

VACANCY INFORMATION

Post Name: Vice Principal – Finance and Resources

Closing date: Monday, 20 February 2012

Interviews: Week commencing 12 March 2012



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BACKGROUND INFORMATION

South Cheshire College

South Cheshire College was established in 1843, designated a tertiary college in September 1982 and incorporated in 1993. The College is a large college with a diverse curriculum ranging in levels from pre-entry to higher education and covering all curriculum areas with the exception of agriculture and horticulture.

Within its tertiary remit it is the sole provider of post-16 education in Crewe. The College provides academic and vocational programmes and offers provision in all subject sector skills areas with the exception of land-based. It offers higher national diplomas (HNDs), foundation degrees, adult and community learning, apprenticeships, and courses for 14-19 school students across most subject areas. About 30% of learners are enrolled on GCE AS and A-level programmes. There is a strong focus on literacy and numeracy provision. The College operates in a competitive environment: within a 15 mile radius, there are nine other post 16 providers including five school sixth forms, one Sixth Form College, a specialist land-based Further Education College and three other GFE colleges.

The College attracts students from throughout South and East Cheshire, notably Crewe, Nantwich, Alsager, Middlewich, Sandbach, Congleton, North Shropshire and North Staffordshire. The College serves an immediate population of 117,000 in the towns of Crewe and Nantwich, which has a low unemployment rate. Crewe is an industrial, commercial and service centre with a strong manufacturing tradition in high quality engineering. Nantwich has a history of agricultural economy, but in recent years has diversified into high technology and service industries.

The College has an outstanding record of academic success. In 1999 the College achieved the highest grades of any college inspected within the auspices of the Further Education Funding Council. In February 2004 the College received the highest inspection grades within the Ofsted/ALI inspection framework. Since then the College has also been subject to a number of Subject Sector Inspections and achieved excellent results. In March 2008 the College again received Ofsted inspection grades of outstanding in every aspect of its provision with a contributory grade of outstanding for Equality of Opportunity. In February 2011 Ofsted undertook a Good Practice Inspection in Science which concluded with an excellent report for the College. In September 2011 the Quality Assurance Agency for Higher Education published a report following an Integrated Quality and Enhancement Review (IQER) of the College's higher education provision. The report was extremely positive, with the QAA concluding that it had *confidence* in the College's management of standards and quality in its higher education provision.

South Cheshire College holds several national accreditation awards – notably ISO 9000; Investors in People (reaccredited in 2011); Matrix Award (2010); UnionLearn Quality Award 2011.

The Campus

South Cheshire College is situated on a single campus in a residential area in Crewe. The College moved into its new campus at the start of 2010/11 academic year. The new campus provides a first-class education facility at the heart of the community. Curriculum areas are grouped together in clusters and connected by vibrant social spaces and a blend of indoor and outdoor zones in an attractive setting. The Crescent is the central student heart, with outlets and facilities and areas that showcase student work.

Members of the local community make good use of the facilities too - particularly the 300-seat Centre Stage Theatre, the 6-court Sports Arena and outdoor multi-use pitch, as well as the Elements Hair & Beauty Salons, Dane Bank Travel Centre, Restaurant on the Crescent and College Shop.

Location



South Cheshire College is at the heart of everything. Our location offers easy access to surrounding natural beauty. Based in Crewe we're a 10 minute walk from the train station, close to Junction 16 of the M6 and less than an hour by road or rail from Manchester airport. London is only two hours away by train and reasonably priced accommodation means employees benefit from a good standard of living - whether you prefer to live in the country or the town.



When leaving the M6 Motorway at junction 16 or 17 follow the signs to Crewe. Pass Crewe Railway Station on the left and the college is one mile along Nantwich Road, turn right into Dane Bank Avenue



- 1** Main Entrance, Welcome Desk
- 2** Theatre and Event Venue
- 3** Fitness Centre
- 4** Travel Centre
- 5** Sports Hall
- 6** Library
- 7** Car Parking
- 8** Restaurant and Brasserie
- 9** Hair & Beauty Salons
- 10** Workshops
- 11** Child Care Centre
- 12** Art Studios

THE COLLEGE VISION, MISSION, ORGANISATIONAL VALUES AND STRATEGIC AIMS

In January of each year the Corporation meets to re-examine the college's vision, mission, organisational values and strategic aims. These deliberations are set within the national context of government targets and local priorities as established by the Learning and Skills Council, Cheshire East Council and local learning partnerships.

The Vision – The College in 2014

South Cheshire College will be a centre of excellence for post-sixteen education and training, providing a comprehensive range of high quality provision, supported by excellent resources, within an attractive and accessible learning environment.

The Mission – To Strive and Achieve

South Cheshire College promotes quality teaching and learning in a supportive environment. It aims to respond flexibly to the educational and training needs of its communities, anticipating, identifying and satisfying these needs efficiently and effectively.

Organisational Values

A series of values have been agreed which are designed to characterise the desired work climate and interpersonal attitudes at South Cheshire College and to guide the development of administrative policies and procedures. These are incorporated in the following statements:

- South Cheshire College exists to serve its community; each member is a valued asset.
Everyone will be treated with care and consideration as an individual whose contribution to the College is recognised.
- Management is more concerned with guidance and support than with regulation and control.
- All members of the College are partners in the success or failure of the organisation. Each one is accountable for results.
- Quality is at the heart of all we do. In our pursuit of excellence we recognise that individually and collectively we can always improve.
- The willingness to contribute to and respond to change is fundamental to our success.
- Within the College integrity and commitment are as highly valued as enterprise and creativity.
Clarity and openness of communication are considered essential to both our stability and our success.
- Co-operation is preferred to competition and partnerships will be encouraged with both education and non-education providers to develop our provision.
- Equality of opportunity is a commitment, which all members of the college will actively pursue.

All staff are made aware of the college's vision, mission and values at Induction. Together with the strategic aims they are reviewed each year.

Strategic Aims

The four key Strategic Aims proposed for the College over the period 2011/12 to 2013/14 are:

- To develop and deliver a rich and diverse curriculum portfolio that is targeted to meet the needs and address priorities
- To inspire students to develop their full potential and achieve high levels of success
- To increase overall efficiency and effectiveness by developing and enhancing resources, collaborative partnerships, organisational structures and supporting infrastructure, processes and systems
- To maintain the financial health of the College

Student Numbers

Student Category	2009/10	2010/11	2011/12*
16-18 (full-time)	2,594	2,546	2,273
16-18 (part-time)	101	116	292
Apprentices		4	111
Adults (not HE) (full-time)	634	552	437
Adults (not HE) (part-time)	2,407	1830	1132
HE	398	390	409

**2011/12 does not represent a full year at this stage (January 2012)*

SUMMARY OF SELF ASSESSMENT REPORT FOR 2010/11

Overall Effectiveness - Grade 2

The College's overall effectiveness is very good. Success rates show a year-on-year improvement and have been consistently above the national average for similar colleges for the last three years. Students are very successful on the majority of courses and make very good progress. The proportion of A level and BTEC level 3 students progressing to higher education is high. The College has demonstrated excellent responsiveness to local learning needs, particularly through its involvement in the development of 14-19 curriculum initiatives and employer engagement. The College has developed excellent local partnership links which have seen a significant increase in the provision of Apprenticeships, Higher Education and bespoke employer training courses. In 2010-11 the College has received very good inspection reports from IQER for the College higher education work and Ofsted for Science and Maths as part of the national good practice survey report.

Good pastoral support from specialist vocational tutors and the personal development tutors ensures that student progress is closely monitored and challenging targets set. Learners feel very safe in the College, reflecting the good promotion of safeguarding. The high quality specialist support offered by learner services ensures that students with identified learning difficulties and disabilities make excellent progress. Care, support and guidance are outstanding.

There is strong and effective management to promote a culture of change and continuous improvement, sustaining and building on the high standards seen at the previous inspection. Governors and senior managers are aware of the areas for improvement as well as the developing strengths of the College. The College has an impressive record of meeting its ambitious goals. Staff from across the College have high aspirations and expectations for students' progress and achievement and they work relentlessly to ensure that they achieve challenging targets. College finances are sound.

Capacity for Improvement - Grade 1

The College's capacity for improvement is outstanding. South Cheshire College has demonstrated an impressive record of sustained improvement and maintenance of high standards over the last decade. Very strong leadership from governors, the Principal and senior managers has successfully established a culture of continuous improvement and high aspirations for both staff and students. In the last three years success rates for 16-19 have improved by 3% and are well above the national average, and similarly adult success rates have improved by 4%. Governors provide a high level of challenge to College managers and are very focused on monitoring the experience and outcomes for students. Highly effective strategic planning and partnership working have enabled the College to respond effectively to changing local and national priorities. Self-assessment is rigorous and well established. Quality assurance systems are embedded in the College culture ensuring that challenging improvement targets are set and achieved. The provision of well-prepared data enables managers to easily identify actions for improvement.

Outcomes for Learners - Grade 2

Students make excellent progress during their time at College. Students come from very diverse backgrounds with varying levels of entry qualifications. Some have high GCSE results; others have few prior qualifications, and low expectations and aspirations for their futures. College overall success rates for all courses have risen over a four-year period from 77% in 2007/08, to 81% in 2010/11. For learner's aged 16 to 18 on long courses, success rates improved from 79% in 2007/08 to 83% in 2010/11. Over a similar period for 19+ learners on long courses, there has been an increase from 70% to 76%. For both of these cohorts success rates are above national averages.

The College achieved excellent A level success rates for all ages significantly above the national average. A2 achievement rates remain consistently high achieving a 99% pass rate for the last three years, with 49% of students achieving A*-B grades, and 79% achieving A*-C grades. Success rates are high on most vocational programmes and in line with the national average for VRQs and NVQs. Sixty per cent of vocational students achieved Merit or Distinction grades. Seventy seven per cent of our students studying for the extended project achieved A*-A grades. 19+ learners achieve their goals, particularly at level 1 and level 3 where student success rates are consistently higher than the national average. In addition, the College offers career promotion and progression opportunities both at an individual level and through links with local employers. These programmes range from Level 2 through to Foundation degree.

In GCSE English and Science the proportion of students achieving grades A* to C was satisfactory; 61% in English and 60% in Science. Value added data demonstrate that, most students make good progress given their prior attainment. Functional skills success rates overall for literacy, numeracy and ICT are good and above awarding body averages in 2010/11.

Students with learning difficulties and/or disabilities on the pre-foundation and entry programme make excellent progress developing the skills needed to become independent in, for example, being able to travel on their own and for integration into employment. Success rates for students following the certificates in life skills and skills for working life are outstanding and well above the national average.

Students enjoy college. They progress very well between levels within the College. The proportion that progresses successfully from GCE AS to A level is good (72%), on National Diplomas the figure is 87%. The proportion of A level students progressing to higher education is also high (75%). As a result of their high attainment, students are able to apply successfully for courses which are very selective, including medicine, dentistry and physiotherapy, at high profile universities. Students also successfully progress within the College from foundation to intermediate and advanced vocational courses and onto employment or higher education. Students' behaviour in lessons and around the College is good. They develop self-esteem and confidence in their abilities to succeed. Students' attendance is good (89%).

Learners feel that the College provides them with a safe learning environment. The College has comprehensive arrangements in place to ensure staff and student safety. The College has good links with external agencies and individuals and this promotes a positive image of the College and its learners in the local community. Students act as ambassadors within local schools working with pupils on curriculum projects. Many learners undertake voluntary work to aid their communities.

Quality of Provision – Grade 2

South Cheshire College has a high proportion of excellent teaching across all courses. A well-developed on-line observation system links closely to professional development with a strong team of Advanced Practitioners supporting and advising staff. Checking learning is taking place, helpful feedback, pace and delivery, the passion and enthusiasm of lecturers have all been identified by students and observers as being College strengths. All full time staff complete fifty hours of CPD per annum including work experience where appropriate. The College has highly effective IAG (Matrix accredited), diagnostic assessment, and initial screening systems. There are excellent student progress monitoring structures in place, based on an electronic Student Tracker, which match a systematic and coherent approach to assessment across all courses. All full time students are allocated targets and value added is firmly embedded. There are outstanding systems for support, advice, guidance and careers. Very effective mechanisms ensure parents and employers are kept well informed of student progress. The College has a highly responsive curriculum which meets the needs and interests of learners and is informed by excellent partnerships that have been developed with employers, local authorities, schools, universities, and community organisations.

Leadership & Management – Grade 2

Leaders and managers are highly effective in the promotion and maintenance of high standards. Strategic planning, performance monitoring and risk management are very good. Strategic plans are clear and effective and are aligned and responsive to local, regional and national needs and priorities. There are very good systems and use of data for target setting, monitoring and review which leads to improvements over time. Financial management and control is outstanding (Framework for Excellence 2010). Very good financial management ensures excellent efficiencies in the use of resources and ensures that investment is prioritised towards improving resources for learners. Safeguarding procedures and the promotion of safeguarding of learners are good. All staff and governors have undertaken training in safeguarding. Individualised support for students is outstanding; all those identified as requiring support receive timely and appropriate support. Achievement of learners with learning difficulties and disabilities is as high as for those not receiving support. There is excellent promotion of Equality and Diversity with a range of effective tools and activities to promote and raise awareness of issues relating to equality, diversity and inclusion. The College has very good mechanisms to engage with and measure feedback from learners, partners and other stakeholders. Managers at all levels make very good.

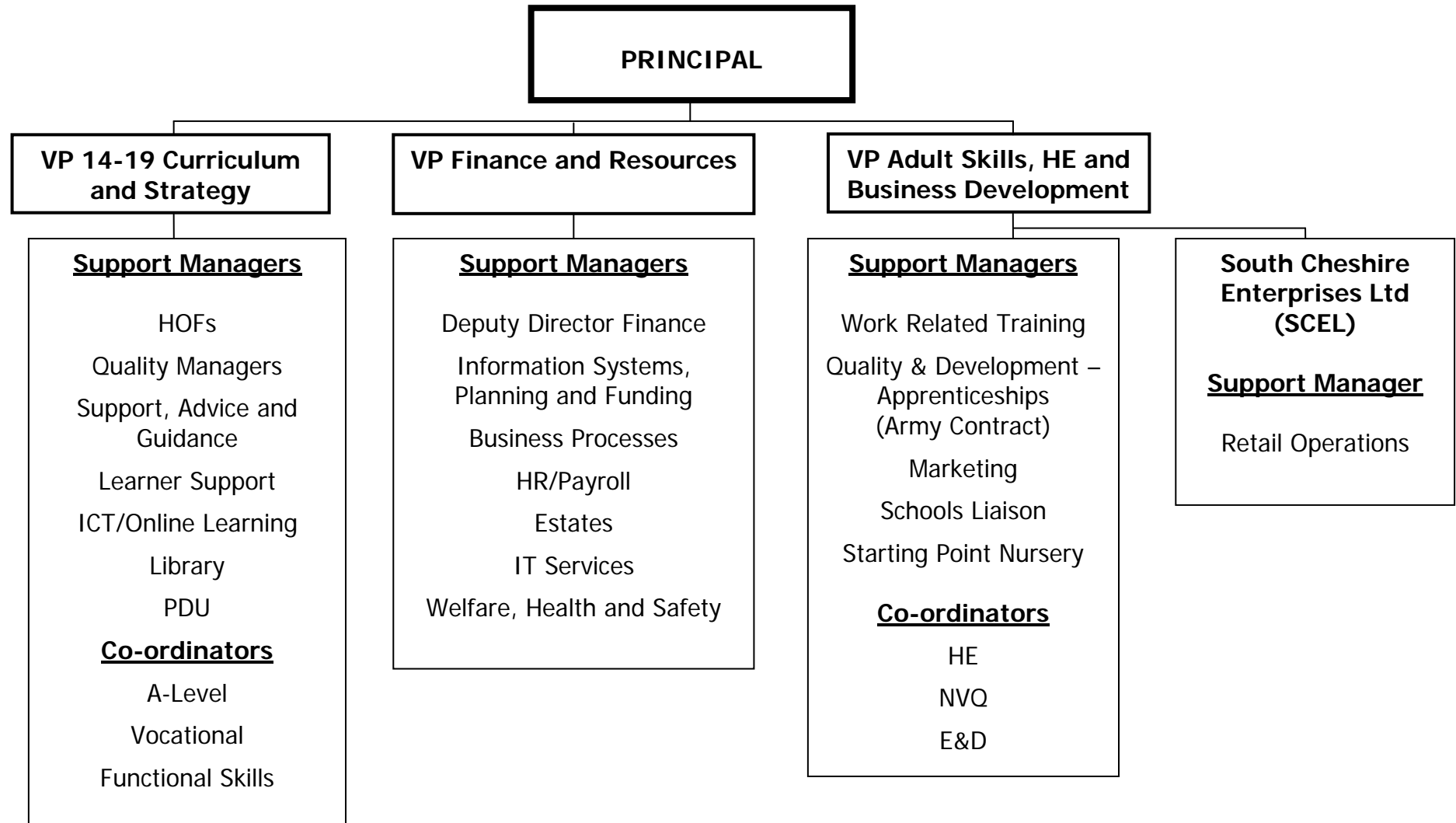
Success Rates for all qualifications by age and level (excluding Functional and Key Skills)

			2008/09	2009/10	2010/11	Provider Group
16-18	Level 1	Starts	697	711	768	371,343
		Success Rate	74.9 %	71.4 %	80.5 %	84.1 %
	Level 2	Starts	1,906	1,406	1,341	312,507
		Success Rate	79.2 %	78.4 %	83.6 %	82.5 %
	Level 3	Starts	3,185	3,480	3,931	426,760
		Success Rate	82.8 %	84.8 %	83.0 %	78.7 %
	Level 4 or Higher	Starts	9	0	0	1,356
		Success Rate	100.0 %			80.1 %
	Level Unknown	Starts	315	13	0	2,413
		Success Rate	75.6 %	0.0 %		93.9 %
	Total 16-18	Starts	6,112	5,610	6,040	1,114,379
		Success Rate	80.4 %	81.3 %	82.8 %	81.6 %
19+	Level 1	Starts	2,251	1,722	1,565	347,718
		Success Rate	72.8 %	76.1 %	80.8 %	82.5 %
	Level 2	Starts	1,361	1,330	1,183	272,368
		Success Rate	76.4 %	78.9 %	78.1 %	80.9 %
	Level 3	Starts	597	624	579	151,273
		Success Rate	74.7 %	77.4 %	80.3 %	78.4 %
	Level 4 or Higher	Starts	129	214	39	18,720
		Success Rate	81.4 %	82.2 %	51.3 %	72.0 %
	Level Unknown	Starts	244	0	0	6,364
		Success Rate	92.2 %			94.4 %
	Total 19+	Starts	4,582	3,890	3,366	796,443
		Success Rate	75.4 %	77.6 %	79.4 %	81.0 %
Total of Long Qualifications		Starts	10,694	9,500	9,406	1,910,822
		Success Rate	78.3 %	79.8 %	81.6 %	81.4 %

Success Rate for all qualifications by age, qualification type and level (excluding Functional and Key Skills)

				2008/09	2009/10	2010/11	Provider Group	
16-18	A Levels	Level 3	Starts	857	928	945	75,699	
			Success Rate	95.0 %	93.6 %	96.8 %	92.7 %	
	AS Levels	Level 3	Starts	1,734	1,794	1,914	148,945	
			Success Rate	80.0 %	83.7 %	77.8 %	72.6 %	
	BTEC / OCR	Level 2	Starts	191	179	0	4,675	
			Success Rate	81.2 %	76.0 %		79.1 %	
		Level 3	Starts	501	610	561	90,608	
			Success Rate	71.3 %	74.6 %	71.1 %	72.9 %	
		Total	Starts	692	789	561	95,283	
			Success Rate	74.0 %	74.9 %	71.1 %	73.2 %	
	GCSE	Level 2	Starts	230	164	318	44,430	
			Success Rate	79.1 %	80.5 %	82.7 %	81.6 %	
		Level 1	Starts	88	103	0	5,182	
			Success Rate	83.0 %	93.2 %		82.8 %	
		Level 2	Starts	167	168	22	10,864	
			Success Rate	75.4 %	81.0 %	90.9 %	76.5 %	
		NVQ	Level 3	Starts	24	38	17	1,551
				Success Rate	100.0 %	81.6 %	70.6 %	76.7 %
Total			Starts	279	309	39	17,597	
			Success Rate	79.9 %	85.1 %	82.1 %	78.4 %	
Other		Level 1	Starts	609	608	768	365,864	
			Success Rate	73.7 %	67.8 %	80.5 %	84.1 %	
		Level 2	Starts	1,318	895	1,001	252,538	
			Success Rate	79.4 %	78.1 %	83.7 %	83.0 %	
		Level 3	Starts	69	110	494	109,519	
			Success Rate	79.7 %	85.5 %	90.7 %	82.2 %	
		Level 4 or Higher	Starts	9	0	0	1,256	
			Success Rate	100.0 %			82.7 %	
		Level Unknown	Starts	315	13	0	2,413	
			Success Rate	75.6 %	0.0 %		93.9 %	
		Total	Starts	2,320	1,626	2,263	731,590	
			Success Rate	77.5 %	74.1 %	84.1 %	83.5 %	
		16-18 Total		Starts	6,112	5,610	6,040	1,113,544
				Success Rate	80.4 %	81.3 %	82.8 %	81.6 %

COLLEGE STRUCTURE



Key Responsibilities of Senior Postholders 2011-12

Post	Key Responsibilities
Principal	Chief Accounting Officer Strategic Plan Equality and Diversity
Vice Principal 14-19 Curriculum and Strategy	College Programme College franchise provision for 14-19 work based learning contracts AS/A2 level and vocational programmes development and co-ordination Line management responsibility for Heads of Faculty Cross college curriculum support for staff and students including advice and guidance, careers, learner services Student liaison including Student Council Professional development Learning Resource Centres On-line learning
Vice Principal Adult Skills, HE and Business Development	Adult programmes development and co-ordination, including franchise agreements with local partners HE portfolio development and management Employer engagement South Cheshire Enterprises Limited (SCEL) External liaison including PR/Marketing, promotional activities, surveys, and the Information centre, including reception and central admissions Named person for Child Protection College nursery
Vice Principal Finance and Resources	Financial forecasts College budgets Administration, including examinations and registry Statistical and information returns to LSC Data Protection Officer Human Resources Health, safety and welfare, including counselling Financial support for students College network and computer systems College estate Campus sustainability

JOB DESCRIPTION

JOB TITLE

Vice Principal - Finance and Resources

AREA/LOCATION

Strategic Management Team

GRADE

Senior Postholder

HOURS OF WORK Part-time/Full-time

Such hours as are necessary for the proper and efficient performance of the duties of the post

RESPONSIBLE TO:

Principal / Chief Executive

RESPONSIBLE FOR:

- Strategic leadership and effective planning, monitoring and control of the College's Finances, Human Resources, Estates, MIS, IT Services and Health, Safety & Welfare.
- Preparation of relevant, timely and accurate regulatory and statutory accounting returns
- Line management and performance monitoring of a team of managers
- Risk Management for the College
- Leading and developing the College accommodation strategy.
- Deputising for the Principal as required.

SPECIAL FEATURES eg Further Opportunities

- South Cheshire College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- The College is committed to offering staff development activities to all employees in response to College and personal needs.
- Responsibilities amongst SMT members may be interchanged at any time dependent on strategic priorities and work levels.

DUTIES AND RESPONSIBILITIES

The post holder will:

1. Support fully at all times the College's aims and objectives
2. Lead on the development, management and implementation of effective financial strategies and plans within the guidelines set by the Corporation and external funding bodies, to achieve key financial objectives and ensure the continued secure financial position of the College.
3. Oversee the preparation of annual budgets and the College's 3 year financial forecast and ensure the timely completion of required statistical returns to the relevant external bodies.
4. Develop and refine internal resourcing models for the determination of budgets and the monitoring of performance and set appropriate targets and indicators for budget managers to safeguard the achievement of a college surplus
5. Ensure rigorous management, monitoring and forecasting of financial performance on key contracts with YPLA, SFA, HEFCE and others and report to the Governing Body and its subcommittees
6. In conjunction with the Principal, prepare detailed financial and student performance data to forecast and inform funding allocations negotiations with relevant external funding agencies, bids or contract negotiations with partners or other providers.
7. Ensure that all stakeholders including the Corporation, funding bodies, College management, staff, suppliers, bankers and auditors, have timely, appropriate, accurate and meaningful financial and management information to undertake their roles effectively.
8. Develop and implement an Internal Financial Control Framework which ensures that the College meets statutory, regulatory and corporate governance requirements, which reflects best practice and the values of the College while ensuring the highest standards of probity at all times.
9. Have responsibility for the management of best value exercises to ensure that the services provided are fit for purpose and provide value for money.
10. Lead the planning and development of the College's Finance, Estates, HR, MIS, IT Services and Health & Safety strategies and manage their implementation; to ensure that the College's physical and human resources are effectively acquired, managed, deployed and developed to ensure the strategic objectives and operational needs of the college are met; ensure compliance with relevant legislative and statutory requirements applicable to these areas of work.
11. To lead the development and implementation of the College's Risk Management policy and procedures, maintaining an up to date risk register, and promoting risk awareness
12. Liaise with external auditors and internal auditors to ensure the effective audit of the College's business with appropriate action to meet auditors' requirements; attend the Audit Committee and assist in the interpretation of the auditors' recommendations and the actions to be taken, and puts forward an Audit Plan for approval annually.

13. Have line management responsibility for managers responsible for Finance, Estates, HR, MIS, IT Services and Health & Safety.
14. Monitor, supervise and appraise the performance and workloads of your staff to ensure they receive appropriate guidance and support, negotiating and agreeing with them key objectives and challenging performance targets in-line with the College's mission and strategic priorities.
15. As a member of the SMT be responsible for the efficient and effective running of the College.
16. Follow all agreed Quality Assurance and Risk Management Systems operating in the College and contribute generally to the establishment and development of a quality provision/service.
17. Comply with all College policies and procedures and ensure that these policies are followed by staff and students.
18. Undertake appropriate staff development activities that support personal development and the changing needs of the College and its environment.
19. Operate proactively as a member of the College's Strategic Management Team initiating and leading on College priorities and policy matters, and in so doing promote the consultative framework of the College and ensure open and effective communication with staff, students and stakeholders.
20. Be aware of, and responsive to, the changing nature of the College and adopt a flexible and proactive approach to work.
21. Undertake such other duties as may reasonably be required commensurate with this grade, at the initial agreed place of work or at other locations in the College catchment area.

This Job Specification is current as at the date shown. In consultation with the postholder, it is liable to variation to reflect changes in the job

Committed to Equality of Opportunity
Dane Bank Avenue Crewe Cheshire CW2 8AB
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f: SMT/VP F&R

PERSON SPECIFICATION

VICE PRINCIPAL – FINANCE AND RESOURCES

	Essential	Desirable
Education and Qualifications	<p>ACCA/ACA/ACMA/CIPFA qualified Accountant or equivalent</p> <p>Evidence of ongoing professional development</p>	<p>Higher Degree and/or a comparable professional qualification</p> <p>Management qualification</p>
Skills/Experience	<p>A successful track record in a senior management post, which has involved strategic planning, management of complex finance systems and budgets and responsibility for a range of staff</p> <p>Proven experience of financial and business planning, including management of financial and accounting services</p> <p>Thorough understanding of current FE sector funding methodologies and financial processes and procedures</p> <p>Ability to develop practical systems to plan, monitor and control income and expenditure.</p> <p>Experience of both strategic and operational risk assessment and risk management.</p> <p>Ability to plan and prioritise work including when under pressure, and achieve deadlines</p> <p>Clear leadership and management to promote an open management style and to motivate others to achieve outstanding results</p> <p>Strong team building skills</p> <p>Strategic and operational management with proven ability to determine objectives and oversee implementation to ensure aims are achieved and evaluated within agreed policy/strategic frameworks.</p> <p>Excellent Numeracy and IT skills</p>	<p>Good knowledge of UK further education sector and current developments</p> <p>Relevant experience in managing Property/Estates, Human Resources, IT Services and Management Information</p> <p>Experience in the use of performance measurement tools including the development and application of management information systems.</p> <p>Experience of managing the work of both internal and external auditors.</p>

<p>Personal Attributes</p>	<p>Excellent communication skills with proven ability to negotiate, influence and present to wide range of audiences</p> <p>Commitment to high ethical and professional standards, integrity and credibility that commands the confidence of employees, Board members, partners and Stakeholders</p> <p>High levels of probity, diplomacy and confidentiality.</p> <p>Excellent inter-personal skills with ability to develop positive working relationships at all levels (internally and externally to college)</p> <p>Accuracy and attention to detail</p> <p>Demonstrates sound judgement and decision-making skills</p> <p>Ability to delegate, manage and deliver the performance of others</p> <p>Effective team-building and development skills</p> <p>Ability to promote equality and diversity throughout all aspects of college life</p> <p>Excellent organisational skills, ability to prioritise and work effectively under pressure</p> <p>Flexible approach to working</p> <p>Commitment to on-going professional development for self and others</p>	
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Conditions of Service

Vice Principal

1 SALARY

Actual salary will be determined by the Governing body, and it is anticipated that this would initially be c£80,000 pa.

2 PERFORMANCE RELATED BONUS

A non-consolidated bonus of up to 10% of salary will be paid each year subject to performance targets being met.

3 ANNUAL HOLIDAY ENTITLEMENT

8 bank/public holidays, 35 days holiday in each holiday year (1 September to 31 August), plus 3 days for closure between Christmas and New Year.

4 PENSION ENTITLEMENT

Eligible to join either the Local Government Pension Scheme or the Teachers' Pension Scheme, which are contracted out of the State Earnings Related Scheme.

Teachers' Pensions – Staff contributions of 6.4% of salary

LGPS – Staff contributions of 7.2% of salary

Both include 3 x annual salary Death in Service benefit.

5 HOURS OF WORK

Such hours as are necessary for the proper performance of your duties and responsibilities.

6 OTHER BENEFITS

The College has on-site both a day nursery with after school care facilities and fitness centre.

APPENDIX

College Recruitment Policies

Right to Work Policy

Sections 15-25 of the Immigration, Asylum and Nationality Act 2006, sets out new law on the prevention of illegal immigrant working in the UK. These provisions came into force on 29 February 2008.

As an employer, we need to ensure that **before** a member of staff is employed we need to:

- 1) see a document or documents which appear to be the original
and
- 2) keep the document/s or copy it or scan it onto a computer database.

The documents which can be provided are as set out below:

- **If there is an on going right to work – see List 1** - Prospective employees should provide one document from Section A, or two documents from Section B as described below.
- **If there is a right to work for a limited period – see List 2** - Prospective employees should provide one document from Section C, or two documents from Section D as described below.

LIST 1 – Documents which show an ongoing right to work.

Section A - Single Documents

1. A passport showing that the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the United Kingdom and Colonies having the right of abode in the United Kingdom.
2. A passport or national identity card showing that the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland.
3. A residence permit, registration certificate or document certifying or indicating permanent residence issued by the Home Office or the Border and Immigration Agency to a national of a European Economic Area country or Switzerland.
4. A permanent residence card issued by the Home Office or the Border and Immigration Agency to the family member of a national of a European Economic Area country or Switzerland.
5. A Biometric Immigration Document issued by the Border and Immigration Agency to the holder which indicates that the person named in it is allowed to stay indefinitely in the United Kingdom, or has no time limit on their stay in the United Kingdom.
6. A passport or other travel document endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the United Kingdom, has the right of abode in the United Kingdom, or has no time limit on their stay in the United Kingdom.

Section B - Combination Documents

1. An official document issued by a previous employer or Government agency; HM Revenue and Customs (formerly the Inland Revenue), the Department for Work and Pensions, Job Centre Plus, the Employment Service, the Training and Employment Agency (Northern Ireland) or the Northern Ireland Social Security Agency, which contains the permanent National Insurance number and name of the person.

PLUS ONE OF THE FOLLOWING

- An Immigration Status Document issued by the Home Office or the Border and Immigration Agency to the holder with an endorsement indicating that the person named in it is allowed to stay indefinitely in the United Kingdom or has no time limit on their stay in the United Kingdom.
- A full birth certificate issued in the United Kingdom which includes the name(s) of at least one of the holder's parents.
- A full adoption certificated issued in the United Kingdom which includes the name(s) of at least one of the holder's adoptive parents.
- A birth certificate issued in the Channel Islands, the Isle of Man or Ireland.
- An adoption certificate issued in the Channel Islands, the Isle of Man or Ireland.
- A certificate of registration or naturalisation as a British citizen.
- A letter issued by the Home Office or the Border and Immigration Agency to the holder which indicates that the person named in it is allowed to stay indefinitely in the United Kingdom.

LIST 2 – Documents which show a right to work for up to 12 months (must be seen every 12 months)

Section C - Single Documents

1. A passport or travel document endorsed to show that the holder is allowed to stay in the United Kingdom and is allowed to do the type of work in question, provided that it does not require the issue of a work permit.
2. A Biometric Immigration Document issued by the Border and Immigration Agency to the holder which indicates that the person named in it can stay in the United Kingdom and is allowed to do the work in question.
3. A residence card or document issued by the Home Office or the Border and Immigration Agency to a family member of a national of a European Economic Area country or Switzerland.

Section D -Combination Documents

1. A work permit or other approval to take employment issued by the Home Office or the Border and Immigration Agency.

PLUS ONE OF THE FOLLOWING

- a passport or another travel document endorsed to show the holder is allowed to stay in the United Kingdom and is allowed to do the work in question.
 - a letter issued by the Home Office or the Border and Immigration Agency to the holder or the employer or prospective employer confirming the same.
2. A Certificate of Application issued by the Home Office or the Border and Immigration Agency to or for a family member of a national of a European Economic Area country or Switzerland stating that the holder is permitted to take employment which is less than 6 months old.

OR

- An Application Registration Card issued by the Home Office or the Border and Immigration Agency stating that the holder is permitted to take employment
3. A document Issued by a previous employer or Government Agency e.g. Inland Revenue (now HMRC), the Department for Work and Pensions, Job Centre Plus, the Employment Service, the Training and Employment Agency (Northern Ireland) or the Northern Ireland Social Security Agency, which contains the National Insurance number and name of the holder.

PLUS ONE OF THE FOLLOWING

- An Immigration Status Document issued by the Home Office or the Border and Immigration Agency to the holder with an endorsement indicating that the person named in it can stay in the United Kingdom, and is allowed to do the type of work in question.
- A letter issued by the Home Office or the Border and Immigration Agency to the holder or the employer, which indicates that the person named in it can stay in the United Kingdom and is allowed to do the work in question.

Equal Opportunities Policy for Employees

1 Policy Statement

The College seeks to employ a workforce, which reflects the diverse community at large, because we value the individual contributions of all people. We will treat all employees with respect and dignity and provide a working environment free from unlawful discrimination, harassment or victimisation. To this end, within the framework of the law and best personnel practice, we are committed, wherever practicable, to achieving and maintaining a workforce, which broadly reflects the local community.

The College will not tolerate any form of behaviour or activity that discriminates on the grounds of gender, marital status, family responsibilities, sexual orientation, colour, race, nationality, religious belief, ethnicity, disability, age and unrelated criminal convictions.

No employee or job applicant should be disadvantaged or treated less favourably because of conditions or requirements which cannot be justified and the college will seek to make reasonable adjustments to its arrangements and premises with a view to avoiding any disadvantages for disabled people. Action will be taken to ensure that individuals are treated equally and fairly and that decisions on recruitment, selection, pay, training, promotion, and career management and on the termination of employment are based solely on objective and job related criteria.

2 Action to Implement Policy

It is the aim of the College to set an action plan containing explicit, measurable and achievable objectives and targets.

The College will establish a committee comprising representatives of all internal stakeholders to oversee the operation of the equal opportunities policy against the set targets and objectives.

3 Responsibilities

All employees have personal responsibility for the practical application of the policy, which extends to the treatment of employees, and through our contractual agreements with contractors. **The Chief Executive** has overall responsibility for the operation of this policy.

The Head of Human Resources will be responsible for ensuring that fair and adequate arrangements exist for both effectively handling and recording all aspects of the employment relationship, including recruitment and selection.

All managers have a responsibility to ensure the policy is carried through effectively, by giving active support to the policy and ensuring employees under their control understand and implement the policy. They should encourage employees to inform them of any instances of discrimination, and ensure that all allegations are investigated with the assistance of [the personnel department]. Managers will be responsible to the [Chief Executive] for these activities.

Disciplinary action will be taken against any employee who does not comply with these requirements.

4 Training

The responsibilities in relation to equal opportunities will be positively incorporated into training at all levels.

The policy will be made available to all employees including new employees. All job applicants shall receive an equal opportunities statement with the job information package. The College will examine and review existing procedures for recruitment, selection, promotion and training.

5 Monitoring

The effectiveness of the employment policies and practices of the College will be monitored by quantitative and qualitative analysis. In particular, records of the sex, age; nationality, ethnic origin and disablement of employees and job applicants should be kept. Any monitoring will be in compliance with the Data Protection Act 1984.

A summary of the quantitative analysis will be presented to the most appropriate committee of the Board on an annual basis. If the monitoring process indicates possible areas where discrimination, harassment, victimisation may be occurring, appropriate action will be taken.

If under representation of certain groups occurs then in the first instance an investigation will be taken to identify the causes. Where necessary positive action such as training employees and managers, encouraging applications, or introducing more flexible working practices may be considered.

The operation of this policy will be reviewed annually with the staff representatives, to ensure that it is working properly.

Recruitment of Ex-Offenders Policy

As an organisation using the Criminal Records Bureau (CRB) Disclosure service to assess the suitability of applicants for positions of trust, South Cheshire College complies fully with the CRB Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information received.

South Cheshire College is committed to the fair treatment of its staff, potential staff or users of its services, regardless of age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, sexual orientation, unrelated criminal convictions, or other relevant criteria.

We actively promote equality of opportunity and welcome applications from all sections of the community. We select all candidates for interview based on their skills, qualifications and experience.

A Disclosure is requested for all successful candidates due the nature of the work of the organisation. All application forms and recruitment briefs contain a statement confirming that a Disclosure will be requested in the event of the individual being offered the position.

We encourage applicants to provide details of their criminal record at the application stage of the recruitment process by declaring it on the application form. We guarantee that this information is sent only to those who need to see it as part of the recruitment process.

The nature of the positions offered by South Cheshire College allows us to ask questions about an individual's entire criminal record. We ask about 'spent' convictions as defined in the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Order 1986 (SI 1986 no 1249).

We ensure that all those involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, eg the Rehabilitation of Offenders Act 1974.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information which is directly relevant to the position could lead to the withdrawal of an offer of employment.

We make every subject of a CRB Disclosure aware of the existence of the CRB Code of Practice and make a copy available upon request.

We undertake to discuss any matter revealed in a Disclosure with the person seeking appointment before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working at South Cheshire College. It will depend on the nature of the position and the circumstances and background of your offence(s).

South Cheshire College

Policy for the Protection of Children, Young People and Vulnerable Adults

Contents

- A General Policy Statement
- B The Designated Staff with Responsibility for the Protection of Children, Young People and Vulnerable Adults
- C Dealing with Disclosure of Abuse and Procedure for Reporting Concerns
- D Allegations Against Members of Staff
- E Associated Policies
- F Starting Point Childcare Centre – Additional Child Protection Procedures

A General Policy Statement

South Cheshire College has a statutory and moral duty to ensure that it functions with a view to safeguarding and promoting the welfare of children, young people and those adults deemed vulnerable receiving education and training at the College.

The college is committed to providing a safer learning environment that is based upon positive well-being, personal safety and security essential for all learners and all staff.

Throughout these policies and procedures, reference is made to:

“children and young people”. This term is used to mean “those under the age of 18”

“vulnerable adults” A vulnerable adult is defined as a person “who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of himself or herself, or unable to protect him or herself against significant harm or exploitation”

The governing body is committed to ensuring that the College:

- Provides a safe environment for children, young people and vulnerable adults to learn in
- Identifies children, young people and vulnerable adults who are suffering, or likely to suffer, significant harm, and
- Takes appropriate action to see that such children, young people and vulnerable adults are kept safe, both at home and at the College.

In pursuit of these aims, the governing body will approve and annually review policies and procedures with the aim of:

- Raising awareness of issues relating to the welfare of children, young people and vulnerable adults and the promotion of a safe environment for them learning within the College
- Aiding the identification of children, young people and vulnerable adults at risk of significant harm, and providing procedures for reporting concerns
- Establishing procedures for reporting and dealing with allegations of abuse against members of staff
- The safe recruitment of staff

In developing the policies and procedures, the governing body will consult with, and take account of, guidance issued by the Department of Health, the Department for Children, Schools and Families and other relevant bodies and groups. The College will refer concerns that a child, young person or vulnerable adult might be at risk of significant harm to Social Services and/or the appropriate agencies as agreed with the local Safeguarding Children Board.

The Principal and all staff working with children will receive training adequate to familiarise themselves with protection issues and responsibilities and the College procedures and policies, with refresher training at least every 3 years. There will be a senior member of the College management team with special responsibility for protection issues (the designated senior member of staff with lead responsibility for protection). S/he shall be assisted by other members of staff with responsibility for the protection of children, young people and vulnerable adults.

The governing body will receive from the designated senior member of staff with lead responsibility for protection an annual report which reviews how the duties have been discharged.

The governing body recognises the following definition of abuse:

Abuse is a violation of an individual's human and civil rights by any other person or persons.

Abuse may consist of a single act or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or an omission to act, or it may occur when a child, young person or vulnerable adult is persuaded to enter into a financial or sexual transaction to which he or she has not consented, or cannot consent. Abuse can happen in any relationship and may result in significant harm to, or exploitation of, the person subjected to it.

The following 6 categories of abuse have been identified:

Physical abuse

Physical abuse may include hitting, slapping, pushing, kicking, misuse of medication, restraint or inappropriate sanctions.

Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child, young person or vulnerable adult they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen syndrome by proxy.

Some of the recognised signs of physical abuse are: unexplained burns, scratches, bruising and abrasions, drowsiness from misuse of medication and anxiety in the presence of the abuser.

Neglect and acts of omission

This may include ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate heating and nutrition.

Some of the recognised signs of neglect and acts of omission are: dehydration, infections, malnutrition and hypothermia.

Sexual Abuse

This may include rape and sexual assault or sexual acts to which the child, young person or vulnerable adult has not consented, or could not consent or was pressured into consenting. It also includes forcing a person to look at pornographic materials.

Some of the recognised signs of sexual abuse are: changes in behaviour; torn, stained or bloody underclothing; bruising around the breasts or genital area; sexually transmitted diseases; difficulties in walking or sitting and sexualised behaviour.

Psychological/emotional abuse

Psychological abuse may include emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or support networks.

Some of the recognised signs of psychological or emotional abuse are: fear, passivity, confusion, apathy, lack of eye contact, low self-esteem, disturbed sleep patterns and reluctance to talk openly.

Financial or material abuse

This may include theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Some of the recognised signs of financial or material abuse are: loss of jewellery and personal property, lack of money to purchase basic items, a bill not being paid when money is entrusted to a third party, inadequate clothing, unexplained withdrawal of cash and loss of money from a wallet or purse.

Discriminatory abuse

This may include abuse, bullying and harassment based on the individual's age, sex, disability, religion, race or ethnicity or sexual orientation.

Some of the recognised signs of discriminatory abuse might be very similar to psychological or emotional abuse.

B Designated Staff with Responsibility for the protection of children, young people and vulnerable adults

Senior Staff Member with Lead Responsibility

The designated senior member of staff with lead responsibility for protection issues is Suzanne Wainwright, Vice Principal, who can be contacted at South Cheshire College, Dane Bank Avenue, Crewe, Cheshire CW2 8AB
Tel 01270 654679; Fax 01270 500087; email s-wainwright@s-cheshire.ac.uk

The designated senior member of staff is a senior member of the College management team. She has a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of children, young people and vulnerable adults and the promotion of a safe environment for learners within the College.

The designated senior member of staff is responsible for:

- Overseeing the referral of cases of suspected abuse or allegations
- Providing advice and support to other staff on issues relating to the protection of children, young people and vulnerable adults
- Maintaining a proper record of any protection referral, complaint or concern (even where that concern does not lead to a referral)
- Ensuring that parents of children, young people and vulnerable adults within the College are aware of the College's Policy for the Protection of Children, Young People and Vulnerable Adults
- Liaising with the LEA and the local Safeguarding Children Board and other appropriate agencies
- Liaising with secondary schools which send pupils to the College to ensure that appropriate arrangements are made for the pupils
- Liaising with employers and training organisations that receive children, young people and vulnerable adults from the College on long term placements to ensure that appropriate safeguards are put in place
- Ensuring that staff receive basic training in protection issues and are aware of the College protection procedures.

The designated senior member of staff will provide an annual report to the governing body of the College setting out how the College has discharged its duties. She is responsible for reporting deficiencies in procedure or policy identified by the local Safeguarding Children Board (or others) to the governing body at the earliest opportunity.

Designated Staff Members

Other designated members of staff with responsibility for child protection issues are:

Michele Walker, Health, Safety and Welfare Manager
Sara Duncalf, HR Manager
Dulcie Knifton, Head of Support, Advice and Guidance
Chris Baggs, Head of Learner Services
Sam Hart, Nursery Manager
Julie Titley, Deputy Nursery Manager

These designated staff members:

- Report to the senior member of staff with lead responsibility on safeguarding issues
- Will know how to make an appropriate referral
- Will be available to provide advice and support to other staff on issues relating to the protection of children, young people and vulnerable adults
- Have particular responsibility to be available to listen to children, young people and vulnerable adults studying at the College
- Will deal with individual cases, including attending case conferences and review meetings as appropriate
- Have received training in child protection issues and inter-agency working, as required by the local Safeguarding Children Board, and will receive refresher training at least every 2 years

The above staff can be contacted at BeSafe@s-cheshire.ac.uk ,
and on Tel 07879 412301.

In the event that the designated staff members are unavailable, the college counsellors Cath Vyse and Sharon Gallagher should be contacted on 01270 654654.

C Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

If a child, young person or vulnerable adult tells a member of staff about possible abuse:

Listen carefully and stay calm

Do not interview them, but question normally and without pressure, in order to be sure that you understand what they are telling you

Do not put words into their mouth

Reassure them that by telling you, they have done the right thing

Inform them that you must pass the information on, but that only those that need to know about it will be told. Inform them of to whom you will report the matter

Note the main points carefully

Make a detailed note of the date, time, place, what they said, did and your questions etc

Staff should not investigate concerns or allegations themselves, but should report them immediately to the designated senior member of staff with lead responsibility for protection issues or a designated staff member or a college counsellor.

D Allegations against members of staff

If an allegation is made against a member of staff, this should be reported immediately to the senior staff member with lead responsibility for protection issues.

Actions will be taken both to protect children, young people or vulnerable adults and the accused member of staff. These may include ensuring that the member of staff is not placed in a vulnerable situation while investigations take place, giving the staff member leave of absence on full pay or ensuring they are not working alone.

E Associated policies

The Policy for the Protection of Children, Young People and Vulnerable Adults should be read in conjunction with other College policies and procedures, including:

The Vision
The Mission
Organisational Values
Health and Safety Policy
Student Harassment and Bullying
Substance Misuse Policy
Disciplinary Procedure (staff)
Recruitment and selection (staff)
Code of conduct for college staff
Equal Opportunities for Students
Race Equality
Age Discrimination Policy
Religion or Belief Guidelines
Sexual Orientation Guidelines

F Starting Point Childcare Centre – Additional Child Protection Procedures

All parents/carers will be requested to report any injury, e.g. bruising, cuts etc sustained by the child to the staff on arrival at the nursery.

Staff will record the injury in the incident book and parents/carers will be asked to sign the incident book.

Nursery staff will respect the right to confidentiality at all times.

Starting Point Child Care Centre acknowledges the four categories of abuse:

1. Physical abuse
2. Emotional abuse
3. Sexual abuse
4. Neglect

Any member of staff concerned about an injury or other evidence of abuse will report it to the practitioner who has lead responsibility for safeguarding children (SoCCo).

- A written record will then be made of the observations or the information received
This will be completed between the staff member and the SoCCo
- The record will be signed and dated
- Details will be completed on the proforma included in the Staying Safe-Safeguarding children pack (the pack is kept in the manager's office)

Procedure to be followed if there are any concerns relating to child protection

- If we have any concerns in the setting over a child relating to child protection and it is **appropriate** we will contact the child's parents/carers.
- However we have a duty to protect children and report our concerns or seek advice from the local Safeguarding Children Board.
- All members of staff understand the safeguarding policy and procedures and have a duty to report their concerns to the local Safeguarding Children Board.
- Reporting of any concerns to the local Safeguarding Children Board may be necessary without first speaking to the parents, however should the concerns be reported, parents will be informed when they come to collect their child from the setting.

THE NEXT STEPS....

Simply complete the application form

For photocopying purposes please use black ink and block capitals.

Please complete all sections of the application form – unfortunately CVs alone cannot be considered. If a particular section is not relevant to you please state 'not applicable'.

Please detail a full employment history. Please account for any gaps in your employment history.

When completing your reference contact details please tick the box if you do NOT want us to contact your present employer.

It would be most helpful to us if you would please complete the Equal Opportunities section in full and return it with your application.

When you have completed the form in as much detail as possible please send your application addressed to Human Resources, South Cheshire College, Dane Bank Avenue, Crewe, Cheshire, CW2 8AB or email to jobs@s-cheshire.ac.uk. To be received no later than the closing date.

Should you require any assistance or require the form in a different format, please telephone 01270 654616 or 01270 654604 and we will be happy to help.

We look forward to hearing from you.