



STUDENT SUPPORT COORDINATOR (HIGH/MOST ABLE)

Support Staff Role

Grade 7

Candidate Information Pack
02 March 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 Team

Thank you for your interest in the role of **Student Support Coordinator (High/Most Able)** 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 **Student Support Coordinator (High/Most Able)** is a pivotal new appointment at Durham Sixth Form Centre. As lead professionals and role models, Student Support Coordinators embody our core values, fostering an ethos of academic rigour, exemplary behaviour and mutual respect. This role is directly accountable for the coordination of programmes and support for students with High Prior Attainment and those identified as being 'Most Able' (based on their average GCSE scores), ensuring that our highest-achieving learners are consistently challenged and inspired to achieve highly.

With students at the heart of our mission, the **Student Support Coordinator (High/Most Able)** provides bespoke support to students in this identified cohort by working at the intersection of academic excellence and holistic wellbeing. They act as a central pillar of our community, collaborating with teaching staff, the Progression and Wellbeing Teams, Academic Mentors, and external partners to remove barriers to success. In this role, you will champion a diverse and inclusive environment, setting the standard for professional conduct while ensuring every student has the platform to flourish and succeed.

As a Student Support Coordinator, 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.

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	Student Support Coordinator (High/Most Able)
CONTRACT TYPE	Permanent, Term-time plus 5 days
HOURS	37 hrs/week
GRADE	Grade 7, SCP 15 - 22
SALARY	£26,559 - £29,810 pro rata (£30,024 - £33,699 whole time equivalent)
START DATE	02 March 2026 (or as soon as possible thereafter)

ADVERT

We are looking to recruit an exceptional **Student Support Coordinator (High/Most Able)** 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. This is an exciting opportunity to make a profound difference in the lives of our highest-achieving young people, ensuring they are stretched, challenged, and supported to reach the most competitive global destinations during two of the most critical years of their education.

What Makes This Role Exciting?

- **Champion Academic Excellence:** Play a vital role in supporting our high-achieving learners, helping them navigate academic pressure and achieve world-class potential.
- **Dedicated Cohort Advocacy:** Oversee and support a dedicated cohort of High/Most Able students, ensuring they are known, valued and intellectually championed throughout their sixth form journey.
- **Elite Progression & Enrichment:** Coordinate and facilitate high-level enrichment and aspirational HE and career choices.
- **Collaborative Pastoral Care:** Work collaboratively with other colleagues to deliver tailored interventions that balance high academic expectations with robust wellbeing.
- **Outstanding setting:** Be part of a thriving, oversubscribed sixth form with a national reputation for excellence and inclusion.

We are looking for someone who:

- **Inspires High Aspirations:** Has the ability to inspire and challenge both students and colleagues to strive for academic excellence.
- **Understands Ambitious Pathways:** Is deeply committed to academic stretching and understands the unique challenges and opportunities facing high-ability learners.
- **Has Exceptional Organisation:** Possesses precision in managing complex processes.
- **Builds Strong Partnerships:** Develops respectful and professional relationships with students, families, staff, and external academic or professional agencies.
- **Communicates with Impact:** Communicates with clarity, empathy and confidence in a fast-paced and intellectually dynamic environment.
- **Promotes Resilience:** Shares our belief that every young person - regardless of their starting point—deserves the opportunity to be challenged and to succeed.

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.

Join Durham Sixth Form Centre as a Student Support Coordinator (High/MA). Support 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

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.

KEY AREAS OF RESPONSIBILITY

1. **To be a champion and advocate for High PA/Most Able (H/MA) students to support them to excel by:**
 - Supporting the Senior Leadership Team and the Progression Team to implement the High/Most Able Statement of Intent.
 - Supporting the Senior Leadership Team to ensure the best possible educational experience of High/Most Able students by stretching academic boundaries and removing barriers to high-level achievement, including for those from disadvantaged backgrounds.
 - Advocating for and raising staff awareness of students who are identified as High/Most Able.
 - Analysing assessment/exam result data linked to High/Most Able students and updating the Group Improvement Plan to outline trends and patterns, as well as responses.
 - Identifying those High/Most Able students who are underachieving and working with students, colleagues and parents/carers to ensure robust interventions are put in place to ensure these students reach their full potential.
 - Supporting all High/Most Able students to develop strong independent learning skills and revision strategies through 1:1 support and seminars.
 - Working with the Pastoral Team to analyse and monitor the attendance of students identified as High/Most Able and intervening where appropriate.
 - Working with the Student Support Team to develop programmes and resources to support the wellbeing of High/Most Able students, specifically regarding academic pressure and perfectionism.
 - Developing regular communication channels with the parents/carers of High/Most Able students.
 - Completing relevant training and providing updates to staff about evidence-based strategies to stretch and challenge High/Most Able learners.
 - Develop resources to support students to achieve academic excellence and A/A* outcomes.
 - Ensuring the High/Most Able Google Classrooms are maintained with up-to-date information and reviewed regularly.
 - Assisting with student enrolment as part of the High/Most Able wider team.
2. **To coordinate academic enrichment and super curricular activities for High/Most Able students by:**
 - Promoting and encouraging High/Most Able students to engage in enrichment, high-level work experience, university summer schools and other ambitious opportunities.
 - Coordinating and delivering a range of different programmes to support students with additional academic needs (e.g. Extended Project Qualification (EPQ), supra-curricular clubs).
 - Curating a high-profile guest speaker programme that bridges the gap between A-Level study and undergraduate research.
 - Signposting and promoting enrichment activities which complement teaching and help identify students' specialised talents or academic interests.
 - Promoting engagement with national academic competitions and Olympiads.
 - Ensuring all internal records and systems (e.g., SIMS) are up-to-date to reflect student participation in academic enrichment.
3. **To support the work of the Progression Team to encourage ambitious destinations for High/Most Able students by:**
 - Working with the Progression Team to raise the aspirations of High/Most Able students and ensure they have access to quality Careers Education, Information, Advice and Guidance (CEIAG) regarding competitive universities and sought after career paths.
 - Working with the Most Able progression lead to monitor the intended destinations of High/Most Able students to ensure they are applying for high-value and ambitious pathways.
 - Working collaboratively with the Progression Team to implement effective support strategies for students applying to the most competitive courses.
 - Supporting the Progression Team in scheduling, preparing and organising mock interviews, admissions test practice (e.g., UCAT, LNAT) and associated paperwork.
 - Assisting the Progression Team to ensure students have their Admissions Tests applied for correctly and on time.

4. **To have oversight of Alumni and Y13 Academic Mentoring by:**

- Collaborating with the Senior Leadership Team to design, implement and oversee all alumni and Y13 academic mentoring frameworks.
- Recruiting and coordinating the Alumni and Y13 mentors.
- Leading the development of the Alumni and Y13 mentoring team by facilitating the exchange of best practices and delivering targeted training sessions.
- Ensuring all Alumni and Y13 mentoring is aligned with school-wide priorities.

5. **To demonstrate specialist skills relevant to the role by:**

- Establishing and maintaining relationships with families, carers, and other professionals.
- Being responsible for the preparation and monitoring of resources.
- Accompanying teaching staff and taking responsibility for students on university visits, academic trips and extra-curricular activities.
- Providing high-quality pastoral care to students, specifically supporting them to develop skills of independence, resilience, and academic confidence.
- Supporting the use of ICT and advanced research tools in the curriculum.

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.

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 Headteacher.
- 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

This role includes an additional 5 days which will be negotiated annually. Any additional hours agreed above and beyond this will be by negotiation and recompensed through time off in lieu (TOIL).

Day	Hours	Total hours in school	Lunch break	Total hours worked
Monday	8.30am-4.30pm	8 hours	30 mins	7 hours 30 mins
Tuesday	8.30am-4.30pm	8 hours	30 mins	7 hours 30 mins
Wednesday	8.30am-4.30pm	8 hours	30 mins	7 hours 30 mins
Thursday	8.30am-4.30pm	8 hours	30 mins	7 hours 30 mins
Friday	8.30am-4.00pm	7 hours 30 mins	30 mins	7 hours
				37 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).		*	
Evidence of recent professional development relevant to post-16 education or high-level academic progression.			*
EXPERIENCE AND KNOWLEDGE			
Ability to inspire and challenge both students and colleagues to strive for academic excellence.		*	
Experience of working with young people, parents, and other stakeholders, with a focus on high-attaining learners or academic enrichment.			*
Knowledge of the UCAS process, including competitive entry requirements (e.g., Oxbridge, Russell Group, Medicine).			*
Understanding of the social and emotional needs of high-ability students, such as managing academic pressure and perfectionism.		*	
ICT competency including use of spreadsheets, experience with SIMS, and Google Drive to track student progress and interventions.			*
Aptitude to evaluate, monitor, and prioritise work with minimal supervision whilst meeting strict external deadlines (e.g., admissions test registrations).		*	
SKILLS			
Ability to communicate effectively both orally and in writing to a diverse audience, including academic professionals and university admissions teams.		*	
Excellent organisational skills with the ability to work to a high degree of accuracy with attention to detail, particularly regarding academic data and entrance exam administration.		*	
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.		*	
Flexibility to cope with a wide range of situations including those that are delicate, difficult, and confidential.		*	
Ability to 'think on your feet' and work as part of a team, respecting confidentiality.			
PERSONAL QUALITIES			
Demonstrate energy, positivity, and calmness in fulfilling the role and model a 'can do' approach.		*	
High aspirations for all students, with a firm belief that every young person should be challenged to reach their full potential.		*	
Inspire, lead, and challenge a team of colleagues with energy and drive to bring out the best in everyone.		*	

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)**