



HEAD OF SIXTH FORM

THE LENHAM SCHOOL



JOB DESCRIPTION	
Job Title	Head of Sixth Form
Grade	UPS/MPS plus TLR 2:3 (£5,873)
School / Department	Secondary
Base	The Lenham School
Hours	Full Time
Reports to	Leadership Group
Accountable to	Leadership Group

Job Summary

The Head of Sixth Form is responsible for leading and developing a high-quality, aspirational Sixth Form provision within The Lenham School (Secondary School + Sixth Form). The postholder will ensure excellent outcomes, high attendance, strong pastoral support and positive conduct for all post-16 pupils. Working in partnership with senior leaders, subject leaders and external partners, the Head of Sixth Form will drive academic progress, support pupil transitions to higher education, apprenticeships or employment (including oversight of the UCAS process), and develop a supportive, values-driven Sixth Form culture that reflects The Lenham School School's context, vision and values.

Key objectives

- Secure excellent attainment and progress across A-levels, BTECs and other post-16 qualifications.
- Maintain high standards of attendance, punctuality and conduct.
- Provide strategic pastoral leadership and line-management for form tutors and Sixth Form staff.
- Lead and coordinate the UCAS and careers guidance process to maximise post-18 destinations.
- Promote The Lenham School's vision and values through all aspects of Sixth Form life.

Key objectives and Duties

Leadership and Strategic Development

- Develop and implement a clear strategic plan for the Sixth Form that aligns with The Lenham School's vision and values and responds to the school context.
- Monitor, evaluate and report on Sixth Form performance (attainment, progress, retention, attendance and destinations) to senior leadership and governors.
- Contribute to whole-school leadership discussions and planning, representing the needs and priorities of post-16 provision.

Curriculum, Teaching and Learning

- Ensure the Sixth Form curriculum is broad, coherent and meets the needs and aspirations of pupils (including A-levels, vocational options and blended pathways).
- Work with subject leaders and teachers to promote high-quality teaching, effective assessment and targeted intervention to improve outcomes.
- Promote the use of data to identify underachievement, set targets and inform effective support and retrieval practice.

Attendance, Behaviour and Pastoral Care

- Have overall responsibility for Sixth Form attendance, punctuality and conduct, setting high expectations and implementing robust systems for monitoring and improvement.
- Manage behaviour and conduct policies within the Sixth Form, ensuring consistency with whole-school procedures and restorative approaches where appropriate.
- Lead pastoral structures for Sixth Form pupils, ensuring wellbeing, mental health and safeguarding needs are identified and supported.

UCAS, Careers and Destinations

- Take oversight of the UCAS process, ensuring timely, accurate advice and support for pupils applying to higher education.
- Coordinate with the Assistant Headteachers to provide careers education, information, advice and guidance (CEIAG) for Sixth Form pupils, working with external providers, employers and higher education institutions.
- Track and report on pupil destinations, ensuring interventions to improve access to high-quality post-18 pathways.

Line Management and Staffing

- Line-manage form tutors and other designated Sixth Form staff; set objectives, monitor performance and provide professional feedback and support.
- Participate in recruitment, induction and performance management for Sixth Form staff and ensure appraisal processes support teaching quality and pupil outcomes.
- Promote collaborative working, staff wellbeing and professional learning within the Sixth Form team.

Admissions, Retention and Recruitment

- Oversee Sixth Form admissions, induction and transition arrangements, ensuring inclusive admissions processes and effective appeals/communication as needed.
- Lead recruitment and retention strategies to attract and retain high-quality pupils from the local community and beyond.

Quality Assurance, Policies and Compliance

- Ensure Sixth Form policies and processes are consistent with school-wide policies (safeguarding, assessment, behaviour, health & safety).
- Ensure accurate record-keeping, reporting and compliance with statutory guidance and examination board requirements.
- Use benchmarking and internal/external data to inform improvement planning and resource allocation.

Engagement and Partnerships

- Build strong relationships with parents, carers and external stakeholders (universities, employers, apprenticeship providers, careers services).
- Represent The Lenham School School at external events and in cross-school collaborations to strengthen opportunities for Sixth Form pupils.

Resource Management

- Manage the Sixth Form budgetary allocations and resources within delegated authority; ensure value for money and appropriate deployment of staff and facilities.
- Ensure effective use of learning environments and technology to support post-16 teaching and independent study.

Skills and Competencies

- Strong leadership and organisational skills; ability to translate strategic priorities into operational plans.
- Proven ability to raise attainment and manage improvement across a post-16 cohort.
- Knowledge of post-16 qualifications, UCAS processes, CEIAG best practice and destination tracking.
- Excellent data-literacy: able to interpret performance data, set targets and monitor progress.
- High level interpersonal skills: effective communicator with pupils, parents, staff and external partners.
- Skilled in pastoral care and behaviour management, with empathy for the needs of older pupils.
- Line management experience, including performance management, coaching and professional development of staff.
- Effective time-management, prioritisation and problem-solving abilities.
- Commitment to fostering an inclusive environment that reflects The Lenham School School's vision and values.
- Understanding of statutory duties (safeguarding, health & safety, data protection) and ability to implement compliant systems.

Safeguarding

As a VIAT employee you will commit to safeguarding and promoting the welfare of children and young people.

Equality and diversity

The Trust expects every employee to take responsibility for promoting a culture that values and respects difference.

Statement

The list of duties in this job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job, and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

PERSON SPECIFICATION

AREA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • A good honours degree • Qualified Teacher Status • Evidence of continuing professional development relevant to post-16 education and leadership. 	<ul style="list-style-type: none"> • NPQSL or equivalent middle/senior leadership qualification. • Postgraduate qualification in education, leadership, school improvement or a subject related to post-16 curriculum.
Experience	<ul style="list-style-type: none"> • Successful teaching experience across KS5 with a clear record of raising pupil attainment, progress and retention in A-level/BTEC/other post-16 qualifications. • Proven leadership experience managing a sizeable team (e.g. tutors, teachers, support staff) • Experience of working with external partners (colleges, universities, employers) to broaden pupil opportunities. 	<ul style="list-style-type: none"> • Experience of leading a sixth form centre in an Ofsted/inspection context or contributing to an inspection/deep dive. • Experience of successful recruitment and marketing of sixth form provision to sustain numbers and improve cohort quality. • Experience of designing, implementing and evaluating post-16 curriculum and assessment that supports progression to higher education, apprenticeships and employment.
Knowledge	<ul style="list-style-type: none"> • Thorough knowledge of post-16 qualifications (A-levels, T-levels, BTECs, Level 3 vocational) and how they map to progression routes. • Strong understanding of assessment, tracking and intervention systems for KS5 — including how to interpret progress measures and use them to prioritise support. • Knowledge of safeguarding requirements and statutory responsibilities for 16–19 provision, including Prevent, KCSIE principles, and SEND considerations in sixth form. • Awareness of factors that affect post-16 attendance, retention and punctuality and effective strategies to address them. 	<ul style="list-style-type: none"> • Knowledge of funding and accountability arrangements for 16–19 provision (funding streams, student support bursaries, 16–19 accountability measures). • Understanding of careers education, information, advice and guidance (CEIAG) specifically for post-16 pupils and UCAS processes.
Skills	<ul style="list-style-type: none"> • Evidence of setting a clear strategic vision for sixth form that links curriculum, outcomes and pupil experience. • Ability to use data (attainment, progress, attendance, 	<ul style="list-style-type: none"> • Ability to lead change across phases (KS4 → KS5 transition planning) and to embed cross-curricular collaboration to

	<p>destinations) to set targets, evaluate provision and drive improvement.</p> <ul style="list-style-type: none"> • Track record of implementing and evaluating interventions that measurably improve attainment, retention or progression outcomes. • Capacity to design, lead and quality-assure bespoke sixth form CPD that improves teaching, assessment and pupil outcomes. 	<p>improve pupil readiness for post-16 study.</p>
Curriculum, teaching and assessment	<ul style="list-style-type: none"> • Clear plans to ensure high-quality classroom teaching is the primary route to improved outcomes for all sixth form pupils. • Skill in designing a coherent curriculum that sequences disciplinary knowledge and assessment preparation across two years. • Experience of improving pupils' academic literacy, written accuracy and subject-specific study skills at KS5. • Strong understanding of effective feedback and assessment practises that develop extended written responses and independent study 	<ul style="list-style-type: none"> • Experience integrating enrichment, super-curricular opportunities and reading programmes to deepen subject knowledge and aspirational culture.
Pupil support, inclusion and pastoral leadership	<ul style="list-style-type: none"> • Evidence of raising attendance, retention and reducing NEET outcomes through targeted pastoral and academic support. • Strong understanding of supporting vulnerable pupils in sixth form (mental health, SEND, looked-after children, pupil premium) and adapting provision accordingly. • Ability to lead a tutor system that supports personalised progression planning, UCAS/apprenticeship guidance and destination tracking. 	<ul style="list-style-type: none"> • Experience of designing flexible study programmes that combine academic and vocational routes while maintaining rigour and progression opportunities.
Relationship-management and external engagement	<ul style="list-style-type: none"> • Excellent communication and stakeholder-management skills: able to build constructive relationships with pupils, parents, staff, governors/trustees and external providers. 	<ul style="list-style-type: none"> • Experience leading marketing/recruitment campaigns and open events that demonstrably increase sixth form applications and enrolment quality. • Proven track record of forging productive partnerships with universities, employers and local providers to extend pathways and work experience.

Personal qualities and behaviours	<ul style="list-style-type: none">• Visible, decisive and approachable leadership presence; able to motivate staff and pupils and maintain high expectations.• Highly organised, with the ability to manage complex timetables, resources and competing priorities.• Resilient and reflective: uses evidence to evaluate own impact and adapt approaches.• Strong commitment to equality, diversity and inclusion; models professional conduct and high ethical standards.• Commitment to The Lenham School context: understanding of local community challenges and a focus on improving social mobility through post-16 provision.	
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