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**Head of College**

**Job Type: Permanent, Full Time**

**Pay Scale: Leadership Point 14-18 \*pay award pending**

**Reference: 2025007**

Catcote Futures provides learning for a wide range of students with Learning Difficulties or Disabilities.

We are looking to appoint a suitably qualified and skilled Head of College to join our highly committed specialist team. You must be strongly motivated and possess the character needed to work in a demanding and often challenging environment.

**Closing date: Tuesday 8th July 2025 (9 a.m.)**

**Interviews: Thursday 10th July and Friday 11th July 2025**

**Start Date: 1st December 2025**

Completed application forms to be sent to: Recruitment, Catcote Academy, Catcote Road, Hartlepool, TS25 4EZ Or email: jobs@catcote.co.uk

You will need to meet the requirements of the person specification in order to be offered an interview. Only applications submitted on the Trust’s application form will be accepted. Application forms can also be found at www.catcotefutures.co.uk.

Shortlisted candidates will be welcomed to contact the Academy to arrange a convenient appointment for a guided visit of the facility.

We welcome applications regardless of age, gender, disability, ethnicity or religion.

Please see our website for our Privacy Notice (Job Applicants) regarding how we will use your personal information.

Please note that online searches will be carried out on shortlisted candidates to help identify issues that may need to be explored at interview.

The Trust is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

REHABILITATION OF OFFENDERS ACT 1974 - The position for which you are applying is exempt from this Act and requires an enhanced check to be made through the Disclosure and Barring Service (DBS), known as the disclosure process. You are therefore required to disclose any unspent convictions/cautions/bind-overs that you have received and any prosecutions that are pending against you. Enhanced Disclosure and check of the Children’s and Adult’s Barred list via the Disclosure and Barring Service is required for any successful candidate.

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Job title: Head of College

**Salary:** Leadership Point 14-18 \*pay award pending

Reporting to: CEO and Deputy CEO of the Trust

Responsible for: Middle Leaders, Teachers, Tutors and LSAs

MAIN RESPONSIBILITY

The Head of College, under the direction of the CEO/Deputy CEO, will take a major role in:

* Providing vision, leadership and clear direction for the college to deliver outstanding outcomes for young people and their families
* To monitor progress towards the achievement of the college’s strategic objectives and goals
* To ensure excellent learner experience via education, care and therapy which enriches lives
* To be responsible for the quality of education of all learners
* To ensure that the college complies with all relevant legislation, guidance, regulatory requirements and quality standards including establishing policies for achieving these aims and objectives
* To provide professional and operational leadership to all staff, ensuring their continued development
* To promote and safeguard the welfare of learners
* To carry out the role and responsibilities of the DSL for the college

DUTIES/RESPONSIBILITIES:

A. Leadership and Management

* Uphold the college vision, mission, values and culture, in partnership with all internal and external stakeholders
* To report to the board of Trustees, ensuring they have all the information they need to fulfil their governance duties
* To provide leadership of all aspects of education including the curriculum, planning, assessment, tracking and educational target setting for individual learners, and for the college
* To engage in and ensure systematic and rigorous self-evaluation of the work of the college and ensure that effective self-evaluation informs college improvement priorities, the compilation of a SAR and a resulting strategy and development plans
* To contribute effectively to the budget setting process
* To promote and maintain positive relationships with the Local Authority, other placing authorities, families and all agencies that have a relationship with the college, as well as with the local community
* To ensure accurate records of staff and learners, and create and maintain accurate management information systems for the purposes of monitoring progress and reporting. In collaboration with others ensure accurate and timely ILR returns to the DfE
* To ensure readiness for inspection
* To ensure that college policies and procedures are reviewed and adhered to and evidence that they are reflected in the practice within the college

B. Curriculum, teaching, learning, assessment and support

* To ensure an appropriate curriculum, creating personalised and outcome focused study programmes, having regard to the needs, aptitudes and interests of the learners, their stages of development and the resources of the college
* To ensure individualised plans for each learner which enables their holistic needs can be met, allowing them to reach their potential and to demonstrate progress
* Ensure there is a robust and effective assessment process
* To monitor, evaluate and review teaching and learning practice and promote continuous improvement of practice
* To ensure a system exists for learners to be involved in decision making, including decisions relating to their own learning programme, and for them to be able to raise issues of concern

C. Safeguarding

* Take responsibility for safeguarding (DSL) adhering to all safeguarding policies and safe recruitment practices
* To provide a safe environment for all staff, learners, visitors and contractors

E. Staffing and staff development

* In collaboration with others manage the recruitment, induction, training, supervision and appraisal of staff. To ensure their development through appropriate delegation, role modelling, distributed leadership
* To maintain, evaluate and ensure good professional standards and values of staff through good performance management and supervision
* To develop an effective management team (middle leaders) within the college with clearly defined areas of delegation of authority and accountability
* To create an inclusive culture, ensuring that all staff are aware of and promote equality, respect diversity and challenge stereotypes to promote the rights of young people.
* To effectively communicate with senior staff, and complete weekly reports for executive team meetings regarding safeguarding and relevant Key Performance Indicators
* To manage their own personal and professional development

The Head of College will be required to safeguard and promote the welfare of learners, and follow trust policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Head of College will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the CEO.



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| **Head of College – Essential Criteria** |
|  | Criteria No. | Essential | Stage Identified |
| Qualifications | E1 | Qualified Teacher Status (QTS) | AF,C |
| E2 | Degree or equivalent | AF,C |
| E3 | Relevant professional development in preparation for a leadership role | AF,C |
| Experience & Knowledge | E4 | Successful leadership and management experience in a school/college/trust for a min of 3 years | AF,I,R |
| E5 | Teaching experience for a minimum of 10 years | AF,I,R |
| E6 | Experience in self-evaluation and development planning | AF,I,R |
| E7 | Proven experience of managing and motivating a team including performance management and line management | AF,I,R |
| E8 | Proven record of successful leadership in raising standards | AF,I,R |
| E9 | Experience of deploying staff, organising teams and delegating duties | AF,I,R |
| E10 | An outstanding teacher who models high quality teaching and learning across a wide range of abilities and subjects | AF,I,R |
| E11 | Knowledge of ICT and appropriate new technologies to help achieve excellence in teaching and learning. IT literate, capable of using Microsoft office package. | AF,I,R |
| Skills and knowledge | E12 | Strong leadership and management skills |  |
| E13 | Understanding of high-quality teaching, and the ability to model this for others to improve their practice | AF,I,R |
| E14 | Data analysis skills, and the ability to use data to set targets and identify areas for development | AF, I |
| E15 | Experience of school/college budget management | AF, I, R |
| E16 | Excellent communication and interpersonal skills |  |
| E17 | Ability to build effective working relationships | AF,I,R |
| E18 | Ability to communicate a vision and inspire others | AF,I,R |
| E19 | Ability to manage challenging behaviour and conflict management with a positive attitude and supportive manner | AF,I,R |
| E20 | Experienced in collaborating and networking with others including parents, external providers and agencies and the wider community.  | AF,I,R |
| Personal Qualities | E21 | A commitment to getting the best outcomes for all learners and promoting the ethos and values of the trust | AF,I |
| E22 | Ability to work under pressure and priorities effectively | AF,I |
| E23 | Commitment to maintaining confidentiality at all times | AF,I |
| E24 | Commitment to safeguarding and equality | AF,I |
| E25 | Ability to liaise sensitively and effectively with parents and carers | AF,I |
| E26 | Suitability to work with vulnerable adults, enhanced DBS required | D |
| Special Requirements | E27 | Interest in working with vulnerable adults with learning difficulties to promote their development and educational needs | AF,I |
| E28 | Ability to form and maintain appropriate effective working relationships and personal boundaries with vulnerable adults | AF,I |
| E29 | Emotional resilience when faced with challenging behaviour | AF,I |
| E30  | Demonstrate sensitivity, integrity and enthusiasm when working with all stakeholders |  |
| E31 | A commitment to working as part of the whole college team and supporting the vision and aims of the college | AF,I |
| E32 | Respect for their social, cultural, linguistic, religious and ethnic backgrounds | AF,I |
| E33 | Ability to liaise sensitively and effectively with the young people and parents and carers within pastoral role | AF,I |
| E34 | Suitability to work with children and vulnerable adults, enhanced DBS required with barred list check | D |



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| **Head of College – Desirable Criteria** |
|  | Criteria No. | Desirable | Stage Identified |
| Desirable | D1 | Training in Special Needs Education | AF,C |
| D2 | Leadership and Management qualification | AF,C |
| D3 | Proven experience of senior leadership | AF,I,R |
| D4 | Working knowledge of EHC plans | AF,I |
| D5 | Knowledge of Children & Families Act | AF,I |
| D6 | Knowledge of SEND Code of Practice | AF,I |
| D7 | Training in Special Needs Education | AF,C |



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