HARROGATE COLLEGE | Keighley College | LEEDS CITY COLLEGE | LEEDS CONSERVATOIRE | Leeds Sixth Form College | Pudsey Sixth Form College | University Centre Leeds

Luminate EDUCATION GROUP

Job Description

Group Member:		Leeds City College	
Job Title:		Principal	
Reports to:		Executive Principal	
Job Grade	Spot Point	**Department**	Senior Leadership Team

ROLE SUMMARY:
To provide inspiring, visible and effective leadership for Leeds Sixth Form College (LSFC) and Pudsey Sixth Form College (PSFC), including the Group's 14–16 education offer, ensuring an ambitious, inclusive and high-quality, destination led curriculum and learner experience.

The Principal will lead curriculum development, performance and sustainable growth across these distinct areas of provision, securing consistently effective curriculum design, teaching, assessment, support, participation, personal development, skills development, high achievement and progression.

They will ensure that all programmes are ambitious, coherent and well sequenced, build on learners' starting points and prepare them for their next steps. They will champion a high-quality, inclusive, universal offer that anticipates and removes barriers to learning, responds effectively to individual needs and enables every learner to participate fully, achieve their potential and realise their aspirations.

As a member of the Luminate Senior Leadership Team, the Principal will lead staff and systems to deliver continuous improvement, inclusive practice, a strong safeguarding culture and effective stewardship of resources. The role will contribute to meeting local and regional skills needs, develop partnerships with schools, universities, employers and other stakeholders, and provide accurate, evidence-informed reporting and assurance through the Group's leadership and governance arrangements.
The role also involves acting as a campus lead.

SPECIFIC ROLE RESPONSIBILITIES:
1. Lead the provision and learner experience across LSFC and PSFC, including the 14–16 education offer, establishing coherent and ambitious curricula appropriate to each cohort, with clear progression routes and high-quality delivery.
2. Develop and sustain a culture of excellence, high aspirations and belonging in which all learners are supported and challenged to achieve their full potential.
3. Lead robust, evidence-informed self-evaluation and improvement across the provision, evaluating the impact of leadership, curriculum, teaching, inclusion, participation and achievement; identify variation between sites, programmes and learner groups and secure timely, sustainable improvement.

4. Ensure that curriculum content is ambitious, appropriately sequenced and taught and assessed effectively, with teachers using assessment to identify gaps and adapt teaching so that learners develop secure knowledge, skills and understanding.
5. Lead strategic and operational curriculum planning, including the development and growth of provision in response to learner demand, progression ambitions, curriculum reforms, and local, regional and national priorities.
6. Lead recruitment, attendance, retention, participation, achievement, progression and destinations, using reliable information to identify patterns and barriers, including differences between vulnerable learners, learners with SEND, and their peers, and acting decisively to improve outcomes.
7. Provide dynamic and visible leadership to staff, developing highly effective teams, coaching and managing leaders, and establishing clear accountability for performance and improvement.
8. Develop purposeful partnerships with schools, colleges, universities, employers, local authorities, the combined authority and community partners; ensure curricula and pathways respond to local and regional skills needs, including through employer engagement, work placements and work-related learning.
9. Promote an open, positive and vigilant safeguarding culture across all settings, with particular regard to learners aged 14–16, learners with SEND and those facing additional vulnerabilities; ensure appropriate oversight of attendance, learner whereabouts, placements and partnership arrangements, working with designated safeguarding leads and Group specialists.
10. Lead effective business planning, resource allocation and budget management, securing financial sustainability, efficient deployment of resources and value for money while protecting quality and learner experience.
11. Ensure the effective operation of campuses, including Pudsey Sixth Form College, and curriculum services in partnership with Group Services, maintaining high standards of communication, administration, learner support and the physical learning environment.
12. Ensure that staff identify learners' starting points, needs and barriers early; provide effective support and reasonable adjustments, listen to learner and parent/carer views as appropriate, and evaluate the impact of inclusion arrangements on participation, wellbeing and outcomes.
13. Oversee the delivery of provision-specific personal development and participation in partnership with specialist services, including careers education, advice and guidance, enrichment, healthy relationships, safety, preparation for next steps and opportunities that develop confidence, independence and wider skills.
14. Provide timely, accurate and evaluative reports to senior leaders and governance structures on quality, inclusion, safeguarding assurance, learner participation and development, achievement, progression, skills, financial performance, risks and improvement priorities.
15. Ensure learners' views and experiences, including those of learners facing disadvantage or barriers to learning, inform decisions and improvements; promote respectful behaviour, belonging and positive relationships.
16. Ensure effective oversight of the distinct requirements of the 14–16 offer, including liaison with schools and families, age-appropriate safeguarding and attendance arrangements, and clarity about the responsibilities of all partners.

17. Ensure that learners across all provision, including 14–16 learners, benefit from purposeful careers guidance, appropriate transitions and preparation for their next stage, and that progression and destination evidence informs curriculum improvement.

CORE RESPONSIBILITIES:

1. Provide dynamic, visible and effective leadership.
2. Establish and sustain a distinctive, ambitious and attractive educational offer for each area of provision, ensuring that curriculum pathways, learner experience and progression opportunities respond to the needs and aspirations of their respective communities while contributing to the wider College and Group strategy.
3. Be an active part of the Luminate Senior Leadership Team (SLT) supporting other team members and their work.
4. Bring new ideas and contribute to shared team decisions.
5. Help to ensure that the group, and all our organisations, remain focused on our purpose to 'Collectively Transform Lives through Inspirational Education, Training and Support'.
6. Ensure consistently high expectations of students and staff and take a lead in the promotion and delivery of a positive, empowered staff culture.
7. Help to embed a culture of continuous improvement.
8. Actively support and contribute to the 'Business Planning and Performance Review' system, processes and meetings.
9. Take responsibility as a Core Budget Holder and/or line manage and support Core Budget Holder/s.
10. Represent Luminate and member organisations at internal and external events.
11. Develop excellent relationships and be visible and known amongst targeted stakeholders.
12. Line manage, coach and mentor leaders and managers.
13. Chair relevant meetings.
14. Actively contribute to safeguarding and promoting the well-being of children, young people and vulnerable adults and ensure arrangements and practices are exemplary.
15. Create and support a working environment that celebrates diversity and delivers equality of opportunity for all staff and students.
16. Draft and contribute to the content of a wide range of policies and procedures that align with best professional practice and which are compliant with legislative and regulatory requirements.
17. Develop a relationship with board members based on openness, transparency, and absolute integrity.
18. Draft formal papers and reports for boards and committees and ensure that clear and relevant data, information, and options are available to support decision-making.
19. Provide regular, accurate and evaluative reporting to the Senior Leadership Team and relevant governance structures on the quality, compliance, outcomes, destinations and learner experience of provision across LSFC and PSFC, including the 14–16 education offer, including progress against agreed improvement priorities.

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.

- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote relational practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

Kindness
Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them

Ownership
Using our robust business planning model to allow areas to have clear ownership over their vision and performance

Enjoyment
Fostering environments that enable staff and students to be brave, interact and have fun

Collaborative
Proactively seeking opportunities to create synergies and positive outcomes for all

Passion
Encouraging all to have aspiration and passion in everything they do.

Creative
Always hungry to learn and looking ahead so we can be responsive

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Person Specification

Job Title:	Principal
Department	Senior Leadership Team

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation,
C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	**Criteria**	**Method of assessment**
E	Q1. Educated to degree level or equivalent.	A / C
D	Q2. Level 5 or higher teaching qualification.	A / C
E	Q3. English and Mathematics at Level 2 or above.	A / C
E	Q4. Relevant recognised professional attainments.	A / C
D	Q5. Masters or other relevant postgraduate qualification.	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	**Criteria**	**Method of assessment**
E	EK1. Successful senior leadership experience of sixth-form education, with substantial	A / I

	responsibility for curriculum quality, performance, learner outcomes and improvement, and evidence of securing positive and sustained impact.	
E	EK2. Excellent understanding of quality assurance, self-evaluation, improvement strategies and Ofsted preparedness.	A / I / P
E	EK3. Successful track record of leading and motivating staff, managing performance and developing effective teams.	A / I
E	EK4. Demonstrable experience of leading sixth-form curriculum planning, development and innovation, including the design of ambitious, coherent and destination-led programmes that respond to learners' starting points, aspirations and progression opportunities.	A / I / P
E	EK5. Demonstrable experience of leading and sustaining high-quality teaching, learning and assessment across curriculum areas, developing staff expertise and a culture of reflective, innovative and evidence-informed practice, with measurable impact on learners' experiences and outcomes.	A / I
E	EK6. Good knowledge of post-16 and 14–16 policy, funding, curriculum priorities and the challenges and opportunities facing colleges.	A / I
E	EK7. Successful management of resources, budgets and people, including business planning and financial accountability.	A / I / T
E	EK8. Track record of building and sustaining effective partnerships with internal and external stakeholders.	A / I
E	EK9. Experience of using learner performance, experience and destination data to identify variation and deliver improvement.	A / I
E	EK10. Sound understanding of safeguarding, inclusion and learner support across post 16 and 14–16 education.	A / I

E	EK11. Experience of building impactful relationships with employers to co-create and co-deliver curricula and create opportunities to develop learner work readiness skills.	A / I
E	EK12. Experience of working with and reporting to governing bodies or committees.	A / I
D	EK13. Experience of leading vocational education and 14–16 provision, with an understanding of the distinct curriculum, safeguarding, transition and learner-support requirements of these programmes.	A / I
D	EK14. Successful leadership experience within a further education college, including an understanding of the opportunities and complexities associated with leading diverse provision.	A / I
D	EK15. Experience of leading successful inspection preparation and engagement, with a strong understanding of current Ofsted expectations and the ability to translate these into effective self-evaluation and improvement.	A / I
D	EK16. Experience of taking responsibility for a campus including health and safety, communication and learner support.	A / I

Skills and Competencies		
Essential (E) Desirable (D)	**Criteria**	**Method of assessment**
E	SC1. Professional and technical knowledge relevant to the role.	A / I
E	SC2. Effective interpersonal and written and verbal communication skills.	A / I / P
E	SC3. Influencing skills and ability to work collaboratively across organisational boundaries.	A / I
E	SC4. Critical thinking, evidence-informed decision-making and problem-solving.	A / I / T

E	SC5. Achievement and action: demonstrable focus on securing results.	A / I
E	SC6. Initiative and innovation in curriculum, learner experience or organisational improvement across varied provision.	A / I
E	SC7. Strategic perspective and ability to translate priorities into effective delivery.	A / I / P
E	SC8. Capacity to lead through change, complexity and uncertainty.	A / I
E	SC9. Emotional intelligence, self-awareness and ability to adapt leadership approach.	A / I
E	SC10. Ability to establish clear accountability, monitor performance and secure sustainable improvement.	A / I

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	**Criteria**	**Method of assessment**
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to relational practice approaches	I