pathways towards the end of year 8.

### ▪ **Key Stage 5**

The department offers sciences at A Level as below.

Biology – AQA

Chemistry – AQA

Physics – AQA

## **Additional Information**

The Department meets formally on a regular basis, in accordance with the College's meetings system. Agendas and minutes are supplied to each member and also stored centrally. Information is communicated mainly by weekly bulletin or by email, in person or in writing.

As a training department for B Ed, PGCE and Schools Direct trainees from various East Sussex establishments, including University of Sussex and Brighton University, we have continuing, productive relationships with local training providers and their personnel and are able to contribute through meetings and other contacts to their programmes.

### **Meetings:**

- Weekly Joint Professional Learning within department team
- Department meetings throughout the year



# The Application and Appointment Arrangements

We look forward to receiving your application which should be returned to our HR department at Uckfield College, [hr@uckfield.college](mailto:hr@uckfield.college). Your application should comprise:

- A letter of application (2 sides A4 max), which includes reference to those aspects of your experience, personal qualities, knowledge and skills which will equip you for these roles;
- A fully completed application form.

The closing date for receipt of completed applications is Monday 12th January 2026 at 9.00 a.m. Short-listing will take place shortly afterwards and interviews will be held as soon as possible. The selection process will include meetings with key members of the team, a lesson observation, a presentation by the candidate on leading outstanding Teaching & Learning, a tour of the College and formal interviews.

We reserve the right to invite candidates for interview prior to the closing date and to close vacancies early if we have sufficient suitable applications. Therefore, we encourage interested applicants to apply as soon as possible.

If you require any further information please contact our HR department at Uckfield College on 01825 764844, extension 1008 or email [hr@uckfield.college](mailto:hr@uckfield.college). Alternatively you may contact Toni Fletcher, PA to the Principal, on 01825 764844, extension 1002, or email [t.fletcher@uckfield.college](mailto:t.fletcher@uckfield.college).

Uckfield College is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to a satisfactory DBS check.



# Uckfield College

## *Love Learning for Life*



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