

UPPINGHAM

Role Description

Role Title: **ASSISTANT HEAD: SIXTH FORM**
Reports To: Deputy Head Academic

Uppingham School is a co-educational, full boarding school serving 850 pupils aged 13-18. The teaching staff number 110. This role is supported by a number of business units responsible for marketing, business development, human resources, IT, finance, health and safety, health care, operational services, and estates.

The Uppingham sixth form has approximately 370 pupils in both the Lower and Upper Sixth year groups. The School offers an extensive range of A level qualifications, and one BTEC course in Sport. All pupils participate in the Sixth Form 'parallel curriculum' experience and are provided with comprehensive university and careers advice.

The Assistant Head: Sixth Form (AHSF) is responsible for sixth formers' curriculum, academic standards and achievement, and their entry to post-16 courses. The AHSF line manages a number of direct reports who are responsible for key areas of Sixth Form guidance and support, and with that team of colleagues the AHSF ensures the provision of first-rate advice for life beyond school. The AHSF strategises the content and delivery a suite of innovative high-quality wider academic and developmental experiences for all sixth formers.

The AHSF is a member of the School's Educational Leadership Team, reporting to the Deputy Head Academic.

JOB PURPOSE

To be the senior leader responsible for strategising and delivering Uppingham School's Sixth Form provision and experience, whilst ensuring that pupils' outcomes are optimised.

Your accountabilities

1. **16+ course choices:** devising, leading, and administering the Sixth Form course choice process for Upper Fifth and incoming 16+ pupils; acting as 'gatekeeper' to ensure that pupils are only admitted to courses on which they will succeed; leading the Sixth Form admissions process post-GCSE results each August; advising parents and pupils on course choices where necessary.
2. **16+ academic management:** devising, implementing, and monitoring academic tracking systems for Sixth Form pupils; managing and monitoring systems for developing pupils' effective study habits; planning interventions with appropriate staff to address pupil underperformance; publishing pupil academic management information to key staff; using data to inform HoDs, HsMs, and ELT as to pupil performance; providing regular examination trajectories and forecasts to key staff.
3. **16+ curriculum development:** alongside their conventional academic programme, devising an original and innovative curriculum experienced by all Sixth Formers that supports the School's aim to prepare pupils for life beyond school; planning, implementing and quality assuring the courses offered by Uppingham in both the taught and parallel curriculum; devising appropriate extension opportunities for pupils applying for competitive courses and institutions; keeping abreast of

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developments and changes in Sixth Form examined and non-examined courses; annually assessing the content and scope of the Sixth Form curriculum

4. **Universities advice:** ensuring all Sixth Formers have access to high-quality advice on applications to UK and overseas universities; providing a comprehensive Oxbridge preparation process; providing clinical applications preparation; managing the Head of UCAS Applications, Head of Global Universities Applications, Head of Oxbridge Applications and Head of Clinical Applications; providing ELT and Trustees with analytic information on university application rates, offers and acceptances on both an on-going and annual basis
5. **Careers advice:** ensuring the delivery of a programme of careers education throughout the School, that prepares pupils to make appropriate Sixth Form and post-18 choices, as well as the provision of individual careers advice at key points for year groups and on request; managing the Head of Careers; providing support and guidance for leavers who wish to pursue options other than university; ensuring that pupils are motivated and supported to undertake good quality work experience
6. **Senior leadership responsibilities** include, *inter alia*, attending Educational Leadership Team meetings, attending Trustees' Education Committee meetings, advising the Headmaster and Deputy Head Academic on all matters pertaining to the Sixth Form, as well as the necessary operational requirements; day-to-day line management of a number of academic heads of departments; supporting School events; promoting the School, especially to prospective Sixth Form entrants; interviewing and assessing Sixth Form applicants; developing and implementing educational strategic planning; developing leadership and management skills in other staff, identifying future talent and ensuring effective succession planning for emergency and long-term purposes.

OUTCOMES

1. **16+ course choices:** Upper Fifth and incoming pupils and their parents are provided with clear and timely advice on 16+ options through presentations, options events, written literature, UPPnet and the School website; Housemasters/mistresses and tutors have a firm understanding of the choices process and guide pupils effectively; the choices process examines each pupil's options rigorously and inappropriate options are identified and resolved at an early stage; further scrutiny after GCSE mocks and public exams ensures that pupils start courses in the Lower Sixth on which they will succeed. The AHSF works closely with HsMs and tutors, and where necessary with individual pupils and parents, at each stage. The choices process is conducted in a timely manner that enables the School to make outstanding staff appointments and for the teaching timetable to be produced efficiently.
2. **16+ academic management:** pupil progress through the Sixth Form is tracked in ways that are clearly understood by Sixth Form teachers, heads of departments, tutors, HsMs, parents and the pupils themselves; systems enable underperformance to be identified quickly; effective interventions are co-ordinated with the relevant teachers and pastoral staff; pupils' use of private study time and venues is purposeful; feedback and reporting to parents clearly indicates the level at which pupils are performing; tracking is focussed on examination outcomes and enables accurate forecasting of results for individuals and whole cohorts.
3. **16+ curriculum development:** the Sixth Form curriculum is exciting and attractive, enabling a range of pathways for pupils of varying interests and aptitudes and offering all Sixth Formers an enriching and stretching programme; the examined subjects are taught using the most enticing and successful courses available; the range of subjects offered attracts and retains pupils who are able to succeed at Uppingham; the extension curriculum supports pupils' preparation for life after school through

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genuinely holistic personal development programmes. Uppingham's Sixth Form curriculum is distinctive and attractive in the 16+ market.

4. **Universities advice:** advice for Sixth Form pupils on all aspects of university applications is prominent, up-to-date and well informed; specific advice is available for overseas applicants, medics, Oxbridge applicants through the various colleagues tasked with those areas of responsibility; the UCAS process is clearly structured so that pupils receive consistent guidance – as a cohort and individually – from the AHSF's team, tutors, HsMs, HoDs and teachers; parents are well-informed and confident in the guidance offered. Pupils make applications that enable almost all to proceed to a university of their choice. Support is offered in a highly visible way on results day in August and throughout the following weeks. ELT and Trustees receive high quality reports that enable outcomes to be monitored and improvements implemented for future pupil cohorts.
5. **Careers advice:** led by the Head of Careers, the careers education programme is managed to interact and support the operation of the rest of the AHSF's team; in the lower school, careers provision prepares pupils for 16+ options and post-Uppingham decisions by raising awareness of the importance of those choices and enabling pupils to explore their interests; individual profiling tests and interviews are conducted at appropriate times and tutors support pupils to engage with the professional advice offered at those points. The School's careers advisor provides individuals and groups with well-informed information and personally tailored action plans. Careers (and HE) events enable current pupils to engage with OUs, parents, and others currently working in a wide variety of fields. Work experience placements are encouraged and facilitated, with excellent liaison with the OU office. Specific support is provided for those pupils exploring degree apprenticeships, school leaver programmes and other non-university routes.
6. **Senior leadership responsibilities:** The AHSF is able to demonstrate that they attend, contribute, and discharge all the additional responsibilities assigned to them. The AHSF is highly visible and has a particularly prominent role supporting Sixth Form functions, for example social events, year group dinners, the Upper Sixth Leavers' Ball, and the selection process for School Prefects.

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QUALIFICATIONS, SKILLS AND EXPERIENCE, PERSONAL QUALITIES REQUIRED

Qualifications

- Good honours degree [necessary]
- Significant teaching experience (with QTS) at senior school level [necessary]
- Post-graduate educational degree [desirable]

Skills and experience

- Experience of leading a subject area [desirable]
- Experience of supporting pupils as a tutor/pastoral leader [essential]
- Experience of supporting pupils as a tutor/HsM in a boarding school [desirable]
- Outstanding track record as a teacher
- Outstanding track record in producing own examination results
- Evidence of influencing outstanding examination outcomes in other teachers [desirable]
- Well networked and respected within the academic profession, with an excellent reputation in the secondary school arena [desirable]
- Strong IT skills [essential]
- Demonstrable data analysis skills [essential]
- Strong public speaking and presentational skills [essential]
- Excellent admin skills and attention to detail [essential]

Personal qualities

- Strong communication skills, both interpersonal and in public
- Decisive and confident in organisational management
- Possessing the capacity to analyse and improve systems
- Personable, supportive, and able to motivate and work in a team
- Discretion and tact

KEY RELATIONSHIPS

The AHCC is responsible for the line management of the following roles.

Direct Reports

- Deputy Head of Sixth Form
- Head of UCAS Applications
- Head of Careers
- Head of Oxbridge Applications
- Head of Clinical Applications
- Head of Global Universities Applications

Key Relationships

- Headmaster
- Senior Deputy Head
- Assistant Head: Teaching & Learning
- Assistant Head: Data and Academic Management
- Assistant Head: Co-curricular
- Assistant Head: Pastoral
- Assistant Head: Safeguarding
- All heads of academic departments

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- Housemasters & Housemistresses
- Tutors
- Registrar and Admissions team
- Director of Marketing
- Director of Development & OU office
- Director of Information Systems
- Deputy Bursar
- Deputy Head Academic's PA
- Careers Advisor
- Warden of the Thring (Sixth Form) Centre
- Exams Officer

BENEFITS

Holidays

The annual holiday entitlement is all Uppingham School holidays, although the AHSF will be required to work limited reasonable time during the holidays at key periods as designated by the Headmaster, especially the key period between the publication of A level results in mid-August and the beginning of the School's academic year. No holiday may be taken during term time.

Public holidays that fall within term time are normal working days.

Other Benefits

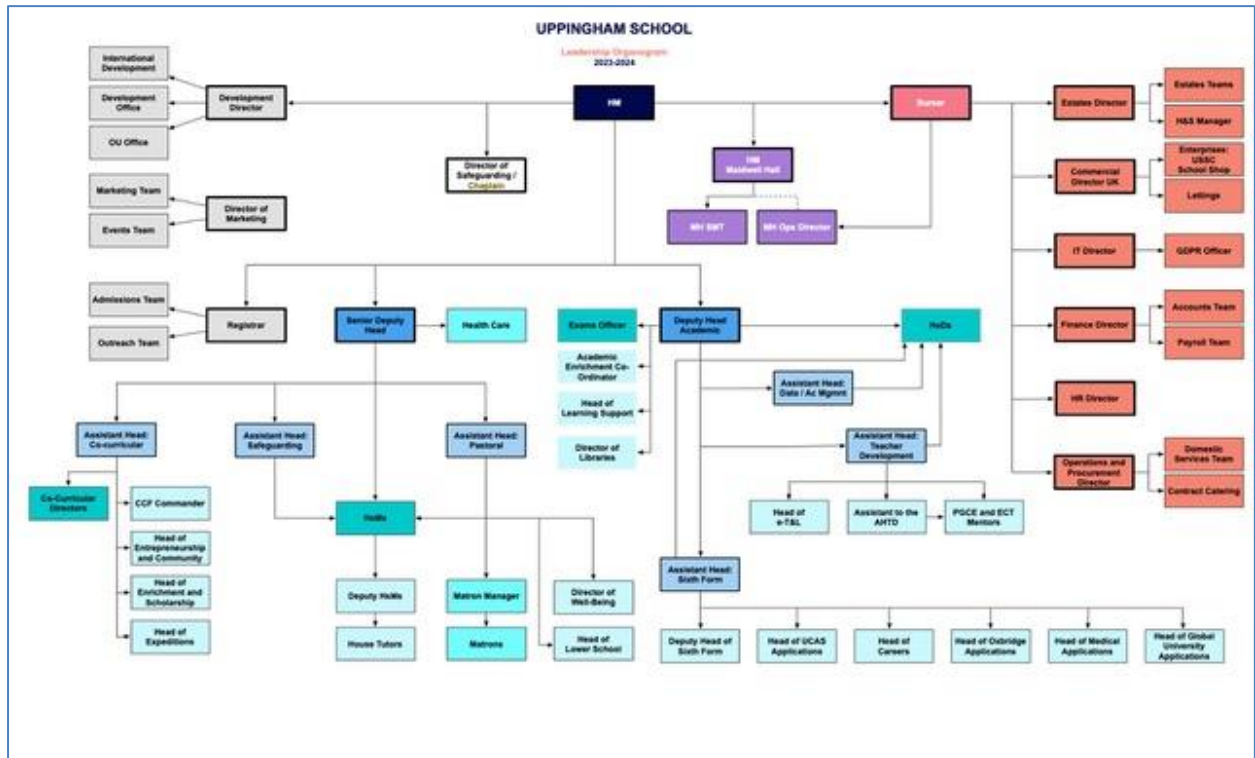
- Private Health care: the School pays 50% of the premium (pro-rata for part-time staff).
- Full membership of Uppingham School Sports Centre for an annual fee only of £25.
- Uppingham School fee discount for children of staff.

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Safeguarding

The post-holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, will be to adhere to and always ensure compliance with the School's Safeguarding (Child Protection) Policy. If, while carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School, they must report any concerns to the School's Designated Safeguarding Lead or to the Headmaster.

Organisation chart



Note

This job description is not an exhaustive list of what may be expected of the AHSF in the role. It is non-contractual and may be amended by the School from time to time.



April 2024

Assistant Head: Sixth Form

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Headmaster's Welcome



Uppingham School has the highest ambitions. We aim to be the School of first choice in the UK and believe that our holistic educational philosophy encapsulates what twenty-first century education ought to be.

Our large, vibrant sixth form is the culmination of the Uppingham experience. Our senior pupils lead the community and genuinely make a difference. The creativity of the staff sixth form leadership team strikes a thoughtful balance between empowerment and support. We want to develop young people who can transform the communities of which they are part, whilst providing them with the direction and focus to make courageous life choices.

The Assistant Head: Sixth Form role is crucial to our success. Our aspirations mean we are seeking a colleague who has the vision and energy to ensure that Uppingham leads the way in British education. We want someone who can anticipate the future, spot trends early, and is willing to innovate on behalf of our sixth formers.

The atmosphere of our community encourages creativity and innovation. Consequently, we want an exceptional individual to join our senior educational leadership team to challenge and support us as we take Uppingham forward.

I hope you find this a challenge you want to take on. You will find the facilities wonderful, the people fantastic, and our ambition unparalleled. We aspire for Uppingham to be the very best school and want the very best people to work with us.

I look forward to meeting you.

Dr Richard J Maloney
Headmaster



Senior Leadership

It is our belief that leaders should be enabled to lead. Uppingham's recent success is predicated on all those in leadership positions being empowered to be creative, to innovate and to pursue their ideas without feeling constrained.

We have implemented dynamic systems that allow decision-making to be taken at the right level. At the same time, all middle and senior leaders 'buy in' to delivering a clear and agreed set of strategic aims and, in so doing, their leadership sustains the School's values and ethos.

Uppingham has three leadership teams: the Uppingham Leadership Team (ULT), which focuses on business-wide leadership; the Business Services Leadership Team (BSLT), whose remit is to support the smooth functioning of Uppingham School; and the Educational Leadership Team (ELT).

The AHSF will be a member of the Educational Leadership Team (ELT) which focuses wholly, unequivocally, and exclusively on all matters educational.

The ELT is chaired by the Headmaster and its membership comprises the two deputy heads: the Senior Deputy Head and Deputy Head Academic. These three are joined by six assistant heads: the Assistant Head: Pastoral; the Assistant Head: Safeguarding; and the Assistant Head: Co-Curricular (who all report to the Senior Deputy Head); along with the Assistant Head: Sixth Form; the Assistant Head: Teaching & Learning; and the Assistant Head: Data & Academic Management (who report to the Deputy Head Academic). The leadership group is reinforced by the Bursar, Registrar, and Director of Marketing who attend ELT meetings.



About the role – Assistant Head: Sixth Form

The Assistant Head: Sixth Form occupies a central role in the Uppingham leadership team. The Sixth Form at Uppingham numbers 370 pupils, around a quarter of whom joined at the beginning of the Lower Sixth year. The range and scope of the AHSF role is therefore significant, and the role is critical in ensuring that new pupils integrate quickly and that all of our Sixth Form pupils flourish during their time at Uppingham and are able to move on successfully to a range of future options when they leave.

The School offers an extensive range of A level qualifications, along with one BTEC in Sport. The AHSF provides the guidance and support, in liaison with heads of departments, that enables pupils to choose and embark on the courses where they can thrive and succeed.

All pupils participate in the Sixth Form 'parallel curriculum' alongside their chosen subjects, and the AHSF has responsibility for the suite of courses and qualifications offered in the parallel curriculum, as well as strategising the content and delivery of innovative, high-quality academic and developmental experiences for all Sixth Formers.

As befits a boarding school with our individualised approach to supporting pupils, the progress of Sixth Formers through their courses is closely tracked by teachers and academic departments, in conjunction with tutors, Housemasters and Housemistresses. The AHSF ensures that systems enable underperformance to be identified quickly, and that effective interventions are co-ordinated with the relevant teachers and pastoral staff.

All pupils are provided with comprehensive university and careers advice, and the AHSF directly line manages the Sixth Form team of key providers of guidance: the Deputy Head of Sixth Form; the Head of UCAS Applications; the Head of Careers; the Head of Oxbridge Applications; the Head of Clinical Applications and the Head of Global Universities Applications.



About the person

We are looking for an outstanding teacher, a visionary leader, and an experienced professional who will not settle for anything less than excellence. The successful candidate will value and promote inclusion, and have the skills to support an inclusive and diverse school community.

The appointee will be a strong, dynamic, and inspirational character who is not afraid to take risks and thinks creatively. A track record of first-rate teaching, curriculum and/or pastoral leadership and organisation, as well as a rapport with pupils and colleagues is vital.

The ability to inspire others, communicate well, think flexibly, and to lead and work as part of a team are essential. High-level analytical and data-handling skills will be essential to successfully delivering the AHSF's strategic aims.

It is anticipated that the appointee will have personal ambition and, aside from performing their tasks as AHSF outstandingly well, aspires to deputy headship and/or headship in due course.

An appreciation of the wider life of a seven-day-week boarding school is a prerequisite, along with a willingness to support pupils and colleagues in their endeavours and achievements both in and out of the classroom.

Issues relating to safeguarding and promoting the welfare of pupils will be explored at interview.



Teaching at Uppingham

Remuneration and Benefits

The School has its own generous salary scale, which is reviewed annually. The AHSF is a senior leadership position and the salary will be commensurate with the appointee's experience and the seniority of the role.

The School offers an extensive range of benefits including a school fee discount scheme for children of staff, free gym membership, subsidised medical scheme, excellent pension scheme, and free Westfield Healthcare and Rewards package which includes discounts in retail outlets, restaurants, cinemas and with holiday providers.

Accommodation in Uppingham may be available.

One of Uppingham's great community strengths is dining in house. Each day teaching staff are invited to lunch in a boarding house; a genuine pleasure in the midst of a busy week.

Life in Rutland

Rutland – England's smallest county – is located in a beautiful part of the country. Alongside the stunning countryside, with Rutland Water only six miles away, there are a mass of leisure pursuits on our doorstep.

The town offers a range of independent stores and its location allows access to a number of thriving cities and towns. Uppingham is equidistant between Peterborough and Leicester which have excellent shopping centres, and Leicester, Nottingham and Birmingham all enjoy first-class theatre and concert facilities. Cambridge can be reached in 50 minutes and Oxford in an hour and a half. London is an hour by train from Corby, Kettering or Peterborough.

Maidwell Hall, situated in neighbouring Northamptonshire, is part of the Uppingham Group of Schools and educates pupils from Reception to Year 8. Uppingham town has nurseries, two maintained primary schools and an 11-16 community college, with sixth form colleges in nearby towns, such as Oakham and Stamford. There is a considerable community of young children within the area.

The next steps

Closing date:

Friday 6 October 2023, 9.00am

Interviews:

Longlist

Thursday 12 October

Shortlist

Thursday 2 November

Applications must be made on the School's application form, which can be obtained via the School website or from hr@uppingham.co.uk.

Completed applications must reach us by the closing date and should be returned to hr@uppingham.co.uk or by post to:

HR Department, Uppingham School
High Street West, Uppingham, Rutland LE15 9QE

Uppingham School is committed to safeguarding and promoting the welfare of children. Successful candidates must be willing to undergo full screening in accordance with Keeping Children Safe in Education (KCSiE), including an Enhanced Disclosure and Barring Service check. Issues relating to safeguarding and promoting the welfare of pupils will be explored at interview.

At Uppingham School, we value a truly inclusive, fair and equal work environment for all. Opportunities to work at Uppingham School are open to all, at all levels. We want to further increase the diversity of our workforce and actively encourage and welcome applications from candidates who have black, Asian, and minority ethnic backgrounds.





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