Barnet Southgate College



Candidate Brief

Director of Curriculum Development and Skills

FEA EXECUTIVE SEARCH

Welcome



Dear colleague,

Director of Curriculum Development and Skills

I am delighted that you are considering applying for the role of Director of Curriculum Development and Skills and joining the College Leadership Team at Barnet and Southgate College.

This is an exciting time to join the College as we continue to deliver the ambitions outlined in our Strategic Plan, 2030 Vision.

At Barnet and Southgate College, we strive to provide our students with consistently high-quality learning and wider personal development experiences throughout their time with us. We do this in a safe and inclusive environment that promotes and celebrates individual success and high aspirations for all.

We recognise that in seeking to deliver this, our staff are our most valuable asset. We are an ambitious organisation. This is reflected in our Strategic Plan, and we recognise that having the right leadership in place is vital to delivering our ambitions.

We are an ambitious, inclusive and forward-looking further education college with a clear purpose: to change lives, empower individuals and connect communities. Our 2030 Vision Strategic Plan sets an ambition to be the leading provider of high-quality learning and skills development in North London, combining exceptional student experiences with innovation, regional growth and strong partnerships with employers and communities.

Working here means being part of one team where people are valued for the difference they make, supported by a culture built around being united, innovative, curious, inclusive, transparent, respectful, positive, responsible, measured and proud. Our strategy explicitly describes staff as the College's most valuable asset, with staff experience, wellbeing and professional development central to our ambition to become an employer of choice. Barnet and Southgate College is a place where we expect people to take responsibility, embrace change, contribute ideas, collaborate openly and continually improve, while celebrating success and maintaining a shared focus on creating better opportunities and futures for students.

We expect members of our college and executive teams to be proactive, innovative and inclusive in their approach and to have the ability to skilfully lead their team to deliver excellence. We promote a working environment that is rooted in trust, honesty, fairness and respect with clear lines of responsibility and accountability for all.

Our Executive Leadership and College Management teams are made up of committed, high performing individuals. We have an amazing body of staff across the College who are demonstrably committed to our students and champion their success.

Successful candidates will share this commitment, lead with integrity, be committed to their own development and to that of others and have high expectations of themselves. This is an exciting opportunity for talented individuals to join us on our journey, make a real difference, initiate and execute positive change and through this contribute to ensuring Barnet and Southgate College is an exceptional place to work and learn for all our staff and students.

We have appointed FE Associates to support us with this important appointment. Interested parties are advised to arrange an initial conversation with FEA's lead consultant, Amanda.Hart@fea.co.uk, to discuss this great opportunity ahead of the closing date and prior to submitting an application.

Thank you for your interest in joining Barnet and Southgate College and considering us as the next step and destination in your career.

Neil Coker



Chief Executive Officer and Principal



About Us

At Barnet and Southgate College, we are proud to be a leading further education institution in North London that is deeply committed to changing lives, empowering individuals and connecting communities. With campuses in Barnet, Southgate, Colindale and Edmonton Green, and a dedicated team of over 600 staff, we support more than 14,000 students each year across a broad spectrum of academic, vocational and professional programmes. With an income of £60 million in 2026/27, we are a leader in vocational education, offering a board and deep curriculum spanning T Levels, A Levels, technical and vocational qualifications, apprenticeships and specialist training in areas like aviation, healthcare, creative media, sport, engineering and electrical.

Our work is guided by our 2030 Vision Strategic Plan - a bold and ambitious roadmap that positions us as the region's foremost provider of high-quality learning and skills development. Our six strategic pillars - from delivering a responsive curriculum and impactful teaching to ensuring financial resilience and building purposeful partnerships - reflect our unwavering commitment to innovation, inclusivity and excellence.

What truly defines us though, is our culture. Our guiding principles - being united, innovative, curious, inclusive, transparent, respectful, positive, responsible, measured and proud - shape how we work together and how we serve our students and communities. These values are not just words; they are the foundation of how we lead, collaborate and grow.

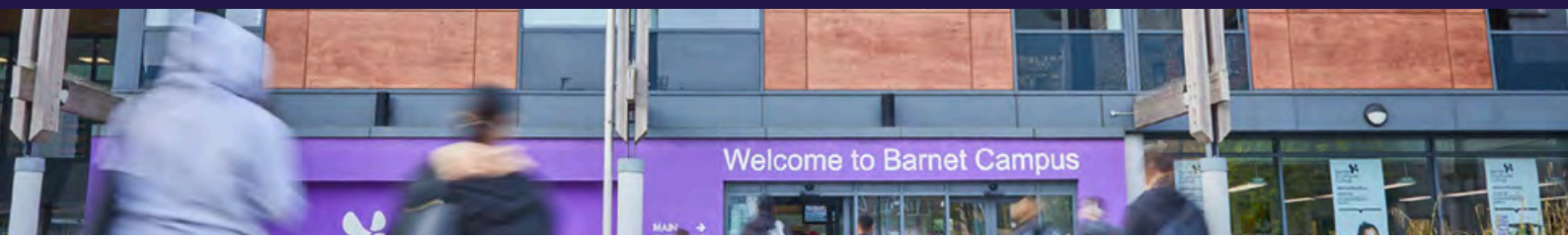
As an anchor institution, we play a vital role in regional development. We work closely with employers, industry leaders and community stakeholders to ensure our curriculum evolves with the skills landscape. With a strong focus on sustainability, equality, diversity and the integration of new technologies, we are preparing our learners not just for today's opportunities, but for the challenges and possibilities of tomorrow.

To learn more about our work and vision, visit www.barnetsouthgate.ac.uk





Our Locations



Colindale Campus
Our Colindale Campus forms an integral part of a £550 million urban master plan to regenerate the wider Grahame Park area. The campus offers contemporary educational facilities within a flexible purpose-built building.

The facility brings education and training closer to the community and offers a state-of-the-art learning environment. This includes a specialist vocational skills centre for the College's brickwork, carpentry and joinery, gas engineering and plumbing courses. The facility supports skills development and progression for learners through to higher level qualifications.

Our vocational skills centre offers access to cutting-edge facilities in line with industry advancements, including heat pump installation and maintenance training.

The campus also includes a training hair salon and beauty salons open to the public to showcase the College's hairdressing, barbering and beauty therapy courses.

Additional community services at Colindale include the London Borough of Barnet Public Library and a community services area for the Barnet Centre for Independent Living (B-CIL). B-CIL is a hub centre to provide support and advice for people with disabilities in areas such as advocacy matters, life skills, computer skills and employment. It is a centre run largely by people with disabilities for people with disabilities.

Southgate Campus
Southgate Campus runs a full range of vocational and skills courses including our popular Sports curriculum.

The Pathway Centre offers a range of Supported Learning courses combining work-related skills to cater for a wide range of needs, including students with profound and complex learning difficulties and life-limiting conditions.

The campus has undergone an £8m refurbishment project partly funded by the London Economic Action Partnership (LEAP) which has enabled the College to expand its capacity for learning space and digital access for students.

There are new areas for electrical studies and new facilities for Science, Technology, Engineering and Maths (STEM), specifically within a newly refurbished wing and the creation of advanced engineering workshops. Sports facilities have also been refurbished with a new gym, available for use by both students and staff.

Barnet Campus
The Barnet Campus is a well-established centre for those looking for a change to staying on at school to study their A Levels, T Levels and BTEC courses.

The state-of-the-art campus opened 14 years ago and successful A Level students have achieved consistently high grades over the years to secure places at a host of universities. Students say their results are down to supportive teaching, independent learning and excellent facilities.

The Barnet Campus is the home of our Creative Arts, Media, Architecture, Fashion, Childcare and Education, Health and Social Care, Business & Travel, Computing & IT courses.

Edmonton Green community connection
We also host ESOL provision at Edmonton Green, improving community cohesion in and around the Edmonton Green area.

Our Community
The two main boroughs that the College serves, Barnet and Enfield, are large and collectively contain over 670,000 people. The local economies are mixed with a focus on small to medium enterprises and micro businesses, and a wide range of industrial/business centres.

The College has well developed, excellent educational links with a wide range of partners which has enhanced and enriched the learner experience beyond that provided internally. This includes our high specification media training hub for our creative courses at the Barnet Campus, STUDIO, which was opened last February 2025 by the Mayor of London Sadiq Khan.

The College is a major employer in both boroughs and is an outstanding contributor to local authority strategies for education, employment and social regeneration.







Our Leadership Team

The core Executive Leadership Team is made up of:

- **CEO and Principal**
- **Deputy Principal Curriculum, Skills and Business Development**
- **Deputy Principal Quality of Education**
- **Deputy Principal, Student Experience, Inclusion and Personal Development**
- **Chief Finance Officer**
- **Chief People Officer**
- **Executive Director, Digital Transformation**







Job Description

Job title:	**Director of Curriculum Development and Skills**
Reports to:	**Deputy Principal – Skills, Curriculum and Business Development**
Direct Reports:	**Curriculum Manager – Higher Education**
Key internal relationships:	**Executive and Senior Leadership Team; Curriculum Managers and curriculum leaders; Quality; Business Development and Employer Engagement; Finance; MIS and Data; Marketing and Admissions; Student Services; Governors**
Key external relationships:	**Employers and employer representative bodies; LSIP lead bodies; the Greater London Authority; local authorities; university and validating partners; awarding organisations; the Office for Students; schools; community and voluntary organisations**
Salary:	**c£65,000 per annum**
Location:	**Cross-College role with travel between all College sites and external venues**

Job Purpose

The Director of Curriculum Development and Skills is the College's lead for the shape, relevance and future direction of its curriculum offer. The postholder will lead a whole-College approach to curriculum review and design, ensuring that every programme the College offers, from entry level to Higher Education, is demonstrably relevant to learners' progression, employers' needs and London's skills priorities and is financially and operationally sustainable.

The role combines strategic planning with hands-on leadership. The postholder will turn labour market intelligence and market mapping into clear, evidence-based curriculum decisions; lead the College's response to national qualification and funding reform; drive the growth and quality of Higher Education provision; and ensure the curriculum is visibly aligned to the College's Accountability Statement and the relevant London Local Skills Improvement Plan(s). Working as a coach and critical friend to curriculum leaders across the College, the postholder will build the capability of teams to design and deliver high-quality, industry- and career-focused provision.

Key Responsibilities

Curriculum strategy and planning

- Lead the development and annual refresh of the College's Curriculum Delivery Plan, translating the Strategic Plan into a clear curriculum intent and a coherent, progression-focused offer across 14-16, 16–18, adult, apprenticeship and Higher Education provision.
- Lead an annual curriculum review cycle working with Campus Directors and Curriculum Managers to establish the evidence base for the growth, redesign or review of provision.
- Introduce and operate a consistent business case and approval process for new and revised programmes, assessing demand, progression, quality risk, staffing, resources and financial contribution.
- Ensure curriculum plans make effective use of all funding streams, including 16–19 funding, the GLA-devolved Adult Skills Fund, apprenticeship funding and HE fee income and support the achievement of the College's growth targets.
- Contribute to the College's strategic and business planning, giving senior leaders clear analysis and recommendations on the medium- and long-term shape of the curriculum.
- Identify opportunities for alternative and new income streams, including full cost commercial opportunities and develop an appropriate curriculum offer to respond.
- Work with relevant partners to develop any relevant new provision that meets the strategic aims of the College, is financially viable, and delivers growth in student numbers.
- Ensure the colleges curriculum offer places the College in a strong position within a competitive market and secures increased market share and student growth.

Labour market intelligence, market mapping and new provision

- Establish and maintain a robust labour market intelligence (LMI) and market-mapping evidence base, drawing on national, London and sub-regional data, LSIP priorities, employer insight and competitor analysis.
- Identify gaps in provision, emerging sectors and future skills needs and turn these into prioritised proposals for new programmes and services.
- Stimulate and support curriculum teams to develop new provision, including flexible, modular, part-time and employer-designed programmes, from initial concept through to launch.
- Monitor the performance of new provision against its business case and recommend corrective action where targets are not being met.

Curriculum review, reform and design

- Design and lead a whole-College curriculum review framework, applied on a planned cycle, which evaluates each curriculum area's relevance, progression routes, learner outcomes, learner and employer feedback and sustainability.
- Lead the College's planning and implementation of national curriculum and qualification reform, including 14-16, post-16 qualification reform at Level 3 and below, T Levels, Higher Technical Qualifications, apprenticeship reform and the Lifelong Learning Entitlement and prepare the College for further reforms as they emerge.
- Ensure curriculum design builds in clear progression pathways, meaningful employer involvement, work experience and industry placements, English and maths, digital skills and high-quality employability skills.
- Promote evidence-informed curriculum design, drawing on research and sector best practice and ensure curriculum intent is clearly articulated and consistently understood by teams.
- Lead the College's curriculum development and approval process, ensuring decisions are well evidenced, properly recorded and aligned to strategy.
- Support the College in delivering an exceptional curriculum offer that prepares all students for future employment and progression, equipping them with a breadth of skills, knowledge and behaviours to enable them to succeed.

Higher Education

- Lead the development and implementation of the College's Higher Education strategy, growing high-quality technical and professional HE that meets local and regional demand and offers clear progression from the College's Level 3 provision.
- Line manage the Curriculum Manager – Higher Education, setting clear objectives and ensuring effective leadership of HE planning, delivery, quality, compliance and the student experience.
- Ensure the College meets its obligations as a registered HE provider, including the Office for Students' conditions of registration relating to quality, standards and student outcomes and the requirements of awarding and validating partners.
- Lead HE programme development, approval, validation and periodic review, together with annual monitoring, external examiner processes and HE self-evaluation.
- Develop and strengthen partnerships with universities and awarding bodies and oversee the effective management of partnership agreements.
- Use HE data, including continuation, completion, progression and National Student Survey results, to drive improvement, inform planning and prepare for external review.

Skills priorities, partnerships and external engagement

- Lead the College's contribution to the relevant London Local Skills Improvement Plan(s), ensuring the curriculum responds to identified employer priorities and that the College is an active and influential partner.
- Lead the preparation of the College's annual Accountability Statement, ensuring it accurately reflects how the curriculum meets local, regional and national skills needs and that its commitments are delivered and evidenced.
- Build and sustain strategic relationships with employers, employer representative bodies, universities, local authorities, the GLA, schools and other stakeholders so that their needs directly inform curriculum development.
- Work with Business Development colleagues to identify and secure external funding and collaborative projects that support curriculum development and innovation.
- Represent the College in external skills, curriculum and Higher Education forums, acting as an ambassador and influencing partners for the benefit of learners and the College.

Quality, impact and performance

- Ensure curriculum development is informed by quality and performance data and contributes fully to self-assessment and quality improvement planning.
- Ensure the College can clearly evidence how its curriculum meets skills needs and how well its curriculum intent is realised, in readiness for Ofsted inspection and other external scrutiny.
- Ensure curriculum design and approval comply with funding, awarding organisation and regulatory requirements.
- Report on curriculum development, Higher Education and skills alignment to the Deputy Principal and the Senior Leadership Team and, where required to the Board of Governors.

Leadership, coaching and capability building

- Act as a trusted partner, coach and critical friend to the broader team of College Directors, Curriculum Managers and relevant Business Support managers, building their capability in curriculum design, planning and the use of LMI.
- Lead professional development for curriculum leaders and teams on curriculum design, reform and HE requirements.
- Foster a culture of innovation, collaboration and accountability, leading staff through change and securing commitment to curriculum decisions, including where provision must be redesigned or withdrawn.
- Model the College's values and leadership behaviours and contribute to cross-College leadership and decision-making.

College-wide responsibilities

- Promote and safeguard the welfare of children, young people and vulnerable adults, in line with Keeping Children Safe in Education, the Prevent duty and College policy.
- Promote equality, diversity and inclusion in all aspects of the role, ensuring the curriculum is accessible to and serves the College's diverse communities.
- Comply with health and safety, data protection and all other College policies and procedures.
- Participate in appraisal and continuing professional development.
- Carry out any other reasonable duties commensurate with the seniority of the post.

This job description is a guide to the main duties of the post. It is not exhaustive and may be reviewed in consultation with the postholder as the needs of the College change.



Person Specification

Qualifications

Essential

- Degree or equivalent qualification.
- Recognised teaching qualification (e.g. PGCE, Cert Ed, DET or equivalent).
- Evidence of recent and sustained professional development in curriculum, leadership or Higher Education.

Desirable

- Postgraduate qualification in education, leadership or a relevant subject.
- Recognised senior leadership or management qualification.

Experience

Essential

- Significant, recent leadership experience in further education or a comparable post-16 provider, with accountability for curriculum planning and delivery across more than one curriculum area.
- A proven track record of leading curriculum review and design that has resulted in new or redesigned provision with demonstrable impact on recruitment, outcomes or progression.
- Experience of leading or making a major contribution to an annual curriculum planning cycle, including setting learner number targets and linking curriculum plans to funding and budgets.
- Experience of using labour market intelligence and market analysis to identify demand and build business cases for new provision.
- Experience of planning and implementing national qualification or curriculum reform (e.g. T Levels, qualification reform, apprenticeship standards).
- Experience of Higher Education provision in a college setting or in partnership with a university, including planning, development or quality processes.
- A track record of building employer and stakeholder partnerships that have directly shaped the curriculum.
- Experience of using performance data to drive quality improvement and of contributing to self-assessment.
- Experience of leading, coaching and developing leaders, including influencing colleagues outside own line management.
- Experience of leading significant change, including difficult decisions such as the redesign or withdrawal of provision.

Experience cont'd

Desirable

- Experience of HE programme development and validation, OfS regulatory compliance and working with validating or awarding partners.
- Experience of contributing to Accountability Statements, LSIPs or comparable local or regional skills planning.
- Experience of securing external funding or leading collaborative bids and projects.
- Experience of reporting to governors, boards or senior external stakeholders.

Essential Knowledge

- In-depth, current knowledge of post-16 education and skills policy in England, including qualification reform and its implications for a general further education college.
- Working knowledge of the HE regulatory framework for colleges, including OfS conditions of registration, partnership arrangements, Higher Technical Qualifications and the Lifelong Learning Entitlement.
- Knowledge of the London skills landscape, including LSIPs, Accountability Statements, GLA skills priorities and key growth sectors.
- Understanding of the Ofsted inspection framework, particularly curriculum and the contribution to meeting skills needs.
- Knowledge of the principles of effective curriculum design, including sequencing, progression and evidence-informed practice.
- Understanding of safeguarding responsibilities, including Keeping Children Safe in Education and the Prevent duty.

Skills and Abilities

Essential

- Ability to analyse complex labour market, performance and financial data and translate it into clear, prioritised recommendations.
- Excellent written communication, including strategies, business cases and reports for senior leaders and governors.
- Strong presentation, negotiation and influencing skills, with the ability to secure commitment from staff, employers and partners.
- Effective coaching and facilitation skills that build the capability of others.
- Strong project management skills, with the ability to manage several developments to deadline and quality.
- Ability to set clear objectives and manage the performance of direct reports.

Desirable

- Confident use of data and management information systems and dashboards**.**

Essential Personal Attributes

- Strategic and outward-looking, with a habit of horizon-scanning for policy, economic and employer change.
- A visible, collaborative leader who builds trust and a sense of common purpose across teams.
- Innovative and entrepreneurial, able to spot opportunities and turn them into practical action.
- Resilient and persistent, able to hold a clear course through challenge and resistance.
- Learner-focused, with high expectations of quality and a strong sense of accountability.
- Demonstrable commitment to equality, diversity and inclusion and to serving a diverse community.

Essential Additional Requirements

- Willingness to work across all College sites and at external venues, with occasional work outside normal hours.
- Satisfactory enhanced DBS check and other pre-employment checks.



How to Apply

We have retained FE Associates to support us in finding an outstanding individual to inspire excellent practice across our organisation. The application process is outlined below.

1

Initial Discussion

Prior to submitting an application, interested parties should arrange an initial conversation with our FE Associates lead consultant, by emailing **Amanda.Hart@fea.co.uk**, to discuss the role before the closing date.

2

Recorded First-Stage Teams Interview

Once it is agreed for you to proceed with an application, the lead consultant will schedule a first-stage interview via Teams with you which will take place before the closing date and will be recorded. Once this interview has been scheduled, you should submit your application.

3

Apply Online

Please visit **www.fea.co.uk/job/bsc-dcds** and complete the registration form to access the online application form and the equality and diversity form. At Step 2: Submitting your application, click Apply now.

4

Shortlisting and Invitation to Interview

After the closing time/date, our lead consultant will send all applications and recorded first-stage discussions to the College for shortlisting. Once the shortlist has been agreed, candidates will be notified by the lead consultant and shortlisted candidates will be invited to a formal interview/selection process with the College.

5

Safer Recruitment and Due Diligence Checks

Applicants are advised that, as part of the statutory guidance on Keeping Children Safe in Education, colleges/training providers are advised to make arrangements for an online search as part of due diligence on shortlisted candidates. The searches are aimed to assist in identifying things said or done that may harm the organisation's reputation or make the candidate unsuitable to work with children, young people and vulnerable adults. Where a cause of concern arises from the online search, a risk assessment will determine whether the concern is of such a nature that it is appropriate to exclude a candidate from the process or whether a clarification discussion, before or during an interview, is needed.

Key Dates

Closing date for applications: 9am on Tuesday 24 November 2026.

Interviews to take place on Thursday 10 December 2026.

Barnet Southgate College



Thank you for your interest

in joining Barnet and Southgate College and considering us as the next step and destination in your career.

To discuss the role, contact FEA's lead consultant **Amanda.Hart@fea.co.uk**

www.barnetsouthgate.ac.uk

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