



THE
BEDFORD
COLLEGE
GROUP

Group Director of Learning Excellence

Candidate Information Pack

April 2024

www.fea.co.uk/tbcg-dle



Welcome

Dear colleague,

Thank you for your interest in the role of Group Director of Learning Excellence at The Bedford College Group (TBCG). The group is the 7th largest further education college group in the sector by income and comprises 7 distinct colleges with 3 further educational colleges, 2 sixth form colleges and 1 national college for motorsport.

Our values are extremely important to us and keep the student at the heart of everything we do but none more so than those of quality of education and continuous improvement, and this role will drive up the quality of teaching excellence, student outcomes and the overall student experience.

The successful candidate will have a proven track record as an outstanding teacher and inspirational leader who can demonstrate their achievement and commitment to improve quality of education throughout their career to date. The successful candidate will be part of the group's senior leadership team and will provide a clear vision and strategies to improve the educational excellence working at pace.

To succeed in this role, you will come to us as an expert senior leader with a strong record of driving sustained improvements in learning and teaching, through innovative pedagogy and providing excellent and highly ambitious leadership.

You will be coming to TBCG at an extremely exciting period of change, with our new CEO having commenced in January this year with a clear vision and passionate commitment to excellence that will take us forward in the next stage of TBCG's evolution.

Interested parties are strongly encouraged to contact our FE Associates recruitment partner, Jo.Johnston@fea.co.uk, to arrange an initial discussion prior to submitting an application.

With best wishes,

Yiannis Koursis OBE
Chief Executive Officer

Em Lowe
Deputy CEO - Education



About Us

TBCG is one of the largest FE providers in England and has grown rapidly in the last few years. Initially based on the old Bedford College site, through mergers and acquisitions, by 2023 it will have grown to have approximately 16,500 learners on multiple sites. In 2018, it successfully merged with Tresham College to create pan-Bedfordshire and North Northamptonshire provision based on the concept of developing regional market towns, and this has recently been boosted by Central Bedfordshire College (CBC) deciding to join the group in February 2023. The group has an Ofsted judgement of 'good', having rapidly improved the quality rating of Tresham on merger. These developments mean that TBCG will have geographical sites in Bedford, Kettering, Corby, Wellingborough, Silverstone (housing a specialist motorsport facility), Shuttleworth (a land-based campus), and CBC sites in Dunstable and Leighton Buzzard.

Our strategic plan from 2022 to 2027 has a straightforward but challenging aim: 'to be the best and most authoritative further education provider in the South East Midlands'. This reflects both our current position as being the largest provider of FE in the region and also our ambition to be recognised as a system leader in national FE and a major source of civic leadership within our communities. TBCG is explicitly a regional institution and has no interest in being a national group or in growing for the sake of growth. Our rationale for expansion has been (and will continue to be) to achieve the benefits of regional integration, and its location is a major strength sited, as it is, within the southern part of the Oxford-Cambridge Arc and within easy commuting distance of London. Economic growth and employment opportunities are buoyant (under almost all economic models) and population growth and long-term demographic projections are strong. The region has genuine world-class employers with needs requiring world-class technical skills, and TBCG is committed to



making a substantial contribution with regional partners to achieving this. We are also aware that advances in digital technology will change many aspects of how FE operates and we intend to be a leader in this area as well.

Notwithstanding such ambitions, TBCG will remain a values-driven institution with its students and the communities it serves at its heart, and with a strong commitment to equality, diversity and inclusion (our strategic plan reaffirms this). TBCG has always striven to do what is best for its students and, thereby, to promote educational excellence by delivering programmes that stretch and challenge them. Continuing to enhance the quality of provision and student and employer satisfaction is at the heart of our strategic plan.

The strategic plan is available on our website and has been included on the FE Associates microsite for this role. The financial position of the group is strong and it has a reputation in the sector for excellent financial management including having retained an ESFA financial rating of 'outstanding' for many years. Clearly, the national funding environment is difficult, particularly given inflation and the challenges of many aspects of staff recruitment and reward. Nonetheless, TBCG is better placed to weather such storms than the vast majority of the sector and we have a strong working relationship with our banks.

Our new CEO, Yiannis Koursis OBE, joined us at the beginning of the year and will continue to build on the group's strong reputation and take us forward in the next step of our journey. Yiannis has been helping transform the lives of students for more than 17 years, during which time he has held senior further education roles in colleges across the UK. He was awarded an OBE in 2022, and a fellowship by the Royal Society of Arts in 2020 for his outstanding achievements in social progress and development, championing the power of further education to transform lives. He is a dedicated national advocate for the sector and works tirelessly to reinforce it as a force for opportunity and growth. We operate a model whereby each of our colleges has a designated Principal who has day-to-day leadership responsibility for the college campuses and for ensuring the effective development and delivery of curriculum, teaching and learning and the student experience at the individual college.



Job Description

Job title:	Group Director of Learning Excellence
Reports to:	Deputy CEO
Direct reports:	<ul style="list-style-type: none">• Head of Learning, Teaching & Assessment• Head of Research, Innovation & Scholarship Engagement• Head of Teacher Training• Learning and teaching coaches
Salary:	£60,000 - £80,000 per annum depending upon experience

Job Purpose

The Group Director of Learning Excellence will:

- provide inspirational leadership and management across TBCG;
- ensure a high quality of provision and achievement is delivered across TBCG;
- participate in the continuing development of the college group through its vision and strategies;
- oversee all aspects of provision of the directorate;
- ensure all statutory requirements, policies and procedures are effectively communicated, implemented and followed by all employees of TBCG;
- carry out all aspects of the role in line with TBCG culture and values.



Main Duties

Specialist Area

- To promote innovative teaching methods exploring technology integration, active learning and student-centred approaches to ensure improved outcomes for students.
- To provide a commitment to excellence that contributes significantly to the overall success of the organisation.
- To research and anticipate key external agency requirements and to take action to ensure that the college is prepared to meet these confidently and effectively to maintain its outstanding reputation and be in the top 10% of colleges.
- To drive forward the quality of learning, teaching and assessment using effective professional development and innovative delivery that engages students and ensures they achieve maximum progress.
- To act as a pivotal role in curriculum design, collaborating with curriculum HoDs by reviewing existing programs and challenging managers regarding the improvement of educational standards and student outcomes.
- To use effective communication and collaboration with HoD, professional services and teachers, to foster a group-wide positive learning environment through teamwork and the line management of the learning and teaching coaches.
- To provide effective reports to the Executive and the Board on key aspects of the organisation's work.

Quality Improvement

- To lead on all aspects of quality improvement to ensure the college meets and surpasses national benchmarks for student value-added, achievement and performance tables.
- Through proactive data monitoring and analysis, identify and implement improvements in learning, teaching and assessment experiences and outcomes in liaison with the principals, vice principals, directors and teaching managers to maximise student outcomes, value-added and high grades and positive destinations.
- To develop a quality improvement strategy in liaison with the Deputy CEO, principals and vice principals to deliver measurable improvements in LTA.
- To develop and implement annual quality intervention improvement plans in liaison with directors which have a direct impact on the student experience and outcomes.
- To lead on and develop the teacher observation process to provide analysis and recommendations for action in liaison with the directors.

Leadership

- To represent the group internally and externally.
- To participate in the development of the TBCG learning improvement strategy and support the communication and implementation of it.
- To develop directorate strategy and vision that supports the overarching TBCG quality strategy.
- To develop plans and objectives to support the achievement of the strategy.
- To provide leadership in shaping the educational experience for both students and educators.
- To inspire teachers across the college, lead the rapid improvement of Learning, Teaching & Assessment and work with Curriculum Heads of Departments to improve the quality of learning, raise student achievement and address college priorities.
- To ensure directorate structures are effective both in terms of delivery and cost, and review models to ensure development and innovation.
- To act as a mentor to those directly reporting to you.
- To be visible and appropriately accessible to your wider team.
- To participate in innovative projects and groups for the further development of the group.
- To write and present reports to the Executive and Board of Governors as required.
- To ensure compliance in all regulatory and policy requirements.
- To ensure the completion of all TBCG-wide quality and monitoring processes.
- To be accountable to the Executive for the performance of the directorate.

Management

- To strategically lead the Learning, Teaching & Assessment team, learning and teaching coaches, the HoD for Teacher Training and HoD for Research, Innovation and Scholarship Engagement effectively to ensure that services are delivered and developments carried out to improve the student experience in line with the quality strategy and strategic plan.
- To lead and manage the team to meet external agency and college requirements.
- To lead the team with a strong vision of innovative and effective teaching practices which focuses on continuous improvement, which ensures all work has a positive impact on the quality of education.
- To ensure all employees are effectively managed on a day-to-day basis.
- To provide honest management of employees, particularly HoDs, through setting of standards and targets, providing regular feedback and holding people accountable when standards are not met.
- To ensure the effective performance of those reporting directly to them and support, mentor or take action as appropriate where this performance fails to meet required standards.



Management continued...

- To ensure any performance management issues are effectively handled in a timely manner following policy and procedure.
- To ensure all employees are up to date on and are supported to attend all mandatory training and staff development.
- To ensure HoDs are effective in ensuring cover is in place at all times for the directorate to operate effectively.
- To support the departmental management structure in planning and implementing effective strategies to meet the staffing needs of the directorate.
- To ensure effective induction is in place and is carried out in a timely manner across the directorate.
- To ensure effective annual appraisal is carried out by all managers and themselves.
- To ensure continuous succession plans are in place with opportunities for managers to step up.
- To consider what appropriate support is in place to ensure employees' well-being and that it is effectively utilised.
- To effectively supervise the HoDs in monitoring and managing the directorate's budget.
- To report to the Deputy CEO any relevant information regarding the directorate or wider group.
- To ensure all directorate targets are met.
- To attend and participate in all relevant organisational meetings.
- To undertake any other tasks reasonably requested.

Curriculum, Teaching, Learning & Assessment

- To lead on improving the quality of education and the curriculum leading to positive student outcomes and destinations.
- To work collaboratively with teachers, staff and students to ensure innovative and effective teaching practices which focus on continuous improvement.
- To lead on the learning, teaching and assessment practices and processes of the college including observations, learning walks and ensure appropriate intervention takes place that positively improves students' progress and achievement of high grades.
- To lead on effective assessment practice across the college in line with policy and ensure students receive high-quality feedback which helps them improve.
- To lead and liaise with the Director of HR and directors to ensure that development priorities are identified and actioned, with a particular focus on teacher development.
- To lead the work of learning and teaching coaches to ensure it meets organisation priorities and brings about rapid improvements in the pedagogy of learning, teaching and assessment.
- To lead and further develop effective professional development for learning and teaching staff with clear reporting and impact analysis of the improvements made.



College-Wide Responsibilities

- To attend other TBCG campuses for team management, meetings etc.
- To act as Duty Manager as assigned by rota.
- To support and participate in weekly ID checks and walk rounds.
- To support and participate in invigilation during exam periods.
- To support and participate in TBCG open days.
- To carry out investigations and disciplinary hearings as an independent director.

Statutory Duties

- **SAFEGUARDING** – To be responsible for promoting and safeguarding the welfare of children, young people and vulnerable adults and for raising any concerns in line with TBCG policy and procedure.
- **EQUALITY & DIVERSITY** – To be responsible for promoting equality and diversity in line with TBCG policy and procedure.
- **HEALTH & SAFETY** – To be responsible for following health and safety requirements in line with TBCG policy and procedure.
- **TRAINING & DEVELOPMENT** – To participate proactively in training and development including any required qualification development.



Person Specification

Knowledge/Experience

Essential

- Evidence of being an outstanding teacher and an inspirational leader.
- Evidence of high performance in previous roles/jobs, including innovative processes/intervention leading to evidenced positive outcomes.
- Evidence of experience of leading quality inspections and reviews leading to improvements.
- Evidence of experience of meeting and exceeding the standards within the quality assurance framework.
- Evidence of experience of working effectively with people from diverse backgrounds and an understanding of how to promote equality and diversity within the job role.
- Evidence of experience of driving sustained improvements in learning and teaching through innovative pedagogy.
- Evidence of experience of carrying out and moderating learning, teaching and assessment observation processes.
- Evidence of experience of improving the quality of apprenticeship delivery leading to improved, timely outcomes across an organisation.
- Recent effective experience of successful leadership and management in further education in a middle management role with full line management and service development responsibilities.
- Experience of quality improvement policy and process development and implementation, and of writing and reviewing policy and procedure documents.
- In-depth knowledge and understanding of the current FE sector including performance tables and QAR.
- Thorough knowledge and understanding of the Ofsted and HE criteria and inspection process.
- Evidence of successfully raising standards and performance with a team or cross-college to exceed national benchmarks.
- Knowledge of apprenticeship standards and end-point assessment.
- Recent experience in a leadership role in the education/skills/training sector.
- An excellent knowledge and understanding of current further and higher education funding.

Desirable

- Experience of effective partnership working with employers and other organisations.
- Knowledge of national strategies for 14-19, adult and higher education.
- Successful experience of leading Ofsted inspections as the college nominee.
- Experience of QAA/HEFCE review.
- Recent experience as an Ofsted inspector.



Skills

Essential

- To implement a vision for the quality of learning and teaching excellence across the group.
- Ability to make a positive contribution to the team, valuing and respecting others' expertise and contribution.
- Ability to promote the college's outstanding reputation and carry out college business appropriately and professionally at all times as a member of the directors' performance group.
- Ability to manage the future development of the quality improvement function innovatively and successfully.
- Ability to confidently and accurately analyse and interpret data and make recommendations for effective action.
- Ability to positively engage with, inspire and influence people at all levels both internal and external to achieve results.
- Confident IT user with experience of producing effective and concise reports for governors, managers and the senior team.
- Excellent verbal and written communication skills.
- Excellent people management skills.
- Excellent organisational skills.
- Excellent customer service skills.
- Excellent interpersonal skills.
- Excellent prioritisation skills.
- Good project management skills.
- Excellent decision-making skills and the understanding of your own authority levels and responsibility within this.
- Excellent level of numeracy.
- Excellent IT skills to include Microsoft Office (Word, Excel etc.).
- Excellent analysing skills.

Desirable

- Good knowledge and experience of using ProAchieve software.
- Good knowledge and experience of the Moodle system (or similar).



Qualifications/Training

Essential

- Degree level qualification.
- PGCE/Cert. Ed. teaching qualification or equivalent.

Desirable

- Postgraduate qualification in a relevant discipline.
- Level 5 management qualification.
- Ofsted lesson observation training.

Attributes

- Ability to deal with sensitive data confidentially.
- Ability to work both alone and within a team.
- Ability to work under pressure and adapt to changing workload demands.
- Ability to work to deadlines.
- Ability to build professional relationships.
- Ability to influence at all levels.
- Ability to take responsibility and exhibit leadership.
- To demonstrate the ability to work in line with TBCG's values, policies and procedures, with particular reference to equality and diversity, safeguarding and health and safety.
- Demonstrable willingness to continuously develop personal knowledge and skills.

Additional Requirements

- Ability to travel to all campus locations for meetings, events, training etc.
- Ability to provide duty manager cover.
- Ability to adapt working hours to changing needs in the business when these occur.
- A clear understanding of the appropriate professional boundaries and relationships that should be formed and maintained with children and young people.



The Bedford College Group

Terms and Conditions

The appointed candidate will receive the following:

- a competitive salary
- 35 days annual leave plus bank holidays
- a pension through either the Teachers' Pension scheme or the local government pension scheme.

Key Dates

Closing date for applications:	9am Tuesday 28 May 2024
Shortlisting:	week commencing Monday 3 June 2024
Interviews and selection:	week commencing Monday 17 June 2024

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The Application Process

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.

Initial Discussion and Recorded First-Stage Teams Interview

Prior to submitting an application, interested parties are advised to arrange an initial conversation with our FE Associates lead consultant, by emailing Jo.Johnston@fea.co.uk, to discuss the role before the closing date. 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. Please see the final page of this pack for full details on how to submit your application.

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.

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.

This post is exempt from The Rehabilitation of Offenders Act 1974. The Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975 provides information about which convictions must be declared during job applications and related exceptions and further information about filtering offences can be found in the DBS filtering guide. The Bedford College Group's policy on the employment of ex-offenders is available upon request. Candidates who are barred from working with children are reminded that it is a criminal offence to apply for this post.



Having obtained the full information from <https://www.fea.co.uk/tbcg-dle/>, discussed the role with Jo Johnston and scheduled your first-stage interview via Teams, you should email your application to recruitment@fea.co.uk in advance of the closing date and time (see Key Dates section). Applications received after this time will not be considered. Please note, CVs will not be accepted in place of, or in addition to, the application form.

Email Checklist

Please use the latest version of the application and ED forms found on the job page for this role and not older out-of-date versions. These forms are not compatible with IOS/MAC (Pages).

Ensure your email includes only the 2 forms necessary for your application (these forms are located with the candidate information pack on the FEA website jobs page for this role):

1. An Application Form with all sections completed including:

- An explanation of any gaps in your employment in **section 6**.
- A supporting statement which does not exceed the equivalent of 2 pages of A4 and is included as part of the form in **section 9** and not as a separate document. In this section, explain how you believe your knowledge, skills and experience match the criteria as stated in the person specification for this role (detailed in this candidate information pack).
- Please include 2 referees and their full postal and email addresses and their contact numbers in **section 10**. References are usually sought after the interview process and the college will not contact referees without your prior approval.
- Ensure you enter your name/e-signature and date in **section 11**.
- Save your completed form as a Word document with your surname, first name and the job reference as the filename i.e. Surname, First Name – tbcg-dle-Application.

2. The Equality and Diversity Monitoring Form.

- This is a Word format document. Please click **inside** each check box that applies to you.
- Once you have fully completed the form, please save this as a Word document with your surname, first name and the job reference as the filename i.e. Surname, First Name – tbcg-dle-ED.





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