

Student Performance & Development Leader APPLICATION PACK

Rochdale
sixth form
college




Ofsted
Outstanding
Provider

**OFFICIALLY
OUTSTANDING**

ALTUS
EDUCATION PARTNERSHIP

Thank you for your interest in working at Rochdale Sixth Form College. I hope that you will find this pack useful in completing your application.

Rochdale Sixth Form College (RSFC) opened in 2010 to address the significant underachievement in A Level performance in the borough. Since then it has raised achievement in the area dramatically and is recognised nationally as a centre of excellence. The college is rated Ofsted outstanding and, is consistently ranked as one of the highest performing colleges in the country according to the DfE's performance tables and national achievement rate tables.

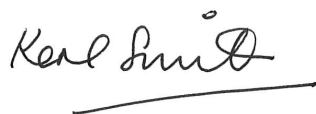
The Altus Education Partnership was formed in April 2017. It is a multi-academy trust formed by the governing body of Rochdale Sixth Form College, and dedicated to the improvement of education in the borough of Rochdale. The Trust's mission arose from, and builds upon the successes and values of the sixth form college. In short, our mission is to create a family of academies from early years to 18 that enables students in the borough to progress to an aspirational career, a fulfilling life and to make a positive contribution to society.

To work at RSFC you must aspire to be an outstanding colleague. You must be willing to share and learn. You must be prepared to go the extra mile, be a leader not a follower. Above all else, you must like young people and aspire to make them outstanding citizens.

We wish to appoint someone who will help us to continue to make a positive difference to the lives of young people in the borough. In return we promise a supportive and enjoyable working environment, and the resources needed to carry out the role to the highest standards.

I very much look forward to hearing from you.

Yours faithfully



Karl Smith
Principal

Making your application

I hope that when you read this pack you are inspired to apply for the post.

Application

- To apply, please visit our website [Welcome to The Rochdale Sixth Form College](#) and apply through My New Term.
- Our website: [Our Vacancies - Altus Education Partnership](#)
- Provide a supporting statement of no more than two sides of A4 which should address the criteria in the person specification.

Deadline

The deadline for the post is **Monday 11 May 2026** (to arrive no later than 12.00 midday).

Interviews are expected to take place week commencing **18 May 2026**.

Shortlisting

We will unfortunately be unable to notify candidates who are not on the shortlist; therefore, if you have not heard from us your application has been unsuccessful on this occasion.

Salary

The post will be paid on the Sixth Form Colleges Association Teachers Pay Spine, **points 1-9** currently, **£33,465 to £51,714** and with an additional responsibility allowance of **Points RA3 – RA6** currently **£2,635 to £5,073**.

Start Date

20 August 2026

For an Application Pack

1. Visit www.rochdalesfc.ac.uk or www.altusep.com
2. Contact: recruitment@altusep.com

Altus EDUCATION Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974.

In accordance with the recommendations set out in KCSIE the Trust carries out online searches on shortlisted candidates.

RSFC Vision, Mission, Values & Beliefs

Our Vision

To provide academic excellence and transform life chances for young people in our community

Our Mission

At RSFC our central purpose is to help our students realise their academic potential. We believe every young person can succeed and we devote ourselves to improving student achievement, through high quality teaching and student support. Our young people are challenged to achieve through high expectations within a "you can do it culture". We always aim to build aspiration; to inspire and to motivate our students so they have the opportunity for greater choice in life.

Our Values and Beliefs

As a Sixth Form College and as individuals we value and champion:

Resilience

We prepare our students to face challenges with determination and perseverance. By nurturing resilience, we help them to overcome setbacks, grow in confidence, and develop the strength to achieve their ambitions.

Support

Every individual matters. We offer care, encouragement, and guidance so that students feel valued and understood. Our community is built on strong relationships, where support is central to personal and academic success.

Fairness

We are committed to equity, integrity, and justice in all that we do. Students and staff are treated with respect, honesty, and impartiality, ensuring everyone has the opportunity to thrive.

Compassionate Rigour

We set high expectations and hold students to them with kindness and empathy. Through compassionate rigour, we combine challenge with understanding, ensuring students are stretched to achieve excellence while feeling supported every step of the way.

The Ambition is that by the time students leave RSFC they will:

- Have achieved their personal academic potential giving them a greater choice in life
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential
- Be contributing members of the community and have compassion for others
- Be able to celebrate their success and that of others
- Have developed the confidence to overcome barriers to success
- Be articulate, creative, and prepared for future growth and learning
- Be happy!

Shared Objective for all Staff

"To maximise students' achievements"

- At RSFC we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability
- Above all, staff at RSFC like their students and demonstrate this through their daily conduct and interaction

Background Information

High Academic Standards, High Expectations

Rochdale Sixth Form College has become one of the country's leading Sixth Form Colleges. It promises outstanding learning and teaching, with excellence being important in everything the College does. At RSFC we have simple systems and processes that are executed superbly well – this is important. We have no intention of complicating our organisation. Excellence in the classroom, abundance of powerful support, forensic tracking of student progress, the highest expectations for all students and a positive culture are central to our philosophy. The minute we move away from these beliefs is the minute we take our eye off the ball and that is not what RSFC is about. All students are expected to achieve at least their potential and more. We want to inspire, motivate, and enthuse and want the young people who walk through our doors to develop a positive 'can do' attitude and with it the self-confidence and self-belief that comes from being successful.

Inspiring and Passionate Staff

Having the right values are crucial at RSFC. High expectations and empathy are core principles at RSFC for all staff. Caring for our young people and being compassionate does not mean compromising on academic rigour. We expect staff at all levels to have the expertise and commitment but also to be passionate about young people and love working alongside them. All staff will build self-confidence and self-esteem into students through their daily interactions and have a burning desire to see them achieve their potential. High expectations of students and a total belief in their potential are an absolute must!

Student Performance & Development Leader at RSFC

We are looking for an outstanding, enthusiastic and passionate Student Performance & Development Leader (SPDL), who is keen to work alongside our students and support them, both in their academic and personal development, during their time at college. Highly motivated and resilient you will have a genuine desire to improve the life chances of our young people. The successful candidate will work within a highly effective SPDL Team, which currently consists of 14 staff members and is led by the Lead Student Performance and Development Leaders. The SPDLs along with Subject Leaders form the middle leadership team. RSFC has an excellent reputation, and this is a real opportunity for you to make your mark.

The welfare of our students is at the centre of everything we do, and our Student Performance and Development Team are the main point of contact for teachers, parents and carers. SPDLs hold weekly classroom tutorials and theatre sessions with all students, as well as one-to-one meetings. To support students, SPDLs also work closely with external agencies and attend safeguarding meetings. The team's focus is to ensure students settle into college life and work alongside students to ensure they achieve their potential and help them on their journey to success. SPDLs are also a central supportive figure in the transition from college to higher education, apprenticeships or employment.

Altus Education Partnership

Altus Education Partnership is a Multi Academy Trust and was established in 2017 through Rochdale Sixth Form College, an Ofsted Outstanding provider, and grew from the Trust's desire to improve education in the borough of Rochdale as a whole.

The Trust currently comprises five academies, including ourselves. The other four academies are:

- **Edgar Wood Academy** is an 11–16-year-old state-funded secondary school who opened their doors in September 2021. From September 2022, students at Edgar Wood Academy were the first to experience their new school building, with its modern state-of-the-art facilities.
- **Kingsway Park High School** is an Ofsted-rated Good school with a strong track record of providing students with an excellent education. The Academy recently benefitted from a new teaching block, which opened in late 2024.
- **Bamford Academy** is an Ofsted-rated Good primary school providing a caring and nurturing environment. It is a popular first choice for many families in the area.
- **Caldershaw Primary School** joined the Trust on 1 July 2025. It is Ofsted Outstanding and one of the most oversubscribed primary schools in Greater Manchester.

Altus is on the cusp of further growth, with three additional schools currently considering academisation in the autumn term.

We also benefit from strong local partnerships. Most notably, and uniquely within the post-16 sector, Altus has a Memorandum of Understanding with Hopwood Hall College, coordinating curriculum and supporting seamless transition for students into post-16 education.

Opportunities for CPD

- There is a rigorous ECF programme of study at RSFC that involves weekly meetings, professional discussion and persistent reflection of teaching practice to ensure our ECTs are gaining the best possible start to their career. These weekly meetings and reflections form part of the ECT developmental programme that will lead to recognition and potential certification by the College of Teachers at the end of two academic years.
- RSFC provides additional responsibility allowances for the development of pedagogical areas identified in the strategic action plan. Staff here at the college have the opportunity to apply for such posts and develop whole college teaching and learning strategies to implement change where deemed necessary.
- All staff at RSFC have the opportunity to attend specific teaching and learning workshops throughout the academic year. These workshops are developed and delivered by teachers who wish to share their expertise or provide feedback based upon research that they have carried out within the college with the Vice Principal for teaching, learning and assessment.
- Experienced teachers at RSFC can become trained lesson observers to support quality assurance cycles, staff development and subject area reviews. All teachers are offered the opportunity to take part in joint learning walks both within and outside of their subject specialism.
- All staff at RSFC have personalised performance management targets that specifically allows individual professional development in the sixth form sector. Staff may work in clusters or on an individual basis with supervision and support from the Senior Leadership Team. RSFC is committed to both student and staff learning and provides all the necessary requirements to ensure staff develop at a rate that reflects their aspirations and professional goals in both the short term and long term.
- All teachers at RSFC are supplied with booklets, guides and the latest research documentation to support their current pedagogy and personal development.

Job Description

Job Title:	Student Performance & Development Leader
Reports to:	Lead Student Performance & Development Leader
Line Manages	N/A
Contract:	Full-Time – Permanent – Term time only + 1 week
Remuneration:	The post will be paid on the Sixth Form Colleges Association Teachers Pay Spine, points 1-9 currently, £33,465 to £51,714. Additional Responsibility Allowance - Points RA3 – RA6 currently £2,635 to £5,073
Start Date:	August 2026

Student Performance & Development Leader

Key Focus: Maximise Students' Achievements

All staff are fully expected to contribute to the shared objective of maximising students' achievements and to the achievement of the RSFC Primary Purpose:

Primary Purpose

Our central purpose is to help our students realise their academic potential. We believe every young person has the potential to succeed and devote ourselves to improving student achievement, through an unceasing focus on learning and teaching and student support.

Our young people are challenged to achieve through high expectations within a "you can do it culture". We aim at all times to build aspiration, inspire and motivate our students so they have the opportunity for greater choice in life.

Main Elements of the Role

A. Student Performance & Development Leader Responsibilities

Student Performance and Development Leaders are required to:

- To act as the "critical and professional friend" with an academic achievement focus, to students, ensuring that they make the academic progress of which they are capable.
- Ensure student achievement targets are monitored and attained across their study programme.
- Manage and monitor the impact of intervention strategies through clear lines of referral to ensure individual success.

- Ensure the achievement, progress and success of every student using aspirational targets set by the College.
- Provide strong leadership that results in high standards of behaviour, personal development and excellent outcomes for young people in your care.
- Develop effective working relationships with subject leaders, teachers and learning support officers to maximise the achievement of all students.
- Contribute towards the development of effective strategies to maximise student achievement through active participation in the middle leadership team.
- Responsibility for the positive social and personal development of all students, based upon a detailed understanding of their backgrounds and circumstances.
- To contribute towards the development of an effective tutorial programme.
- Teach tutorial groups through programmes of work devised by the Student Performance and Development Team.
- To work with the Deputy Principal (Student Performance, Progression and Welfare) to develop and continuously improve the RSFC tutorial provision.
- Take responsibility for the college's administrative needs regarding students' records, UCAS/employment references, etc. for students in your care.
- At all times being in sympathy with the values and ethos of RSFC. Look to continuously build students' self-confidence and self-worth, so that they feel valued, motivated to succeed and work towards overcoming any barriers to success that they may face.
- Liaise with external agencies as required.
- Manage your own tutor group safeguarding cases with support from Lead SPDs/ DSLs and DDSs. This includes where required making referrals, attending meetings with social services and other external agencies and maintain accurate safeguarding records on CPOMS.
- Advise students on progression pathways post-18.
- Liaise with parents/carers as appropriate.
- To continue to improve standards and performance in key measures – value added, retention, attendance and overall student performance
- Complete formal reports on students according to the College reporting systems and the reporting calendar.
- Undertake regular formalised reviews of student progress, in line with the RSFC academic monitoring process (central to the College ethos, involving one-to-one termly student/subject teacher interviews).
- Attend parents' evenings according to the College calendar to keep students' families and/or their carers informed about their progress.
- Provide appropriate Information Advice and Guidance (IAG) to year 11 applicants ensuring the most appropriate offers are made in-line with RSFC entry requirements.
- Gather and act upon year 11 transition information from the RSFC Partner High Schools to ensure a smooth and supportive progression for all learners to RSFC.
- Lead on the development and delivery of a strand of the college's Social Development Programme to enhance students' life and employability skills to make a positive contribution to the local community.

B. Professional Duties & Contribution to the Overall Leadership and Management of RSFC

- Operate at all times within the stated policies and practices of the College and promote them actively.
- To play a full part in the life of RSFC, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To adhere to the staff code of conduct.
- Accept the shared responsibility of all colleagues for student discipline through collective oversight of the College during the College day. Maintain a harmonious environment, with good order and discipline among students, and safeguarding their health and safety, both when they are on the College premises and when they are in authorised College activities elsewhere.
- Work co-operatively with staff throughout the College to implement the Annual Development Plan and achieve its mission.
- Maintain effective working relationships and set a good example through their presentation and personal and professional conduct.
- Attend and contribute to RSFC meetings.
- Participate in appropriate in-service training opportunities both internal and external to update professional practice, reflecting individual or whole College development goals. Participate in arrangements made in accordance with regulations for the appraisal of performance in the context of the College Performance Management Policy.
- Participate in arrangements for further training and professional development as a teacher, including undertaking training and professional development which aim to meet needs identified in performance management objectives or in performance management statements.
- Be familiar with the College Health and Safety Policy and Child Protection/Safeguarding procedures and implement them as appropriate.
- Contribute to College provision for enrichment activities and Achievement Centre supervision as consistent with individual timetables.
- Participate in RSFC activities aimed at the recruitment, enrolment and induction of students, including attendance at Open Evenings/Mornings, supporting liaison activities, consultative discussions at enrolment and the interviewing of new students.
- Participate in College quality assurance and self-assessment systems, including the use of student focus groups, lesson observation, and peer observation, learning walks, work scrutiny, internal inspections and the College line management system.
- Undertake such other duties as reasonably required by the Principal.

Person Specification

No.	CATEGORIES	Assessed by:				
		App Form Letter	Interview	Teaching Exercise	Refs	Results Sheet
ESSENTIAL CRITERIA						
1.	Appropriate academic or professional qualification at degree or higher degree level	√				
2.	Qualified teacher status	√				
3.	Ability to engage with students, inspiring learning & promoting success	√	√	√	√	
4.	Outstanding classroom practitioner with a record of first-class student outcomes	√	√	√	√	√
5.	Ability to guide and support students who are 16+ and evidence of CPD in this area	√	√	√	√	
6.	Experience in offering information, advice and guidance to students	√	√	√	√	
7.	Personal qualities of empathy and genuineness	√	√	√	√	
8.	Interpersonal and communication skills of a high order	√	√	√	√	
9.	Evidence of work involving significant organisational skills, with an eye for detail	√	√	√	√	
10.	A commitment to undertake additional training and professional learning	√	√	√	√	
11.	The qualities of a team player; the ability to work flexibly and effectively	√	√	√	√	
12.	Commitment to equality of opportunity for all students, staff and potential students, regardless of personal circumstance and/or starting point	√	√	√	√	
13.	Commitment to valuing the individual and boosting their self-belief and worth – <i>an unconditional positive regard for young people</i>	√	√	√	√	
14.	Commitment to high standards & expectations – no accepting of second best in students and staff	√	√	√	√	
15.	Commitment to professionalism, sharing, teamwork & collaboration	√	√	√	√	
16.	Sensitivity to the needs and expectations of individuals and to ensuring an appropriate level of responsiveness in all cases	√	√	√	√	
17.	Flexibility and a willingness to work hard with and for students	√	√	√	√	

18.	Determination to promote equality of opportunity throughout all aspects of college life	√	√	√	√	
19.	Commitment to ensuring a healthy and safe environment	√	√	√	√	
20.	Commitment to continuous personal and institutional improvement	√	√	√	√	
21.	Commitment to high professional and personal standards of work and of conduct	√	√	√	√	
22.	Competence in the use of ICT	√	√	√	√	
23.	An awareness of the progression opportunities available for young people post-18	√	√	√	√	
24.	Experience of developing, managing and monitoring intervention strategies for young people demonstrating a positive impact	√	√	√	√	
DESIRABLE CRITERIA						
25.	Experience of teaching to A Level standard	√	√	√	√	√
26.	Experience of developing and delivering a diverse and engaging tutorial programme	√	√	√	√	
27.	Previous experience of middle leadership	√	√	√	√	
28.	Experience of offering Information Advice and Guidance (IAG) to young people	√	√	√	√	

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