

BOSTON HIGH SCHOOL



APPLICANT INFORMATION PACK
SIXTH FORM OFFICER

WELCOME FROM THE HEADTEACHER



Dear Applicant,

Firstly, thank you for your interest in the position of Sixth Form Officer at Boston High School.

This is a rewarding role that offers a fantastic opportunity for personal and professional growth, where you will be able to make a real impact on the lives of students and contribute to their journey through Sixth Form, supporting their career aspirations. If you are looking for a role that is both fulfilling and impactful, this is the perfect opportunity for you.

At Boston High School our mission statement is **LEADING, LEARNING, TOGETHER**:

- **Leading**, as individuals, by example and as a community
- Achieving our **Learning** ambitions and potential
- Most importantly, supporting one another **Together** at school and beyond.

Founded in January 1921, Boston High School has a proud legacy of excellence, relocating to our current location on Spilsby Road in 1938. As a highly sought-after and oversubscribed Selective Academy for girls aged 11-16, and home to a vibrant mixed comprehensive Sixth Form for students aged 16-19, we are dedicated to fostering a dynamic and inclusive learning environment.

If you would like to discuss details of this post further or arrange a visit to our school, please email jobs@bostonhighschool.co.uk

For further information regarding Boston High School can be found at: www.bostonhighschool.co.uk

Should you decide to apply for this post, I look forward to receiving your application and I wish you well with the process.

Kindest regards,

Mr A Fulbrook
Headteacher



BOSTON HIGH SCHOOL

ABOUT US

At the heart of our school lies a commitment to core values, embodied in our CODE, which emphasises aspiration, fairness, equality, the rule of law, respect, tolerance, justice, care, and courtesy.

These principles guide everything we do, helping our students thrive both academically and personally.

Commitment | Opportunity | Discipline | Excellence:

COMMITMENT; towards our school, ambitions, achievement, progress, development, learning, safety. Also, commitment to each other, to our duties, and our broader commitment to local, national and global needs.

OPPORTUNITY; a determination to take advantage of opportunities in life; to be the best we can be.

DISCIPLINE; a recognition that a disciplined and focused attitude is essential in order to achieve our best and to give of our best.

EXCELLENCE; a determination to achieve to our highest possible standards and contribute fully to society.

We are dedicated to supporting our staff through our Wellbeing and Workload Charter, along with significant investment in continuous professional development (CPD) at every stage of their career. Our robust Professional Pathways structure offers tailored support, including comprehensive guidance for Early Career Teachers (ECTs), National Professional Qualifications (NPQs), and preparation for future leadership roles. This commitment ensures that every team member is empowered to grow, succeed, and embrace their next professional challenge with confidence.

Our most recent Ofsted inspection in July 2024 resulted in a **GOOD** rating, affirming the strength of our school community and our commitment to excellence.

To see our school's Ofsted reports please click here.

We are proud to share some of the standout highlights from this glowing report, which showcases the dedication, passion, and high standards and expectations that define Boston High School:



The school has an inclusive and welcoming ethos... Pupils say that they feel safe in this popular school.

Pupils behave and attend well. They are friendly and polite.

Pupils with special educational needs and/or disabilities (SEND) are well supported. They benefit from the close support of adults and dedicated learning spaces, such as the 'hub' and 'snug', which strongly promote inclusion in the main school and into the sixth form.

The school has developed an ambitious and inclusive curriculum for all pupils. It offers a broad range of academic subjects that meet the interests and aspirations of pupils...

The school promotes pupils' personal development well. A well-thought-out enrichment course is complemented by a range of extra-curricular activities and visits.

Staff feel well cared for and are highly supportive of the school... Morale is positive.

INFORMATION ABOUT OUR SCHOOL PRIORITIES

Boston High School mission statement:
LEADING LEARNING TOGETHER



We believe in our students and in their generation; we pledge to do all that we can to help them to achieve high standards / outcomes and live fulfilled, safe, happy, and productive lives in their communities as valued citizens.

We will recognise and prioritise the safety, well-being and development of our whole community and ensure students and staff are cared for, supported, and are kept safe – physically and emotionally.

Leaders will continue to ensure that we maintain a clear and ambitious vision for providing high-quality education to all pupils and that is seen through strong, shared values, policies actions and outcomes.

Our culture of safeguarding is paramount to all at BHS. Our culture, policy and practice must identify those at risk or who need help; we must help reduce the risks through support, referral in a timely manner and manage safe recruitment, training, awareness, and any allegations to avoid risk and Keep Children Safe in Education.

- We seek to continually develop as teachers and as a school; reviewing and developing delivery, teaching methodologies and pedagogy to ensure our curriculum delivery meets needs.
- We seek to ensure that all learners can excel, succeed, and achieve beyond potential and fulfil their ambitions.

- Our whole community culture should be based upon the principles of aspiration, excellence, fairness, respect, tolerance, justice, care, courtesy, compassion; underpinned by ensuring we maintain our non-negotiable professional standards built upon integrity and trust.
- Standards of behaviour and discipline are high; we are firm but fair in application. Maintaining a positive learning environment.
- Our learners are individuals, and we respect their needs. Furthermore, we expect all to respect the needs of others.
- We are ambitious for our learners; we expect all to work hard, to accept the challenge, to delight in the accumulation of knowledge and to find enrichment, reward, and enjoyment in their learning.
- We are determined to build upon the principles of reflective practice, evaluation, and quality assurance to strive to be an improving Teaching & Learning community; school information informs practice; improves outcomes.
- We aspire for our learners to develop the capacity to become highly capable, independent, caring, considerate and responsible people to make a positive contribution to our society and our environment in the service of others.
- We aspire for our learners to be adaptable, resilient, and confident people who embrace, and grasp opportunities presented by change; to make a positive impact.

Behaviour & Personal Development mission statement:
Commitment, Opportunity, Discipline, Excellence

COMMITMENT: Every student is committed.

- Exhibits a thirst for learning and knowledge, demonstrating perseverance.
- Takes responsibility for own learning and behaviour, committed to our school values.
- Has high expectations for self in all areas of school including classwork, homework, attendance, and wears our school uniform correctly, taking pride in appearance.
- Always acts safely, looking after self and others.

OPPORTUNITY: Every student grasps opportunities.

- Attends school, arrives on time, and is prepared for the day ahead, ready to learn.
- Takes advantage of opportunities that are presented and actively seeks opportunities.
- Is working towards a personal goal and aspirations.
- Embraces the chance to learn from others.

DISCIPLINE: Every student considers themselves and others.

- Takes ownership of own behaviour and understands the consequences.
- Treats others the way they want to be treated.
- Accepting of other's views and beliefs, considering our British Values.
- Respects the school community and school environment, demonstrating respect for our school values, standards, and expectations.

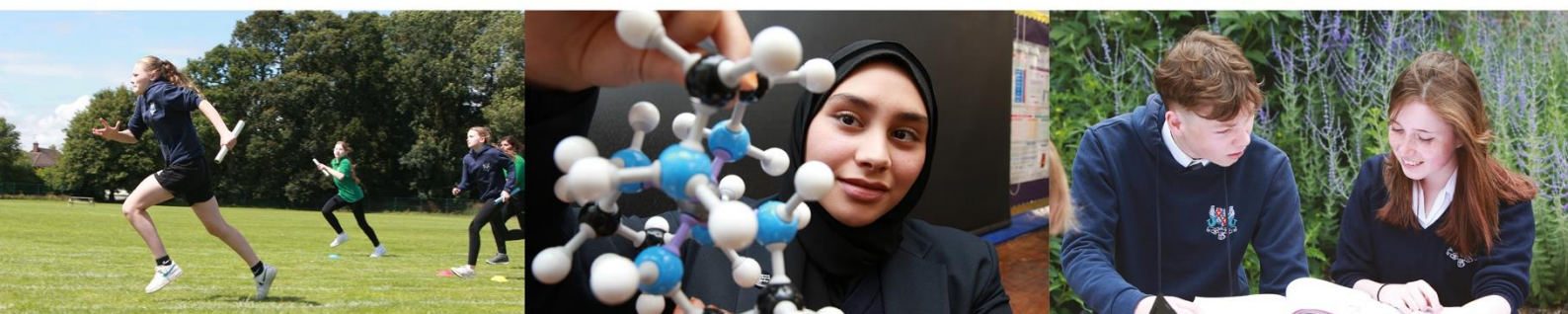
EXCELLENCE: Every student is ambitious.

- Embraces change and challenge.
- Actively learns from mistakes.
- Applies a positive mindset.
- Is adaptable; looks to solve problems and thinks creatively.

Staff: Curriculum mission statement: **Love of Learning, Opportunity, Resilience, Respect**

Our Curriculum Intent, Implementation and Impact are rooted in the desire to instil a Love of Learning, create lifelong Opportunities, instil a sense of Respect, and develop our learners' Resilience; we define this as our LLORR curriculum mission statement:

- We seek to continually develop as teachers and as a school; reviewing and developing delivery, teaching methodologies and pedagogy to ensure our curriculum delivery meets needs – we are a learning community for all (inc. staff CPD).
- We seek to ensure that all learners can excel, succeed, and achieve beyond potential and fulfil their ambitions.
- Our whole curriculum culture is built upon the principles of aspiration, excellence and fairness.
- Our learners are individuals, and we respect their needs. Furthermore, we expect all to respect the needs of others in our learning community.
- We are ambitious for our learners; we expect all to work hard, to accept the challenge, to delight in the accumulation of knowledge and to find enrichment, reward, and enjoyment in their learning.
- We are determined to build upon the principles of reflective practice, evaluation, and quality assurance to strive to be an improving Teaching & Learning community.
- We aspire for our learners to be adaptable, resilient, and confident people who embrace, and grasp opportunities presented by change; to make a positive impact at Boston High School and beyond.
- We do all that we can to ensure curriculum choices are made to best serve our students and prepare them for the next steps on their educational / lifelong learning journey.





SIXTH FORM OFFICER

SALARY	G5 £26,409- £29,093 (pro rata £23,471 -£25,857)
JOB DETAILS	Full Time – 37.5 hours per week (half an hour unpaid lunch)
REQUIRED FOR	March 2025
APPLICATIONS CLOSE	10 th February 2025
INTERVIEW DATE	13 th February 2025

IMPORTANT INFORMATION

We are looking for an enthusiastic, self-motivated individual to join our Sixth Form team as a Sixth Form Officer starting in March 2025. This is a fantastic opportunity to be part of a vibrant, supportive, and driven team, working closely with enthusiastic, hardworking, and determined students who are passionate about achieving their academic and personal goals.

As a key member of the team, you will play an integral role in supporting the Director of Key Stage 5, providing both pastoral and academic support to our students, and monitoring their progress, liaising with parents and carers, and collating vital data to ensure all students receive the guidance, support, and resources they need to thrive.

This is a rewarding role that offers a fantastic opportunity for personal and professional growth, where you will be able to make a real impact on the lives of students and contribute to their journey through Sixth Form, supporting their career aspirations. If you are looking for a role that is both fulfilling and impactful, this is the perfect opportunity for you.

SIXTH FORM OFFICER

JOB DESCRIPTION



Job Title: Sixth Form Officer

Reports to: Director of Key Stage 5

Purpose of job:

- To work with Director of Key Stage 5 to support the academic progress and pastoral needs of Sixth Form Students.

Main Responsibilities:

- To provide academic support to students to resolve any barriers impacting learning, considering things such as revision timetables and strategies to aid learning.
- To plan and undertake regular academic group and 1:1 tutorial, keeping accurate notes and keeping both the Director of Key Stage 5 and subject departments informed.
- To liaise with departments to ensure the Sixth Form Study Centre is fully resourced.
- To apply appropriate strategies which take account of individual student needs.
- To produce a weekly pastoral and academic tracking report for the Director of Key Stage 5 from our reporting system on SIMS.
- To offer pastoral support and guidance for academic and personal issues, signposting to suitable support when needed.
- To liaise with relevant staff regarding student issues, such as personal and academic concerns, and general school performance to identify key strategies.
- To work with individual students to implement strategies to support building of self-esteem and confidence.
- To develop knowledge and appreciation of the range of programmes, activities, courses, opportunities, organisation, and individuals that could be drawn upon to provide extra support for Sixth Form students.
- To establish and maintain a learning environment that is appropriate to the Sixth Form focused study.
- To support the Director of Key Stage 5 with arranging Sixth Form events such as Open Evening, Guidance meetings, Year 12 Induction morning, A Level and GCSE results day.
- To support the Director of Key Stage 5 with the annual UCAS process.
- To support the Director of Key Stage 5 with the enrichment calendar.
- To be a Sixth Form tutor.

Management of staff:

- There will be no requirements to manage or supervise other staff.

Contacts and Relationships within school:

- The role will require communication with staff and parents.

Work Environment:

- The role will involve working with students in individual and group settings within the Sixth Form Study Centre.

Available Resources:

- Standard learning resources are available. Computing and ICT resources are available within the school. Additional resources may be made available upon request.

Knowledge and Skills (to be fully successful in post):

- English and Mathematics A*-C at GCSE level (higher level qualifications are preferable)
- Preferred experience of having worked in an educational setting.
- Preferred experience of SIMS.
- Good communication both written and oral.
- Essential to have excellent ICT skills.
- The ability to understand the needs of children and young people.
- To have a proactive approach.

Other duties:

- Additional duties that are appropriate to the role may be asked upon by the Director of Key Stage 5.

PERSON SPECIFICATION

QUALIFICATIONS	ESSENTIAL	DESIRABLE
Qualified teacher status		
EXPERIENCE AND PROFESSIONAL ATTRIBUTES	ESSENTIAL	DESIRABLE
Exemplary classroom practitioner		✓
Excellent communication and interpersonal skills	✓	
Motivates staff and student, and sets an example of high standards	✓	
Evidence of continued professional development		✓
SKILLS AND BEHAVIOURS	ESSENTIAL	DESIRABLE
Works well in a team	✓	
Confident user of IT	✓	
Ensures a safe learning environment	✓	
Secures high standards of behaviour in the classroom	✓	
Takes an active approach to self-development		✓
MANAGEMENT AND LEADERSHIP	ESSENTIAL	DESIRABLE
Ability to lead, develop and enhance a team		
Ability to make informed use of assessment, information and data to raise achievement		
SAFEGUARDING	ESSENTIAL	DESIRABLE
Is pro-active in reporting safeguarding issues and concerns to relevant persons, in accordance to school policy	✓	
Promotes welfare of students	✓	

APPOINTMENT PROCESS

HOW TO APPLY

Application Forms can be found on our school website www.bostonhighschool.co.uk.

Completed forms can be submitted to jobs@bostonhighschool.co.uk.

This school is committed to safeguarding and promoting the welfare of children, consequently an enhanced Disclosure and Barring Service Check (DBS) will be required. All pre-employment undertaken out are in line with "Keeping Children Safe in Education".

