Southport Education Group

Southport College

KGV SIXTH FORM COLLEGE

Job Description:

Head of Studies



Head of Studies
REF: HOD011 - 886

This role will:

The Head of Studies will lead, manage and continuously improve learner progress, attendance and achievement across allocated provisions within the college group. The postholder will drive a culture of high expectations and academic excellence, ensuring that all learners achieve their potential through effective progress monitoring, targeted intervention and implementation of the College's Positive Behaviour Policy.

The Head of Studies oversees the quality of the pastoral curriculum delivered by a team of Progress Tutors. They have responsibility for supporting the curriculum, for example, monitoring achievement, high grades, attendance and retention, including organising focus groups to collect student feedback. They also lead on the college's pastoral support and Positive Behaviour Policy. They are assisted by a highly qualified and pro-active pastoral support team (Progress Tutors). They also provide support and guidance to identified young people, by removing barriers to learning, promoting effective participation, enhancing individual learning, raising motivation/aspirations and helping students to achieve their full potential.

The Head of Studies will also contribute to the planning of cross-college activities related to progression, Careers and welfare in liaison with the Student Engagement, Health and Wellbeing, Welfare and Guidance Officers.

Responsible to:

The postholder is responsible to the Assistant Principal Progress, Participation and Engagement

Key Accountabilities and Responsibilities:

- Provide strategic leadership and monitoring of learner achievement, attendance, retention, high grades, progression and student experience across the designated provision, working collaboratively with Heads of Division, curriculum leaders and support teams to deliver outstanding learner outcomes.

- Lead a culture of high expectations, aspiration and accountability for all learners, promoting excellence in attendance, conduct, engagement, academic progress and achievement.

- Lead the implementation, review and consistent application of the College's Positive Behaviour Policy, ensuring high standards are maintained.

- Manage, deploy and performance monitor the Progress Tutor team, ensuring effective caseload management, high-quality personal tutoring and consistent learner support across the provision.

- Lead and develop the quality of personal tutoring, identifying and disseminating outstanding practice, implementing quality assurance processes and ensuring learners receive effective academic, pastoral and progression support.

- Oversee the identification, monitoring and support of learners at risk of underachievement, poor attendance, withdrawal or failure to meet their Minimum Expected Grade (MEG), working proactively with curriculum teams to secure successful outcomes.

- Lead the development, implementation and evaluation of attendance and retention strategies, ensuring robust interventions are in place to maximise learner participation and success.

- Provide strategic leadership for learner progression, working collaboratively with the Careers Co-Ordinator's to ensure all learners are supported to progress to ambitious and appropriate destinations, including internal progression, higher education, apprenticeships, training and employment.

- Lead the collection, analysis, monitoring and reporting of student destination data, using intelligence gathered to evaluate progression outcomes, inform strategic planning and support quality improvement activity.

- Work in partnership with the Careers Co-Ordinator to support the effective delivery of Careers Education, Information, Advice and Guidance (CEIAG), contributing to progression strategies and supporting compliance with Gatsby Benchmark requirements.

- Plan, coordinate and facilitate learner voice activities, including student representative and Student Council initiatives, student surveys, thematic focus groups, consultation events and feedback mechanisms, ensuring outcomes inform continuous improvement.

- Lead learner, parent and carer communication strategies, including parent's evenings, ensuring clear, timely and impactful communication that supports engagement, achievement and progression.

- Develop, implement and quality assure schemes of work, resources and session plans for Progress sessions, ensuring tutorials effectively support achievement, personal development, employability and progression.

- Support the planning, delivery and evaluation of induction, transition and enrolment activities, ensuring learners successfully transition into and through their programme of study.

- Lead and contribute to cross-college initiatives, enrichment programmes and themed events that promote personal development, equality, diversity, inclusion, careers education and learner success.

- Provide and promote an inclusive, trauma-informed approach to learner support, ensuring effective interventions are implemented to remove barriers to learning and maximise learner achievement and wellbeing.

- Chair regular Progress Tutor meetings and lead continuous professional development activities, identifying staff development needs and delivering training linked to personal tutoring, learner support, attendance, behaviour and progression.

- Meet regularly with Heads of Division and curriculum leaders to review learner performance, attendance, behaviour, achievement and progression, agreeing and monitoring targeted improvement actions.

- Maintain accurate records of interventions, activities and outcomes, producing performance reports and impact evaluations for Senior Leadership Team, committees and governors as required.

- Act as a Progress Tutor for an identified caseload of learners and provide operational cover where required, maintaining direct engagement with the learner experience.

- Actively promote and uphold the College's safeguarding, equality, diversity and inclusion policies, contributing to staff development and organisational compliance.

- Represent the department on internal and external committees, working groups and quality improvement initiatives as required.

- Undertake Duty Principal responsibilities, enrolment activities and college promotional events as required.

- Contribute to cross-college activities including admissions, enrolment, induction, recruitment events and stakeholder engagement activities.

- Undertake any other duties commensurate with the grade and responsibilities of the post.

The above duties are indicative of the requirements of the post at the time of recruitment. It is management policy that roles and responsibilities are reviewed on a regular basis leading to possible modifications where appropriate. Staff may be asked to undertake other duties as may be reasonably required commensurate with the post, at the initial place of work or at other locations from which the College operates.

The Person:

The successful candidate will be the one whose professional and personal qualities correlate most closely with the following profile:

Qualifications and Attainments	Essential/ Desirable	Method of Assessment
An appropriate teacher training certificate	E	A
Degree or equivalent	D	A
Level 2 Qualification in Numeracy and Literacy	E	A
Have undertaken safeguarding training in the last 12 months	E	A
Level 3 Support or Careers Qualification	D	A

Experience		
A minimum of three years' experience in student support, learner development, progress management or a related role, including responsibility for improving learner outcomes, engagement, attendance or progression.	E	A
A minimum of three years' experience working within an educational setting, with a thorough understanding of the Further Education sector, learner support systems and quality improvement processes.	E	A
A minimum of three years' experience working directly with young people aged 16-19, with a strong understanding of their developmental, academic, welfare and progression needs.	E	A/I
A minimum of three years' experience delivering teaching, tutorials, personal development programmes or learner support activities, with evidence of improving learner engagement, achievement and progression.	D	A
Good knowledge of current trends in education and FE in particular	E	I
Good knowledge of careers education including external benchmarks	E	I/AS
Evidence of successfully implementing strategies that improve attendance, retention, learner achievement, progression and positive destinations.	E	I
Knowledge of the social, academic, emotional and economic barriers that can impact learner attendance, engagement, progress and achievement, with experience of implementing effective support and intervention strategies.	E	I
Proven experience of contributing to quality improvement initiatives, curriculum development, learner support strategies or organisational change that has resulted in measurable improvements to learner outcomes.	D	A/I
Experience of development of relevant student support resources	E	A

Knowledge, Skills and Attributes		
Able to influence, challenge and motivate others, facilitate difficult conversations regarding attendance, achievement and behaviour, and present complex information clearly through reports, presentations and meetings.	E	AS/I
Ability to communicate confidently and effectively with learners, parents/carers, staff, governors and external stakeholders	E	AS/I
Able to balance support and challenge, maintaining high expectations whilst providing appropriate interventions to enable learners to succeed	E	AS/I
Able to manage multiple priorities, deadlines and competing demands effectively, demonstrating strong organisational and project management skills.	E	AS/I
Ability to work collaboratively internally and externally.	E	A
Demonstrable ability to set objectives, monitor performance and deliver improvements in attendance, retention, achievement, learner engagement, progression and student satisfaction.	E	I
Ability to interpret data effectively to support quality improvement.	E	I
Demonstrates a strong commitment to creating an inclusive learning environment that values diversity, promotes equality of opportunity and supports the achievement of all learners.	E	A
Willingness to work flexibly	E	A
Demonstrate a student-centred approach to teaching, learning and assessment	E	I
Record of successful curriculum development and team leadership	E	A/I
Excellent IT, administration and organisational skills.	E	A
Demonstration of leadership skills	E	I
Ability to work in a way that promotes the safety and wellbeing of children & young people	E	I
To work in accordance with and promote the Southport Education Group's Staff Charter, "Our Values"	E	I
Positive, flexible and adaptable approach	E	I
Willingness to commit to adhering to Southport Education Group policies and procedures with regards to Safeguarding, Prevent, Equality & Diversity, Health & Safety, GDPR etc.	E	I

Method of Assessment: A – Application, I – Interview, AS – Assessment

Salary:

£48,645.00 to £51,465.00 per annum

Summary of Terms and Conditions of Employment:

The post is offered under the Southport Education Group Managers' contract, which stipulates a minimum working week of 35 hours.

Please note, all College Managers are expected to act as Evening Duty Principal as required. The postholder will be required to work occasional evenings and weekends therefore must be flexible.

The post will have a teaching commitment which will be reviewed annually.

The postholder will be entitled to receive normal remuneration for all Bank and Public Holidays usually observed in England and Wales and to a further 41 days holiday in each holiday year (1 September – 31 August). The College may also close for a number of days in the interest of efficiency. If this occurs the taking of annual leave will be directed by the Corporation up to a maximum of 9 days. Typically, these closures occur over the Christmas and Easter periods.

The post holder will be eligible to contribute automatically to the Teachers' Pension Scheme. Details of the scheme in operation can be found in the vacancies area of the College's website.

During their employment with the College, the post holder will be expected to conduct themselves in a manner appropriate to the professional image of the College. The post holder will be expected to provide a prompt and efficient service and to maintain appropriate standards of personal appearance at all times.

A disclosure from the Disclosure and Barring Service (DBS), will be requested in the event of a successful application to this post.

All applications for disclosures are dealt with in accordance with the DBS's Code of Practice and the College's Policies on The Recruitment of Ex-Offenders and on The Storage, Handling, Use, Retention and Disposal of Disclosures and Disclosure Information. Copies of the Code of Practice are available from the Personnel Department on request. Copies of the policies are available on the College's website on www.southport.ac.uk and the College's Intranet.

The College is committed to safeguarding and promoting the welfare of children and young people. Copies of the College's Child Protection and Vulnerable Adults Policy and Procedures are available on the College's website on www.southport.ac.uk.

Timetable for Appointment:

Deadline for receipt of applications: Monday 23rd November 2026 (10:00am)

Interviews will be held: Tuesday 1st December 2026 and Wednesday 2nd December 2026

Application Procedure:

An application form should be completed and supported by a letter of application, which succinctly but comprehensively identifies your reasons for applying and how your career to date may have equipped you for the post.

Completed applications should be returned via email to personnel@southport.ac.uk

CVs alone will not be accepted.

Upon receipt of your emailed application form, we will acknowledge your application via return email. If you haven't received a confirmation email prior to the closing date for the vacancy, please check your 'spam' or 'junk mail' folder. If the email is in this folder, please mark it as 'not spam/junk'. This should ensure that any further emails we send to you are not missed.

In the interests of economy, you will not hear from us again unless you are shortlisted. Your interest in the post is greatly appreciated.