

# Hills Road Sixth Form College

**Appointment of:** Teacher and Course Leader of Art & Design

**Location:** Cambridge



Shape  
the  
future



Hills Road  
Sixth Form College  
Cambridge

## Welcome from the Principal and CEO Designate



Thank you for your interest in Hills Road Sixth Form College and in this post. I hope that the information in this booklet will help you to decide whether this role and our college might be the right next step for you. I sincerely hope it is!

As I prepare to take up the role of Principal in September, this marks an important moment in the College's continuing journey. Hills Road enjoys a strong national reputation and has led Sixth Form College performance tables for many years. But we are not complacent. In an ever-changing world, excellence is a moving target and we are ambitious - for our students, for our staff and for the future of post-16 education. We respond thoughtfully, continually reflecting and evolving to ensure that what we offer remains exceptional.

Working in a Sixth Form College brings distinctive rewards, not least the privilege of engaging with bright young minds who challenge, question and inspire. It is an intellectually rigorous environment grounded in collaboration and shared purpose. Everyone here has a role to play in helping every young person who comes through our doors to realise their potential – sometimes in ways they may never previously have been able to imagine.

I am fortunate enough to know first-hand the transformative impact that Hills Road has on our students and, as a former student, I am deeply committed to ensuring that it continues to flourish as a centre of academic excellence where kindness and integrity remain at the heart of everything we do.

We recognise that staff wellbeing is fundamental to student success and we pride ourselves on being consultative. In response to colleague feedback, we have introduced a two-week October half term and redesigned professional development. Staff consistently speak of the strength of our community. Our core values – Diversity, Kindness, Integrity, Respect, Community and Excellence – are not slogans, but lived commitments that shape how we work, how we lead and how we support one another. Hills Road is ambitious, yet humane; high-performing, yet deeply caring.

I hope I have been able to give you a flavour of Hills Road. If you would welcome an informal conversation about the role or about the College more broadly, we would be delighted to hear from you.

Finally, thank you for considering our college and for the commitment that an application entails. Whatever the outcome, I wish you every success in your future career.

With very best wishes,  
Ali Kirkman  
(Vice Principal – Staff and Student Learning)

# Teacher and Course Leader of Art & Design

Permanent, part-time 0.7 - 0.8 FTE

From £33,465 to £51,714 (FTE) depending on qualifications and experience

Hills Road Sixth Form College is looking for an innovative and inspirational teacher and course leader of Art & Design who is keen to develop their pedagogy and subject expertise, and eager to make a meaningful contribution to a leading Art & Design team. Come and help us shape the future!

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. 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.

Whether you are an experienced teacher or an Early Career Teacher, there is a career for you at Hills Road. If you are excited by the opportunity to work in a team committed to the very best standards of education at a Sixth Form College where you can inspire highly motivated students to engage with your subject passions at an advanced level, we would love to hear from you.

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:** Wednesday 15<sup>th</sup> April at 9.00 am

**Interviews:** Thursday 23<sup>rd</sup> April 2026

Details and an application form for the above post may be obtained from our website [www.hillsroad.ac.uk](http://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

We are looking for a well-qualified, passionate and innovative teacher to join our highly successful and experienced Art & Design department. We are particularly looking for teachers who are committed to inspiring young people with a love for and a confidence in their subject, who are open to adopting a range of creative pedagogical approaches. We are interested in a range of skills that a potential candidate can bring to the department and would welcome people who have experience in the following areas: painting & drawing, photography, 3D, textiles or graphics. However, we would be especially interested in candidates who can also teach A Level History of Art and who have experience with the Edexcel specification, although this is not essential.

The post is particularly suitable for experienced teachers; however, we are also interested in hearing from Early Career Teachers who might be able to offer a range of skills and specialisms. For the right candidate with the relevant experience, this could also be a Course Leader role in either the A Level Fine Art or History of Art course.

Dependent on teaching experience to date, the post will be paid from £33,465 to £51,714, rising incrementally, subject to satisfactory annual review. Full-time teachers teach a maximum of 20 x 65min teaching periods in the college week. This post is currently advertised at approximately 0.7 - 0.8 (0.8 would mean teaching 16 periods a week). Some periods may be allocated as Enrichment sessions and / or time to run workshops / projects that benefit the students and department. This post would therefore suit somebody who currently wants to work substantial part time hours (approx. 4 days a week). There is the potential of this being a full-time role in the future.

For Early Career Teachers, there would be an appropriate additional amount of remission built into the timetable allocation for the first year of teaching to support the gaining of QTS or QTLS status. All new members of the department are supported by the Head of Department who provides ongoing support and advice. For ECTs, this support would include induction into post-16 education. Additionally, there is a comprehensive induction programme for all new staff organised by Human Resources.

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

## The Department

The department, which currently comprises two full-time and three part-time teachers as well as three technicians, is highly experienced and supportive. Between us, we have a great deal of teaching experience and come from a range of backgrounds. We are always looking for ways to develop further and come together, not just in department meetings, but also at break and lunchtimes to share teaching ideas over tea and coffee (often with biscuits or cake!)

All teaching and learning resources are shared and available on the student and staff SharePoint sites. To facilitate communication and decision-making, the department holds regular departmental meetings, chaired by the Head of Department.

## Students

There are currently approximately 212 students in the department. They are generally extremely well-motivated and able, with the vast majority progressing to higher education courses, Art Foundation Courses or degrees based in the visual arts. The teaching is rewarded by the rapid development and achievements of our students, who readily acknowledge the high level of support they receive from their teachers.

## Courses Offered

The department currently teaches across three specifications under Edexcel (Fine Art, Photography & History of Art).

Most sets contain approximately twenty-three students. Most sets are taught by two teachers, however, on occasion, a group might be taught by a single teacher.

	Number of sets in Year 12	Number of sets in Year 13
Art & Design: Fine Art	4	3
Photography	2	1
History of Art	1	1

The department provides lunchtime support classes for students across all three subject areas and also runs a life drawing course aimed at supporting student portfolios.

## Examination Results

In 2025, students achieved strong results as shown in the table below:

	<i>% A*</i>	<i>% A*-B grades</i>	<i>% A*-E grades</i>
Art & Design: Fine Art	15	84	100
Photography	4	69	100
History of Art	9	55	100

## Accommodation and Resources

The Department is accommodated in a purpose-built teaching block. The extensive facilities comprise specialist teaching rooms, a large open sculpture area, a garden, a staff base room, a dedicated Photography computer suite and storerooms.

We have a well-equipped workshop with access to a variety of power tools including welding, bandsaw and vacuum former. The department has also recently invested in a 3D printer and hopes to acquire a laser cutter in the not-too-distant future. We also have a fully equipped ceramics studio complete with 3 kilns.

Teaching staff are provided with laptops and there are extensive learning resources on our department 365 SharePoint site, all of which can be accessed by students from home as well as within college; further resources are available from our very well-stocked College Library. We also have a department website: [www.hillsart.net](http://www.hillsart.net) where you can see examples of students work (still under development) and a department Instagram where we share all kinds of exciting things: <https://www.instagram.com/hillsroadart/>

Hills Road Sixth College operates a Bring Your Own Device approach with all students bringing their own laptops and devices to work on in the classroom. As such, most of our departmental and college resources are digital and, as a college, we strive to equip our young people with the digital literacy they need for the next step in their life.

## Extra-curricular Activities and Enrichment Opportunities

The department offers a range of Extra Curricular activities, including support workshops, across all three subject areas. We also run out of hours life drawing sessions which are very popular with students, alongside a range of visiting speakers. Recent speakers have included Tim Patrick (London based Painter), Lucy Threfall (Sky Portrait Artist of the Year) and Desmond Brett from Norwich University of the Arts, who ran a 3D workshop for YR12 students. We are also keen to develop our links to employers and invite a range of speakers to give insight into certain careers in the Arts. Recent guests from industry have included Lucy Harmer, Creative Director at Bond & Coyne (Graphics), Rhiannon Hope who spoke on Curating at the RA and Bori Kalmar, an ex-student who talked to us about studying Architecture at Cambridge.

Visits and trips are a large part of the department's remit, and we offer a range of opportunities for students to visit galleries both locally, nationally and internationally. Recent visits have included the Tate Galleries, the National Gallery, The Courtauld Institute and the RA. Currently we run one international visit per year. This has included visits to Paris, Amsterdam, Berlin, and Venice. We are keen for a prospective candidate to take part in and contribute to such activities!

The department also offers a range of college Enrichment Courses, and we would invite candidates to consider what they might be able to contribute to this highly regarded programme. A full-time teacher would usually expect to teach at least 2 x 10-week courses. (Enrichment takes up a period a week in terms 1 & 2). Current Enrichment courses include Creative Drawing, Creative Structures, Chemical Photography, Ceramics, illustration, and Garden Design. Of course, a potential candidate might also offer something different or something outside of the creative curriculum!

## Student Support

The department receives a lot of technical support from its technician team who all bring a wide variety of specialisms and experience to the department. Students frequently make use of the facilities under their supervision and are taught key practical skills such as casting, welding or modelling etc. Technicians are responsible for the day-to-day use of equipment, helping to set up lessons and oversee health and safety in the department.

I hope that we have been able to provide a flavour of the department through the details in this booklet. Please do not hesitate to contact me if you have any queries that I can help with regarding any details of the post or person specification. My email contact details are below.

I should like to thank you in advance for your interest in this post. We have a very well-established and committed team, and we hope very much that you will be interested in joining us.

Timothy Winn

Head of Art & Design

[twinn@hrsfc.ac.uk](mailto:twinn@hrsfc.ac.uk)

# Job Description

## Teacher at Hills Road Sixth Form College

**Purpose:** To teach students within the college and to carry out such other associated duties as are reasonably assigned by the Principal or Head of Department, and to make a positive contribution to the wider life and ethos of the college

**Reports to:** Head of Art & Design

### Main Accountabilities:

#### Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate the positive attitudes, values and behaviour which are expected of students

#### Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study

#### Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English

#### Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and encourage young people's intellectual curiosity

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum and scheme of work within the relevant subject area(s)

#### **Adapt teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of young people, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

#### **Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

#### **Manage behaviour effectively to ensure a good and safe learning environment**

- have clear expectations and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the college in accordance with appropriate college policies
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

#### **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
- 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 Teacher of Art & Design

	Essential	Desirable
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Good honours degree in Art &amp; Design or a related area</li> <li>• Relevant teaching qualification e.g., PGCE or willingness to complete a PGCE</li> <li>• Good level of competence with IT</li> <li>• Evidence of continued relevant professional development</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of current development in post-16 education</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of teaching Art &amp; Design at A level (which, for a current trainee, might include school/college placement experience). We are interested to hear about your specialist area / skillset and how they could contribute to our team.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of developing materials and schemes of work at A Level</li> <li>• A willingness to contribute to the college's wider curriculum. This may include the college's Enrichment Programme</li> <li>• Experience of teaching History of Art at A Level (Edexcel Specification).</li> </ul>

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

<b>Classroom teaching</b>	<ul style="list-style-type: none"> <li>• Deliver lively, energetic and well-planned classroom teaching</li> <li>• Employ strong subject knowledge in facilitating students' learning and progress</li> <li>• Develop and use effective and varied resources in support of students' learning, including digital resources</li> <li>• Focus clearly on maximising student potential and encourage high levels of attainment by all students</li> <li>• Demonstrate strong and positive commitment to individual students</li> </ul>
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	<ul style="list-style-type: none"> <li>• Apply creativity to contribute to the on-going development of schemes of work</li> </ul>
<b>Professional Responsibilities</b>	<ul style="list-style-type: none"> <li>• Make a positive contribution to the wider life and ethos of the college</li> <li>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• Deploy support staff effectively where relevant</li> <li>• Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• Communicate effectively with parents/carers with regard to students' achievements and well-being</li> <li>• Commitment to equality of opportunity</li> <li>• Commitment to collaborative teamwork</li> <li>• Good organisational skills and commitment to meeting deadlines</li> <li>• Flexibility and ability to undertake new activities</li> <li>• A willingness to support the enrichment and extension activities undertaken by the department</li> <li>• Confident and effective use of Information Learning Technology</li> <li>• Willingness to undertake appropriate staff development</li> <li>• Readiness and enthusiasm for taking initiative</li> <li>• Excellent written and spoken communication skills</li> </ul>
<b>Professional Standards</b>	<ul style="list-style-type: none"> <li>• Commitment to equality of opportunity</li> <li>• Commitment to collaborative teamwork</li> <li>• Good organisational skills and commitment to meeting deadlines</li> <li>• Flexibility and ability to undertake new activities</li> <li>• Willingness to undertake appropriate staff development</li> <li>• Commitment to safeguarding the welfare of young people</li> </ul>
<b>Focus on quality</b>	<ul style="list-style-type: none"> <li>• Commitment to continuous improvement</li> <li>• Commitment to safeguarding the welfare of young people</li> </ul>

**Personal and Professional Conduct**

- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Have regard for the need to safeguard students' well-being, in accordance with statutory provisions
- Show tolerance of and respect for the rights of others
- Support fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensure that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law

# Job Description

## Course Leader at Hills Road Sixth Form College

**Purpose:** Within the context of the College's strategic plan and departmental objectives, to lead on all aspects of the planning, review and teaching of this course specification

**Reports to:** Head of Department

### Main Accountabilities:

#### Curriculum Planning and Development

- To ensure the Curriculum Intent for the subject is up-to-date and in line with the department and College strategy
- To provide a sensibly and sensitively sequenced learning journey through the specification in such a way as to promote cumulative subject understanding and good consolidation of learning
- To work with subject team colleagues to coordinate the planning and delivery of lessons that are underpinned by excellent teaching and learning practice
- To ensure learning opportunities are provided that are suited to the abilities and aspirations of all students of the subject, including through providing stretch and challenge and support options
- To support students to develop both as creative and confident learners and as resourceful and resilient individuals through signposting and/or delivering extra-curricular opportunities such as subject-related trips, performances, talks, competitions and experiences

#### Liaison and Progression

- To provide subject-specific careers, further and higher education advice to students, including provision of subject specific information and resources requested by the Careers department
- To develop links with the wider community in support of the subject, where appropriate, including through outreach opportunities with partner schools
- To provide the Admissions and Marketing team with timely and accurate subject-specific updates for the website, prospectus and for Guidance Meetings, liaising with them over the subject materials needed for Open Events, including summer work guidance

#### Teamwork and Communication

- To convene regular and appropriate meetings of the subject specification team

(where appropriate) to consider, review and agree schemes of work, lesson planning and assessments

- To ensure that students within the subject receive regular and clear communication regarding subject materials, assessments, NEA and to represent the interests of the subject to the line manager
- To plan the work of technical and support staff for the subject, where appropriate
- To contribute to the management of student teacher placements where they are subject-specific

### Digital and Physical Resources

- To ensure that students' subject learning needs are fully resourced through physical and digital means, and to represent those needs to the Head of Department through budgeting and capital bid discussions
- To provide a rich source of up-to-date information about the subject, including support and challenge materials, via the subject's SharePoint site in line the College-wide template
- To liaise with the Library to agree relevant, useful and up to date physical and digital Library resources in relation to the subject

### Student Progress and Assessment

- To take lead responsibility for ensuring that six key assessments are set up within ProMonitor Markbook at the beginning of each academic year
- To take the lead responsibility for highlighting students whose progress indicates a need for support and intervention to the Head of Department
- To lead on the production of materials and communication for all core assessments, including for all key assessments, for internal examinations and for Non-Examined Assessment (NEA) for those subjects to whom it applies
- To take lead responsibility for agreeing appropriately robust moderation processes and that grades awarded for assessed work align with national assessment standards for the subject
- To attend awarding body training and information sessions to ensure that the subject team's knowledge remains current

### College Policies and Procedures

- 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 children
  - health and safety

## How to Apply

Applicants are asked to do the following:

- complete the online [Hills Road Sixth Form College application form \(Part 1\)](#)
- complete the online [equality and diversity monitoring form \(Part 2\)](#)
- write a supporting statement of application (no more than 1,000 words)
- supply a brief CV

The online application forms ([Part 1](#) and [Part 2](#)) are available at the links above, and on the College's webpage for this vacancy. When completing Part 1, you will have the opportunity to upload your CV and provide a Supporting Statement of Application. Once you have submitted Part 1, you should then proceed to Part 2 (Equality and Diversity Monitoring form). All documents should be submitted **by 9am on Wednesday 15th April 2026**.

Please note that applications received after the closing date may not be eligible for consideration. If Human Resources have not contacted you by Monday 20<sup>th</sup> of April unfortunately your application has not been successful.

**Interviews will be held on Thursday 23<sup>rd</sup> April 2026.**

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](http://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**



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