

# PROGRESSION LEAD: HIGHER EDUCATION

**Support Staff Role**

Grade 7



Candidate Information Pack  
01 June 2026

## Welcome from the Chief Executive

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Welcome and thank you for your interest in joining our team. It is with great pleasure and enthusiasm that I introduce you to the **Providence Learning Partnership** and our lead institution, **Durham Sixth Form Centre**.

Providence Learning Partnership is a forward-thinking Trust established with a clear mission: transforming lives through education. 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 East of England through the cultivation of lifelong learners. While our roots are firmly planted in the success of Durham Sixth Form Centre, we are currently in an exciting period of growth. We are working closely with the Department for Education and Durham University to establish the Durham Mathematics School - a specialist city-centre provider for A Level mathematicians, scientists, and computer scientists - with further announcements expected in the coming months [durham-mathematics-school.org.uk](https://durham-mathematics-school.org.uk).

### Our Lead School: Durham Sixth Form Centre

As Principal of Durham Sixth Form Centre, I am immensely proud of our standing as a large, "outstanding" post-16 provider. With approximately 1,800 students drawn from over 60 secondary schools across the region, we operate as a "mini-university" in the heart of Durham City. Our campus blends history with innovation, from our original 1913 building to our science wing, 200-seat theatre, state-of-the-art Digital Media Centre, and on-site Art Gallery.

Our results consistently place us among the top providers nationally. In 2025:

- **A Levels:** A\* and A\*-B grades continue to be higher than the national average which correlates in an above average value added score.
- **Applied General:** Attainment is ranked in the top 2% nationally, with 93% of students achieving Distinction\* or Distinction grades.

### Our Values

At the heart of our Trust is a commitment to the whole person. Whether through our Trust Development Plan or our daily interactions, we are guided by four core values:

- **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.

We recognise that an exceptional educational experience is only possible through the dedication of our staff. This is why we prioritise professional growth, achieving Investors in People Platinum [and Employer of Year 2025] and CPD Mark accreditation. As noted in our most recent full Ofsted inspection, we have established a culture where students and staff alike flourish in an environment of high expectations and personal excellence.

### Join Our Journey

We are looking for individuals who are energetic, passionate about post-16 education, and eager to contribute to a collaborative mission. If you have the skills and aptitude to help us shape the future of post-16 education, based in Durham City, we would welcome your application.

I am excited about the possibilities that lie ahead and look forward to the potential of working together.

Ellen Beveridge  
Principal, Durham Sixth Form Centre  
Chief Executive, Providence Learning Partnership

# Welcome to the Progression Team










The position of Progression Lead arises as part of our development planning to ensure continuity of our excellent provision. We firmly believe that a student's progression journey, in addition to their academic achievements, is fundamental to securing their aspirational career goals. In support of this, we believe that it is essential to ensure that our students are equipped with the skills and experiences they need in order to be successful in the workplace in the 21st Century.

We are approaching our 11th year as an award-winning team and have recently been re-accredited with the Quality in Careers Standard Award (QiCS). Our comprehensive Progression offer is underpinned by the Careers Development Industry Framework and the eight Gatsby Benchmarks, which we are working towards fully achieving. Our most recent Quality in Careers Standard report highlighted:

*"Durham Sixth Form Centre has robust systems and processes in place to support its career programme, underpinned by strong strategic leadership and governance. Data analysis and insights are used effectively to ensure support for students is targeted and timely, including arranging for support with stakeholders and external agencies. Stakeholder engagement in the careers programme is strong, and parents and students speak very positively about the support they receive. The organisation of the Progression Team allows for specialist support for specific sector areas, and this knowledge and expertise is shared across the team."*

## Meet the Team

We are a dynamic, forward thinking and experienced team of experts who actively pursue innovative practices and opportunities through collaborative and partnership work with DWP, HMRC and local SMEs. In collaboration with the North East Combined Authority, and as part of our College and Cornerstone Hubs, we continue to develop our network of over 100 businesses, apprenticeship providers, universities and other organisations, to ensure that all of our students have access to opportunities to make competitive applications.

|   |   |   |   |  |   |   |
|---|---|---|---|--|---|---|
|  |  |  |  |  |  |  |
| Matthew Gatiss<br>Progression Manager   | Beth Mongan-Barker<br>Progression Lead  | David Frettsome<br>Progression Lead   | Anne Kirkpatrick<br>Progression Lead  | Lauren Robinson<br>Progression Lead  | Julie Maude<br>Progression Lead   | Katherine Hasselby<br>Progression Lead  |

Our student-centred approach to careers education integrates the specialist knowledge of our Pastoral team, our Student Support team and our curriculum colleagues. We also work closely with our students offering impartial information, advice and guidance to ensure that they are fully informed of their progression pathways and have a good understanding of relevant labour market intelligence and opportunities. We support students in carrying out relevant work-related learning to develop essential employability skills.

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. We would strongly encourage candidates interested in this role to visit us in advance and apply early. Should you wish to discuss this role further, or to arrange a visit, please do not hesitate to contact me directly.

Best regards,

Lee Bone

Vice Principal

[lee.bone@durhamsixthformcentre.org.uk](mailto:lee.bone@durhamsixthformcentre.org.uk)

# The Role

|               |  |
|---------------|--|
| JOB TITLE     | Progression Lead: Higher Education                                   |
| CONTRACT TYPE | Permanent: Whole Time <b>OR</b> Term-time plus 5 days                |
| HOURS         | 37 hrs/week  |
| GRADE         | Grade 7, SCP 15 - 22   |
| SALARY        | £30,024 - £33,699 whole time (£26,559 - £29,810 pro rata equivalent) |
| START DATE    | 02 June 2026 (or as soon as possible thereafter)                     |

## ADVERT

Thank you for your interest in the role of **Progression Lead: Higher Education** at Durham Sixth Form Centre. This is a pivotal position within our award-winning Progression Team, where we ensure that every student is empowered to navigate their journey toward an ambitious and fulfilling future.

At Durham Sixth Form Centre, our students are motivated, curious, and highly ambitious. As the largest post-16 school in the North East, we support approximately 1,800 students in transitioning to some of the most competitive destinations in the UK and beyond. We are looking for an exceptional professional to lead on these critical pathways, ensuring our students are equipped with the knowledge, confidence, and edge required to succeed in a global landscape.

### What Makes This Role Exciting?

- **Champion Elite Progression:** Lead on high-level progression strategies, including applications to our most ambitious pathways.
- **Innovative Engagement:** Coordinate and facilitate high-level enrichment, masterclasses, and external partnerships that bring the worlds of higher education and professional industries directly to our students.
- **Dedicated Student Advocacy:** Act as a specialist advocate for students, providing expert 1:1 guidance and tailored interventions that bridge the gap between academic potential and successful transition.
- **Outstanding National Reputation:** Join an 'Outstanding' school with a national reputation for excellence, holding the Quality in Careers Standard for over a decade and the Investors in People: Platinum award.

### We are looking for someone who:

- **Inspires High Aspirations:** Has the vision to inspire both students and colleagues, fostering a culture where 'reaching high' is the standard.
- **Navigates Complex Pathways:** Possesses a deep understanding of the UCAS process, competitive admissions tests and the evolving landscape of higher-level apprenticeships.
- **Delivers with Precision:** Displays exceptional organisational skills in managing complex application cycles, large-scale events and detailed student data.
- **Builds Strategic Partnerships:** Develops professional relationships with elite universities, corporate partners, families and staff to create a seamless network of support.
- **Communicates with Impact:** Can present with clarity and confidence to large groups while maintaining the empathy and listening skills required for sensitive 1:1 guidance.
- **Promotes Inclusive Success:** Shares our unwavering belief that every young person, regardless of their background, deserves the opportunity to access the very best progression routes.

### Why choose us?

- Be a part of an Investors in People: Platinum [Employer of the Year 2025] organisation.
- We are a flourishing 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.

**Join Durham Sixth Form Centre as a Progression Lead. Support and inspire the next generation of post-16 students in a nationally recognised, 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 to get in touch.**



# Job Description

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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 organisation which supports effective teaching and learning to take place. Support staff contribute in many ways, directly and indirectly, to student outcomes and the school's Ofsted judgement and are integral to both. Approximately half of all of our employees are support staff.

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## KEY AREAS OF RESPONSIBILITY

1. **To take a full and active role as a member of the Progression team by:**
  - Effectively contributing to the planning, organisation and implementation of the Progression programme covering all aspects of careers-related personal development and wellbeing of students.
  - Supporting the development of the CORE and CORE+ programmes, planning high-quality activities and resources accordingly.
  - Contributing, as part of the team, to the planning, organisation and implementation of various progression events, inline with the Progression calendar.
  - Providing impartial CEIAG to parents and prospective students at open evenings and events, as appropriate.
  - Attending and taking part in a range of progression events such as the Parents Progression and Careers Conference, Parents Information Evening and Open Evenings.

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2. **To provide impartial, up-to-date and accurate information and guidance to students inline with our 'Progression Offer' and manage students within the Personal Guidance Staged Referral System by:**
  - Providing 1:2:1 personal guidance interviews, as scheduled.
  - Carrying out 1:2:1 personal guidance Interviews inline with Level 6 interview format (as appropriate) and CDI Code of Ethics offering follow up interviews where required.
  - Providing impartial, accurate and up-to-date information, advice and support in relation to current LMI, progression and career pathways.
  - Referring and signposting students to additional relevant and appropriate help and support.
  - Accurately record discussion and maintain clear records of 1:2:1 meetings, logging in line with published protocols.
  - Ensuring appropriate and bespoke action plans are created for students to follow.

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3. **To provide high quality support to students in making applications across a wide range of progression routes by:**
  - Providing personal advice and guidance regarding individual applications.
  - Supporting students in writing effective personal statements/CVs/letters.
  - Guiding through the application and interview processes for Higher/Further Education, apprenticeships and alternative routes.
  - Being responsible for writing UCAS references for, and submitting UCAS applications with, an allocated cohort of students, as a Progression/UCAS Lead.
  - Demonstrating an understanding of, and taking responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English.
  - Taking the lead with a group of students identified as potential NEETs, ensuring they are supported in accessing positive destinations.

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4. **To contribute to the professional development programme of the Progression Team and other colleagues by:**
  - Leading high quality training on the identified lead strand of the job description with Progression and other colleagues as directed.
  - Planning and delivering whole school/groups/individual professional development sessions on wider progression elements as directed by the Progression Manager.

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5. **To coordinate one or more key strands of the Progression programme: Higher Education by:**
  - *Responsibilities to be agreed upon appointment with the Progression Manager.*

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## 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 Trust and school handbooks, policies and protocols.

- 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 Trust'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).

| Day       | Hours         | Total hours in school | Lunch break | Total hours worked |
|-----------|---------------|-----------------------|-------------|--------------------|
| Monday    | 8.30am-4.30pm | 8 hours               | 30 mins     | 7 hours 30 mins    |
| Tuesday   | 8.30am-4.30pm | 8 hours               | 30 mins     | 7 hours 30 mins    |
| Wednesday | 8.30am-4.30pm | 8 hours               | 30 mins     | 7 hours 30 mins    |
| Thursday  | 8.30am-4.30pm | 8 hours               | 30 mins     | 7 hours 30 mins    |
| Friday    | 8.30am-4.00pm | 7 hours 30 mins       | 30 mins     | 7 hours            |
|           |               |                       |             | 37 hours           |

## Person Specification

| APPLICATION   | Essential | Desirable |
|---|-----------|-----------|
| A well-structured letter of application.  | *         |           |
| Fully supported in references.  | *         |           |
| QUALIFICATIONS AND TRAINING   |           |           |
| At least 5 GCSEs including GCSE English and Maths qualifications.   | *         |           |
| Qualified to degree level.  |           | *         |
| Be qualified in (or being willing to work towards) Level 6 Diploma in Career Guidance and Development.  | *         |           |
| EXPERIENCE AND KNOWLEDGE  |           |           |
| Ability to inspire and challenge both students and colleagues.  | *         |           |
| Experience of working with young people, parents and other stakeholders.  | *         |           |
| ICT competency including use of spreadsheets, experience with SIMS and Google Drive.  | *         |           |
| Aptitude to evaluate, monitor and prioritise work with minimal supervision whilst meeting deadlines.  | *         |           |
| SKILLS  |           |           |
| Ability to communicate effectively both orally and in writing to a diverse audience.  | *         |           |
| Excellent organisational skills with the ability to work to a high degree of accuracy with attention to detail.   | *         |           |
| 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.   | *         |           |
| Flexibility to cope with a wide range of situations including those that are delicate, difficult and confidential.  | *         |           |
| Ability to 'think on your feet' and work as part of a team, respecting confidentiality.   | *         |           |
| 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.   | *         |           |
| 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

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The Trust seeks to ensure that we appoint the right candidate to each job and that applications for employment are treated in a fair and consistent manner. Candidates are responsible for ensuring that they complete all sections of the Application Form in sufficient detail and submit a separate Letter of Application to ensure that both can be properly assessed against the criteria shown in the job description and person specification. Any information provided on CV's will not be considered for short-listing purposes. If little or no information is provided on the application form, it will be impossible to assess your suitability and you will not be considered for an interview.

## 1. APPLICATION FORM

The Application Form should be completed in one of two ways:

1. Using either the [GoogleForm](#) and submitting the completed Application Form.
2. Using our Word Document and emailing it to [staffvacancies@durhamsixthformcentre.org.uk](mailto:staffvacancies@durhamsixthformcentre.org.uk).

Both options are available on our website at [www.durhamsixthformcentre.org.uk/vacancies/](http://www.durhamsixthformcentre.org.uk/vacancies/)

## 2. LETTER OF APPLICATION

The supporting Letter of Application is a separate document and should be no more than 1,000 words. It 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.

Please upload the Letter of Application with the GoogleForm above or alternatively email your Letter of Application with your Word Application Form to [staffvacancies@durhamsixthformcentre.org.uk](mailto:staffvacancies@durhamsixthformcentre.org.uk).

## RECRUITMENT DATE(S)

|                     |  |
|---------------------|--|
| <b>CLOSING DATE</b> | 10am, Tuesday 3rd March 2026<br>NB: <i>This position is subject to being closed early.</i> |
|---------------------|--|

Applications received after the closing date/time will not be considered.

## DISABILITY

Please complete this section to help us ensure a fair and inclusive recruitment process. Under Section 60 of the Equality Act 2010, we collect this information for the following specific reasons:

- **Adjustments:** To establish whether we need to make reasonable adjustments to enable you to take part in the selection process (e.g., interview access or alternative assessment formats).
- **Positive Action:** To take positive action in supporting employment for disabled people. Applicants with disabilities will be granted an interview if the essential job criteria are met.
- **Suitability for the Role:** To establish whether you will be able to carry out a function that is intrinsic to the work concerned.

## FURTHER ASSISTANCE

All information is available in alternative formats. Should you require an alternative format or need any further assistance please contact [staffvacancies@durhamsixthformcentre.org.uk](mailto:staffvacancies@durhamsixthformcentre.org.uk).

## 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

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## REFERENCES

All appointments will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers. Staff at Durham Sixth Form Centre work directly with young people therefore the school reserves the right to seek references prior to interview and this may include references from your current, most recent or previous employers. All referees will be asked about disciplinary offences, even those which have expired prior to an offer of employment. Please note that an offer of appointment will not be made until satisfactory references have been received.

## DIGITAL CHECKS

An online search will be undertaken for shortlisted candidates as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with the most current version of Keeping Children Safe in Education. This search does not form part of the shortlisting process and candidates will have the chance to discuss any issues of concern that may arise during this search at interview.

## SAFEGUARDING

Providence Learning Partnership is committed to safer recruitment processes, 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 the most current version of Keeping Children Safe in Education and the Trust's Safeguarding Policy which is available on our website. It is an offence to apply if you are barred from regulated activity relevant to children.

## DBS

An application for an Enhanced DBS certificate will be submitted for all candidates once they have been offered the position. If candidates are registered with the DBS Update Service, they must give Providence Learning Partnership consent to check their status. The Trust complies with the Code of Practice issued by the Disclosure and Barring Service. 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.

Please note this post is exempt from the Rehabilitation of Offenders Act 1974. Under the provisions of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975, you are required to disclose information concerning convictions including those which for other purposes are regarded as spent under the Act. A disclosure will be requested for the successful applicant for this post.

## RIGHT TO WORK

Candidates who have been offered the position will require a UK Right to Work Check.

## 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 continue to develop a more diverse workforce and we positively welcome applicants from all sections of the community. With regard to recruitment and selection, the Trusts ensures that no job applicant receives less favourable treatment on the grounds of sex, marital status, race, colour, ethnic origin, age, disability, sexual orientation, religion or belief, political beliefs, unrelated criminal conviction(s).

The Equal Opportunities Monitoring Form is not part of the selection process. It will be used purely to monitor diversity of applicants.

## CONDITIONAL OFFER OF APPOINTMENT

All offers of employment are conditional, subject to satisfactory pre employment checks including references, enhanced DBS check (with barred list checks), proof of identity, right to work status, qualifications (if applicable) and medical clearance by our occupational health service (if applicable).

## 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 and discounted gym membership.



### 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.



### Working From Home

We are currently trialling working from home. This arrangement supports flexible working and recognises that some tasks, such as planning, marking and resource development, can be carried out more effectively in a quiet, uninterrupted environment.



**THE AWARD FOR UK EMPLOYER  
OF THE YEAR: PLATINUM (50-249)**