Better Futures Multi-Academy Trust | Coventry University

Gateway COLLEGE

Job Information pack



Passion & creativity



Honesty & Integrity

Gateway College is part of Better Futures Multi Academy Trust an organisation where:

• Students are active co-creators of their learning, with genuine influence over curriculum, culture and decision-making, and with the confidence, skills and agency to shape both their own futures and the communities they are part of.

• Staff operate with high levels of autonomy within clear parameters, experience strong trust and expectation, and work within a culture that prioritises continuous development, feedback and professional growth over compliance.

• The Trust is run in ways that ensure financial resilience, effective and highly regarded professional services, and decision-making that enables learning, development and good judgement rather than constraining it.

• We are able to grow in scale and reach — including welcoming new colleges and deepening collaboration — without diluting our values or ways of working, using growth to strengthen rather than stretch our capacity.

• Our partnerships, particularly with Coventry University Group, are embedded and visible — improving opportunities for students, strengthening professional learning and development for staff, and enabling the effective use of specialist expertise across finance, estates, people, digital and organisational development.

Mission, Vision & Values



Our mission

To inspire young people to gain the skills they need to thrive in an ever changing world as we transform sixth form education.

Our vision

Our students will be recognised locally & nationally for the remarkable impact they have on their communities

Our values

Ambitious – We are curious to create exciting ways to succeed
Involved – We are one community with a shared responsibility
Genuine – We are honest with ourselves and each other
Supportive – We help each other improve with an optimistic and positive outlook

As a staff team we are inclusive, open and actively engaged in our work. We encourage staff to be their whole selves at work in a positive and reflective culture where staff and students are willing to take risks and learn from their mistakes in order to keep improving.

We provide our staff with extensive CPD opportunities as a College and on a cross-MAT basis to encourage them to be the best they can be and support their wellbeing.

Welcome from the College Principal

Welcome and thank you for considering Gateway College as the important next step in your career. As a Sixth Form College specialising in the education and progression of 16-19 year olds, there is so much that we offer young people. We have a strong reputation in supporting our students with the change from secondary school to sixth form and for challenging them to achieve more than they ever hoped.

We offer a broad range of courses from Entry Level to Level 3 and T Level qualifications across academic, vocational and technical pathways. These are delivered by experienced and well qualified subject specialists who focus on providing a quality learning experience. Alongside our teaching departments, students are well supported, and sometimes challenged, by our Head of Student Experience and pastoral teams. Their job is to monitor a student's whole progress and attendance, helping them to set and achieve ambitious goals for the future.

Our results are good with many of our courses in the top 10% nationally for both achievement and value added, some are number 1. We are delighted that our strengths have been recognised by OfSTED who visited us in March 2025 and graded the college as Good.

Regards,
James Bagley





About Gateway

Gateway College was opened in 1928 as a boys' grammar/technical school and became a Sixth Form College in 1976 as part of the reorganisation of secondary education in the City of Leicester. Today the College is a mixed open access college hosting 1,300 full time students, mostly aged 16-19, and with an annual turnover of £6.5 million.

The College moved from Leicester city centre to a new 12 acre purpose built site in Hamilton, situated 3 miles to the north east of the city, on the borders of Leicestershire in August 2009. In April 2020 Gateway became one of three founding members of the Better Futures Multi-Academy Trust (BFMAT) in association with Coventry University.



At Gateway College we pride ourselves on the special care and attention we pay to meeting the needs of each individual student, negotiating a learning programme tailored to meet their nedds within an orderly and supportive environment.

Gateway COLLEGE



The College delivers a mix of outstanding A-levels, vocational qualifications from entry level to level 3, a GCSE Maths and English programme as well as T Level qualifications. Gateway has been awarded a 'Good' grade 2 by Ofsted in March 2025. The College has also been awarded the Gold Mental Health Award for Schools, a Silver Artsmark Award and a Merit for the Eco Schools Green Flag Award.

Gateway College is a disability confident committed employer.

College Ethos

At Gateway College we pride ourselves on the special care and attention we pay to meeting the needs of each individual student, negotiating a learning programme tailored to meet their needs within an orderly and supportive environment.

We are committed to the maintenance of high standards, to the care of the individual student and to providing every student with the opportunity to do well, succeed and contribute to the wellbeing of others.

We seek to develop in our students respect for other people, their moral values and an understanding of the variety of traditions in a multicultural society.

We are proud of the quality of our environment and provision, and our responsiveness to individual needs. Our staff support this philosophy, and students and visitors to the College frequently comment on the welcoming and friendly atmosphere and the level of support and encouragement they enjoy.







College Culture

The central tenets of our college culture are mutual respect and success for all:

Students come first: First and foremost, the role of the College is to enable students to achieve their potential, and it is this belief that drives the culture and activity of the College. It is also embedded in the College's recruitment and personnel strategies and is expected that anyone who joins the College will share this philosophy.

All staff employed at the College are team players: Whilst every member of staff has a specific role to fulfil, their ability to do this successfully will depend to a large degree on their ability to:

- co-operate with others,
- lead by example
- support colleagues in whatever way is appropriate
- seek support when this is necessary to enable them to fulfil their role.

The extent to which individuals can work with others is a critical determinant in their appointment to the College.

Gateway College seeks employees who:

- care about the success of students and enjoy working with them
- set high standards for themselves and seek them in others
- are team players, with the ability to be a member of several teams
- enjoy challenges and working in a busy environment
- are totally professional and take pride in their work
- have excellent interpersonal skills and are good communicators
- demonstrate a can-do attitude
- want to work in a student-focussed environment

We only wish to employ people who continuously seek to improve the standards of the education and services we offer and who want to make a difference to the lives of young adults.

The Curriculum

Gateway offers a wide variety of courses leading to a range of qualifications and industry placements from entry level to level 3 (vocational, advanced and technical 'T Level' qualifications).

Internal progression to level 3 is offered by a full range of options at entry level and levels 1 and 2. A large proportion of our students undertake GCSE resits in English and or maths whilst they are with us to support their progression. We also offer Project Search for students who seek 'on the job' experiences that may lead to employment.

All A Level results are above the national average across all subjects (2025 results)

Gateway achieved higher grades, a greater progression from level 2 to level 3 and saw more students off to university and higher apprenticeships (2025 results)

Results for English GCSE and Maths GCSE are in the top 10% of the country nationally (2025 results)



The College also caters for students with learning difficulties and disabilities (LLDD) and provides a specialist centre for physical care and support. These students are integrated across a full range of courses and are supported by an effective team of Education Care Support Workers (ECSW).

For more information about the curriculum go to the 'Courses' section of the website: www.gateway.ac.uk

Pastoral Care

Gateway aims above all to be a caring community in which all students can participate fully and feel that they are valued. Emphasis is placed on self-discipline, motivation and learning. The Schools pastoral system is provided through a team of staff who are dedicated to supporting the development and positive progression of all our learners.

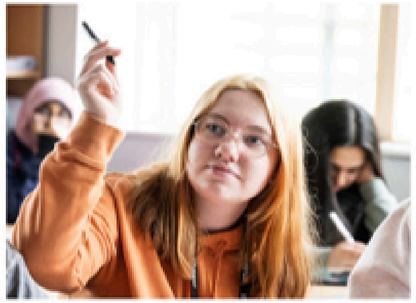
High standards of behaviour, work and commitment are important to us to ensure that our students are well prepared for the world of work or further study. We provide both support and challenge to ensure that our high standards are met.

Gateway prides itself on its partnerships, working with schools, employers and universities. The College is a member of the consortium of Leicester schools and colleges who have established transition arrangements for smooth progression from school to college. There is a common application system in operation across the area that is used to co-ordinate and manage student applications.

Students can also apply directly to the College and are supported throughout the admissions process.



Leadership & Management



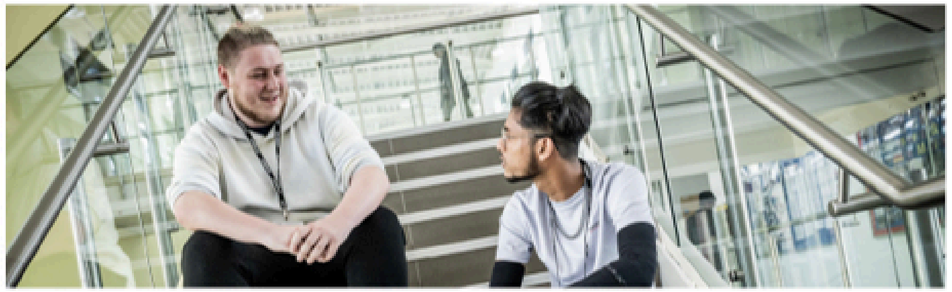
The College's Executive Team is led by the Principal and supported by the Deputy Principal and three Assistant Principals.

The College's curriculum is currently organised into five departments with each area led by a Head of Department (HoD) supported by

Pastoral care is managed by the Head of the Student Experience Team (SET), supported by Pastoral Leads and Pastoral Mentors.

Corporate Services support the curriculum and are provided by specialist teams such as Finance, MIS, IT Services and Student Services.





Quality

Gateway College strives to embed a culture of continuous improvement for students and staff alike.

The College was awarded a 'Good' grade 2 by Ofsted in March 2025 following a significant restructure and improvements made after a challenging inspection in 2016.

We have seen an increase in our pass rates and high grades across our A-level and Level 3 provision alongside an increase in our achievement rates, showing that not only are more students successfully completing their qualifications, they are also achieving better grades in the process.

The basis of the College's quality system has been reinforced as a process of review at all stages in the learning process and planning cycle. A systematic approach has been adopted to the collection of evidence on which to base judgements about performance throughout the organisation. Internal and external benchmarking has been applied in all of the curriculum areas. Challenging but attainable target setting, action planning, training and development, and monitoring are consequential activities that support and underpin improvement.

Students are encouraged to play a role in the review process, and their views help to formulate the College's plans for improvement. The learner voice is important to us and various strategies are used to hear and respond to student feedback.

We are proud to be a part of our local community, inspiring young people to achieve their very best.

Accommodation



The building is based upon a 'street and pod' design. Students are taught in a variety of classrooms comprising IT suites, laboratories, specialist workshops and standard classrooms.

The range of facilities include a conference space, a four court sports hall, a fitness suite, a football pitch, a multi-use games area, podcast recording room, green screen studio and specialist facilities for SLDD students.
A large learning resource centre (LRC) provides opportunity for students to enhance their studies. An independent learning centre fully equipped with computers and printing facilities is available for students during their study periods.

The latest technology is available including modern ICT, laboratory and workshop facilities and building management systems.

With the introduction of new courses, we have expanded our facilities to accommodate a T Level Health suite, Digital Hub, Fashion and Textiles workroom and an Early Years Nursery.

The campus also boasts impressive sustainability features including biomass heating, photovoltaic cells, rainwater harvesting, natural ventilation systems and sustainable lighting facilities. EV charging points are available for staff and visitor use in the East car park.

PASTORAL MENTOR (Ref: 26/21)
Permanent 37 hours per week - term time plus 5 days (40 weeks per year)

Actual salary: £23,200 - £24,793 (37 hours)
(SFCA salary points 7-10)

We are offering an exciting opportunity to become part of our Student Experience Team. Pastoral Mentors have a general responsibility for overseeing the academic and social progress of the students in their care, from monitoring attendance to providing exceptional tutorial delivery and pastoral support, to ensure they meet and/or exceed their full potential and achieve successful destinations.

Pastoral Mentors are at the forefront of the student experience system and will work with colleagues to provide students with non-judgemental, empathetic and understanding support to ensure high levels of achievement and positive progression. Most importantly, you will be able to engage, enthuse and motivate students to remove barriers to learning to help them progress.

Ideally you will be educated to at least L3 or above or have the equivalent industry-based experience or qualifications, with proven experience of working successfully with young people.

Closing date: 26th November 2026 (12.00 noon)
Interview date: Monday 7th December 2026

If you feel you have the qualities we are asking for and are looking for an exciting challenge, please apply via Teaching and education jobs in LE5 1GA | Tes or visit www.gateway.ac.uk.

Job Description

Job Purpose:

Pastoral Mentors have a general responsibility for overseeing the academic and social progress of the students in their care, for their general support and for setting high standards and conveying the tone and atmosphere of the college. Pastoral Mentors will have a good presence around the college and contribute to a pastoral programme of events. A challenging and varied role, in making a positive change to student outcomes.

Key Duties and Responsibilities:

• To provide group tutorial and academic one to one support for students during the year, monitoring performance to maximise achievement.

• To support and coach students in achieving their full potential through robust action planning and target setting, monitoring student progress against their minimum expected grade(s) and to provide supported interventions wherever appropriate.

• To monitor student attendance, punctuality, commitment and general conduct in line with college process at all times.

• To oversee the students' ILPs (Individual Learning Plans) ensuring that they are accurate and appropriate, within defined deadlines.

• To contribute to the UCAS quality system to ensure that a high standard of forms are being produced by applicants to time, providing references for students as required.

• To be available for post exam guidance.

• To advise students on how to access advice and guidance, to enable them to make informed choices - offering impartial advice/guidance on future plans.

Additional duties

· To commit to quality systems and regular reviews of performance.

· Each member of the college will take reasonable care for the health and safety of himself/herself and persons who may be affected by his/her omissions at work.

· Participate in Continuing Professional Development activities independently or as identified by college.

·To undertake any other duties as changing circumstances may require from time to time, dependent on college objectives and operational demands.

·On occasions stay late to deal with operational demands of the job.

·5 x extra days to be used at the request of the HoS, will include open days, consultation's days, open events, trips and events.

·To undertake lunchtime duty on a rota basis, as required.

Person Specification

This person specification is intended to assist both candidates and interviewers in the appointment process. In the 'method of assessment' column 1= application form 2 = interview/tests and 3= documentary evidence

ESSENTIAL	Method of assessment	Short listing column
• Education to level 3 (Degree desirable)/ or equivalent experience, with maths and English L2 qualifications	1/3	
• Evidence of personal characteristics, professional skills and experience suitable for working with young people	1/2/3	
• Ability to communication with students, parents and peers – face to face and via telephone	1/2	
• Ability to motivate and stretch young people to achieve their full potential	I/2	
• Be flexible in approach and able to adapt to the differing needs of the students	1/2	
• Good organisational and planning skills and ability to prioritise work	2	
• A professional understanding of confidentiality, trust and discretion in all areas	2	
• Good IT skills	1/2	
• Good record of attendance and punctuality	3	
• Be willing to undertake training and development as required within the role. To champion knowledge sharing and collaboration	2	
• The ability to not be afraid to admit to making mistakes and learn from them to improve own performance	2	

DESIRABLE		
• Knowledge of Post 16 education and progression routes	2	
• Ability to organise events and deliver presentations	1/2	

SWAYA - student voice through co-creation

We believe that feedback is a resource and co -creation leads to better learning for everyone Real-time feedback that improves learning

What is Swaya?

SWAYA is a student feedback platform built around co-creation. It gives students and teachers regular, meaningful insight into the learning experience, strengthening relationships and improving teaching impact.

Why it matters

Research (Hattie – Visible Learning) shows that well-designed student feedback:

- Improves teaching decisions and classroom practice
- Highlights what is working and surfaces issues early
- Builds trust, dialogue and shared responsibility for learning

How it works

- Short weekly pulse surveys (20–30 seconds) via an app
- Anonymous, real-time data dashboards for staff
- Questions vary across learning, engagement, relationships and support
- Feedback informs reflection, dialogue and next steps

What it achieves

- More engaged, motivated and confident students
- Stronger student-teacher relationships
- A developmental, supportive approach to improvement
- Evidence-informed CPD and strategic decision-making



Student Led Learning

Developing independent, capable and motivated learners

What is Student Led Learning?

Student-Led Learning (SLL), sometimes referred to as Heutagogy, builds on established approaches such as pedagogy and andragogy.
It does not replace effective teaching, but develops students who take increasing ownership of how and why they learn.



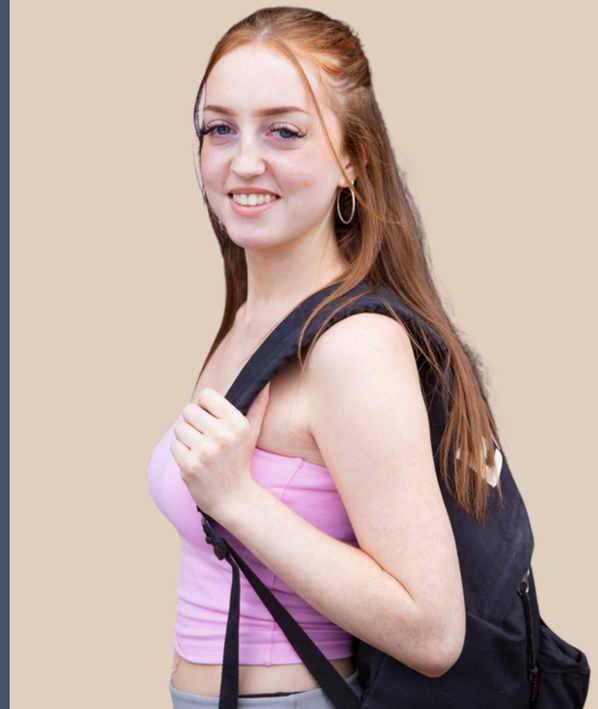
Why It Matters

For students

- Increased motivation, autonomy and self-belief
- Stronger problem-solving, adaptability and perseverance
- Development of lifelong learning habits

For teachers

- Reduced reliance on ‘spoon-feeding’
- More engaged, independent learners
- A sustainable approach that supports workload and professional satisfaction



The 5 Core Principles of SLL:

Choice
Students are given meaningful choices

Effective Learners
We explicitly teach learning skills – decision-making, motivation, regulation – alongside subject knowledge.

Application
Students apply knowledge to new, unfamiliar contexts and make connections across subjects.

Reflection
Learners identify how learning has (or hasn’t) occurred and adapt accordingly.

Co-creation
We work together to shape learning, using feedback as a resource to drive improvement.



Better Futures Multi Academy Trust



What do we Believe?



Education should be focused on developing people with a love of learning and an insatiable curiosity

We focus on taking students on that journey from being school children to being young adults ready to change the world for the better.

We are relentlessly optimistic about the capacity of our staff to lead students on that journey.

Whether 16 or 60, we believe that all people can still grow and develop.



People can only really thrive when they bring their whole selves to work/college.

We thrive when we feel trusted and have enough autonomy over our work to be able to focus on getting better at it.

Mistakes and failures can be some of our most useful learning opportunities and should be celebrated as such.

A focus on the wellbeing and happiness of our students and staff are not optional extras.



Our Strategic Commitments

Our strategic commitments bring together our mission, vision and values. They help us measure our progress toward achieving our vision as set out in our strategic aims and objectives and encourage the application of our values.



These strategic commitments are:



(Student Development) To increase the leadership and influence of our students, ensuring they thrive, have fun, & are ready to change the world for the better

(Staff Development) Our people are at the heart of everything we do, we all focus on personal ongoing development and seek to thrive in all we do

(Resources & Services) Continue to secure financial strength so we can facilitate the ongoing development of our students & staff in a well-resourced & serviced environment

The BFMAT Attributes

GET THINGS DONE

I prioritise and manage my commitments to deliver on time.
I make well informed decisions, showing initiative, imagination, and an ability to inspire others.
I use my knowledge and skills to make a positive impact.

ACT WITH INTEGRITY

I take responsibility for my actions and recognise the impact on others and the environment.
I take pride in my work and my achievements, leading by example.
I can be myself, while celebrating our differences and the things that bring us together.

ADAPT MY APPROACH

I embrace an ever-changing world, responding with flexibility and optimism.
I remain open-minded to new ideas and perspectives from others.
I understand my strengths and weaknesses to collaborate, change and develop.

THINK CREATIVELY

I am confident in using my imagination to help find solutions.
I embrace an entrepreneurial mindset to have a positive impact on my career and community.
I am constantly developing, demonstrating curiosity and a desire to know more.

COMMUNICATE EFFECTIVELY

I work well with others, building relationships based on empathy, trust and mutual respect.
I successfully engage different audiences, appreciating diversity of background, culture and thought.
I listen carefully to others, showing interest and asking questions to better understand their perspective.

REMAIN POSITIVE

I am resilient and view failures as opportunities to learn and improve.
I take care of myself and those around me.
I make opportunities to have fun.

Post-16

It is a particular privilege to focus specifically on the higher order skills and knowledge that make up A Levels and Level 3 Applied Generals. Debate, discussion and exploration of the specification and beyond are what makes teaching post-16 so rewarding.



Our Students

Year on year, the vast majority of our students who apply to university are successful. Many of our students will be the first in their family to do so. Working with these young people means you have the opportunity to make a real and significant impact on their lives. You will be in a position to make a dynamic difference to their futures and that's what being a teacher is all is about; making a difference to young lives.

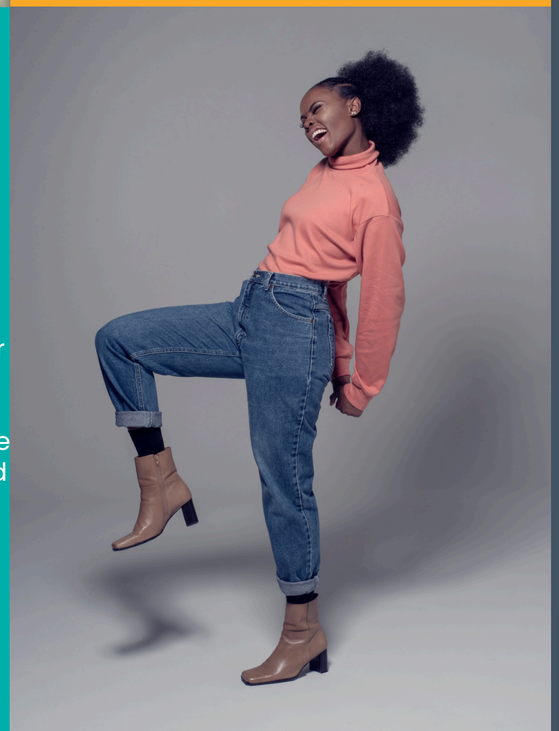
Why work for us

Teaching in a sixth form college offers many of the benefits of both the secondary school sector and the Further Education (FE) sector. Bilborough College is an exciting, inclusive, dynamic and hugely rewarding place to work.



Behaviour and conduct

As a post-16 provider, we put a strong emphasis on developing our students into young adults and onto the next stage of their chosen career path. We encourage them to not just study, but to contribute and lead in all areas of College life. We offer a wide range of enrichment activities, work experience and College trips. We provide a very positive environment and encourage equality and diversity. We promote high levels of respect and tolerance within in the College and deal with very rare instances of misbehaviour easily and rapidly



Staff Wellbeing

We place considerable emphasis on ensuring the wellbeing of our staff. As well as a team of supportive managers who work with staff to identify and implement strategies to support staff and reduce workload, the College also has a staff-led wellbeing group who devise and implement a range of activities to support wellbeing and social interactions

Staff also have access to free counselling sessions with a qualified counsellor if required. We have a fully equipped gym on site and staff can use for free.



CPD

We provide our staff with extensive CPD opportunities as a College and on a cross-MAT basis to encourage them to be the best they can be and support their wellbeing. This includes cross MAT CPD days bringing together all staff from across the Trust.

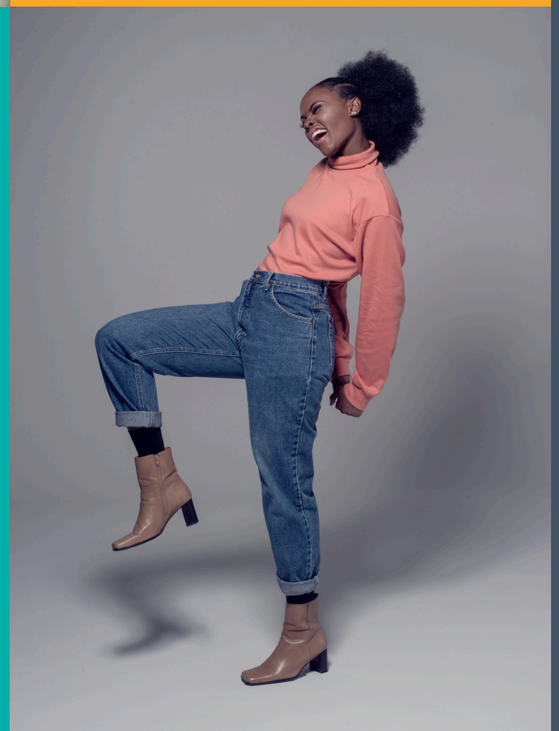


Early Careers Teachers (ECTs)

We believe newly qualified teachers should receive extra support in their first year of teaching and beyond.

Whether you trained in Secondary Education or Further Education, we will help you to become a qualified teacher and guide you through your first year of teaching and help you achieve Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS) status.

All ECTs will have a reduction in timetable and will have opportunities to participate in regular professional development activities.



Why work for us

Teaching in a sixth form college offers many of the benefits of both the secondary school sector and the Further Education (FE) sector. Gateway College is an exciting, inclusive, dynamic and hugely rewarding place to work.



Professional Conduct

All staff are expected to:

To uphold the values of Better Futures Multi-Academy Trust andsupport the college in achieving its mission and strategic commitments.

To adhere to the college's Safeguarding Policy and related safeguarding procedures and fulfil their responsibilities as a staff member and pass on concerns to appropriate designated safeguarding leads.

To comply with the Guidance for Safer Working Practice for Adults working with children and young people in education settings ('GSWP')

To act in accordance with provisions of the Trust's Staff Code of Conduct.

To act in accordance with and promote the College's Equality, Diversity & Inclusion Policies and to work positively and collaboratively as part of a diverse college community with colleagues, students, parents and other stakeholders.

To operate in accordance with Health and Safety Legislation, which specifies that all employees have a duty to work safely and not to put others at risk.

To abide by the College's Data Protection Policy and IT Security Policy

To comply with and follow all other college policies and procedures in force (available on the college intranet) and also with the conditions of service stipulated within the contract of employment.

To accept the shared responsibility with all colleagues for management of student behaviour through collective oversight of the College during the day.

To contribute to team faculty and whole college activities and arrangements such team/faculty/wider college meetings and open days/ evenings, parents' evenings and school liaison events.

To engage positively in quality assurance and improvement processes such as subject showcase and departmental learning visits.

To attend all professional development relevant to your role and to seek and act on feedback from colleagues, students and other stakeholders as part of own development. To work with an allocated coach to set and achieve personal development goals.

Safeguarding Children & Young People



Gateway College is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. All staff appointments are subject to the following pre-employment checks:

- Identity checks
- Right to work in the UK
- Previous employment history and exploring gaps in Employment
- Verification of relevant work qualifications
- Medical checks
- References
- ISA Children's List and DBS check (including oversees 'Certificate of Good Conduct' as appropriate).

As part of the shortlisting process, and in advance of an offer to interview, online checks are carried out as part of our due diligence on shortlisted candidates.

How to Apply



To apply for this role please visit the College's TES recruitment portal:

Teaching and education jobs in LE5 1GA | Tes

This link can also be accessed through the 'job vacancies' section of the College's website www.gateway.ac.uk.

You will need to complete an on-line application form and submit a supporting statement in which you demonstrate how your skills, abilities and experience make you a suitable candidate for the role. Please give specific details of how you meet all aspects of the person specification . CVs will only be accepted alongside a completed application form

To request an application form in an alternative format or for more information, please contact the People Operations Administrator on 0116 2744566 or by email ephillips@gateway.ac.uk