



TEACHER OF VOCATIONAL SCIENCE

MPS - UPS

Candidate Information Pack
01 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 Platinum 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

Dear Future Colleague

Thank you for your interest in the role of Teacher of Vocational Science — a role we see as central to the continued growth and innovation within our broader science department and our wider faculty. I'm delighted to offer this letter as a genuine welcome and a window into what makes this opportunity so exciting.

At Durham Sixth Form Centre, our students are curious, motivated, and eager to make a difference — and our Vocational Science students are no exception. This is a fantastic opportunity to teach on two of our flagship vocational programmes: Forensic and Criminal Investigation and Medical Science (subject to curriculum change). We're looking for an inspiring classroom practitioner who can bring science to life, support outstanding outcomes, and help every learner realise their potential in a subject that opens doors to careers in healthcare, science, and criminal justice.

You would be joining a thriving Science, Technology and Mathematics Faculty — one of the most popular and high-achieving faculties in the school, with outstanding progression rates to university, including to top-tier institutions. Our faculty is defined not just by subject success, but by a shared belief in high standards, inclusive practice, and a deep commitment to our students' learning journeys. Our culture is one of collaboration, curiosity, and continuous improvement. We trial new teaching strategies, innovate in curriculum delivery, and pride ourselves on excellent outcomes — our value-added performance consistently ranks well above national averages.

We're looking for someone who is not only an excellent classroom teacher but who brings creativity, enthusiasm, and a strong understanding of vocational science education. You'll be confident in delivering engaging, applied learning across Forensic and Criminal Investigation and/or Medical Science, and keen to contribute to a collaborative, high-performing faculty. Many of our staff take on additional responsibilities, work as examiners or moderators, and pursue professional development alongside their teaching — and you'll be encouraged and supported to do the same.

But beyond what you can offer us, let me tell you what we can offer you.

You'll join a sixth form school with an 'Outstanding' Ofsted rating, a national reputation for excellence, and a team that will genuinely support and invest in your development. We offer tailored CPD, leadership training, access to external networks, and opportunities to lead meaningful outreach and enrichment projects. You'll be part of a Trust that values integrity, collaboration, and ambition — and you'll be heard, challenged, and celebrated.

If you believe in the power of education, are passionate about vocational science, and want to inspire students who are ambitious, curious, and ready to be challenged, this role is for you. We'd be delighted to welcome you to our dynamic and supportive team.

Warmest regards

Kathryn Duffy

Leader of Learning: Science, Technology and Mathematics



The Role

JOB TITLE	Teacher of Vocational Science
CONTRACT TYPE	Permanent and/or temporary (potentially 2 vacancies)
HOURS	Full time (part-time will be considered)
GRADE	MPS - UPS
START DATE	01 September 2025

ADVERT

We are looking to recruit an **exceptional Teacher of Vocational Science** to join our outstanding sixth form team — where innovation, ambition, and student success power everything we do.

At Durham Sixth Form Centre, we don't just deliver vocational science courses — we nurture tomorrow's scientists, forensic specialists, medics, and healthcare leaders. With a thriving sixth form and a national reputation for academic excellence, this is your opportunity to shape the future of vocational science education.

What makes this role exciting?

- Shape two thriving programmes — BTEC Forensic and Criminal Investigation and the Pearson AAQ in Medical Science — both central to our ambitious and future-facing science curriculum.
- Inspire and challenge highly motivated learners who are passionate about science, medicine, and criminal investigation.
- Lead outstanding teaching in vocational science, working at the intersection of laboratory practice, real-world application, and sector-specific progression.
- Play a key role in curriculum development, ensuring both qualifications remain current, rigorous, and aligned with university and industry pathways.
- Be part of a science faculty that celebrates critical thinking, professionalism, and hands-on learning — from practical experiments to case-based investigation.

We are looking for someone who:

- Is an outstanding classroom practitioner with a proven track record of excellent outcomes in science-based vocational qualifications (also open to newly qualified teachers).
- Has the subject knowledge and experience to teach both BTEC Forensic and Criminal Investigation and Medical Science at Level 3.
- Brings a passion for vocational science that motivates learners and connects classroom learning to real-world careers.
- Is committed to collaborative, evidence-informed teaching and to supporting continuous improvement within the science faculty.
- Understands how to design and deliver effective practical and coursework-based learning experiences with integrity, clarity, and rigour.
- Can engage learners from a range of backgrounds — raising aspirations, building confidence, and preparing students for careers in healthcare, science, and criminal justice.

Why choose us?

- Join a high-performing sixth form where students achieve and exceed their potential.
- Be part of a team that's ambitious, supportive, and driven by purpose.
- Benefit from personalised CPD, leadership coaching, and genuine career progression.
- Enjoy access to university partnerships, STEM outreach, and enrichment opportunities that extend far beyond the classroom.

Join Durham Sixth Form Centre as a Teacher of Vocational Science. Inspire the next generation of forensic scientists, healthcare professionals, and medical researchers in a high-performing sixth form. We are located in the heart of Durham, just 20 minutes from Sunderland and 30 minutes from Newcastle city centre.

Please remember this position is subject to being closed early so don't hesitate and get in touch.

Job Description

This job description is set out in accordance with the Teachers Standards in England. Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

PRIORITIES - A TEACHER MUST

1. **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 consistently the positive attitudes, values and behaviour which are expected of students?

2. **Promote good progress and outcomes by students**
 - be accountable for students' attainment, progress and outcomes
 - plan teaching to build on students' capabilities and prior knowledge
 - 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.

3. **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, whatever the teacher's specialist subject
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. **Plan and teach well-structured lessons**
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and student'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 within the relevant subject area(s).

5. **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 children, 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.

6. **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.
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7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - 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.
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8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - deploy support staff effectively
 - take responsibility for improving teaching through appropriate
 - professional development, responding to advice and feedback from colleagues
 - communicate effectively with parents with regard to students' achievements and well-being.
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PERSONAL AND PROFESSIONAL CONDUCT

- P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
 - P2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
 - P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
 - P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
 - P5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses with them.
 - P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
 - P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those resulting to subject/curriculum knowledge.
 - P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
 - P9 Promote collaboration and work effectively as a team member.
 - P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
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GENERIC ASPECTS OF THE ROLE - A TEACHER MUST

- lead and 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
- role model and actively promote high expectations for all members of the school community
- inspire, challenge, motivate and empower others within the organisation
- be a role model to students through personal professional presentation and professional conduct
- arrive in class, prior to the start of the lesson, and to begin and end lessons on time
- be familiar with school, Department and Faculty handbooks, policies and protocols

- establish effective working relationships with colleagues and associate staff
- contribute to student transition arrangements at appropriate times throughout the year
- keep an up-to-date, understanding and knowledge of educational and career progression routes for students which is shared at relevant times throughout the year
- maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children
- undertake any reasonable task as directed by the Leader of Learning, Head of Department or member of the school's Senior Leadership Team including the Principal
- be aware of the role of the Governing Body of the school and to support it in performing its duties
- be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by individual action/inaction.

N.B: Every teacher will undertake performance management in line with the school's Performance Management Policy.

The Person

- Sets consistently high standards for themselves and others.
- Communicates with clarity and precision, both in writing and through active, thoughtful listening.
- Possesses exceptional organisational skills and the ability to manage time effectively to deliver high-quality outcomes.
- Acts as a positive ambassador for the school and Trust, embodying its core values and ethos.
- Contributes enthusiastically to team efforts, showing adaptability and a willingness to go above and beyond.
- Demonstrates excellent interpersonal skills.

Person Specification

QUALIFICATIONS AND TRAINING		Essential	Desirable
A degree in a Science related subject or related field and Qualified Teacher Status, QTLS or QTS FE (open to newly qualified teachers).		*	
Familiarity with vocational qualifications.			*
EXPERIENCE AND KNOWLEDGE			
A track record of outstanding teaching and excellent student outcomes (or teacher placement).		*	
Exude passion for teaching, learning and subjects taught.		*	
Understanding of current educational research, especially around pedagogy and assessment of vocational courses.			*
Awareness of emerging trends in science related subjects.			*
Experience in delivering enrichment or outreach activities.			*
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, even if/when working under pressure.		*	
PERSONAL QUALITIES			
Ability to learn from your mistakes, listen and to 'bounce back' with positivity.		*	
Demonstrate energy, positivity and calmness in fulfilling the role and model a 'can do' approach.		*	
Inspire, lead and challenge colleagues with the energy and drive to bring out the best in everyone.		*	
Exemplary health, attendance and punctuality.		*	
Demonstrate flexibility in the role and a vision for outreach work beyond the subject.		*	
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 either the [GoogleForm](#) or using our Word Document emailing it to staffvacancies@durhamsixthformcentre.org.uk. (both are also available on 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	8am, Monday 16 June 2025 This position is subject to being closed early.
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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