

Hills Road Sixth Form College

Appointment of: Progress and Support Tutor

Location: Cambridge



Shape
the
future



Hills Road
Sixth Form College
Cambridge

Welcome from the Principal



Thank you for your interest in Hills Road Sixth Form College and in this post. We really hope that the information in this booklet will support you in making an application to our College and will provide all you need for deciding whether we're right for your next career step. We hope we are!

Choosing an institution where you find a fit in terms of ethos and values is hugely important. Hills Road Sixth Form College enjoys a strong national reputation, having topped Sixth Form College performance league tables for many years. But that doesn't make us complacent. We still want to improve the ways in which we work with young people to get the best for them and from them, whatever that might take.

We are therefore looking for a colleague to join us who shares that drive and wants to ensure that the department they are joining continues to achieve excellent outcomes. Everything we achieve relies on the quality and commitment of our staff team, whatever their role in the College, and we are keen to recruit colleagues for whom excellence comes as standard. Excellence is one of our six core staff values, together with Kindness, Integrity, Diversity, Respect and Community. We want you to know that you will be joining a diverse, welcoming community where you will continue to grow professionally. We are lucky to have colleagues here who are not only committed to our values but also to young people and the potential within each one of them to be brilliant at something they've not yet tried.

As a busy, vibrant community with around 2,800 young people, there's always a great deal going on and lots to be part of and take part in. Extra-curricular opportunities abound and we hope you will want to get involved with the extraordinary range of activities that is on offer. We have an on-site sports centre, including a fully equipped gym, plus squash and tennis courts, to which all staff colleagues have free membership, and our staff wellbeing programme includes access to on-site talking therapy, fitness and relaxation sessions. If you would like to talk through a prospective application or to explore the College's ethos and values a little more, please don't hesitate to make contact for an informal chat.

Finally, I do appreciate the time commitment involved in completing a job application and, if you do decide to apply, can I thank you for the investment of time you have chosen to make. Whatever the outcome, can I wish you all the very best with your future career, wherever that may be.

With very best wishes

Jo Trump
Principal

Progress and Support Tutor

Fixed term in the first instance, to 17th July 2026

22.5 hours per week, Wednesday to Friday, term-time plus 5 days

Start date: 1st December, or earlier if possible

Pro rata salary from £17,673 up to £20,068 depending on experience and qualifications

(Support Staff Pay Spine Point 16 £33,232 FTE to Point 20 £37,734 FTE per annum)

If you have been working with young people and are looking for a new challenge, an exciting opportunity has arisen to join the College's well established Guidance team in the post of Progress and Support Tutor. Working closely with other colleagues, Progress and Support Tutors provide appropriate guidance and support for students, monitoring their progress in order to support their personal and academic development and to assist them in fulfilling their potential.

This is a job share position (3 days per week, Wednesday to Friday) so the standard tutor role is shared. You will deliver approximately five Future Ready sessions, three Extended Project Qualification (EPQ) mentoring sessions, and one enrichment activity each week. The timetable will include a mix of Year 12 and Year 13 groups. You will work closely with an experienced long-term tutor who will provide continuity and support, ensuring students receive consistent, high-quality pastoral care and guidance.

This role will ideally suit somebody who has experience and an interest in the development of young people. Recent knowledge and experience of post-16 education and dealing successfully with parents, students and staff is essential. An understanding of the developmental, emotional, social and educational issues of young people is also a key requirement, together with an awareness of the range of needs of people from diverse ethnic, cultural and social backgrounds. All candidates will need up to date knowledge of the legislative and best practice requirements pertaining to safeguarding and promoting the welfare of young people.

Recently rated 'outstanding' again, Hills Road Sixth Form College continues to enjoy a strong national reputation for excellence in education. In part, this is because we continually review and refine our practice to enhance the experiences of our students and staff, for example, through our collaborative evidence-based approach to professional development. We also appreciate that academic success requires a happy, healthy and caring community, so our coaching culture ensures that the wellbeing of our students and staff is at the heart of all we do.

We offer a wide range of competitive benefits including a generous pension scheme, free use of the College sporting facilities, free on-site parking, cycle to work scheme, as well as discounts on all our Adult Education courses.

Closing date: Monday 3rd November 2025 at 9.00am

Interviews: Friday 7th November 2025

Details and an application form for the above post may be obtained from our website www.hillsroad.ac.uk

The College is committed to safeguarding and promoting the welfare of its students and staff and expects all members of the College community, volunteers and visitors to share this commitment. The College actively promotes equality and diversity and welcomes applications from all sections of the community.

Information for applicants

The Post

Hills Road Sixth Form College has operated a specialist tutorial system for over ten years now. This means that we have a dedicated team of tutors who look after the guidance and support needs of our 2,800 students. Tutors oversee and monitor students' progress, their attendance, support needs, and well-being and consider each student's experience at the College holistically. Tutors work alongside their tutees to ensure that each student is capable of realising their potential and are the first point of contact. Tutors also deliver the college tutorial programme, known as Future Ready, Extended Project sessions and Enrichment. Ultimately, it is the tutor that gets to know each of their students well and who writes the final reference to support the student's successful onward progression to employment, training or university.

Most importantly, we are looking for candidates with the right disposition: it's crucial that you really like 16-19 year olds and feel a real commitment to doing all you can to support the best outcomes for them. Sometimes this means a 'tough love' approach to ensure that students are meeting College expectations and not letting themselves down and sometimes this means a much more gentle and flexible approach to coaxing the best from a student.

The job description and the person specification relevant to the post are enclosed.

Organisational Structures

Tutors are supported in their role by a variety of support structures within the College. The core team supporting students is our Student Services Team who work together with tutors to monitor and support student attendance and who are on the end of a phone to receive information from parents and to liaise directly with students too. The Student Services Team includes in-house College counsellors to whom referrals can be made for 1:1 confidential support plus Wellbeing Coordinators, who are available for student drop-in sessions, to triage support and to signpost students to the most appropriate kinds of support for them. In addition the Safeguarding and Welfare Officers provide support to staff regarding safeguarding issues, and to students with specific needs. The team collectively is known as the Guidance Team and it is led by the Guidance Leadership Team. This team consists of the Vice Principal (Student Progression and Support), two Heads of Year and the Head of Student Personal Development who meet once a week to discuss the strategic and operational needs of the guidance elements of College. In addition, the Safeguarding Leadership Team meet weekly to consider case studies of students in particular need.

Accommodation and Resources

Each Tutor has their own office in the Guidance corridor where students can find them for 1:1 review meetings and informal drop-in opportunities. Each tutor has a dedicated direct dial phone line and personal laptop to allow parents easy access to them for communicating important information in relation to a student's circumstances and potential progress.

Tutor Groups and Future Ready Programme

Students are organised into tutor groups by year group and are typically in groups of 25 which meet with their Tutor once a week through Year 12 and less frequently through Year 13. Progress and Support tutors look after a minimum of seven tutor groups. A centrally organised Future Ready programme is delivered to each group by the Tutor and includes elements of wellbeing, social responsibility and careers education & guidance. In addition, whole cohort days are run in November based on Wellbeing and a week is dedicated in February to Progression pathways and career possibilities. Training and support would be available for colleagues new to any of these elements.

Extended Project

All of our Year 12 students complete the Extended Project Qualification because we see this as a really valuable opportunity for students to develop and determine their own curriculum element for perhaps the only time in their compulsory education phase. A key part of the Tutor role is to act as EPQ mentor to the students in their own Year 12 groups. Full training and support will be given for this element of the role, with no expectation that candidates will have prior experience either of the qualification or of teaching. EPQ delivery is unique because it relies on 1:1 support work with students to mentor and guide them through their projects and as such fits very well with the skill set we are looking for in our Progress and Support Tutors.

Training and Support

A full induction and training programme will be available to guide new colleagues through and beyond their first year in post. This will cover all aspects of the role, such as monitoring and recording using our ProMonitor software; writing references for students' university applications and using UCAS.com; liaising with parents and a range of external agencies and a whole range of technical and knowledge areas that we will be glad to support you with. We need you to be someone who is genuinely

committed to helping young people realise their potential in any number of ways. We want you to be passionate about helping them to lead happy and fulfilling lives whatever that may take and however creative you might need to be in finding solutions that work for them.

If this sounds like you, or if you have any questions about the role, then we look forward to hearing from you. Please don't hesitate to contact me if you would like to discuss this further before making an application.

With best wishes

Tim Lomas

Vice Principal

tlomas@hillsroad.ac.uk

Job Description for Progress and Support Tutor

Purpose: To provide effective guidance and mentoring for students through progress monitoring, to support each student's personal and academic development and wellbeing, and to assist them in fulfilling their potential.

Reports to: Allocated member of Guidance Leadership Team

Main Accountabilities:

- 1. To support tutees and oversee their progress by:**
 - developing a good knowledge of each tutee in terms of academic progress, aspirations, interests, activities and home background
 - providing impartial guidance, being alert to the rights and responsibilities of students and ensuring that students know how to access appropriate support services both within and outside the College
 - working with partner agencies relevant to meeting the needs of young people
 - using ProMonitor and other monitoring methods to review regularly students' progress in the light of GCSE results, added-value and other relevant information, taking appropriate follow-up action when needed
 - supporting students on stage support in accordance with the Subject Monitoring and Support for 16-19 Students' policy; and keeping the Heads of Year informed of progress on Stage 2 referrals
 - supporting students in managing their own work (e.g. coursework)
 - liaising with subject staff about the progress of students and about circumstances which could affect their progress (including via case conferences)
 - taking appropriate follow-up action in respect of attendance issues where identified by guidance or student services team (e.g. students on the weekly Stage 2/3 attendance list)
 - maintaining contact with parents as appropriate
 - writing high quality references for UCAS and employment purposes
 - managing course changes in accordance with the College's guidelines
 - maintaining accurate records with particular reference to course changes, Progress Review and destination information
- 2. To be a supportive member of the Guidance Team by:**
 - delivering the weekly Future Ready programme in scheduled tutor group sessions for a minimum of seven tutor groups (a mixture of Y12 and Y13)
 - contributing to the development of the tutorial programme through the sharing of ideas and helping to create relevant materials
 - co-operating with the Guidance Leadership Team in the setting, monitoring and achievement of guidance objectives and by participating in the College's self-assessment and appraisal systems
 - delivering up to four periods of Extended Project mentoring and marking submitted projects
 - delivering at least one period of Enrichment

3. **To contribute to the wider range of guidance activities that support students and offer them effective transition and onward progression such as:**
 - supporting transition from Key Stage 4 through liaison with Heads of Year 11 and partner schools
 - attending CAP (Cambridge Area Partnership) post-16 partner school evenings
 - attending College Open Events
 - assisting in late August enrolment and Year 11 guidance meetings
 - supporting delivery and facilitation of large scale events e.g. Social Action Week, Wellbeing Days, Progression Week and EPQ support
 - liaising with Student Services and the Wellbeing Coordinator/s to support proactive delivery interventions for small groups of students with a particular focus, for example mental health / wellbeing
4. **To contribute to wider College life by:**
 - assuming a key role in student admissions by sharing in the interviewing of applicants and in enrolment and induction processes (including a willingness to participate in a rota to cover essential guidance work during holiday periods)
 - actively encouraging students to participate in Enrichment activities
 - participating in the 'good order rota' as and when necessary
 - contributing to the shared responsibility of all colleagues for student discipline through collective oversight of the College during the day
 - contributing to quality assurance processes within the guidance area
 - carrying out other duties as reasonably directed by the Principal, Vice Principal or other senior Guidance team member
5. **Accountabilities that relate to all staff at the College:**
 - demonstrate behaviour and values consistent with the person specification for this role
 - promote equality of opportunity in accordance with the College's Equality and Diversity Statement
 - maintain high standards of attendance and punctuality
 - to comply with all College policies and procedures. This includes those where each member of staff has an individual duty to act and for which the College can be held vicariously responsible for the actions of its employees:
 - equality and diversity
 - safeguarding the welfare of young people
 - health and safety

Person Specification for Progress and Support Tutor

	Essential	Desirable
Qualifications and training	• Qualified to degree or equivalent level • Willingness to receive any necessary training e.g. listening skills/coaching	• Recognised youth, community, social work or guidance qualification at least level 3 • Relevant teaching qualification e.g. PGCE • Evidence of training in listening/counselling skills
Experience	• A minimum of three years' relevant work experience with young people • Recent knowledge and experience of post-16 education • Experience of communicating successfully with parents, students and staff • An understanding of the developmental, emotional, social and educational issues of children and young people • An awareness of range of needs of people from diverse ethnic, cultural and social backgrounds • Awareness of the legislative and best practice requirements pertaining to safeguarding and promoting the welfare of young people	• Relevant experience of tutorial work and UCAS procedures with 16-19 year old students • Experience of teaching, training or mentoring young people • Experience of working with young people in an educational or advisory role

In addition, the successful candidate will demonstrate, or have potential to develop, strengths in the following areas:

Skills and Personal Attributes	• Excellent coaching and mentoring skills • Ability to motivate young people to aspire to and achieve high standards • Excellent written and oral communication skills including high level proof reading skills • Excellent interpersonal skills and empathy with young people • Ability to use tact and diplomacy in all communications and to deal with confidential matters with utmost discretion • Ability to work in partnership with parents • Ability to challenge students constructively, including agreeing and monitoring appropriate targets • Ability to balance workload demands appropriately throughout the year
Tutorial Programme Delivery	• Ability to deliver lively, energetic and well planned tutorial sessions • Ability to contribute, develop and use effective and varied resources in tutorial delivery
Personal Qualities	• A genuine liking and respect for young people • Flexibility and adaptability • Enthusiasm, energy and personal dynamism • Patience • Perseverance and resilience
Professional Qualities	• Strong commitment to ensuring equality of opportunity and appropriate safeguarding • Excellent team working commitment and skills • Excellent organisational and time management skills that allow effective prioritising and the meeting of deadlines • Confidence and strong ability in the application and use of IT • Strong commitment to continuous professional development within the role • Ability to use own initiative in the solution of problems • Interest in guidance areas closely linked to tutoring (careers, study skills, admissions and post-16 progression)

Overview of the College

The College

The College operates on an attractive site just over a mile south of the centre of the historic city of Cambridge. The site has been occupied from 1903 when it was originally home to the Cambridge and County School for Boys. Since its inception in 1974, succeeding the former boys' grammar school, the College has concentrated mainly on providing Advanced level courses to students in the Cambridge area. Having responded to strong and sustained demand for places over a number of years, we now have 2,800 full-time 16-19 students for whom we provide a choice of 36 A level subjects plus the Extended Project Qualification, an extensive programme of enrichment and extra-curricular activities and responsive individual support and guidance. The breadth, depth and challenge of this curriculum are at the heart of our long-standing educational vision.

The College is a member of the Cambridge Area 14-19 Partnership: there are ten other centres for post-16 education: Cambridge Regional College, Long Road Sixth Form College, The College of West Anglia, The Cambridge Academy of Science and Technology, (formerly the UTC Cambridge), and six school sixth forms. The Cambridge Area 14-19 Partnership provides a common application procedure for post-16 courses and co-ordinates the information and guidance services for student transfer at 16+. The great majority of our full-time sixth form students are recruited from 21 maintained secondary comprehensive schools in the Cambridge area, 14 of which do not have their own sixth form.

We deliver an Adult Education programme, mainly during evenings and some weekends. The number of part-time adult student enrolments is around 2,900 a year. The range of courses reflects the needs of a much wider community in Cambridge and the surrounding area. The College is also a study centre for the Open University.

The Hills Road Sports and Tennis Centre is solely owned by the College and operates as Cantabrigian Ltd. While providing an outstanding facility for staff and students of the College, it also serves as a community sports centre working in partnership with Cambridge City Council and the Lawn Tennis Association. Local residents use the centre on a pay-as-you-play basis or via the membership scheme. Activities range from tennis and fitness room sessions to squash, cricket and Pilates.

College Performance

Hills Road Sixth Form College enjoys a national reputation for excellence and, in each of its last Ofsted inspections, including most recently in 2025, was rated Outstanding in all graded areas.

A summary of the College's performance

- In the Government's examination performance table for 'points per examination entry', the College has consistently posted the highest score of any sixth form college in the country.
- In recent years the tables have included the percentage of students achieving at least AAB at A level in at least two of the Russell Group's 'facilitating subjects'. Year on year Hills Road has recorded the strongest sixth form college percentage.
- The College's in-year learner level retention rate on study programmes, as used for funding purposes, has averaged 99.4% over the past six years.
- A level pass rates have remained close to 99.5% for five years.
- Value added is consistently positive, indicating that, on average, Hills Road students achieve better results than might have been expected based on their prior GCSE outcomes.
- Often after a gap year, around 90% of our leavers progress to Higher Education; two thirds go to the most sought-after Russell Group universities.
- Hills Road students consistently thrive in higher education with 52% earning first class honours degrees in 2020 according to the latest Sixth Form College Association report which is based on HESA data.
- Hills Road has been consistently shortlisted since 2017 as a finalist in the TES 'Sixth Form College of the Year' award.

Exam Results 2025

The 2025 A level results were outstanding and very similar to the typical, strong performance in recent years. Despite the challenges of recent academic years, the staff effectively supported and directed students to enable them to achieve highly.

	2025 HRSFC	2025 National
A*	15%	9.4%
A* - B	75%	55.2%
A* - E	99%	97.5%

College Ethos

At Hills Road, we are strongly committed to providing our students with a broad sixth form education characterised by academic excellence, high quality learning experiences and extensive enrichment opportunities. Students are encouraged to achieve the highest standards not only in the classroom but also in a range of extra-curricular activities which help them to develop new skills, think independently and exercise their responsibilities as global citizens. We seek to promote a caring and supportive atmosphere with a strong sense of community in which all students are valued equally as individuals and treated as young adults.

From teaching and tutorial departments to administrative and support functions, Hills Road staff are deployed within specialist teams where their expertise, knowledge and skills may be used to best effect: each student has a specialist tutor with whom s/he meets regularly; subject departments offer lunchtime workshops where students can receive one-to-one support with homework queries or extension work; help with all aspects of learning, from essay writing to time management, is available from the specialist team in the Study Skills Department; and the Careers Department advises students on the world outside and beyond Hills Road, from work experience to UCAS applications. The Student Services Team respond to all manner of student need and ensures a qualified staff member is available throughout the College day to respond to student concerns in respect of wellbeing and mental health.

Specialisation brings considerable benefits to staff as well as to students: not only does it have a significant impact on the quality of teaching, support and guidance, but it also helps to enrich working relationships and to promote a culture of learning and continuous improvement. Teams are encouraged to work in creative and collaborative ways and to reflect on their own and each other's performance.

College Facilities

Throughout our history, the buildings have been extended and refurbished to meet changing needs. All lessons take place in high quality, purpose-built accommodation. In addition to excellent classrooms which are fully equipped with digital media resources, the College enjoys first class facilities including: extensive open-access IT facilities, a Library and Resources Centre, The Robinson Theatre, a modern well-equipped Music Department with recital room and practice rooms, an Art and Design Centre and specialist laboratories for science and language learning. Indoor and outdoor sports facilities are excellent, with the Sports and Tennis Centre located on the main site and a well-maintained ten-acre sports ground, including a modern pavilion, situated within a short walk from the College. Recent additions to our facilities include

the Linda Sinclair Building, a three-storey building which provides outstanding accommodation for the Mathematics, Performing Arts and Sport departments, our Student Services Reception and Careers hubs as well as the new The Study Centre which houses the Supported Independent Learning Service, student study spaces and a fabulous Staff Room and roof terrace. Most recently, we have added a new welcoming and accessible Reception area to the front of college.

College Finances

Since incorporation, the College has managed its finances effectively and has continually met the financial criteria under the different funding bodies. The College's financial returns have been assessed as 'outstanding' over many years. Full management accounts are produced each month in order to monitor and manage the finances and to report to senior management and the Corporation in a timely manner. Sound financial management has allowed the College to maximise the potential for investment in human and physical resources, and, in particular, to fulfil the phases of its long-term property strategy.

A Stimulating Environment

We hope this has helped to convey some of the qualities which make Hills Road Sixth Form College a stimulating and rewarding place in which to work and learn. If your application is successful, you will experience a College which enjoys a happy and purposeful atmosphere and a unique blend of opportunity, quality and achievement.

How to Apply

Applicants are asked to do the following:

- complete the Hills Road Sixth Form College application form
- complete the equality and diversity monitoring form
- write a supporting letter of application
- supply a brief CV

The completed application form should be submitted via email to recruitment@hillsroad.ac.uk. All documents should be submitted by **9.00am on Monday, 3rd November 2025**.

Please note that applications received after the closing date may not be eligible for consideration. If Human Resources have not contacted you by Wednesday 5th November 2025, then unfortunately your application has not been successful.

Interviews will be held on Friday 7th November 2025.

Hills Road Sixth Form College will base its decision as to whether to invite you for interview solely on the details provided on your application and how well they match the criteria for this post.

In accordance with Home Office guidance, successful candidates will be required to evidence their right to work in the UK before commencement of employment. The successful candidate therefore must be able to demonstrate their right to work during the recruitment process.

Hills Road Sixth Form College is committed to ensuring equal opportunities in all aspects of employment and selects staff on merit, irrespective of race, religion, sex, disability or age. You are not obliged to complete the equal opportunities monitoring form, but any information given will help us to monitor the effectiveness of our equality and diversity policy.

If you have a disability, you are invited to request any special arrangements you may require for interview, or any adjustments you may anticipate would be needed in your working arrangements, by contacting the Human Resources Team on 01223 278063 (direct line). Further information about accessibility to the site can be found on our website under 'Equality and Diversity/Site Plan' and also from 'AccessAble: www.accessable.co.uk.

Thank you for your interest in this post and in the College. We do hope that you will decide to apply, and we should like to thank you in advance for taking the time and trouble to do so. For more information about working life at the College, please go to our website <http://www.hillsroad.ac.uk>

Human Resources



**Shaping the
future through
opportunity,
quality and
achievement**



**Supported
by a caring
and learning
community.**

