

*Teacher of Electronics*

# King Edward VI College

## Candidate Pack



# Introduction from the Principal



Dear Applicant,

Thank you for enquiring about our advertised role at King Edward VI College.

We are looking for someone who has the desire and skills to build our vision of the future, building on the foundations already in place to help take the college, and wider Trust organisation, on the next stage of its journey to becoming sector defining.

We are part of a multi academy Trust that is a modernising force for post-16 education, sharing best practice amongst high performing colleges, drawing inspiration from sectors beyond education and working in collaboration with one of the most entrepreneurial higher education organisations in the country. It's an incredibly exciting place to work but takes us all out of our comfort zones. It is challenging, but then we believe that's the best place to be. If that appeals, then we look forward to hearing from you.

The successful candidate will be a 'team player', skilled in a variety of areas, including the ability to support our students to fulfil their potential. You will be working within our ambitious science team as well as the wider college community, to ensure that the college continues to prosper through the changes and challenges of the coming years. It will be all our missions to uphold and strengthen the vision and values of our organisation, to evolve its ethos and culture, to provide an inclusive, ambitious and supportive environment in which our students can continue to flourish personally, academically and socially.

We are not necessarily looking for someone who has done it all before. The right attitude and outlook, aptitude and enthusiasm, and a willingness to work hard and learn quickly, are likely to be as important as experience. As we continue to grow the structures of the college and wider organisation will evolve. Development is central to our organisation and an ability to embrace change is desired.

The following pack will hopefully give you a better picture of our college and Trust. If the role appeals to you, we look forward to receiving your application.

**Stuart Noss, Principal**

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# Message from the Student Voice

*As a Students' Union we believe students should be at the heart of all the college does.*

All students should be encouraged and supported to be active contributors in the college community, from our president to the student in the classroom.

Student Voice is fundamental in the development of the college and hence, we believe that accountability of those responsible is vital, from us to the Principal and from them to us, to ensure that we are all fulfilling this responsibility.

We want the college to be a thriving environment which offers the best experience to our students, where they can grow and reach their goals.

We look forward to working with staff who are passionate about the college and who will walk through its doors, and challenge current thinking and take fresh approaches to provide the best experience possible. We are committed to partnership working to actively help our members and hope that our teaching and support staff are too.

We are also excited to be part of a MAT, giving us the chance to work with other students and colleges to further enhance the student experience for all.

Help us to be co-creators of the college experience, and together we can help the college reach its full potential.

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## *The Students' Union*





# Our Mission, Vision and Values

## Mission:

We inspire young people to gain the skills they need to thrive in an ever-changing world as we transform Sixth Form Education.

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## Vision:

Our students will be recognised locally and nationally for the remarkable impact they have on their communities.

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## Values:

- **Involved.** We are one community with a shared responsibility
- **Ambitious.** We are curious to create exciting and aspirational ways to succeed
- **Genuine.** We are honest with ourselves and each other
- **Supportive.** We help each other improve with an optimistic and positive outlook.



# Key facts about the College

*We have been educating the young people of Nuneaton and the surrounding areas since 1552.*

The college has a long history in the town of Nuneaton, tracing back to the establishment of an education provision in 1552. For much of its recent life, the college was a boys Grammar School, with the existing grade II listed 'R Building' being built in 1880. The town retains a fondness for the college and still commonly refers to it as 'KEGS'.

Since re-designating as a Sixth Form College over 45 years ago, the core purpose of the college has remained the same: to meet the needs of young people from across Nuneaton and areas beyond.

We are the only Sixth Form College in Coventry and Warwickshire and currently have approximately 1500 students and 150 staff.

We offer over 40 different level 3 subject courses and have a well populated Foundation Programme for those needing to increase their GCSE grade profile. The college believes in developing the whole individual, so invests heavily in a diverse range of enrichment courses, as well as trip, guest speakers and more. In addition to our 16-19 work, we are slowly increasing the number of higher-level courses, with Media, Fine Art and Business currently on offer.

In November 2017 the College was inspected by Ofsted and was judged as continuing to be 'Good'.

In January 2019 the college became the founding member of Better Futures Multi Academy Trust (BFMAT), an SFC focussed Trust sponsored by Coventry University.





# College Facilities



The college sits on a historical site, just outside of Nuneaton town centre. It is well served by public transport, allowing students from Warwickshire and Leicestershire to travel to the college. It is an exciting time to join the college, as we embark on a multi-year programme of refurbishment, enhancement and development. We have recently added a new state of the art facility in the town centre (W block) and have been allocated to the national Schools Rebuild programme, from which a new campus will emerge in due course.

The existing college site includes a library, study centre, the Unity Hub (support centre), canteen, common room, a one court sports hall, two external quads and a large playing field.

Classrooms vary in size but are well served with IT and resources. For many subjects, specialist equipment is needed. We provide all the necessary materials and equipment to help students get the most out of their course.

The college utilises a six-block timetable, with a standard college day between 9am and 4.30pm. The college runs a 50:50 model of learning, in which each class is allocated four hours of face-to-face teaching time, as well as four hours of structured learning outside of the classroom. Collaboration, development and enrichment time is allocated to Monday, Wednesday and Friday afternoons (2.30-4.30pm).

Students are also provided with a progress coach, to support them through their time at college and help achieve positive destinations onwards. Students have a Progress Session once per week, as well as regular one to one meetings.

The college is growing yearly and currently has approximately 1400+ students and 140 staff. We expect growth to continue in the coming years with post-16 demographic population rises.

# Better Futures Multi Academy Trust

## A bit about Coventry University.

Coventry University Group (CU) is nationally and internationally recognised as an innovator in the higher education world. The CU Group is made up of a range of educational and innovation services companies, headquartered in Coventry but with sites throughout the UK and the world.

The University has a growing reputation for research in niche, interdisciplinary domains such as peace, trust and social relations, water and agro-ecology and transport, as well as a long-standing reputation for Engineering, Business and Art & Design.

The University has achieved TEF Gold and in the Guardian University Guide, is ranked as 15<sup>th</sup> amongst UK HEIs, securing its place as the highest ranked modern university in the UK for the seventh year running.

The Group is number one in the UK for working with small and medium sized enterprises. In recent years, the group has expanded its range of provision with campuses based in Coventry, East London and Scarborough. These sites offer high quality alternative and flexible provision at a competitive price, increasing access to HE.

## A bit about Better Futures MAT.

Better Futures MAT (BFMAT) has as its focus Sixth Form Colleges and Sixth Form Education and how this sector can gain mutual benefit from a structural relationship with a leading HE provider.

The MAT takes a collaborative, collegiate approach in its formation and development, seeking to connect colleges and share best practice, whilst retaining their unique identities.

A key aim of the MAT is to understand how best to improve the educational experience of the students in post-16. As a result, members of the MAT find themselves retaining high levels of autonomy while still having access to the financial benefits of a MAT and the opportunity to be a leading player in some exciting 'systems leadership' developments in the sector.

The trust is at an interesting stage of its development. KE6 formally joined as a founding member on 1 January 2019, followed shortly afterwards by Bilborough SFC and Gateway SFC.

With the three founding members in place we are focussed on co-creating 'The BFMAT way', not only what we want to do to achieve our vision and fulfil our mission, but just as importantly, how we intend to do this. Setting out our agreed ways of working, our collective expectations of each other and how we will measure our progress is crucial towards reaching our vision.

# The Role

## Teacher of Electronics

**Start Date:** Immediate start available

Part Time Permanent 0.36 FTE (2 days per week)

Sixth Form College Teacher Pay Scale NSP1 to NSP9 £30,500 to £47,133\*

(\*Pro-rata part-time term time)

### The opportunity

We are seeking to appoint an enthusiastic and inspirational individual to our strong and successful science team. This post will give the successful applicant the opportunity to work within the science faculty and contribute to the success and growth of the department. The college prides itself on having supportive, reflective, creative and ambitious staff who work to achieve the best outcomes for students. We treat our staff and students with respect, listen to both and involve all in our continuous improvement. Staff and student feedback are embedded in our systems.

### The person

We are looking to recruit the right person. Attitude, values and mind-set are critical features of all our staff. We want staff and leaders who bring their genuine self to everything they do and want to be involved in every aspect of college life. We want a teacher of Electronics whose ambition for those around them is unlimited and support is unconditional.

### The responsibilities

A successful applicant should have knowledge and experience of teaching to A Level, and/or Level 3 vocational qualifications delivering high quality lessons. Course details:

[Electronics - King Edward VI College \(ke6n.ac.uk\)](http://ke6n.ac.uk)

Collaboration and sharing skills with other subjects within the college, and wider college is encouraged. We require a team-orientated individual who can see the benefits of subject interaction and exploring creative opportunities at every level within the college, BFMAT and the wider community. The post is part-time 0.36 FTE (2 blocks teaching/potentially over 2 days).

### The college

This is an exciting time to be joining our high performing Sixth Form College as we develop partnership links across the education sector. We are pleased to be the founding College in the Better Futures Multi Academy Trust with Coventry University, which now includes Bilborough Sixth Form College and Gateway Sixth Form College. Working within a trust environment will be central to every role within the college.

The college has approximately 1500 students and 150 staff and is growing.



## What we offer

The chance to work with fantastic students who have chosen to continue their learning at King Edwards	The trust, autonomy and freedom to take creative risks	A truly progressive approach to how an educational institution operates
The chance to work with open minded colleagues who are ready to work in new and exciting ways	An organisation that wants all of their staff to be happy and achieve at work.	A friendly but fast paced & optimistic culture
A truly purpose rich job where your success is based on helping others	Consistent but emotionally intelligent feedback to help remove your blind spots and to accelerate your development	A safe, values led institution that put the wellbeing of students and staff first
The opportunity to work at a place where students are genuinely at the heart of our decision making.	Financial investment in your professional progression	We are not obsessed with hierarchy. We are obsessed with the student experience.
A flexible and contemporary approach to and view of work	A culture where failure is seen as a learning opportunity	Collaborative opportunities to work with colleagues from two other sixth form colleges

## Who we are looking for and what we expect

We are looking for adaptive and people centred staff. The college prides itself on having supportive, reflective and ambitious staff who work to achieve the best outcomes for students. We treat our staff and students with respect, listen to both and involve all in our continuous improvement.

We see our college as a community, one we seek to contribute to the growth and impact of. Within this community, we seek staff and students that demonstrate a relentless commitment to their own and their peers' development. Progress is not measured by a narrow set of metrics, but rather a diverse range of rounded information that enables people to thrive in a challenging world.

We would like someone who can truly inspire students and staff to do things which inspire them. We want someone who is reflective and asks for help when they need it. Someone who always sees the best in our students and is willing to support the wider college and trust. No one specialism is essential and no one set of experiences more valuable than another. We are looking for people that can contribute across a range of areas.

Whatever your area of expertise, we are looking for people who have curiosity and are open minded to new things and new ways of working. As educators we love to learn and aim to foster a passion for learning. We aim to give professional space in our organisation and allow discretion to make the best and right decisions. As a people centred organisation, we take a positive view of staff and students, building optimism about our own and each other's capacity to grow and develop.

There is an aspect of all this that is demanding. We require positive impact. We are looking for people who embrace feedback and can do so with candour. Honesty is crucial and seeking feedback just as important as giving. We believe in creating a space in which risks can be taken and new ideas supported. Mistakes are seen as useful opportunities to learn but we must learn from them and move forwards.

Finally, we want the most creative, dedicated and effective people in education to join us and we will do all we can to make that happen. We want all appointments to believe in our mission and values. We expect the best of people and will work tirelessly to give the best conditions and opportunities in return.

*The College is committed to the safeguarding and promoting the welfare of young people.*

*The successful candidate will be required to undertake a criminal record check via the DBS service.*

*The College promotes diversity and welcomes applications from all sections of the community.*

*All candidates with a disability will be offered an interview should they meet the minimum requirements of the post.*

*The College is committed to the continuing professional development of all staff.*



# Teacher of Electronics

## Job Description

**Accountability:** Curriculum Leader: Science

The description of key duties is a guide to the work that you will initially be required to undertake. They may be changed from time to time to meet changing circumstances and are reviewed during check-in processes.

### Key Duties

- Plan, prepare, deliver, and assess learning to support students and enrich their experience.
- Develop learning resources which support the student experience in this subject.
- Deliver enrichment activities including accompanying students on external visits.
- Be up to date with current geographical topics.
- Promote and contribute to the development of effective teaching methodologies in your subject area.
- Identify and share good practice with the team and the wider curriculum area.
- Participate in standardisation and moderation processes as required.
- Be involved in the marketing and recruitment process to grow the subject area, by participating in college open events and outreach activities.

### Student Responsibilities

- Manage the behaviour and discipline of students within the classroom working in collaboration with the support team and progress coaches within the faculty.
- Track and monitor students' performance.

### Curriculum Development

- Engage in curriculum development activities, individually and as a team to develop and improve the curriculum.
- Be responsible for curriculum planning, development and implement in your course/subject.

### Administration

- Maintain comprehensive, up to date, course/subject records.

### Generic duties for all College Staff:

- To support the College's mission, values and strategic objectives
- To support the College's policies on diversity and inclusion
- To ensure awareness and compliance with the College's Health & Safety Policies and practices
- As a member of staff working in a College setting, to have a duty to help keep young people safe and protect them from sexual, physical and emotional harm and to take reasonable steps to ensure the safety and wellbeing of students.
- To embrace the College's commitment to people development by taking part in continuing professional development activities.

This job description is not necessarily a comprehensive definition of the post. The post holder may be required to undertake any other duties, as directed by the Principal or which may reasonably be regarded as within the nature of the post, after consultation with the post holder.

# Teacher of Electronics Person Specification

## Attributes, Values & Behaviours

As a values driven organisation, the person specification reflects the importance we place on these. Outlined below is our leadership framework based on our values and our Principal will need to demonstrate these as well as the ability to develop these in others;

### Ambitious

- Setting a clear & compelling vision, always looking to inspire people to do things they never thought they could.
- Avoiding over complication & change for changes sake - seeking clarity of purpose & simplicity in all we do.
- Being obsessive about improving the experience we offer students & staff, acting as a role model for the standards of behaviour we should all expect of each other.
- Focusing on collective improvement through the development of highly performing teams & shared accountability rather than individual glory/blame
- Demonstrating an unquenchable appetite for learning & exploring new ways of approaching our challenges, focusing on developing this with all our staff & students.
- Being able to combine dreams & big ideas with details; act as doers, not just thinkers.

### Involved

- Ensuring high levels of visibility & engagement of our leaders around our colleges & within our local communities.
- Actively seeking & developing partnerships to ensure we are connected to & having a significant positive impact on our local communities & on each other.
- Supporting staff to break down barriers to partnership working, within colleges, across the Trust & will external partners.
- Acting as champions of inclusivity & diversity & challenging any behaviours, structures or processes that are not fully inclusive for the communities we serve
- Remembering to tell people when things are going well & actively celebrating the achievements of our students & staff at every opportunity.
- Encourage innovations & ideas for improvement from others, focussing on the potential benefits & being risk aware rather than risk averse.

### Supportive

- Acting as a role model for our staff in terms of staff wellbeing & work-life balance, setting expectations & challenging staff when they fall short of these expectations.
- Demonstrating empathy & emotional intelligence particularly in difficult moments, while helping staff & students frame possible solutions to their challenges. Not being afraid to get our 'hands dirty' with staff to help solve a problem.
- Focussing on empowering all our people, ensuring they gain the skills & experience needed to thrive at work, through training, coaching, mentoring & wider development opportunities.
- Knowing the difference between being empowering & being enabling when supporting/developing our people & being skilled at having 'crucial conversations' when needed.
- Always believing in & promoting the ability of our staff & students to further develop their skills & abilities.
- Not being afraid to take risks & encouraging this in others, ensuring we maximise learning from our mistakes & failures.



## **Genuine**

- Keeping the promises we make & sticking to our commitments, particularly in difficult times. Not being afraid to take risks & encouraging this in others, ensuring we maximise learning from our mistakes & failures.
- Seeking honest & regular consultation with & feedback & from students & staff, responding meaningfully & constructively, without 'spin' or rancour.
- Giving regular, honest & constructive feedback to our staff, collectively & individually to help them further develop & thrive at work
- Having the conviction & tenacity to disagree when needed, but once a decision is made committing wholly to it, even when uncomfortable, unpopular or exhausting.
- Promoting an openness of discourse. Acknowledge we will not always be right & welcome constructive challenge of our thinking
- Challenging cynicism, pessimism or political expediency in ourselves & others, working to demonstrate how we can help bring about positive outcomes in line with our values.

## **Other Requirements: Qualifications & Experience**

- An honours degree or equivalent qualification
- Full teaching qualification (eg PGCE/ DTLLS or equivalent) or commitment to achieve soon after appointment.
- A track record of success in career to date.

# Teacher of Electronics Person Specification

Qualifications	Essential	Desirable	Assessed by
<ul style="list-style-type: none"> <li>Have a degree in the subject relevant to the course to be delivered.</li> </ul>	✓		Application
<ul style="list-style-type: none"> <li>Possess a teaching qualification or be prepared to undertake a Further Education teaching qualification</li> </ul>	✓		Application
Experience			
<ul style="list-style-type: none"> <li>Have recent experience of teaching and assessment of Electronics at Level 3/vocational.</li> </ul>	✓		Application
<ul style="list-style-type: none"> <li>Evidence of good examination results and added value</li> </ul>		✓	Application & interview
<ul style="list-style-type: none"> <li>Ability to teach additional subject in the curriculum area</li> </ul>		✓	Application & interview
Skills and Abilities			
<ul style="list-style-type: none"> <li>Demonstrate excellent interpersonal communication skills</li> </ul>	✓		Interview and selection processes
<ul style="list-style-type: none"> <li>Be able to adopt a variety of strategies to suit students' different learning styles</li> </ul>	✓		Application, interview, and selection processes
<ul style="list-style-type: none"> <li>Be flexible in approach and able to adapt to the differing needs of a wide range of teams across college</li> </ul>	✓		Application, interview, and selection processes
<ul style="list-style-type: none"> <li>Possess excellent team skills and have the ability to contribute to the team and its goals. Be able to work independently and as a member of the team.</li> </ul>	✓		Application, interview, and selection processes
<ul style="list-style-type: none"> <li>Be well organised, reliable, and punctual</li> </ul>	✓		Application, interview & references
<ul style="list-style-type: none"> <li>Possess good IT and administrative skills. Be able to keep accurate records of students' progress and keep an up-to date Record of Work.</li> </ul>	✓		Application, interview & references
Knowledge and Understanding			
<ul style="list-style-type: none"> <li>Enthusiasm for the subject and ability to impart this to students</li> </ul>	✓		Application, Interview & selection processes
<ul style="list-style-type: none"> <li>Excellent subject knowledge of Electronics</li> </ul>	✓		Application and interview



<ul style="list-style-type: none"> <li>Have a knowledge of current Level 3 (A level/vocational) specifications and assessment strategies</li> </ul>		✓	Application and interview
<ul style="list-style-type: none"> <li>Have an awareness of health and safety regulations and how they apply to the post</li> </ul>	✓		Application, interview & selection processes
<ul style="list-style-type: none"> <li>Be able to demonstrate knowledge of and commitment to equal opportunities and how to incorporate it into teaching and learning.</li> </ul>	✓		Interview & selection processes
<ul style="list-style-type: none"> <li>A clear commitment to the principles and practices of equality and diversity and the safeguarding of young people</li> </ul>	✓		Interview

# Teacher of Electronics Teaching Responsibilities

**The following duties shall be deemed to be included in the professional duties which a teacher employed by a Sixth Form College may be required to perform:**

- Promote the overall purpose and values of the College and of the relevant subject area, in accordance with College aims and quality standards
- Prepare for, provide and review lessons and other activities to enable the students in her/his assigned classes to learn effectively
- Contribute to the course schemes of work by sharing ideas, preparing and updating materials
- Take all possible steps to ensure that each member of her/his class develops a positive attitude to learning, good work habits and behaviour. These steps include setting an appropriate example to students
- Assess student work and provide timely, accurate feedback in line with both course requirements and College policy
- Maintain effective records in relation to the progress of classes and individual students
- Assist students to make the transition from their school to post 16 study
- Promote links across the curriculum where appropriate
- Be aware of the requirements of public examinations and prepare students for these examinations
- Consult and inform her/his students' parents regarding progress, attainment and attitude
- Consult and inform relevant College staff regarding the progress, attainment and attitude of her/his students
- Take part in the College Professional Development processes
- Participate in the College's quality assurance procedures
- Attend staff meetings, faculty meetings and staff development meetings
- To have a duty to help keep young people safe and protect them from sexual, physical and emotional harm and to take reasonable steps to ensure the safety and well-being of students.
- To ensure awareness of and compliance with personal responsibilities communicated via College policies and procedures including Diversity and Health & Safety
- Undertake such other duties as may reasonably be required



# Completing your application

## Data Protection Act 2018 GDPR statement

Any personal data collected from applicants during the recruitment process will only be used for the purpose of recruitment within the college and will not be disclosed to any external sources without your express written consent. Records of the successful candidate will be placed on their personal files. Records of unsuccessful candidates will be destroyed after six months.

## Contract Details

The post is made on the terms and conditions of the Support Staff in Sixth Form Colleges.

Contract:	Part Time 0.36 FTE
Hours:	2 days per week, 09:00am - 4:30pm
Actual Salary:	Sixth Form College Teacher Pay Scale NSP1 to NSP9 £30,500 to £47,133 <i>per annum*</i> (* <i>Pro-rata part-time term time</i> )
Start Date:	Immediate start date available
Pension:	Membership of the Teachers' pension scheme

### 1. Application is by means of:

- a completed Application Form
- a completed Equal Opportunities Form
- a completed Disclosure Form

When completing your application please comply with all **instructions** detailed on the application form. **You are asked NOT to send a Curriculum Vitae (CV).**

The criteria in the enclosed person specification will be used to assist the short-listing process.

The specification identifies the minimum skills, experience and qualifications needed by you to carry out the job effectively. When completing your application, you must ensure that you indicate how you meet these criteria.

### 2. Referees

Two references will be requested. We expect one referee to be the head of the organisation where you are currently employed (if applicable). We normally write for references before an interview.

If there are any special circumstances, and you mark that you do not wish a referee to be contacted we will contact you directly. If you have any personal connection with any of your referees, you will be required to disclose it.

### 3. Health

If you are successful in your application, you will be required to complete a medical questionnaire.

This will be submitted to the Occupational Health Service, and you may be asked to have a medical examination. If you think this may present a problem, please mention it in your application or at interview.

### 4. Certification

Any contract of employment issued will be on the basis that all information supplied by you on the form, on additional papers and at interview is correct, and that no material facts have been omitted.

You will be required to provide proof of all the qualifications you declare on the application form.

**5. Equal Opportunities**

You are asked to return the equal opportunities questionnaire (which will not be available to the short listing or appointment panel).

**6. DBS Disclosure**

If you are successful in your application, you will also be required to complete a DBS application, at Enhanced level, which will enable a check to be made with the Criminal Records Bureau on any Criminal background.

If you require confirmation of the receipt of your application, please enclose a stamp-addressed envelope. We are sorry we are unable to respond personally to all applicants. If you have not heard from us within two weeks of the closing date, you should assume you have been unsuccessful in your application.

Further information about the College can be found via our website [www.ke6n.ac.uk](http://www.ke6n.ac.uk)

Applications should be addressed to:

Associate Principal - Corporate Services  
King Edward VI College,  
King Edward Road  
Nuneaton  
CV11 4BE

Email: [personnel@ke6n.ac.uk](mailto:personnel@ke6n.ac.uk)

*The College is committed to safeguarding and promoting the welfare of young people.  
The successful candidate will be required to undertake a criminal record check via the DBS.*

*The College promotes diversity and welcome applications  
from all sections of the community.*

*All candidates with a disability will be offered an interview should they  
meet the minimum requirements of the post.*

*The College is committed to the continuing professional development of all staff.*

Thank you for your interest in King Edward VI College, Nuneaton.

Better Futures Multi-Academy Trust  
King Edward VI College, King Edward Road, Nuneaton – CV11 4BE  
Tel: 024 7632 8231  
Email: [personnel@ke6n.ac.uk](mailto:personnel@ke6n.ac.uk)  
Website: [www.ke6n.ac.uk](http://www.ke6n.ac.uk)