



PROGRESS TUTOR

Grade 7 SCP 15-22

Candidate Information Pack
02 September 2025



Welcome from the Chief Executive

Welcome. It is with great pleasure and enthusiasm that I extend a warm welcome to you from our academy trust.

Providence Learning Partnership is a new trust, initially established with Durham Sixth Form Centre who will be joined by Durham Mathematics School in the near future. Based in Durham City centre, Durham Mathematics School will be a specialist academy for A level mathematicians who also have a keen interest in computer science and / or physics. We continue to work very closely with the Department of Education and Durham University in realising DMS and look forward to making further announcements about it in the coming months.

Our Trust is dedicated to empowering students to become lifelong learners, critical thinkers and compassionate leaders. We value:

High quality, inspirational teaching and learning.

Excellent support, care and guidance.

Personal and professional integrity.

Ambition and progress for our students, our communities and ourselves.

Together, we embark on a journey that prioritises academic achievement, nurtures talent, and promotes a holistic approach to education. Through collaboration, dedication, and a shared vision, we aspire to create an environment where every individual can thrive and reach their fullest potential. Our students are placed at the heart of our decision making which is reflected in our Vision and Aims.

Trust vision | Our Trust prioritises excellence in teaching and learning, recognising the uniqueness of each student in celebration of diversity and inclusion. Working collaboratively, we embrace expertise and innovation, contributing to the North of England through the cultivation of lifelong learners.

Trust aims | We enable our vision through the following aims, which are supported by actions in our Trust Development Plan.

- **Student success:** We will empower our students to achieve their full potential in a nurturing and inclusive environment underpinned by high-quality, inspirational teaching and learning. Through fostering a culture that emphasises wellness, resilience and challenge, we will support our students to both consistently achieve above the national average and develop the skills needed to thrive in a dynamic educational landscape.
- **Educational excellence:** We will lead and champion excellence through the development of extensive and sustainable educational partnerships and networks and through local mathematics, arts and literacy outreach programmes which enhance engagement and enrich our community.
- **Responsible growth:** We will expand our Trust responsibly and with integrity, mindful of the need to maintain alignment with our values.

Our collective efforts continue to shape the future of our education provision, embracing diversity, inclusion, and the pursuit of knowledge. As a community, we value the input, creativity, and expertise of each member, understanding that it takes a collaborative effort to create an exceptional educational experience.

I encourage you to actively engage, share your ideas, and contribute your skills to our shared mission. Together, let us inspire, support, and empower one another, laying the foundation for a brighter tomorrow. I am excited about the possibilities that lie ahead and look forward to the incredible journey of growth and success that we will potentially undertake together.

Ellen Beveridge
Chief Executive

Welcome from the Principal

Welcome to Durham Sixth Form Centre and thank you for your interest in the advertised post. I hope the following information gives you an insight into our school.

Durham Sixth Form Centre is a large post-16 provider based in the North East of England, with approximately 1,700 students on roll. We are situated in the middle of Durham City centre, a couple of minutes walk from both the bus and railway stations. Students generally enrol at Durham Sixth Form Centre from over 60 different secondary schools from across County Durham, Sunderland and into Northumberland.

In 2017 we were graded an 'outstanding' post-16 school, this is reflected in our recent Ofsted monitoring visit report, 2024. Our students have an excellent record of success, which they work hard to achieve. Trends over time demonstrate the following headlines:

In academic qualifications:

- Progress (VA) has been consistently above the National Average (NA) and was graded above average in the 2025 performance tables.
- A Level average point score (APS) is significantly above the NA and places us in the top 6% of schools and colleges nationally.
- 71% of students achieved A*- B A Level grades in the summer 2024.

In applied general qualifications:

- Progress (VA) has been consistently above the NA and was graded above average in the 2025 performance tables.
- Overall attainment (APS) is consistently above the NA and is ranked in the top 2% of schools and Academies nationally.
- 92% of students achieved Dist*-Dist grades in the summer 2024.

We recently celebrated 110 years in education. We are housed in various buildings, often referred to as a mini university setting. Our site comprises a 1913 former girls' grammar school, which was converted to sixth form accommodation in 1983. In addition to the original building, there is now a science specific wing; a 200 seated theatre; our Hunter resource centre; visual arts centre and Freeman's Quay leisure centre. In 2019, we expanded further to include our digital media centre, which houses a grab-and-go café, conference facility, TV studio, small cinema room and additional classroom space. We also have a dedicated Art Gallery on site, the Dead Dog Gallery, with an ever-changing exhibition and community programme in place.

Through sustained effort, and a clear focus and direction, Durham Sixth Form Centre is a truly embracing and dynamic organisation. We are committed to promoting the principles of equal opportunities and we aspire to an environment where all our students and employees can develop their potential. We have a strong professional development programme and have achieved CPD Mark accreditation, Investors in People Gold (we are waiting for the outcome of the IIP judgement against Platinum status) and Governor Mark among others. Our most recent full Ofsted inspection report said 'The Headteacher and the highly skilled leadership team have established a culture in which students flourish and grow. Consequently, there is a healthy appetite for learning and achievement in an environment that demands high expectations for academic, vocational and personal excellence'.

Our school operates according to the Values of our Trust which help determine the culture, ethos and atmosphere of Durham Sixth Form Centre.

If you are energetic and passionate about post-16 education, and have the skills and aptitude required for the role, then we would welcome your application and look forward to meeting you in the near future.

Jo Lain
Principal

Welcome to the Pastoral Team

Thank you for your interest in the role of **Progress Tutor** at Durham Sixth Form Centre. We are delighted that you are considering joining our dedicated and dynamic Pastoral team, who play a vital role in our centre's success and student experience.

At Durham Sixth Form Centre, our students are at the heart of everything we do. Our Pastoral team plays a key role in monitoring student progress and attendance, providing one-to-one guidance and intervention, delivering a carefully structured tutorial programme (the CORE programme), providing support with progression plans and next steps, and supporting students through the many challenges and opportunities that come with post-16 education and life as a young adult. We work collaboratively with teachers, the Progression team, the Health and Wellbeing team, the Student Support team, Academic Mentors, parents/carers, and external agencies to ensure every student receives the guidance and support they need to flourish and succeed.

As a Progress Tutor, you will be joining a team of skilled and dedicated professionals who are committed to making a real difference. You'll need excellent communication skills, a strong understanding of the needs of young people, and the resilience to respond to the fast-paced, ever-changing demands of sixth form life in a pastoral role.

Our Pastoral team is currently structured in the following way:

Lee Bone, Vice Principal	Steven Robinson, Assistant Principal (Y12)	Ruth Watson, Assistant Principal (Y13)
Jessica Clayton, Pastoral Support Manager (Y12)	Lucy Shearer, Pastoral Support Manager (Y12)	Joanne Smith, Pastoral Support Manager (Y13)
Rachel Thexton, Pastoral Support Manager (Y13)	Gemma Ross, Senior Progress Tutor (Y12)	David Wimpenny, Senior Progress Tutor (Y13)
Lyndsey Ali, Progress Tutor (Y12)	Aiden Beveridge, Progress Tutor (Y12)	Louise Robinson, Progress Tutor (Y12)
Olivia Robson, Progress Tutor (Y12)	Emma Colvin, Progress Tutor (Y13)	Emma Horseman, Progress Tutor (Y13)
Mariarita Martino, Progress Tutor (Y13)	Sherri-Ann Millward, Attendance Officer	Emily Sirrell, Enrichment & PD Lead

In addition to the above, our Pastoral team works closely with the SENDCo and Student Support Team, as well as the Health & Wellbeing Team.

We offer a supportive and inclusive working environment, ongoing professional development, and the opportunity to play a key role in shaping the future of our students. If you are passionate about supporting young people and want to be part of a team that genuinely values care, high standards, and ambition, we would love to hear from you.

Thank you for considering this role at Durham Sixth Form Centre. We look forward to learning more about you and hopefully welcoming you to our team. Should you wish to discuss this role further, or come to visit us to see what we are about, please do not hesitate to contact me directly via email (lee.bone@durhamsixthformcentre.org.uk).

Warm regards,

Lee Bone
Vice Principal

The Role

JOB TITLE	Progress Tutor
CONTRACT TYPE	Permanent, term-time plus 5 days
HOURS	8.30am-4.30pm (4.00pm on Friday)
GRADE	Grade 7 SCP 15-22 (£25, 736 - £28, 886) pay award pending
START DATE	02 September 2025

ADVERT

We are looking to recruit an exceptional **Progress Tutor** to join our outstanding team at Durham Sixth Form Centre — where we value excellent support, care and guidance in everything we do.

At Durham Sixth Form Centre, we don't just support students — we raise aspirations and provide the support and encouragement they need in order to excel. This is an exciting opportunity to make a profound difference in the lives of post-16 students during two of the most critical years of their education.

What makes this role exciting?

- Play a vital role in supporting the welfare, wellbeing, and academic achievements of students, helping them to thrive and achieve their potential.
- Oversee and support a dedicated cohort of students, ensuring they are known, supported, and guided throughout their sixth form journey.
- Deliver the Core Programme, providing high-quality sessions covering personal development, wellbeing, study skills, and careers education.
- Work collaboratively within a strong Pastoral Team to deliver impactful pastoral care, monitor progress, and provide tailored support and interventions.
- Be part of a thriving, oversubscribed sixth form with a national reputation for excellence and inclusion.

We are looking for someone who:

- Has exceptional organisational and record-keeping skills, and the ability to manage student progress and related processes with precision.
- Is deeply committed to the support and development of young people and understands the importance of pastoral care in enabling students to achieve.
- Builds strong, respectful relationships with students, families, staff, and external agencies.
- Communicates with clarity, empathy, and confidence in a fast-paced and dynamic environment.
- Works with initiative and autonomy, while contributing fully to a collaborative, caring team.
- Shares our belief that every young person deserves the opportunity to succeed and is passionate about providing the support and encouragement they need to excel.

Why choose us?

- Join an Investors in People: Platinum organisation with a strong culture of success and innovation.
- Be part of a supportive, values-led Trust committed to professional growth and inclusive practice.
- Access a wide range of CPD, leadership development, and networking opportunities.
- Make a meaningful impact by guiding and supporting students at a pivotal stage in their education, helping them achieve academic success and prepare for life beyond sixth form.

Join Durham Sixth Form Centre as a Progress Tutor — support student success, wellbeing, and personal growth in an outstanding post-16 setting. Located in the heart of Durham City, we're just 20 minutes from Sunderland and 30 minutes from Newcastle. Play a key role in shaping futures and helping students thrive during a pivotal stage of their education.

*Please note that this position may close early, so we encourage you to apply as soon as possible.

Job Description

Schools rely on the professional input and expertise of a range of staff. 'Support staff' is a generic title for all staff who do not teach. Some support staff work alongside teachers and some work behind the scenes to ensure that there is an efficient infrastructure within our academy which supports effective teaching and learning to take place. Support staff contribute in many ways, directly and indirectly, to student outcomes and the academy's Ofsted judgement and are integral to both. Approximately half of all of our employees are support staff.

KEY RESPONSIBILITIES

- 1. To support the welfare and wellbeing of students in their cohort.**
 - To get to know students in their cohort well and develop strong professional relationships with them.
 - To act as a personal tutor for students in their cohort.
 - To be the first point of contact for any students, and their parents/carers, in their cohort.
 - To provide enhanced pastoral support and monitoring to students identified as having Special Educational Needs.
 - To support students in dealing with any low-level pastoral issues, as part of the lower levels of the Staged Sanction System.
 - To implement strategies and support students in self-esteem and confidence- building activities.
 - To support students in improving their wellbeing and signpost students to various internal and external services.
 - To play an active role in the enrichment programme.
 - To meet regularly with their allocated Pastoral Support Manager to discuss students of concern, and for support, advice and guidance.
 - To support and attend events such as Subject Consultation Evenings and Open Evenings, Parents Information Evenings, as appropriate.
 - To log appropriate information and interventions in SIMs.

- 2. To monitor attendance of students in their cohort, and intervene where attendance falls below expectation.**
 - To monitor the attendance and punctuality of students in their cohort in collaboration with the Pastoral Support Manager(s) and Attendance Officer.
 - To identify students whose attendance has fallen below expectation inline with regular attendance Monitoring Periods and data captures.
 - To meet with students to address issues in relation to attendance and punctuality, as appropriate.
 - To liaise (via email and telephone) with parents/carers to address issues in relation to attendance and punctuality, as appropriate.
 - To implement appropriate intervention strategies with students whose attendance is a concern.
 - To work with students and families to resolve any issues that may be creating barriers to attendance.
 - To log and record any attendance issues and interventions in the monitoring spreadsheet and SIMs, as per academy policy.

- 3. To support the academic achievements and progress of students in their cohort.**
 - To support subject teachers and Pastoral Support Managers to monitor the academic progress of students in their cohort at key data captures.
 - To support subject teachers and Pastoral Support Managers to intervene with students who are underperforming, setting appropriate targets and developing support plans with clear strategies, as appropriate.
 - To carry out one-to-one progress reviews and mentoring sessions with identified students.
 - To provide personalised study skills support for individuals/specific groups of students not achieving their full potential.
 - To, with agreement, use some of the plus 10 days to supervise study periods during holiday time.
 - To undertake relevant duties to support supervised study sessions.
 - To deliver revision/study sessions in order to support improvement achievement with identified students.

- 4. To deliver the Core Programme to students in their cohort.**
 - To deliver high-quality and engaging weekly sessions to groups of students, covering a range of pertinent themes in relation to personal development and wellbeing, study skills and careers education, information, advice and guidance.

- To deliver high-quality, engaging, well-structured weekly CORE sessions to groups of students, covering a range of pertinent themes in relation to personal development and wellbeing, study skills and careers education, information, advice and guidance.
- To contribute to the planning and development of high quality CORE sessions.
- To take responsibility to upskill yourself with relevant information and knowledge in line with the CORE programme's aims and objectives so that information and advice is accurate.
- To network with other Progress Tutors and teachers to further develop your capacity and effectiveness.
- To record attendance and punctuality of students to CORE sessions.
- To monitor student attendance at CORE sessions and intervene accordingly where student attendance falls short of expectation, inline with academy policy.
- To maintain accurate records and prepare written reports and evaluations, if requested.

5. To support students with transition and progression.

- To work with the Y12 Pastoral Support Managers to ascertain and collate transition information from pre 16 partner schools.
- To support Y12 students' transition from pre to post 16 studies and their settling in into their new educational environment.
- To support the Y12 TLC programme to ensure students make a smooth start to post 16 studies.
- To support and assist, in liaison with the Progression team, all students in their cohort in their progression to HE, further training or employment.
- To act as a Progression Lead to work with students in Y13 to complete and send off their UCAS application in time for deadlines, including the collation of UCAS references.
- To collate high-quality UCAS references inline with expectations and training.
- To ensure you are fully conversant with the UCAS process in order to support students with their applications.
- To support students who do not have a progression plan to make appropriate future plans, in liaison with the CPA team.

UPHOLD THE PROFESSIONAL STANDARDS OF THE SCHOOL BY:

- Being a role model to students through personal presentation and professional conduct.
- Attending staff meetings and briefing, as required.
- Arriving at sessions, on or before the start, and to begin and end on time.
- Being familiar with academy, department and faculty handbooks.
- Striving for personal and professional development through active involvement in appraisals.
- Maintaining a working knowledge and understanding of the National Occupational Standards for Support Staff.
- Undertaking any reasonable task as directed by any senior member of staff.
- Being involved in extracurricular activities where appropriate and in line with the Local Collective Agreement 2012.
- Establishing a climate for learning in line with the academy's policies and procedures, to contribute to a purposeful learning environment and encourage students to interact and work cooperatively with others.

MODELLING

- Model the values, ethos and vision of the school in pursuit of excellence and equity, valuing individual achievement.
- Help build, communicate and implement a shared vision.
- Be a role model and actively promote high expectations for all members of the school community through your role within the structure.
- Contribute to the efficient management of school routines.
- Being an appraisal team member in line with school policy.
- Being aware of the responsibility for personal health, safety and welfare and that of others who may be affected by individual action/inaction.

TRAINING/QUALIFICATIONS

- The employee will be expected to undertake on-going research to develop their knowledge base and will undertake any CPD, inset and qualifications as deemed necessary by the Headteacher.
- Where formal qualifications are identified the employee will be required to sign an agreement to reimburse the school of any training costs incurred if the employee leaves before qualification and/or if they leave before a period to be specified after qualification.

ADDITIONAL HOURS

- This role includes an additional 5 days which will be negotiated annually. Any additional hours agreed above and beyond this will be by negotiation and recompensed through time off in lieu (TOIL).

The Person

- Holds high expectations for themselves and others, promoting student wellbeing, progress, and personal development at every opportunity.
- A natural mentor and motivator, bringing energy, empathy, and initiative to their work with young people.
- Deeply committed to the role of education in shaping confident, resilient, and ambitious students — and communicates that belief with clarity and purpose.
- Builds trusting, respectful relationships with students, families, and colleagues, creating a safe and supportive environment for growth.
- An effective communicator, able to deliver clear guidance, motivating messages, and difficult conversations with sensitivity and confidence.
- Organised and reliable, with a keen eye for detail and the ability to manage multiple priorities — from pastoral support to academic mentoring — calmly and professionally.
- Values diversity, equity, and inclusion, and works proactively to support all students, especially those facing barriers to success.
- Flexible and composed in fast-paced or changing situations, responding to challenges with thoughtful action and care.
- Passionate about helping young people realise their potential, and driven to equip them with the skills, confidence, and self-belief they need to succeed beyond the classroom.

Person Specification

QUALIFICATIONS AND TRAINING	Essential	Desirable
Qualified with GCSE English and Maths to a grade A*- C/9-5.	*	
Educated to Level 3 standard (sixth form) with strong grades.	*	
Educated to degree level (or currently studying for a degree).		*
Qualifications in first aid, pastoral, safeguarding, careers/progression.		*
EXPERIENCE AND KNOWLEDGE		
Flexibility to work with young people on a 1:1 basis and in group settings.	*	
Ability to deliver sessions to groups of students (approximately 20 in a group).	*	
Experience of using MIS Software (SIMS)		*
Experience of supporting students with the UCAS application.		*
SKILLS		
Excellent organisational and record keeping skills.	*	
Ability to communicate effectively both orally and in writing to a diverse audience.	*	
Ability to see the bigger picture with attention to detail and professionalism.	*	
Aptitude to evaluate, monitor and prioritise work and to use IT competently in your role.	*	
Demonstrate outstanding interpersonal skills (in a range of contexts), even if/when working under pressure.	*	
Ability to learn from your mistakes, listen and to 'bounce back' with positivity.	*	
PERSONAL QUALITIES		
Demonstrate energy, positivity and calmness in fulfilling the role and model a 'can do' approach.	*	
Inspire, lead and challenge a team of colleagues with energy and drive to bring out the best in everyone (where applicable).	*	
Boundless optimism, energy, enthusiasm and a sense of humour when carrying out the role.	*	
Exemplary health, attendance and punctuality.	*	
COMMITMENT, EQUALITIES AND SAFER RECRUITMENT		
Commitment to upholding and promoting the trust values with honesty, loyalty and fairness.	*	
Promote and safeguard, at all times, the welfare of children and young adults.	*	
Demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the appropriate policies.	*	
Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with young people and colleagues.	*	

Application Guidance

APPLICATION FORM

The Application Form should be completed using the GoogleForm which can be found by clicking this [APPLY NOW](#) link or visiting our website: www.durhamsixthformcentre.org.uk/vacancies/

APPLICATION LETTER

The supporting Letter of Application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification. The supporting Letter of Application should be uploaded in the relevant section on the GoogleForm.

RECRUITMENT DATES

CLOSING DATE	10am, Tuesday 3rd June 2025 <i>*This position is subject to being closed early.</i>
INTERVIEW DATE	w/c Monday 9th June 2025

Should you need any further assistance please contact louise.feasey@durhamsixthformcentre.org.uk
Applications received after the closing date/time will not be considered.

AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks, please assume that you have been unsuccessful on this occasion.

Shortlisted Candidates Guidance

REFERENCES

All appointments will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers. References will be requested prior to interview, except for support staff roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

DIGITAL CHECKS

Online searches may be conducted as part of the Trust's due diligence checks. [Section 226. KCSIE 2024.](#)

DBS

Providence Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment. We conduct pre-employment checks in line with 'Keeping Children Safe in Education' and the Trust's Safeguarding Policy which is available on our website.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Appointments will have a right to work in the UK check, an enhanced DBS check and a further check against the appropriate barred list. Please note this post is exempt from the Rehabilitation of Offenders Act 1974.

PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met. As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.

Staff Benefits

At our Trust, we deeply value the health and wellbeing of our staff, recognising that a happy, supported team is essential to delivering the best outcomes for our students. We are committed to fostering a positive working environment where staff feel cared for, empowered, and equipped to thrive both personally and professionally.



Pension scheme

All contracted members of staff will be automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pension Scheme (whichever is appropriate).



National terms and conditions

We offer national terms and conditions in line with the School Teacher's Pay and Conditions document (STPCD) and Burgundy Book for teachers or the NJC Green Book for support staff.



Training and development

Professional development opportunities aimed at the continuous process of enhancing your skills, knowledge and competencies discussed with your appraiser on an individual basis.



City centre parking

Durham City Centre barriered private parking for staff whilst at work which extends to free all year round parking, 24 hours a day, 7 days a week, 365 days a year.



Staff wellbeing working group

For the staff, by the staff, our wellbeing working group meet at least 3 times a year and is open to all members of staff. To date the group has raised money for charity, built a Staff Wellbeing portal, organised socials, sporting events and family days out.



Healthcare services

All staff benefit from a range of comprehensive health and wellbeing services including: GP service which gives staff the access to a General Practitioner around the clock, 24/7, access to nurse support services and physiotherapy provided face-to-face at times, dates and locations convenient to our staff.



Live webinars

Online webinars for Mental Health First Aid and Stress Coaching are available to staff which run frequently throughout the year with a choice of dates and times.



Health and Wellbeing

Free Flu vaccines, menopause counselling and access to financial wellbeing coaches through our staff absence insurance policy.



Daily breakfast

We provide a selection of hot drinks, cereals, croissants, toast and jams complimentary each morning in the refectory for staff and students.



Lifestyle

Our lifestyle benefits include shopping discounts with hundreds of online and high street retailers, discounted gym membership and cycle to work schemes.



Free Will Writing Service

Organised through the Financial Guys, all staff are provided with a free single basic Will which also includes a 50% discount for partners.



Blue Light

Blue Light Card have now added Teaching and Support staff to the list of careers that are able to apply for their card. When applying please upload your staff ID badge as evidence.



INVESTORS IN PEOPLE®
We invest in people Platinum