



Academic Tutor and UCAS/Oxbridge Coach

Job Description and Person Specification

Contract Type:	Permanent, Term time
Salary:	Haberdashers' Support Staff Band 4 Point S14 £26,110
School:	Haberdashers' Hatcham College
Location:	Lewisham
Hours per week:	35
Accountable to:	Assistant Principal and Head of KS5

Job Purpose

We are looking for an enthusiastic and knowledgeable **Oxbridge Coach** to guide high achieving students through every stage of the Oxford and Cambridge admissions process. You will provide personalised support with personal statements, entrance assessments, and interview preparation, while also leading our Oxbridge Access Programme for Years 11–12. This includes teaching key research skills, supervising independent projects, organising university visits, and engaging families through events. This role is ideal for someone passionate about academic enrichment and widening access, with the confidence to inspire and support ambitious learners.

Key Responsibilities of Role

Year 13 Oxbridge Application Support (September – December)

- Provide high-quality one-to-one guidance and written feedback on personal statements.
- Deliver support for Oxbridge entrance assessments, offering direct assistance where appropriate and arranging external provision when required.
- Plan, deliver, and evaluate mock interviews, ensuring students receive constructive, targeted feedback to prepare them for Oxbridge interview standards.

Year 12 Oxbridge Application Preparation (April–July)

- Guide students through the Oxbridge admissions process, ensuring they understand course requirements, timelines, and expectations.
- Support students in planning, drafting, and refining their initial personal statements.

Oxbridge Access Programme for Years 11–12 (September–March)

- Plan, deliver, and supervise weekly sessions to support students undertaking independent research projects, culminating in formal presentations at the end of HT4.

- Teach key academic and research skills, providing structured feedback to support students' development.
- Organise and lead visits to Oxford and Cambridge for Year 11 and Year 12 students throughout the academic year.
- Plan, organise, and deliver the annual Oxbridge Access Parents' Evening in November.

Academic Enrichment Responsibilities

- Lead the Key Stage 3 Oxbridge Lunch Group to promote early aspiration and academic curiosity.

Academic Tutor / Mentor (All Year)

- Deliver high-impact one-to-one and small-group KS5 subject tutoring, supporting students to strengthen subject knowledge and improve academic outcomes.
- Provide tailored academic mentoring for KS5 students, embedding effective revision strategies, study skills, and independent learning habits.
- Lead targeted GCSE English support groups, helping students build confidence, close learning gaps, and develop examination skills.

UCAS Advisor

- Serve as lead UCAS advisor for Year 13, guiding students through the full university application process from initial preparation to submission (May/June–January).
- Offer bespoke one-to-one coaching on personal statements, supporting students to articulate strengths, academic interests, and aspirations with clarity and impact.
- Develop and distribute clear, accessible guidance on personal statement writing and UCAS processes.
- Maintain momentum and engagement through regular deadline reminders and progress checks, ensuring all applications met the internal deadline (mid-December).
- Ensure accuracy and compliance of UCAS applications by carefully checking and verifying all student-submitted details.

EPQ Coordination

- Delivered weekly small-group EPQ skills sessions, equipping students with research, planning, and project management techniques from October onwards.
- Conducted fortnightly progress meetings with EPQ candidates, providing focused guidance and academic support throughout project development.
- Played an active role in supporting EPQ moderation, working closely with the Head of Sixth Form to ensure consistency and quality assurance.

Reading Room

- Supervised the Reading Room on a weekly basis, fostering a calm, purposeful study environment and promoting sustained focus and positive learning behaviours.

- Provided flexible additional supervision cover during staff absences, ensuring continuity of student support.

Whole-School Contribution

- Supported breaktime and lunchtime duties, contributing to student safeguarding, wellbeing, and the smooth running of the school community.

General

- To work within the school framework with regard to Health and Safety
- To promote equal opportunities in the school
- To promote the ethos of the Trust / school
- To promote the school's commitment to the continued professional development of all staff.
- To work within the school's framework with regards to Health and Safety.
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children.
- To report any Safeguarding concerns in accordance with Trust's Safeguarding Policy
- To undertake any duties as may reasonably be required by the Executive Principal or Leadership Team

Person Specification

	Essential	Desirable	Method of Assessment A = Application I = Interview AS = Assessment R = References
Education & Qualifications			
	A relevant Honours Degree	A Bachelor's degree from Oxford or Cambridge	A, I
	An enhanced DBS (we will apply for this for you)	PGCE / QTS	A, I
Knowledge & Experience			
	Detailed knowledge of UCAS processes	Experience of working in a Multi-Academy Trust	A, I, AS, R
	Experience supporting students academically and/or pastorally	Experience of UCAS applications and post-16 pathways	A, I, AS, R
	Experience of navigating a competitive or selective university pathway		A, I, AS, R
	Strong track record of working in a sixth form/secondary school		A, I, AS, R
	Experience of using performance data to track student progress and monitor achievement		A, I, AS, R
Personal Qualities			
	Clear commitment and understanding of the Trust ethos, vision and values and an ability to uphold them		A, I, AS, R
	Belief in equality and opportunity for all, ensuring		A, I, AS, R

	that all staff feel included and listened to		
	Ability to establish and articulate a clear vision in an engaging way		A, I, AS, R
	Determination and resilience		A, I, AS, R
	High level of interpersonal and communication skills and the ability to build relationships and influence at all levels – engaging with a range of stakeholders successfully		A, I, AS, R
	Commitment to collaborative working		A, I, AS, R
	High expectations of achievement, conduct and behaviour and a willingness to address situations where these fall short		A, I, AS, R
	Commitment to safeguarding and promoting the welfare of children and young people		A, I, AS, R

Staff Development

We value our people. Professional learning is central to our success, and as a new employee, you will receive support from the Senior Directors of People and Professional Learning, alongside your line manager, to help you reach your full potential.