



DEPUTY HEAD, ACADEMIC
Candidate Information



INTRODUCTION & BACKGROUND

St Andrew's College Cambridge was set up in 1976 as a small private tutorial centre in response to a perceived need in the community to cater for those students of high academic ability but relatively modest financial means. Latterly, expansion of the college has allowed for international students to access this same service. The aim of St Andrew's College Cambridge is to prepare students for a well-balanced, modern life with outstanding levels of educational achievement.

The college is located in the heart of Cambridge, occupying a site providing spacious and modern teaching and administration facilities. A combination of small class sizes, individual attention, and excellent teaching leads to very good academic results.

St Andrew's College Cambridge is an international boarding college which brings together talented students from different countries, providing a stimulating environment in which to study. Students bring an enthusiasm and focus to their studies and are hungry for knowledge and success. Students go on to some of the top universities in the country.



LOCATION

St Andrew's College Cambridge is set in the heart of Cambridge. Based in four buildings, closely located to the town centre, it is very much an 'urban college'.

Cambridge is renowned for its academic history it is the base for many museums and cultural centres. It has a population of approx. 200,000 people. Cambridge is a significant tourist centre and the one of the most popular visitor destinations in England.

Since the 2010, Cambridge has seen significant development. A new development area around the train station has been developed for residential flats and retail outlets, which is proving very popular.

It is well served with excellent road and rail links, being connected via the M11, and having a railway station and airport in close proximity.

COLLEGE AIMS & ETHOS

St. Andrew's College Cambridge provides a distinctive co-educational environment for international and UK boarding, and day students aged 15-22. We offer a safe and caring environment where our vision is to unlock the academic and personal potential of each student, whatever their ability, and to encourage them to realise their ambitions.

We offer:

- A positive and enriching environment
- High quality teaching and pastoral care
- Encouragement in achieving individual ambitions
- A peaceful and secure place to study.

To assist this, we vision to foster and maintain a close, ordered, and friendly community, where all individuals are known by their names and where respect for self and others is promoted, so that when students move on to the next stage of their education or careers, they leave as self-confident young people capable of independent learning.

We aim to provide high quality teaching, learning and pastoral care as well as flexible English language support, are key factors in achieving this and we vision to encourage independent learning, with small classes where the differing needs of students are recognised and supported. It is crucial to our overseas students' success that they develop the ability to communicate effectively in English, both academically and socially. Thus, ongoing English language support is a key element at every level and throughout the curriculum for all students.

We are minimally selective, with a broad range of ability in our students. The majority will be visioning

to move on to university either in the UK or overseas and most will gain their first choice of university. Our vision is to ensure that we help each student to achieve the best of which they are capable.

Our rules are sensible and are kept to a minimum, designed to provide a stable and safe environment. We vision to maintain and encourage flexibility and tolerance, within the bounds of safety, dependent on age group.

Communication with all stakeholders is valued. Even though many parents are overseas, we vision to achieve as active a partnership as possible, both formally and informally.

Our overall vision is to provide an educational and pastoral experience that is focused, safe and enjoyable for both staff and students alike.

ISI INSPECTION REPORT

In the last full Ofsted inspection report (May 2018), St Andrew's College Cambridge has been judged 'good', which is a high rating for every college category.

The main highlights of the report are:

- The college exceeds expectations for the quality of education
- Students are supported by excellent teaching and a well-planned curriculum
- Students demonstrate very high levels of knowledge development
- Students' progress
- The college provides a safe and secure learning environment for students and staff
- The college's pastoral structure provides good support and guidance for its students in accordance with its aims

- Relationships between staff and students are good
- Students report that they are happy, safe, and extremely well supported
- Leadership and management are good.
- Students in interviews expressed a high level of satisfaction with the education provided

GOVERNANCE

The college is a registered company limited by guarantee operating within the Dukes Education Group Ltd. The college is governed by a Board of Directors, consisting of:

- Chairman
- Managing Director (Colleges) (Safeguarding Governor)
- Chief Financial Officer

The Board of Directors is assisted by a professional support team and appointed Senior Advisors to review all aspects of college performance and monitoring. This includes safeguarding, fees, staffing, budgets, health and safety, property, admissions and marketing, compliance, inspections, training and development, legal matters, complaints, surveys, and other local college issues.

The Governing Body meets termly to consider reports from the Principal covering all college matters.

The Board appoint the Principal and all other members of the SLT. The board via the Dukes' Managing – Colleges retain ultimate responsibility for the approval of all policies and developments. They also review regularly their impact on college finances and operations. All operational matters are delegated to The Principal and as appropriate, who are responsible for fulfilling the college's aims and the successful implementation of the college's strategic development plan.

COLLEGE STRUCTURE AND LEADERSHIP

St Andrew's College Cambridge is lead and managed internally by the following team:

Senior Leadership Team:

- Principal
- Deputy Head, Academic
- Head of Boarding and Pastoral Care
- Bursar

THE OPPORTUNITY

The Principal of St Andrew's College Cambridge invites applications for the post of Deputy Head, Academic. This is a role which offers an exciting opportunity for the right person to work in a dynamic, challenging, demanding, and fulfilling environment. Applicants will be able to demonstrate exceptional leadership skills and a clear understanding of the importance of comprehensive management in a focused academic college.

St Andrew's College Cambridge's vision is to provide an educational and pastoral experience that is focused, safe and enjoyable for both staff and students alike. The Deputy Head (Academic) will play a key role in fulfilling that vision by leading a culture of high-achievement, intellectual rigour, exceptional teaching, and independent learning.

We seek to appoint someone with a proven track-record of excellence in the field of teaching, learning and academic achievement, engaging and challenging highly academic students and staff, all gifted in their own fields. The Deputy Head (Academic) is responsible to the Principal for ensuring all academic operations run smoothly and efficiently, maintaining the highest level of academic excellence, and delivering the aims and ethos of the college.

As an independent, international boarding college, significant autonomy for the running of St Andrew's College Cambridge is overseen by the Board of Directors, to whom the Principal is accountable. The Deputy Head (Academic) will motivate and inspire students, staff, parents, and the wider community to ensure every student achieves his or her full potential and is equipped to take advantage of the range of opportunities provided at St Andrew's College Cambridge. The Deputy Head (Academic) will work with the SLT to provide professional leadership, vision, and direction for the College.

St Andrew's College Cambridge plays an important role within the Dukes Education group of colleges and in the wider Dukes Education Group. Responsibility for maintaining academic links, professional dialogue, and training opportunities within this familial link rests with the Deputy Head (Academic).



COLLEGE

St Andrew's College Cambridge is registered with the Government as a boarding college for pupils and students from 15-22.

Pre-A-Level Course

St Andrew's College Cambridge began operating an intensive one-year Pre-A-Level course for students with a lower level of English in preparation to join the 2-year A-Level program or the 1-year Foundation course. The students would complete 15 hours of general English, 5 hours of English for Academic Purposes, 5 hours of iGCSE Maths and then a choice of 3 pathways:

Art Pathway - Art & Photography | Business Pathway - Economics & Business | Science Pathway - Biology, Chemistry and Physics |

Currently, approximately 12 students undertake Pre-A-Level in:

The curriculum also includes PSHE/RSE/SMSC and PE as additional courses.

A Levels

St Andrew's College Cambridge offers an outstanding academic programme for admission to universities in the UK and internationally. Currently over 60 students undertake A levels from a range of 16 subjects:

Art | Italian | History | Biology | Further Mathematics | Mathematics | Chemistry | Geography | Physics | Economics | German
| Psychology | English Literature | Business | Photography | Sociology

An EPQ may also be undertaken

In addition, the college helps students build management and project skills, teamwork abilities, confidence, and a healthy mindset. Our teaching approach places considerable emphasis on independent learning – to look beyond simple answers and demonstrate a passion for knowledge and discovery. To support this aim, all students have access to courses in critical thinking, effective communication, leadership, and entrepreneurship.

Learning begins in the classroom but doesn't end there. All students take part in an extensive super-curricular programme including elements from work observation, academic enrichment trips, career-based societies, and a wide range of academic competitions.

An extensive university preparation programme complements the curriculum, giving students the best chance to achieve their potential. This includes specific assistance for Oxbridge entry, Medicine and Healthcare degrees and international university preparation. As a part of Dukes Education, we are supported by Dukes Consultancy, including Oxbridge Applications, Medic Applications and US University Applications in providing expert and bespoke assistance to our students.



JOB DESCRIPTION

The Deputy Head (Academic) is responsible to the Principal for all academic matters. Their role is to ensure the highest standards of teaching, learning and academic attainment across the College.

As a core member of the Senior Leadership Team, they work closely with Heads of Department and other key staff to ensure the effective development and delivery of the academic curriculum, the efficient management of academic departments and the academic performance of the college. They are responsible for creating and sustaining a culture of high-achievement, intellectual rigour, exceptional teaching, and independent learning.

They are committed to fulfilling the vision, missions, and values of the College through all aspects of their work. The Deputy Head (Academic) reports directly to the Principal and has responsibility for leading the College in the Head's absence, as required.



KEY AREAS OF RESPONSIBILITY

This list is not exhaustive, and the post holder may be expected to assume additional responsibilities as reasonably requested by the Principal. The position is reviewed annually, along with the role description.

The Deputy Head (Academic) keeps the Principal informed of any significant issues relating to the teaching & learning, academic curriculum or the academic progress of the College and its students.

The Deputy Head (Academic) will work alongside the Principal, and the Senior Leadership Team in leading the strategic direction of the College.

1. Strategic Development

- To develop and implement the College's vision, aims and objectives.
- To lead a culture of academic excellence incorporating exceptional teaching & learning practices, high-achievement, intellectual rigour, and independent learning.
- To design, implement and oversee the College's academic strategy, in line with agreed educational priorities.
- To recommend to the Principal future academic priorities that meet the academic needs of the College.
- To represent the academic life of the College at Governors' meetings, as required, reporting on results and significant academic matters.

2. Strategic Leadership

- To be a core member of the Senior leadership Team, representing the interests of the academic life of the College.
- To work with members of the Senior Leadership Team and other key staff to develop, refine and implement the College's policies and procedures.
- To lead on all academic areas of the College Development Plan.
- To lead the Heads of Department in setting and meeting agreed targets.
- To be an excellent professional role model, in the classroom and in all aspects of professional life.
- To lead the College in sustaining its position as the highest-achieving academic College in the UK.
- To assist the Principal and the Bursar in ensuring that the College meets all financial targets and to advise them on the academic targets within the College's Business Plan.
- To promote a culture of academic rigour, engagement, and perseverance in the pursuit of academic excellence within a warm and supportive environment, working in collaboration with the Head of Boarding and Pastoral Care and other key staff in doing so.

3. Curriculum

- To ensure that curriculum planning, development and delivery meets the needs of all students and is appropriately co-ordinated.
- To oversee the timetable, in conjunction with the Operations Manager, including drop-in sessions and extra/co-curricular activities.
- To manage the timetable, staff allocations and subject options.
- To ensure that the provision of Careers and Higher Education is ambitious, high quality, wide-ranging, sector-leading and age appropriate.
- To advise the principal, Senior Leadership Team and teaching staff of current research, trends, and issues relevant to the academic life of the College to facilitate future planning.

4. Staffing

- To assess and oversee academic staffing requirements, recruitment, and deployment.
- To oversee support staff (including recruitment) relating to academic departments.
- To oversee staff, cover, including supply cover - with Heads of Department.
- To monitor staff absence/illness, conducting Return to Work interviews as required.
- To actively oversee and support staff wellbeing, implementing and overseeing strategies to promote positive wellbeing amongst staff, in conjunction with the Head of Boarding and Pastoral Care.
- To lead and manage the Performance Management processes for academic staff.

5. Teaching & Learning

- To ensure that the quality of teaching and learning is consistently excellent.
- To lead a culture of teaching excellence where expertise (in terms of subject knowledge and pedagogical practice) is shared and celebrated.
- To lead a culture of professional reflection, professional dialogue, professional learning, and the sharing of excellent practice.
- To have oversight of academic line management and the continual improvement of academic department.
- To ensure that all pupils are supported and well-prepared for university admissions, in conjunction with the UCAS Coordinator and Heads of Department.
- To monitor with the Head of Boarding and Pastoral Care the tutors working with the students to maximise the potential of this very important time and to ensure all tutors have appropriate training before taking up the role.

6. Academic Achievement

- To develop and lead effective systems for monitoring and evaluating the progress of all students, together with appropriate strategies to support progress.
- To support and advise students at risk of under-performance and those who are at risk of not progressing to 1st year or 2nd year of A-Level at the College.
- To oversee the reporting, recording, and monitoring of student progress, together with the Data Heads of Department.
- To ensure exceptional internal and external communication on all matters concerning academic achievement.
- To analyse all data (including public examination performance) in relation to individual student; academic departments; the College as a whole,



- reporting to Governors and SLT on strategies for continuous improvement.

7. College Leadership

- To lead on all ISI inspection preparation, ensuring Excellent performance in all areas.
- To lead on the submission of all information to the Department for Education and other bodies, as required.
- To lead of all aspects of academic developing in the College Development Plan.
- To lead on all aspects of partnership, training, and collaboration within Dukes Education.
- To lead on all aspects of partnership and outreach with local maintained colleges and colleges.
- To lead working groups as required or as directed by the Principal.
- To support College routines and events, including speaking at assemblies and parents' evenings and engaging with the wider College community through writing and speaking, as required.

8. College Management

- To line-manage Heads of Department, the UCAS Coordinator and the Examinations Coordinator.
- To oversee academic budgets and to advise the Principal and Bursar on exceptional budgetary requirements.
- Contingency planning, planning for inspection and regulatory compliance.
- Assistance in managing College events, including the Cultural Event, Enrichment Days, INSET days, calendar planning (etc).
- Assistance in managing and leading assemblies.
- To oversee and manage all aspects of academic discipline and disciplinary investigations and to respond appropriately to all concerns raised in relation to academic matters, in line with College policies and statutory reporting.
- Oversight of arrangements for virtual Parents' Days, which will happen three times a year.
- Head of Boarding and Pastoral Care and other key staff over all College activities.

9. Examination Administration

- To oversee the organisation of internal and external examinations & assessments.
- To oversee the publication and analysis of all internal and external examination results, being present on Results Days in support of students and staff.
- To identify and follow up on required action for students whose academic performance is a concern.
- To review Pre A-Level and 1st and 2nd Year A-Level grade predictions, following up with Heads of Department where necessary;
- To review UCAS grade predictions, following up where necessary with Heads of Department;
- To analyse and interpret value added (CAT4) data as a proactive tool for teaching & learning and an analytic tool for College development.

10. Admissions

- To advise on admissions testing at all entry points, including scholarships and progression;
- To ensure all departmental admissions tests are appropriate and conducted correctly.

- Involvement in the interview and selection process of prospective students to the College

11. Meetings

To attend the following:

- Governors' meetings (as required) - Senior Leadership Team meetings; - Other core management meetings.
- Weekly meeting with the Principal; - Meetings with other Academic Leaders from Dukes Education Colleges (as required).
- Weekly staff briefing; - Public Examinations review meetings.

To chair the following.

- Heads of Department meetings
- Timetable meetings
- Examinations meetings
- Internal examinations review meetings.



PERSON SPECIFICATION

The Deputy Head (Academic) leads by personal and professional example. A highly successful teacher, manager, and leader, they demonstrate a true passion for teaching, learning and intellectual rigour, setting the highest standards and leading a culture of academic excellence. They understand that College improvement and professional development are continuous processes and at all times work to fulfil the College's vision, missions, and values.

CATEGORY	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Good Honours Degree 	<ul style="list-style-type: none"> • Postgraduate degree or other qualification
Experience	<ul style="list-style-type: none"> • Experience as an effective leader in an academic organisation • Substantial, successful teaching experience at Key Stages 4 and 5 - Post 16 • Experience of leadership in a college with a strong sixth form • Experience of leadership with international students 	<ul style="list-style-type: none"> • Curriculum leadership • Pastoral leadership • Experience of teaching in more than one college • Experience of teaching in an independent college • Experience of education in a commercial context • Experience of leadership in a boarding college in the UK or internationally
Professional Development	<ul style="list-style-type: none"> • Evidence of continued professional development relating to college leadership and management, and curriculum/teaching and learning 	<ul style="list-style-type: none"> • Experience of working with other colleges/organisations/agencies • Experience of leading/coordinating professional development opportunities • Ability to identify own learning needs and to support others in identifying their learning needs
Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision • Evidence of having successfully translated vision into reality at whole-college level • Ability to inspire and motivate staff, students, parents, and directors/governors to achieve the aims of the college 	<ul style="list-style-type: none"> • Knowledge of the role of the governing bodies • Understanding of change management • Knowledge of ISI framework

	<ul style="list-style-type: none"> • Evidence of successful strategies for planning, implementing, monitoring, and evaluating college improvement • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective colleges and strategies for maintaining and raising standards and the achievement of all students • Understanding of and commitment to promoting and safeguarding the welfare of students 	
Teaching & Learning	<ul style="list-style-type: none"> • A secure understanding of recent education reform at A Level and I/GCSE Level • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of highly motivated and academically aspirational students • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning • Secure knowledge of statutory requirements relating to the curriculum and assessment • Understanding of the characteristics of an effective learning environment and the key elements of successful academic management 	<ul style="list-style-type: none"> • Successful experiences in creating an effective learning environment and in developing and implementing policy and practice relating to academic management • Successful assessment of teaching and learning practices and strategies to improve practitioner skills
Leading & Managing Staff	<ul style="list-style-type: none"> • Experience of working in and leading teams • Ability to delegate work and support colleagues in undertaking responsibilities • Understanding and experience of effective budget planning and resource deployment • Leading whole-college initiatives and gaining buy in for them 	<ul style="list-style-type: none"> • Experience of working with governors to enable them to fulfil whole-college responsibilities • Successful involvement in staff recruitment, appointment/induction • Experience of performance management and supporting the continuing professional development of colleagues

	<ul style="list-style-type: none"> • Empathic and proactive management. Evident integrity, warmth and sensitivity to needs of others • Ability to work in close partnership with the Senior Management Team to ensure delivery of strategic direction 	
Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences – e.g., staff, students, parents, promoters, directors/governors • Ability to provide clear information and advice to staff and directors/governors • Understanding of strategies for performance management 	<ul style="list-style-type: none"> • Understanding of the criteria for the evaluation of a college • Leading sessions to inform parents and promoters • Experience of offering challenge and support to improve performance • Experience of whole-college self-evaluation and improvement strategies
Skills, Qualities & Abilities	<ul style="list-style-type: none"> • Confidence, drive, enthusiasm, and positivity • High-quality teaching skills • High expectations of students' learning and attainment • Strong commitment to college improvement and raising achievement for all • Flexibility, resilience, and a willingness to learn from experience • Ability to build and maintain good relationships • Ability to command and develop respect • Ability to remain positive and enthusiastic when working under pressure • Ability to multi-task effectively whilst remaining calm, confident, and authoritative • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Ability in the use of ICT for personal use and knowledge for whole-college application • Empathy with children • Good communication skills 	<ul style="list-style-type: none"> • Confident approach to innovation

TERMS & CONDITIONS

A formal contract detailing terms and conditions will be drawn up on appointment. The following notes provide guidance without prejudice, on the likely main provisions

- A highly competitive remuneration package, with a salary commensurate with the seniority of the post, the experience of the candidate and the regional location of the college.
- Inclusion in the St Andrew's College Cambridge pension plan. The appointment is subject to two terms' notice.
- Holiday entitlement is by arrangement with the Principal and while it should generally be taken during college holidays, the Deputy Head (Academic) will be expected to be present for some periods outside term time.
- The Deputy Head, Academic's performance will be subject to a regular review.
- The college will be supportive, whenever possible, of external professional activities such as committee membership and professional body activities as agreed with the Principal.
- Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).
- Longlisted candidates will be asked to undertake identity and qualification checks which conform to the college's Safeguarding Policy. They must also agree to references being taken up at the final stage and checks made with past employers.
- The successful applicant will be required either to complete a self- disclosure medical questionnaire or have a medical examination paid for by the college.
- The appointment is subject to satisfactory references, satisfactory clearance from DBS, proof of identity and qualifications and a satisfactory medical report.

