





“Being a student at Elliott Hudson College gives me the opportunity to achieve my dreams.”

Matthew Dawson, student

# WELCOME FROM THE CEO

Many thanks for taking the time to consider applying for a role with us at The Gorse Academies Trust. I do hope that, as you begin to find out more about us, our mission and our achievements you will be inspired to become a part of what we believe to be among the most exciting educational organisations in the country.

Over the last decade we have established a community of professionals who are transforming the lives of children and young people in some of the most disadvantaged communities in the country. At the core of that work are exceptionally high standards and expectations, a determination to act at all times with integrity and rectitude and a belief that our greatest act of kindness is to offer all students, including those whose lives are characterised by privation, access to a rigorous and demanding curriculum both within and outside the classroom.

Our academic results across all phases speak for themselves, but they are only one part of the story.



We seek to ensure that our students become citizens who are resilient and irrepressible, compassionate and generous of spirit and develop a depth of character which creates a profound and lasting impact on those around them, and the world in which they live. We want our teaching to be always interesting, often memorable and, on occasion, awe inspiring. We recognise that being a great educator is one of the toughest professions in the world.

Consequently, we place great emphasis on looking after our professionals' welfare on every front. Because without them we know that we have nothing.

So, good luck with your application and, should you be successful, I very much look forward to working with you on this most important enterprise.

Kind Regards

**Sir John Townsley**

Chief Executive Officer





# MESSAGE FROM THE EXECUTIVE PRINCIPAL

At its heart Elliott Hudson College is a community of educational professionals striving to improve the life chances of young people. We are especially passionate about challenging the links that exist between levels of disadvantage and academic achievement. Our aim is to develop a culture of excellence which can inspire our students and have a profound and lasting impact upon them.

This is an especially exciting time for Post 16 education at The GORSE Academies Trust. Elliott Hudson College goes from strength to strength and is now established as one of the most successful Post 16 provisions in the Leeds City Region. The Trust is also in the pre-opening phase to establish a new specialist Mathematics School (Leeds Mathematics School – LMaS) in partnership with the University of Leeds. Set to open in September 2022 this specialist provision will provide unparalleled opportunities for the study of Advanced Level Mathematics and allied subjects. Finally, our ambition to replicate the success of Elliott Hudson College at

Boston Spa Academy is gaining momentum and we are excited by the potential of this project. This growth in Post 16 provision within the Trust brings exciting opportunities for professional development and collaboration with a range of specialists and experts.

Above all we are totally committed to providing the best possible Post 16 experiences for our students. Elliott Hudson College is an amazing place to work. As a result of our success we seek additional professionals who care passionately about making a difference to the life chances of the students they serve. We hope that what you see and hear about us makes you want to join our team.

**David Holtham**

Executive Principal



# ETHOS AND VALUES

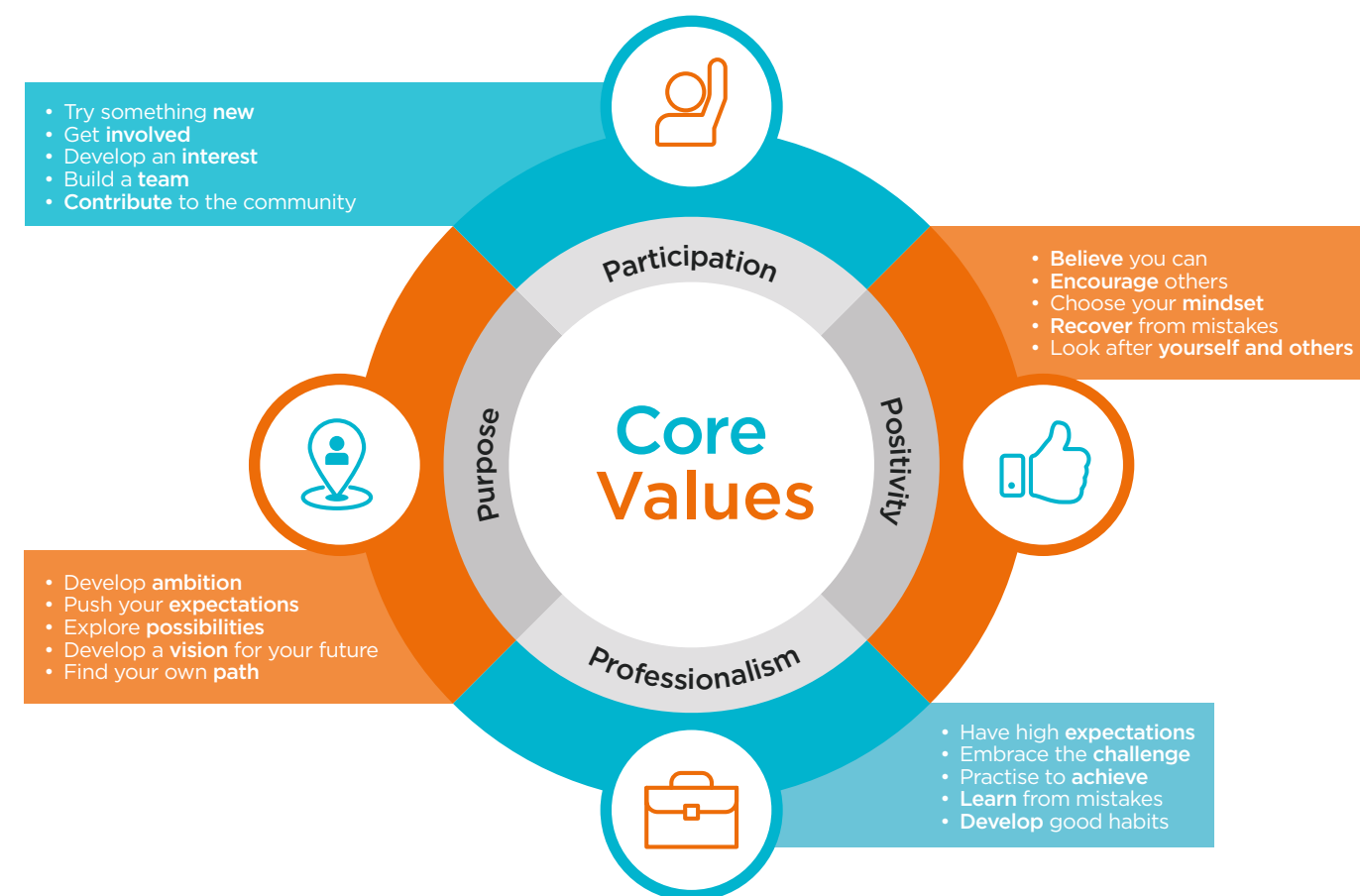
**“I feel really comfortable here and that I can just be myself.”**

Oliwia Rzakowska,  
student



Developing the right culture is central to the leadership of Elliott Hudson College and our ethos is centred around developing ‘a culture of excellence’. This does not mean that we believe that all aspects of our work are excellent and cannot be improved upon. Rather, a culture of excellence focusses our attention on trying to be better tomorrow than we are today. If all members of the community adopt this mindset, we are more likely to achieve excellence for all.

Building habits for success is key in developing a culture of excellence. We believe that if staff and students build their habits and decision making around our core values, they are more likely to be successful. Neither value is more important than the next and an overview of these values can be found below and in the video message from staff and students found [here](#).





# STUDENT CHARACTERISTICS

The College population is approximately 1070 students. We are oversubscribed and receive approximately 1,500 applications each year for the 550 places available. We do not recruit students based upon academic ability however, prioritise based upon the level of commitment they demonstrate to joining the college. We also actively prioritise those students who have faced disadvantage during their lives, this includes: CLA, SEND, PP, EAL and any student who has had disrupted schooling throughout KS3 and KS4.

As a result, the college has a diverse cohort: 60% are classified white British; 24% identify as EAL; 12% have a SEND; and 25% are classed as disadvantaged. However, this figure masks the true reality of the socio-economic circumstances that many of our students face.

Deprivation bandings use The Index of Multiple Deprivation as a proxy for disadvantage. They identify that over 35% of the current cohort live in postcodes in the bottom 10% of the country when ranked for multiple deprivation and 50% live in the bottom 20% of postcodes in the country. These figures give stark and clear indication of the level of challenge that is experienced by many of our students and their families and further strengthens our determination to improve the life chances of our students.



**“Students make outstanding progress from their starting points; those from disadvantaged backgrounds make exceptional progress.”**  
(Ofsted, 2018)

# THE CURRICULUM

The study programme for each student is personalised to help them achieve their goals and is centred around their career aim.

## CORE SUBJECTS

The courses on offer at EHC will allow students to gain Level 3 qualifications. These include:

1. A Levels
2. Level 3 Cambridge Technical qualifications
3. Level 3 Diplomas

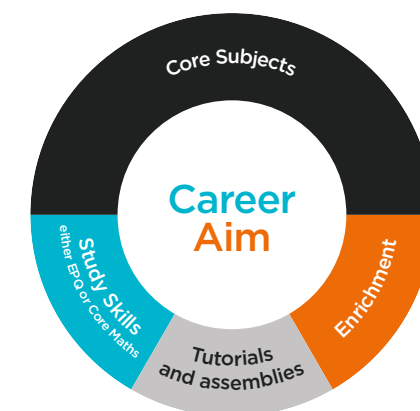
Most students study three Level 3 courses and five hours of contact time is allocated per subject. The full list of courses can be found on our [website](#).

## STUDY SKILLS

All students at EHC complete an AS qualification in one of the following:

1. Extended Project Qualification
2. Core Maths

Study Skills are allocated two hours of contact time each week.



## TUTORIALS AND ASSEMBLIES

Our tutorial and assembly programmes are designed to inspire and guide students during their time at college. Each student is allocated to one of our four Alliances at the start of Year 12 and tutorials and assemblies are then delivered through the Alliance structures.

Tutorials and assemblies are allocated 1 hour of delivery each per week.

## ENRICHMENT

EHC has dedicated Wednesday afternoons for the enrichment programme which is divided into five distinct areas.

All students commit to at least two 6-week programmes each academic year. Elliott Hudson College also runs a pioneering rowing programme. More details can be found on our [website](#).

Find out what students think about the offer at Elliott Hudson College in our student video [here](#).



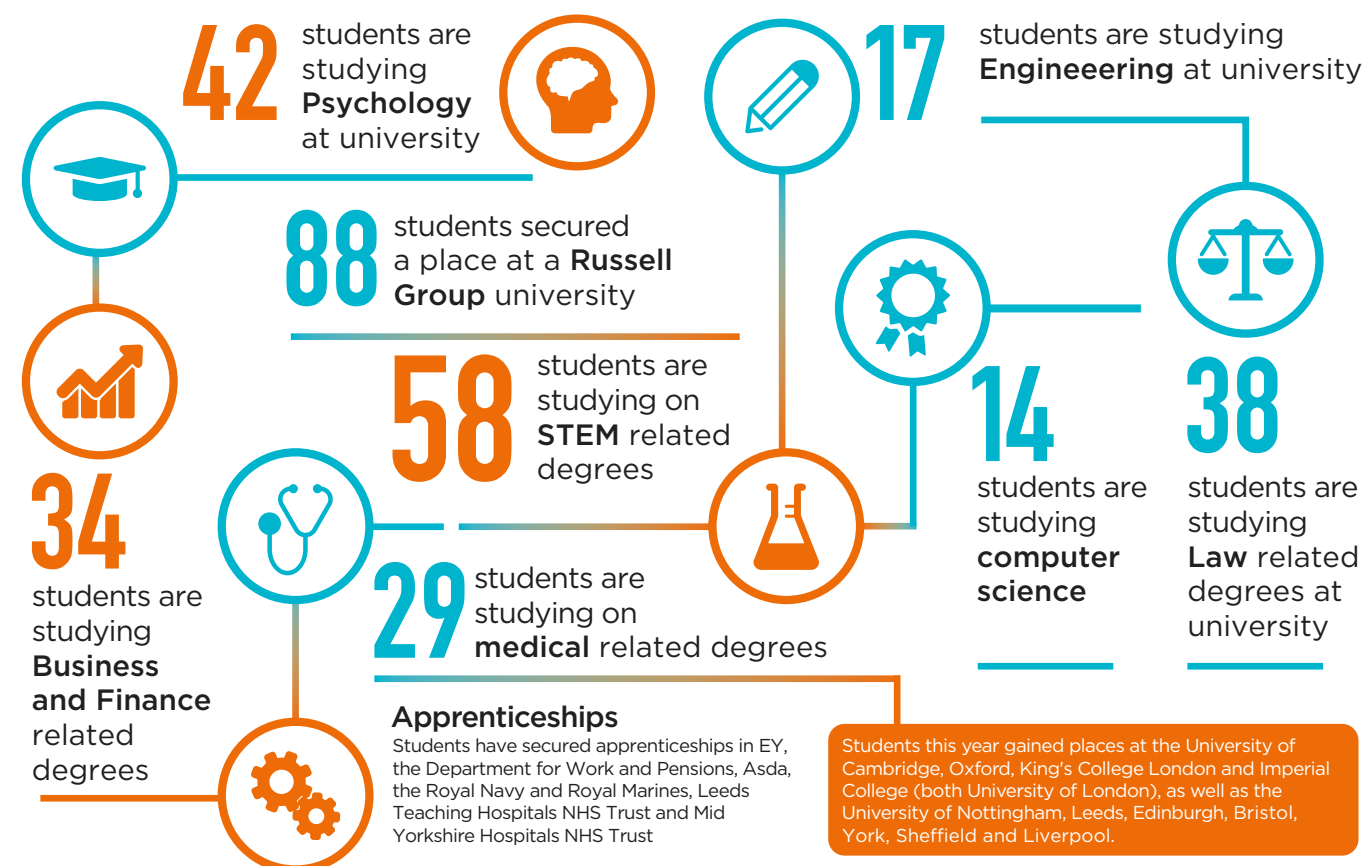


# OUTCOMES AND DESTINATIONS

The progress that students make is consistently in the top 10% of providers nationally and the progress of disadvantaged students often exceeds the college average, as shown in the Level 3 Value added scores below.



Each year, about 70% of departing students progress to a wide range of courses at universities that span the length and breadth of the country and the remaining 30% secure employment or training. Social mobility is a key aim of Elliott Hudson College and each year, around 70% of those progressing to university are their first in family to do so. Headlines from the destinations of the 2020 cohort are illustrated below.



# TEACHING AND LEARNING

## ASSESSMENTS

Every four weeks students complete a key assessment piece so that teachers can evaluate what they know and can do and adjust their teaching accordingly. Teachers also prioritise the building of knowledge and test students regularly on their knowledge recall as this is a key part of preparation for A-levels. Marking and feedback is essential for students to recognise their achievements but also their areas for development. Whilst this is a key role of a teacher, staff workload is something we constantly evaluate and therefore departments are free to choose the format that feedback takes, including examiner's report style feedback and peer - and self-assessment.

## PLANNING

Teachers sit at the heart of the curriculum and they understand best how to structure and sequence learning. Teachers at Elliott Hudson College take pride in their planning and ensure they have a week-by-week plan for the full two-year course, which we call the Big Picture Plan (BPP). Whilst plans are important, we know that they need constant review and therefore time is given to teachers throughout the year to amend these plans at regular points. Lesson plans are not expected, as the evidence of a well-planned lesson can be seen in the resources produced and the quality of the lesson itself, as well as through the work seen over time in files.

At Elliott Hudson College we firmly believe that all students can be successful if they receive high quality teaching and learning each day. Teaching and learning at Elliott Hudson College is therefore underpinned by the following components:



## INDEPENDENT PRACTICE

Developing skills is a crucial part of A Level teaching. It is only through practice and learning from mistakes that we all improve. At EHC, teachers make sure that they plan regular opportunities for students to practise the skills they need for success.

## FILES

All students at EHC are given files for their subjects and are expected to have the file they are working on with them in class for each lesson. Our mantra is 'the file is the grade', and we are proud of the impact that these have in helping students to maintain high-quality and well-organised notes that support students who might otherwise fall behind.

**“Students flourish in the purposeful and studious college environment. They display extremely good study habits and enjoy their learning.”**  
(Ofsted, 2018)



# STUDENT SUPPORT AND WELLBEING

## ROLE OF THE ALLIANCE TEAM

The Alliance Team work closely with all students to ensure that they receive high quality support throughout their time at EHC. Our aim is to help students to achieve their full academic potential, as well as develop into confident young people fully prepared for the challenges of higher education, further training or employment. We believe that if students develop habits that are aligned with our core values, they are most likely to be successful now and in the future.

## ROLE OF THE GUIDANCE TUTOR

The majority of teachers at EHC are Guidance Tutors. Guidance Tutors deliver the Tutorial programme and closely monitor achievement, conduct and attendance. Students have contact with their tutor once a week during their one-hour tutorial. Guidance Tutors also support students with all applications for higher education, further training or employment. The tutorial programme aims to ensure that students leave EHC fully prepared for the challenges of life after A Levels. Therefore, a focus is placed on helping to develop students' knowledge of the wider world as well as developing skills that are integral to leading a happy and successful life.

## SEND

Students are identified as SEND through their initial college interview, the information provided from their previous school and by teacher observation. These are then supported by the SENDCo and SEND (SJO) throughout their time at Elliott Hudson College. In addition, within the autumn term, staff identify any student who they feel would benefit from an exam access arrangement e.g. extra time to complete exams or a rest break. An independent assessor will then come into college and assess whether the student qualifies for exam access arrangements. Any student who identifies as SEND completes a SEND Personal Profile to identify ways in which their teachers can support their learning.

**“It’s a very diverse college, it feels welcoming.”**

Leon Ruan, student



# STAFF WELFARE

**“It’s been one of the greatest educational experiences.”**

Hamim Ahmed, student

We firmly believe that prioritising staff welfare comes from small actions each day rather than initiatives and gimmicks and we are incredibly proud that in the most recent staff survey 94% of staff agreed that we care about their welfare, 95% agreed that they are treated fairly. It was also incredibly pleasing to hear that 96% of the staff body felt that this organisation was a good place to work and 96% also stated that they are happy working at Elliott Hudson College.

Building a community in which people care for one another has been key to establishing the right culture for staff and students at Elliott Hudson College. This means that staff and students are given regular opportunities to voice their opinions and be part of the decision-making process. Through recent consultation and feedback opportunities, the staff body have helped to shape the following: regularity of assessments and data entry timescales; marking and feedback; remote learning expectations and practices; weekly CPD sessions; the timings of the college day; senior and middle leadership structures.

Team building remains a key part of our staff welfare programme and end of term formal and informal celebrations are a regular feature of the staff calendar and provide an opportunity for staff from all roles to spend time with one another. Recent occasions include: Mumtaz, Dock 29, The Tetley and Trinity Kitchen.

## CPD

A key mantra of the college is ‘we learn’ and we invest time, effort and money into staff development.

CPD takes a variety of different forms and varies from year to year depending on the needs of staff. It usually includes the following:

- External CPD (particularly exam board training where needed).
- CPD meetings on Thursdays 3–4pm. These will vary but are likely to include subject and faculty development time, pastoral team meetings, and whole-staff CPD.
- Five CPD days throughout the year, including one Trust-wide event that has hosted keynote speakers such as Sir Michael Wilshaw.
- Lesson visits and feedback: these are a very important part of CPD at EHC. These visits are always positive and supportive and are focused on developing teaching and learning in line with the Purpose-Driven Learning Framework.

Elliott Hudson College benefits from the partnership work that forms the fabric of collaboration across The Gorse Academies Trust. Regular partnership meetings are central to the Trust calendar and ensure that staff from all fields receive support and training from experts and peers from across the Trust. Examples include: Assessment Rubric; Pastoral and Child Protection; SEND; CEIAG; SMSC; Curriculum; Literacy; Leadership Development.

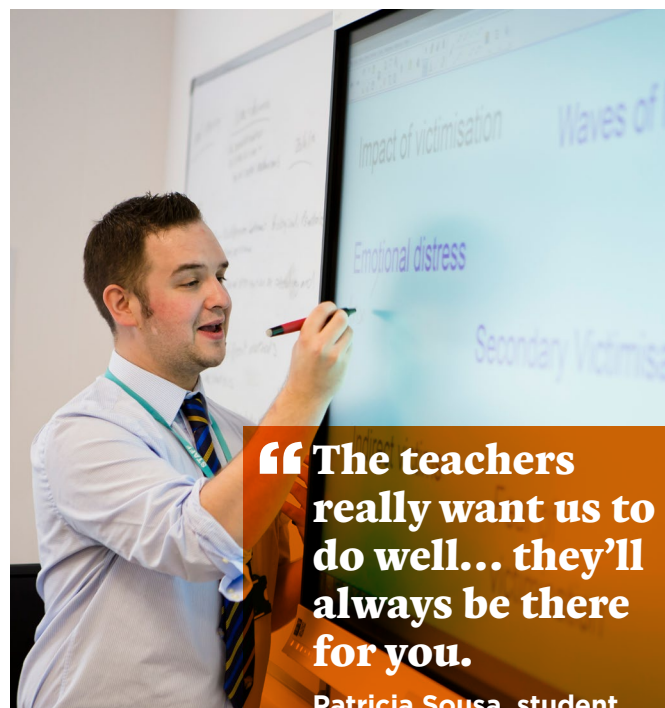
With the expansion of the Teaching School Alliance across the Trust, future CPD opportunities will include National Professional Qualifications at all levels of leadership.



# THE LEARNING ENVIRONMENT

Elliott Hudson College operates from a building known as MC2 at the White Rose Office Park. An investment of over £20 million has been put into renovating this 75,000 sq ft building, to create facilities to support academic study. In addition to the 40 teaching areas, MC2 has 6 computer suites and two Apple Mac suites, providing the college with over 400 PCs for students to use.

As well as investing in more traditional facilities such as the five science labs and four large libraries/study areas, the college has also shown commitment to more creative subjects by providing a Music/ Music Technology suite with recording studios and practice rooms; a Drama Centre; and an open plan Art studio that spans the majority of the mezzanine. With additional areas for silent study, multi-faith rooms, landscaped outdoor social areas, indoor gym facilities and an outdoor Multi-Use Games Area, the college is in no doubt that the facilities provided are amongst the best in the area for sixth form study.



“The teachers really want us to do well... they'll always be there for you.”

Patricia Sousa, student

# SENIOR LEADERSHIP

The leadership structure in 2020-2021 is slightly different to the structures from September 2021 to reflect the emerging needs of the college.



**David Holtham**  
Executive Principal  
Post 16



**Lee Styles**  
Associate Principal



**Rosie Quashie**  
Associate Vice Principal  
Student welfare and support



**Rebekah McKeown**  
Associate Vice Principal  
Teaching and Learning



**Philip Routledge**  
Assistant Principal  
Data and Exams

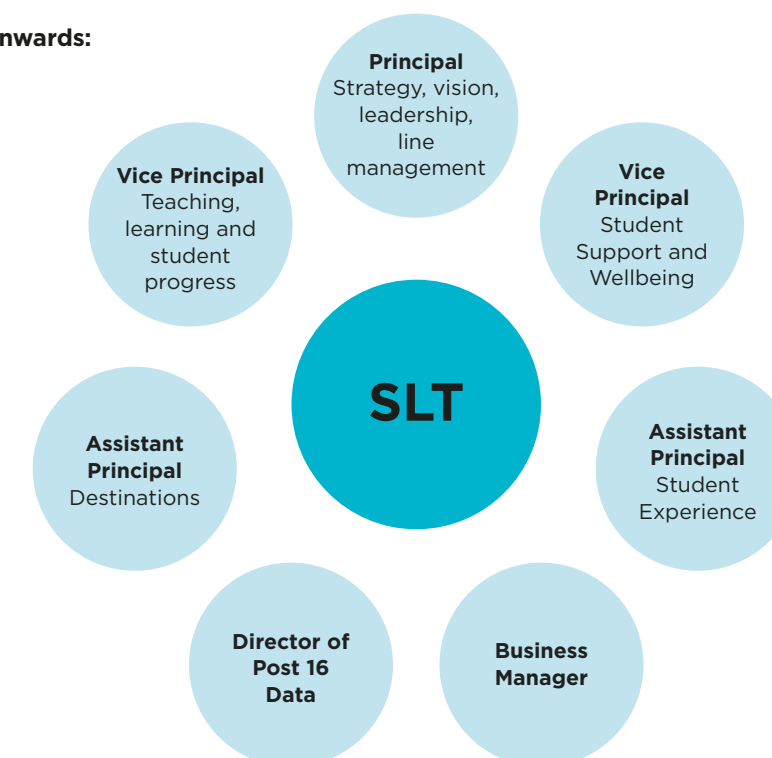


**Clare Lucas**  
Assistant Principal  
Destinations



**Clare Carr**  
Assistant Principal  
Student Experience

Structure from 2021 onwards:





# MIDDLE LEADERSHIP

Middle leadership is divided into curriculum leadership and pastoral leadership.

## CURRICULUM LEADERSHIP

From September 2021, curriculum leadership will be led by five Directors of Faculty. They will be accountable for quality of subject leadership and will be responsible for monitoring, evaluating and improving subject leadership.

The current faculty leaders are below, and two further Director of Faculty appointments will be made before the next academic year.



**Gemma Davey**  
Director of Faculty  
Humanities and  
Performing Arts



**Matt Faulkner**  
Director of Faculty  
Creative Arts



**Harrison White**  
Director of Faculty  
Professional Skills

Each faculty will be made up of four to five subject groups, each led by a Subject Leader.

Each Subject Leader is accountable for student outcomes, the quality of teaching and learning, student and staff support and development, curriculum design and development, reporting to stakeholders and resource management.

Creative Arts	Humanities and Performing Arts	Professional Skills	Social Sciences	STEM
Art (all specialisms)	History Politics Classics	Business Studies	Psychology	Maths Further Maths Core Maths GCSE
English Language English Literature GCSE	Geography Tourism	Law	Sociology Religious Studies	Biology Medical Science
Film Studies Media Studies	Drama	French Spanish German Mandarin Chinese	Health and Social Care	Chemistry
Product Design	Music Music Technology	Computer Science IT	Physical Education	Physics
		Economics		



“ We feel inspired to try new things and step out of our comfort zone.

Tayyiba Islam, student

“ The teachers definitely do make you feel special. They make you feel like you’ve got a role to play in the world...

Chloe Halliday, student

## PASTORAL LEADERSHIP

All students at EHC are part of an Alliance, which is roughly similar to a House system. Each year group has two Heads of Alliance who are responsible for two Alliances each. They are supported by two Progress Tutors in each year group.

All members of the Alliance Team are safeguarding trained and, in addition to their safeguarding responsibilities, they are accountable for student

attendance, retention and the college’s praise and discipline systems. The Alliance Team lead the tutorial and assembly curriculum, including the promotion of equality, diversity and modern British values. The Alliance Team also play a key role in supporting students with applications for higher education, further training or employment.



**Jeanne McHale**  
Head of Alliance  
Earhart and Hawking



**Melani Dean**  
Head of Alliance  
Yousafzai and  
Luther-King



**David Ellis**  
Head of Alliance  
Earhart and Hawking



**Claire Naylor**  
Head of Alliance  
Yousafzai and  
Luther-King





