



DIRECTOR OF Y12/Y13

Support Staff Role

Grade 15



Candidate Information Pack
01 June 2026



Welcome from the Chief Executive

Welcome and thank you for your interest in joining our team. It is with great pleasure and enthusiasm that I introduce you to the **Providence Learning Partnership** and our lead institution, **Durham Sixth Form Centre**.

Providence Learning Partnership is a forward-thinking Trust established with a clear mission: transforming lives through education. Our Trust prioritises excellence in teaching and learning, recognising the uniqueness of each student in celebration of diversity and inclusion. Working collaboratively, we embrace expertise and innovation, contributing to the North East of England through the cultivation of lifelong learners. While our roots are firmly planted in the success of Durham Sixth Form Centre, we are currently in an exciting period of growth. We are working closely with the Department for Education and Durham University to establish the Durham Mathematics School - a specialist city-centre provider for A Level mathematicians, scientists, and computer scientists - with further announcements expected in the coming months durham-mathematics-school.org.uk.

Our Lead School: Durham Sixth Form Centre

As Principal of Durham Sixth Form Centre, I am immensely proud of our standing as a large, "outstanding" post-16 provider. With approximately 1,800 students drawn from over 60 secondary schools across the region, we operate as a "mini-university" in the heart of Durham City. Our campus blends history with innovation, from our original 1913 building to our science wing, 200-seat theatre, state-of-the-art Digital Media Centre, and on-site Art Gallery.

Our results consistently place us among the top providers nationally. In 2025:

- **A Levels:** A* and A*-B grades continue to be higher than the national average which correlates in an above average value added score.
- **Applied General:** Attainment is ranked in the top 2% nationally, with 93% of students achieving Distinction* or Distinction grades.

Our Values

At the heart of our Trust is a commitment to the whole person. Whether through our Trust Development Plan or our daily interactions, we are guided by four core values:

- **High-quality, inspirational teaching and learning.**
- **Excellent support, care, and guidance.**
- **Personal and professional integrity.**
- **Ambition and progress** for our students, our communities, and ourselves.

We recognise that an exceptional educational experience is only possible through the dedication of our staff. This is why we prioritise professional growth, achieving Investors in People Platinum [and Employer of Year 2025] and CPD Mark accreditation. As noted in our most recent full Ofsted inspection, we have established a culture where students and staff alike flourish in an environment of high expectations and personal excellence.

Join Our Journey

We are looking for individuals who are energetic, passionate about post-16 education, and eager to contribute to a collaborative mission. If you have the skills and aptitude to help us shape the future of post-16 education, based in Durham City, we would welcome your application.

I am excited about the possibilities that lie ahead and look forward to the potential of working together.

Ellen Beveridge
Principal, Durham Sixth Form Centre
Chief Executive, Providence Learning Partnership

Welcome to the Pastoral Team

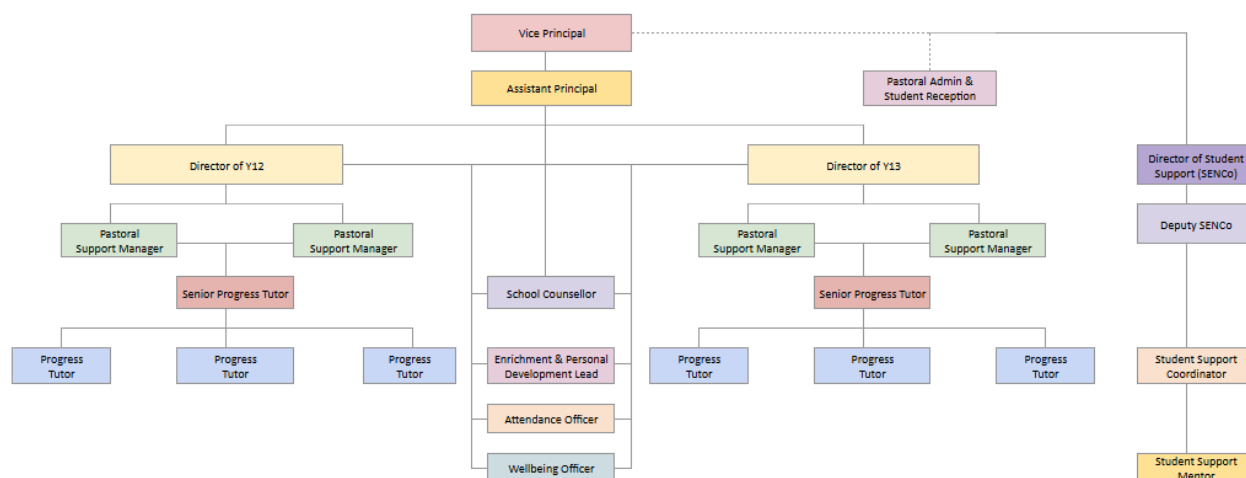
Thank you for your interest in this role of **Director of Y12/13** at Durham Sixth Form Centre. We are delighted that you are considering joining our dedicated and dynamic team, who play a vital role in our centre's success and student experience.

The **Director of Y12/Y13** is a pivotal new role at Durham Sixth Form Centre, occupying a strategic position within Senior Middle Leadership. As lead professionals and role models, **Directors of Y12/13** embody the school's values and ambitions, fostering a culture of exemplary behaviour and mutual respect. They are directly accountable for student progress, care, wellbeing and holistic development, leading by example through exceptional professional conduct. By setting high expectations for both support and academic achievement, they champion a diverse and inclusive environment where every student can thrive.

Our students are at the heart of everything we do. Our **Directors of Y12/13** play an integral role leading a year group of 900-950 students and line managing a team of two Pastoral Managers and, in turn, four Progress Tutors (including one Senior Progress Tutor). The team works collaboratively with teachers, the Progression team, the Health and Wellbeing team, the Student Support team, Academic Mentors, parents/carers and external agencies to ensure every student receives the guidance and support they need to flourish and succeed.

As a **Director of Y12/13**, you will be joining a team of skilled and dedicated professionals who are committed to making a real difference. You'll need excellent communication and organisational skills, a strong understanding of the needs of young people and the resilience to respond to the fast-paced, ever-changing demands of sixth form life and post-16 students.

Our team is currently structured in the following way:



We offer a supportive and inclusive working environment, ongoing professional development and the opportunity to play a key role in shaping the future with our students. If you are passionate about supporting young people and want to be part of a team that genuinely values care, high standards and ambition, we would love to hear from you.

Thank you for considering this role at Durham Sixth Form Centre. We look forward to learning more about you and hopefully welcoming you to our team. We would strongly encourage candidates interested in this role to visit us in advance and apply early. Should you wish to discuss this role further, or to arrange a visit, please do not hesitate to contact me directly.

Best regards,
Lee Bone
Vice Principal

lee.bone@durhamsixthformcentre.org.uk

The Role

JOB TITLE	Director of Y12/Y13
CONTRACT TYPE	Permanent, Term-time plus 10 days
HOURS	37 hrs/week (also see Additional Hours section)
GRADE	Grade 15, SCP 42-46
SALARY	£48,319 - £52,047 pro rata (£53,460 - £57,585 whole time equivalent)
START DATE	01 June 2026

ADVERT

We are looking to recruit **two** exceptional **Directors of Y12/13** to join our outstanding sixth form team, part of the Providence Learning Partnership, where unwavering support, care, and guidance for our post-16 learners is at the heart of everything we do. One position is for Y12 and the other is for Y13. To ensure continuity, these positions will rotate annually, allowing each Director to remain with their specific cohort throughout the full duration of their Post-16 journey. This is an incredible opportunity to make a profound difference by championing the holistic success of an entire student cohort.

What Makes This Role Exciting?

- **Lead the pastoral frontline:** Provide high levels of pastoral support, care and guidance to an entire year group of learners and their families with a team of like-minded professionals.
- **Drive achievement and progress:** Oversee and strategically monitor the academic achievements and progress of students in your year group.
- **Strategically lead attendance and conduct:** Drive strategies to continue the high standards of student conduct and attendance.
- **Safeguard and nurture:** Play a vital role in supporting the safeguarding of students in your cohort, deputising for the Designated Safeguarding Lead and ensuring all protocols are adhered to.
- **Shape future success:** Support students through their transition from pre- to post-16 studies, helping them settle quickly into sixth form life.
- **Develop and mentor a team:** Oversee, coordinate, and quality assure the work of a dedicated team of pastoral colleagues.

We are looking for someone who:

- Demonstrates exceptional planning, organisation and time management skills.
- Is able to inspire and challenge both students and colleagues.
- Has the highest expectations of themselves and others.
- Exhibits outstanding interpersonal skills.
- Models the values, ethos, and vision of the organisation in pursuit of excellence and equity.

Why choose us?

- Be a part of an Investors in People: Platinum [Employer of the Year 2025] organisation.
- We are a flourishing high-performing sixth form where students achieve and exceed their potential.
- Be part of a team that's ambitious, supportive, and driven by purpose.
- Benefit from personalised CPD, leadership coaching, and genuine career progression.

Why this role?

This is not a maintenance role. We are looking for a leader who wants to 'step up' - someone who is excited by the prospect of our first FE Ofsted inspection and wants to help us design a vision that is fit for the future. In return for you bringing your A-game, we offer a united leadership environment where you will be mentored, challenged and developed for the next stage of your career.

Join Durham Sixth Form Centre as Director of Y12/13. Lead and inspire the next generation of post-16 students in a nationally recognised, high-performing sixth form. We are located in the heart of Durham, just 20 minutes from Sunderland and 30 minutes from Newcastle city centre.

Please remember: This position is subject to being closed early so don't hesitate to get in touch.

Job Description

Note: This is a senior post in our Support Staff structure.

Schools rely on the professional input and expertise of a range of staff. 'Support staff' is a generic title for all staff who do not teach. Some support staff work alongside teachers and some work behind the scenes to ensure that there is an efficient infrastructure within our organisation which supports effective teaching and learning to take place. Support staff contribute in many ways, directly and indirectly, to student outcomes and the school's Ofsted judgement and are integral to both. Approximately half of all of our employees are support staff.

The Scale of Impact

As a Director of Y12/13 at Durham Sixth Form Centre, you will hold one of the most significant and influential positions within our leadership structure. Entrusted with the strategic and operational leadership of a year group exceeding 900 students, your influence will be the primary driver of the Climate for Learning for nearly half of our student body. This is a role for a leader who thrives on scale, complexity and the opportunity to make a transformative difference in the life chances of young people.

Strategic Leadership and Team Growth

You will be responsible for the day-to-day excellence of your year group, managing students and overseeing the Year Group Improvement Plan (YGIP). You won't work in isolation; you will lead, inspire and challenge a dedicated team of Pastoral Support Managers and Progress Tutors. As a line manager, you will act as a critical friend, using the appraisal process to foster a culture of high expectations and professional growth.

Conduct, Attendance and Achievement

In this role, you are responsible for upholding the integrity of our shared standards. You will strategically oversee the Staged Sanction System (SSS), ensuring that our Climate for Learning and Attendance Policies are applied with consistency and rigour. By interrogating data, you will identify trends in attendance and retention, enacting swift interventions to ensure no student coasts or falls through the gaps. You will have a granular understanding of your cohort - particularly our most vulnerable and disadvantaged learners - ensuring that every student, regardless of their starting point, is supported to achieve their ambitious targets.

Safeguarding and Wellbeing

Operating as a Deputy Designated Safeguarding Lead (DDSL), you will be at the front line of student wellbeing. You will manage high-level disclosures, maintain meticulous CPOMS records and champion a multi-agency approach to support. Beyond safety, you will have oversight of the CORE programme and EDI (Equality, Diversity, and Inclusivity) initiatives, ensuring our students leave us not just with excellent grades, but as resilient, healthy and culturally aware citizens ready for the modern world.

The 'Lifecycle of Success'

From the high-energy environment of Y12 Enrolment and Y11 Open Days, to the supportive oversight of UCAS and progression pathways, you will lead the student journey. You will be the face of the school for hundreds of families, leading high-level parent/carers meetings and representing our values in every interaction.

Job Description

KEY AREAS OF RESPONSIBILITY

1. Strategic Leadership and Improvement

- Operational Management: Lead the day-to-day running and planning of a large year group (c. 950 students), managing students and reviewing policies to ensure a flourishing environment.
- Improvement Planning: Drive change through a robust, data-informed Year Group Improvement Plan (YGIP), regularly reviewing progress against key priorities with the Senior Leadership Team.
- Team Leadership: Line manage and appraise the pastoral team, acting as a critical friend to inspire high standards, challenge underperformance and lead professional development.

2. Student Conduct and Climate

- System Oversight: Strategically oversee the Staged Sanction System and Climate for Learning Policy, quality assuring consistency across the team and holding staff to account for accurate record-keeping.
- High-Level Intervention: Personally lead on Stage 2 interventions and high-level parent/carers meetings, managing difficult conversations and complex cases with integrity.
- External Liaison: Develop and maintain partnerships with external agencies, support services, and families to support vulnerable students and those classified as Special Consideration.

3. Attendance and Retention

- Strategic Monitoring: Regularly analyse attendance and retention data, identifying trends and enacting proactive strategies to maximise student participation and success.
- Quality Assurance: Oversee the work of Pastoral Support Managers regarding attendance interventions and the Fit to Study process.
- Retention Strategy: Implement robust leaver processes and data-driven strategies to maximise retention across all cohorts.

4. Achievement and Data Analysis

- Cohort Information: Maintain a deep understanding of cohort demographics (Gender, MA, Disadvantaged, SEND, CIC) to ensure tailored support for all learner groups.
- Data-Driven Intervention: Following calendared data captures, collaborate with the Vice Principal to enact achievement strategies and communicate timely information to parents/carers and students.

5. Safeguarding (Deputy DSL)

- Operational Lead: Act as a Deputy DSL (as per KCSIE), managing high-level disclosures, maintaining secure CPOMS records and deputising for the DSL as required.
- Multi-Agency Support: Champion a multi-agency approach, proactively using assessment processes for early help and statutory social care referrals.
- Staff Guidance: Support and coach pastoral colleagues in effectively identifying and reporting safeguarding concerns.

6. Transition, EDI and The Student Experience

- Annual Events: Coordinate major annual cycles, including Year 11-12 transition, enrolment/re-enrolment, Y11 Open Days, and student induction events.
- Inclusive Culture: Champion Equality, Diversity, and Inclusivity (EDI), British Values, and the Prevent strategy, removing barriers to ensure all students can fulfill their potential.
- Personal Development: Lead and quality assure the CORE programme, overseeing student voice, assemblies, and the Student Executive Committee to promote healthy lifestyle choices and resilience.

UPHOLD THE PROFESSIONAL STANDARDS OF THE SCHOOL BY:

- Being a role model to students through personal presentation and professional conduct.
 - Attending staff meetings and briefing, as required.
 - Arriving at sessions, on or before the start, and to begin and end on time.
 - Being familiar with Trust and school handbooks, policies and protocols.
 - Striving for personal and professional development through active involvement in appraisals.
 - Maintaining a working knowledge and understanding of the National Occupational Standards for Support Staff.
 - Undertaking any reasonable task as directed by any senior member of staff.
 - Being involved in extracurricular activities where appropriate and in line with the Local Collective Agreement 2012.
 - Establishing a climate for learning in line with the Trust's policies and procedures, to contribute to a purposeful learning environment and encourage students to interact and work cooperatively with others.
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MODELLING

- Model the values, ethos and vision of the school in pursuit of excellence and equity, valuing individual achievement.
- Help build, communicate and implement a shared vision.
- Be a role model and actively promote high expectations for all members of the school community through your role within the structure.
- Contribute to the efficient management of school routines.
- Being an appraisal team member in line with school policy.
- Being aware of the responsibility for personal health, safety and welfare and that of others who may be affected by individual action/inaction.

TRAINING/QUALIFICATIONS

- The employee will be expected to undertake on-going research to develop their knowledge base and will undertake any CPD, inset and qualifications as deemed necessary by the Principal.
- Where formal qualifications are identified the employee will be required to sign an agreement to reimburse the school of any training costs incurred if the employee leaves before qualification and/or if they leave before a period to be specified after qualification.

ADDITIONAL HOURS

- In the event where the Principal requests additional hours to be worked over and above the contractual hours, TOIL will be given at a flat rate as per Local Collective Agreement 2012. Timesheets must be submitted and approved by the Vice Principal.

Note: This role will involve significant levels of contact with parents which, due to their circumstances, are likely to have to take place out of the working hours outlined above. Any additional hours agreed above and beyond the 74 hours (plus 10 days) will be by negotiation and recompensed through time of in lieu (TOIL). 37 (5 days) of the 74 hours (10 days) are allocated as below as 1 additional hour/week.

Applicants should be aware that they need to be available for enrolment which usually takes place during the last week of the summer holidays. These hours will be built into the plus 10 days arrangements.

Working days (taking into account plus 10 days arrangements)

Day	Total hours in school	Hours	Lunch break	Total hours worked
Monday	8 hours 15 mins	08.15 - 16.30	30	7 hours 45 mins
Tuesday	8 hours 15 mins	08.15 - 16.30	30	7 hours 45 mins
Wednesday	8 hours 15 mins	08.15 - 16.30	30	7 hours 45 mins
Thursday	8 hours 15 mins	08.15 - 16.30	30	7 hours 45 mins
Friday	7 hours 30 mins	08.15 - 15.45	30	7 hours
				37+1 hours

Person Specification

APPLICATION	Essential	Desirable
A well-structured letter of application.	*	
Fully supported in references.	*	
QUALIFICATIONS AND TRAINING		
Qualified with GCSE English and Maths to a grade A*- C/9-5.	*	
Educated to Level 3 standard (sixth form) with strong grades.	*	
Educated to degree level (or currently studying for a degree).		*
Qualifications in first aid, pastoral, safeguarding, careers/progression.		*
EXPERIENCE AND KNOWLEDGE		
Experience in working with young people and/or in an education environment.	*	
Experience / ability to deal with delicate, difficult and confidential situations.	*	
Experience of using MIS Software (SIMS).		*
Experience of safeguarding processes.	*	
SKILLS		
Excellent organisational and record keeping skills.	*	
Ability to communicate effectively both orally and in writing to a diverse audience.	*	
Ability to see the bigger picture with attention to detail and professionalism.	*	
Aptitude to evaluate, monitor and prioritise work and to use IT competently in your role.	*	
Demonstrate outstanding interpersonal skills (in a range of contexts), even if/when working under pressure.	*	
Ability to learn from your mistakes, listen and to 'bounce back' with positivity.		
PERSONAL QUALITIES		
Demonstrate energy, positivity and calmness in fulfilling the role and model a 'can do' approach.	*	
Inspire, lead and challenge a team of colleagues with energy and drive to bring out the best in everyone (where applicable).	*	
Boundless optimism, energy, enthusiasm and a sense of humour when carrying out the role.	*	
Exemplary health, attendance and punctuality.	*	
COMMITMENT, EQUALITIES AND SAFER RECRUITMENT		
Commitment to upholding and promoting the trust values with honesty, loyalty and fairness.	*	
Promote and safeguard, at all times, the welfare of children and young adults.	*	
Demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the appropriate policies.	*	
Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with young people and colleagues.	*	

Application Guidance

The Trust seeks to ensure that we appoint the right candidate to each job and that applications for employment are treated in a fair and consistent manner. Candidates are responsible for ensuring that they complete all sections of the Application Form in sufficient detail and submit a separate Letter of Application to ensure that both can be properly assessed against the criteria shown in the job description and person specification. Any information provided on CV 's will not be considered for short-listing purposes. If little or no information is provided on the application form, it will be impossible to assess your suitability and you will not be considered for an interview.

1. APPLICATION FORM

The Application Form should be completed in one of two ways:

1. Using either the [GoogleForm](#) and submitting the completed Application Form.
2. Using our Word Document and emailing it to staffvacancies@durhamsixthformcentre.org.uk.

Both options are available on our website at www.durhamsixthformcentre.org.uk/vacancies/

2. LETTER OF APPLICATION

The supporting Letter of Application is a separate document and should be no more than 1,000 words. It should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification.

Please upload the Letter of Application with the GoogleForm above or alternatively email your Letter of Application with your Word Application Form to staffvacancies@durhamsixthformcentre.org.uk.

RECRUITMENT DATE(S)

CLOSING DATE	10am, Monday 2 February 2026 <i>NB: This position is subject to being closed early.</i>
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Applications received after the closing date/time will not be considered.

DISABILITY

Please complete this section to help us ensure a fair and inclusive recruitment process. Under Section 60 of the Equality Act 2010, we collect this information for the following specific reasons:

- **Adjustments:** To establish whether we need to make reasonable adjustments to enable you to take part in the selection process (e.g., interview access or alternative assessment formats).
- **Positive Action:** To take positive action in supporting employment for disabled people. Applicants with disabilities will be granted an interview if the essential job criteria are met.
- **Suitability for the Role:** To establish whether you will be able to carry out a function that is intrinsic to the work concerned.

FURTHER ASSISTANCE

All information is available in alternative formats. Should you require an alternative format or need any further assistance please contact staffvacancies@durhamsixthformcentre.org.uk.

AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.

Shortlisted Candidates Guidance

REFERENCES

All appointments will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers. Staff at Durham Sixth Form Centre work directly with young people therefore the school reserves the right to seek references prior to interview and this may include references from your current, most recent or previous employers. All referees will be asked about disciplinary offences, even those which have expired prior to an offer of employment. Please note that an offer of appointment will not be made until satisfactory references have been received.

DIGITAL CHECKS

An online search will be undertaken for shortlisted candidates as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with the most current version of Keeping Children Safe in Education. This search does not form part of the shortlisting process and candidates will have the chance to discuss any issues of concern that may arise during this search at interview.

SAFEGUARDING

Providence Learning Partnership is committed to safer recruitment processes, safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment. We conduct pre-employment checks in line with the most current version of Keeping Children Safe in Education and the Trust's Safeguarding Policy which is available on our website. It is an offence to apply if you are barred from regulated activity relevant to children.

DBS

An application for an Enhanced DBS certificate will be submitted for all candidates once they have been offered the position. If candidates are registered with the DBS Update Service, they must give Providence Learning Partnership consent to check their status. The Trust complies with the Code of Practice issued by the Disclosure and Barring Service. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Please note this post is exempt from the Rehabilitation of Offenders Act 1974. Under the provisions of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975, you are required to disclose information concerning convictions including those which for other purposes are regarded as spent under the Act. A disclosure will be requested for the successful applicant for this post.

RIGHT TO WORK

Candidates who have been offered the position will require a UK Right to Work Check.

PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to continue to develop a more diverse workforce and we positively welcome applicants from all sections of the community. With regard to recruitment and selection, the Trusts ensures that no job applicant receives less favourable treatment on the grounds of sex, marital status, race, colour, ethnic origin, age, disability, sexual orientation, religion or belief, political beliefs, unrelated criminal conviction(s).

The Equal Opportunities Monitoring Form is not part of the selection process. It will be used purely to monitor diversity of applicants.

CONDITIONAL OFFER OF APPOINTMENT

All offers of employment are conditional, subject to satisfactory pre employment checks including references, enhanced DBS check (with barred list checks), proof of identity, right to work status, qualifications (if applicable) and medical clearance by our occupational health service (if applicable).

Staff Benefits

At our Trust, we deeply value the health and wellbeing of our staff, recognising that a happy, supported team is essential to delivering the best outcomes for our students. We are committed to fostering a positive working environment where staff feel cared for, empowered, and equipped to thrive both personally and professionally.



Pension scheme

All contracted members of staff will be automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pension Scheme (whichever is appropriate).



National terms and conditions

We offer national terms and conditions in line with the School Teacher's Pay and Conditions document (STPCD) and Burgundy Book for teachers or the NJC Green Book for support staff.



Training and development

Professional development opportunities aimed at the continuous process of enhancing your skills, knowledge and competencies discussed with your appraiser on an individual basis.



City centre parking

Durham City Centre barriered private parking for staff whilst at work which extends to free all year round parking, 24 hours a day, 7 days a week, 365 days a year.



Staff wellbeing working group

For the staff, by the staff, our wellbeing working group meet at least 3 times a year and is open to all members of staff. To date the group has raised money for charity, built a Staff Wellbeing portal, organised socials, sporting events and family days out.



Healthcare services

All staff benefit from a range of comprehensive health and wellbeing services including: GP service which gives staff the access to a General Practitioner around the clock, 24/7, access to nurse support services and physiotherapy provided face-to-face at times, dates and locations convenient to our staff.



Live webinars

Online webinars for Mental Health First Aid and Stress Coaching are available to staff which run frequently throughout the year with a choice of dates and times.



Health and Wellbeing

Free Flu vaccines, menopause counselling and access to financial wellbeing coaches through our staff absence insurance policy.



Daily breakfast

We provide a selection of hot drinks, cereals, croissants, toast and jams complimentary each morning in the refectory for staff and students.



Lifestyle

Our lifestyle benefits include shopping discounts with hundreds of online and high street retailers and discounted gym membership.



Free Will Writing Service

Organised through the Financial Guys, all staff are provided with a free single basic Will which also includes a 50% discount for partners.



Blue Light

Blue Light Card have now added Teaching and Support staff to the list of careers that are able to apply for their card. When applying please upload your staff ID badge as evidence.



Working From Home

We are currently trialling working from home. This arrangement supports flexible working and recognises that some tasks, such as planning, marking and resource development, can be carried out more effectively in a quiet, uninterrupted environment.



**THE AWARD FOR UK EMPLOYER
OF THE YEAR: PLATINUM (50-249)**