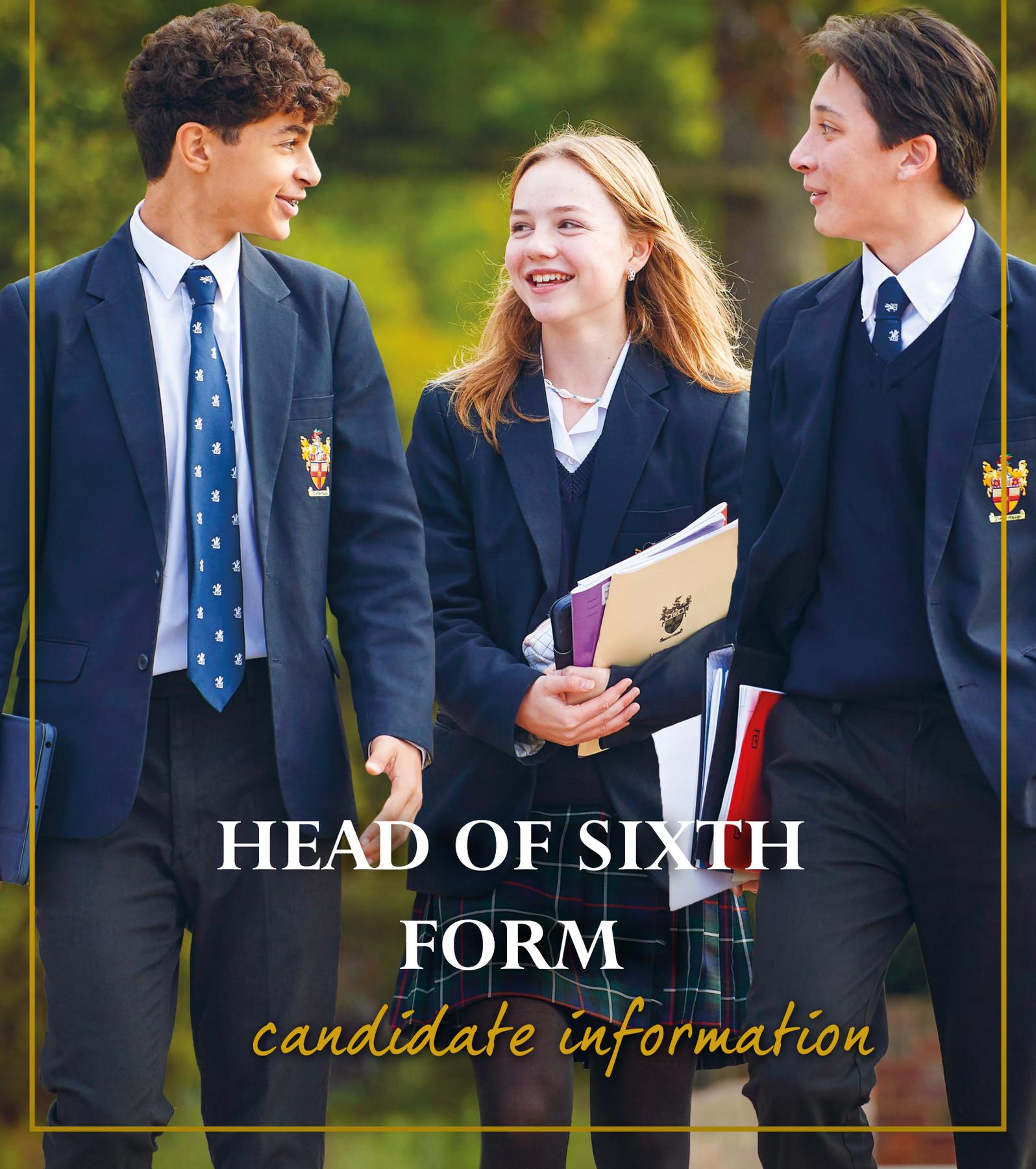




THE **Leys**
CAMBRIDGE



HEAD OF SIXTH FORM

candidate information

Head's *introduction*

At The Leys, we believe that school is not simply a preparation for life – it is life. That's why we aim to make every pupil's experience here rich with challenge, choice and opportunity. School should be a place of growth and discovery, where young people are encouraged to flourish emotionally, intellectually and socially. It's not a rehearsal for the future – it's a vital and vibrant part of the journey.

Founded in 1875 by the Methodist Conference, The Leys is the only co-educational boarding and day school in Cambridge. We are proud of our heritage, and we continue to uphold values such as kindness, courtesy, respect and integrity. But we are also a forward-thinking school, preparing young people for a world that is constantly evolving. Our location in the heart of one of the world's most dynamic academic and cultural cities gives us a unique advantage – Cambridge is not just where we are, it's part of who we are.

With around 570 pupils, The Leys offers an exceptional breadth of opportunity – from academic excellence to creative, sporting and leadership pursuits. At the same time, our scale allows us to know each pupil as an individual. This strong sense of community and personal attention is central to our ethos. It builds confidence – not just in the classroom, but in every aspect of school life. And that confidence, nurtured in a supportive and ambitious environment, is one of the most powerful gifts we can give our pupils.

I hope this pack gives you a sense of what makes The Leys so special, and we look forward to receiving your application.



Clare Ives
Head

Head of Sixth Form

Emploment Status	Full Time, Permanent
Salary	Competitive
Closing Date for Applications	27 January 2026
Interview Date(s)	3/4/5 February 2026



This is an exciting opportunity for a highly-qualified, talented and dynamic teacher to Lead our Sixth Form from September 2026.

The successful candidate will have a passion for maximising outcomes for pupils. You will possess the leadership and communications skills necessary to support and motivate others, and the personal drive and organisational skills to manage the breadth of work that this varied role encompasses.

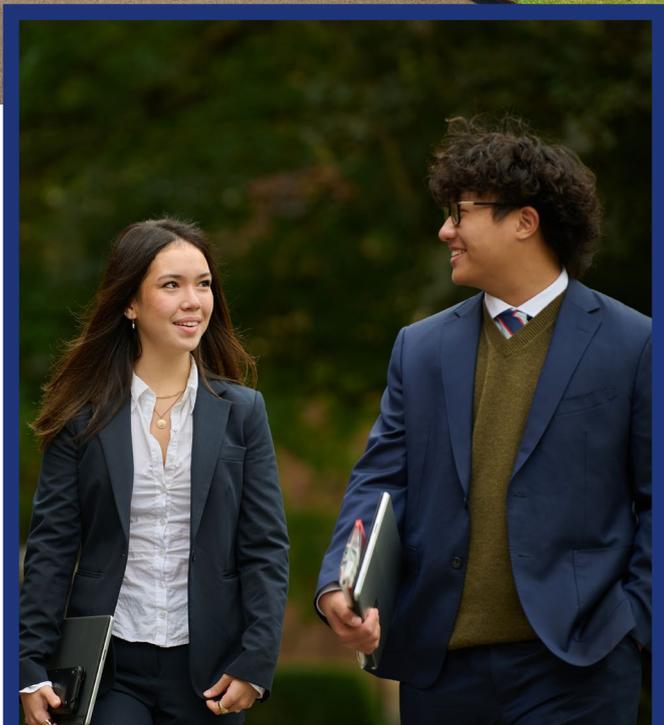
Working with the Deputy Head (Pastoral) and Deputy Head (Academic), you will play a pivotal role in shaping the culture of our Sixth Form and impacting the outcomes of our wonderful Sixth Form pupils.

This role will suit an experienced teacher who is seeking a varied and dynamic pupil-facing role at the heart of the school.

Applications are welcome from colleagues across all teaching disciplines.



Welcome to *The Leys*



Life at The Leys

The Leys is a co-educational boarding and day school for pupils aged between 11 and 18. Set in the heart of the beautiful and stimulating city of Cambridge, one of the world's leading cultural and academic centres, The Leys' unique location allows pupils unrivalled access to the vast array of cultural and educational opportunities that Cambridge has to offer.

Established in 1875, The Leys values its history, yet it blends traditional values – courtesy, tolerance, respect, decency – with a forward and outward-looking approach to education. Dedicated staff and superb facilities combine powerfully to prepare young people for the challenges which lie ahead at university and beyond.

The Leys is a close-knit, engaged, friendly community of around 550 pupils in which pastoral care is seen as the top priority. Indeed, our [2025 ISI report](#) identified our school culture and the strength of our community as a **significant strength**. Academic value-added is impressive and the breadth of the wider curriculum is renowned. The School caters for Boarding, Home Boarding and Day pupils but, with 70% of pupils accommodated in boarding houses, boarding is absolutely central to the ethos of the School and all pupils benefit from the vibrancy and structure which this provides.

Purpose

The Purpose of The Leys is to play our part in changing the world for the better.

We do this by making a positive difference to the lives, values and prospects of Leysians, by being professional, caring and rewarding in developing and managing our staff, by being a responsive and trusted partner to our parents, and by making a beneficial and sustainable contribution to the wider community

By foundation and structure, The Leys is a boarding community. We also place great value on being a “big, small school” embedded in the heart of Cambridge, and on giving Leysians a rich and rewarding academic and wider school experience – one they find valuable both intrinsically and in preparing for their futures. We seek, in the spirit of our Methodist founders and our Christian values, to send Leysians out into the world ready – academically, culturally, morally, physically, spiritually and socially – to live fulfilling lives which will make a positive contribution to society.

In order to achieve our Purpose, we aim to deliver an education which is built on three foundation stones: pastoral, academic and wider curricular. Whilst interconnected, ‘pastoral’ is accepted as pre-eminent, because pupils who feel supported and confident are able to flourish in all areas of the life of the school. Our teaching staff body all contribute to all three pillars of Leys School life, thus we all work together to ensure our pupils develop into happy, confident and well-rounded individuals ready to leave school and find their place in the world.

Pastoral Care

Pastoral Care is at the heart of what we do. We know that wellbeing is crucial to success in wider school life, and we all work together as a community to ensure that each pupil flourishes in school, feeling nurtured, supported and happy. Our House structure is central to this: all pupils are a member of a House throughout their time in school. Year 7 and 8 pupils are members of our junior house, Moulton, and then pupils in Year 9 and above join one of the eight boarding or three day houses. The vertical arrangement in the senior houses creates opportunity for pupils to support each other, and the houses are staffed with a Housemaster or Housemistress (HSM), an Assistant HSM, a Matron and a team of teaching staff. Pupils also have a tutor, who supports them with their wellbeing, academic progress and wider curricular involvement as they progress through the school. All staff are expected to contribute to our pastoral support of pupils, through tutoring, supporting the teaching of PHSE and undertaking weekly house duties.



Wider Curriculum

The Wider Curriculum is an integral part of the school week for all pupils and staff, with a significant amount of time in the afternoons and early evenings devoted to it. In their time at The Leys, pupils are actively encouraged to experience a broad range of activities that will bring them a wide range of benefits; activities in which they find enjoyment and fun whilst developing skills, personal qualities and attitudes that are transferable to other areas of their life at school and beyond.

The Leys' Personal Development and Leadership programme (PDL) for pupils in Year 10 and above ensures that all pupils develop leadership, broaden their horizons and collaborate with their peers on projects, often trying to solve contemporary problems. Through our outstanding sporting, music and drama provision, pupils develop as confident and well-rounded young men and women, ready for life beyond school. Our broad and varied after school activities programme enables pupils to develop their interests, skills and strengths. Through this we aim to complement the pastoral and academic pillars of an all-round Leysian education alongside boosting the physical and mental well-being of all involved in the wider curriculum. All staff contribute to our extensive wider curriculum programme through involvement in games, PDL, outdoor education, and a wide range of clubs and activities.

Teaching and Learning

Education is about so much more than passing exams, and at The Leys pupils are encouraged to develop an understanding of their own learning, find their passions, curiosity, and develop a lifelong appetite for knowledge.

Pupils are supported in their learning by excellent teaching both inside and outside of the classroom, with academic enrichment and extension embedded into the culture of the school. We understand that teachers are individuals and that they will have their own ways of expressing their passion and interest in their subjects. The 2025 ISI comment that we have a "highly inclusive environment, which supports pupils to become exceptionally thoughtful and considerate citizens." sums up the impact of that individuality. That said, we know that aspects change within education, and we just completed an exciting transition from Google Classroom to Microsoft Teams and OneNote. Pupils and staff all have a digital device, and pupils are used to working digitally as well as on paper.

Academic Attainment at The Leys is outstanding. This summer, the school achieved its best academic results on record at GCSE and close to best at A Level, placing us 67th in the Times Parent Power Rankings for independent schools nationally, and 84th for all schools. At GCSE 86% of all grades awarded were 9, 8 or 7, and 38% were graded 9, and at A Level 85% of results were grade A*-B. The School uses value added as an important measure of success and we are delighted that all our 2025 public examination results demonstrate that we added significant value to our pupils' academic attainment compared to similar schools: a testament to the hard work and dedication of both staff and pupils.





General Teacher Expectations

The Leys is a traditional boarding school, and we have lessons running across 6 days each week. Lessons happen on a Saturday morning until 11:50am, and the afternoon is filled with sporting activity including fixtures.

Teachers at the Leys are expected to contribute to all three of the School's Pillars: Pastoral, Academic and Wider Curriculum. Pastoral contributions take the form of tutoring, house duties and teaching PHSE whilst the wider curriculum includes games, PDL, outdoor education and clubs and activities. House duties vary depending on the type of house: day house duties involve breaktime, lunchtime and afternoon/after school supervision whilst boarding house duties involve working with pupils in the evenings. Staff also support the day to day running of the School through involvement in school duties, on a rota basis.

We know that working in a boarding school is busy! Our staff feel this is undoubtedly worth it for the reward gained from the wider interactions they have with pupils, coming to know each child as an individual, not just as a pupil in the classroom. We work with our teachers to harness their strengths and passions both inside and outside of the classroom, so that there is joy for all of us in what we do. In addition, class sizes at The Leys are typically no larger than 24, and are often much smaller, particularly in Years 7 and 8 and the Sixth Form. Teaching allocations are lower than in state and day schools, to account for the involvement in the wider life of the school. Saturday lesson time is 'paid back' through shorter term lengths, and thus longer school holidays. Finally, four Leave Weekends spaced throughout the year provide the entire school community with some additional rest and relaxation.



The Department

The Sixth Form lies at the heart of the School's academic ambition and pastoral vision. It is a vibrant, aspirational and diverse community in which young people are encouraged to develop intellectual curiosity, independence of thought, and a strong sense of personal responsibility. Our Sixth Formers are excellent role models within the wider school, exemplifying our values through their leadership, maturity, and commitment to excellence.

We offer a broad and rigorous academic programme, underpinned by high-quality teaching and a culture of high expectations. Pupils are supported and challenged to achieve outstanding outcomes, while being encouraged to explore their interests beyond the classroom. Leadership, wider-curricular involvement, and service to the school and wider community are integral to the Sixth Form experience.

Pastoral care is a defining strength of the Sixth Form. Pupils benefit from a supportive yet demanding environment that recognises the importance of wellbeing, character development, and preparation for life beyond school. Individual guidance from their tutors ensures that each pupil is well prepared for their next steps, whether progression to leading universities, apprenticeships, or other ambitious pathways. Pupils are members of one of our three senior day houses, five senior boarding houses, or two Sixth Form boarding houses, and develop a close relationship with their Housemaster or Housemistress, matron and Tutor, all of whom support their wellbeing and academic progress.

The Head of Sixth Form plays the lead role in shaping this distinctive phase of education, providing strategic leadership and daily inspiration to both pupils and staff. The successful candidate will build upon existing strengths, ensuring that the Sixth Form continues to thrive as a place where young adults grow in confidence, purpose, and ambition.

There are typically one hundred pupils in each of the Lower and Upper Sixth, thirty of whom join the school in the Lower Sixth. Approximately 80% of our Sixth Formers are boarders (UK and international) or home boarders, and 20% are day pupils. 20% of the school community are international pupils; higher in the Sixth Form. Further information on the school's Sixth Form provision is available on the [website](#).

The Post

Job Description

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Head of Sixth Form is responsible for the overall experience and progress of Sixth Form pupils (Lower and Upper Sixth). The role is pivotal in ensuring that pupils thrive academically and personally, whether they have been at the school since Year 7 or join in the Lower Sixth. The Head of Sixth Form works closely with Housemasters/ Housemistresses (HsMs), tutors, Heads of Department (HoDs) and other colleagues to support pupils' aspirations and wellbeing, preparing them for life beyond school. They work closely with the Admissions Team to support the recruitment, and retention of pupils into the Sixth Form. The Head of Sixth Form will work closely with both the Deputy Head Pastoral and the Deputy Head Academic, meeting regularly with each to best support the progress of pupils in the Sixth Form.

Alongside their duties as a teacher, the role will include the following extra responsibilities:

Sixth Form Experience

- Create a distinctive and attractive Sixth Form experience that promote positive outcomes for pupils and enhances recruitment and retention.
- Organise the Sixth Form induction programme and an annual programme of social events, formal and informal.
- Organise the Lower Sixth Team Building day and Skills day.
- Coordinate an interesting and engaging programme of speakers to enhance the Sixth Form experience.
- Contribute to Upper Sixth Leavers' events, including overseeing the Leavers' Yearbook and being part of the Leavers' Ball committee.

Admissions & Marketing

- Interview prospective Sixth Form pupils and advise on suitability for admission.
- Promote the Sixth Form internally and externally, acting as an ambassador for the school.
- Lead on the recruitment of external applicants and retention of Year 11 pupils.
- Present to parents and prospective pupils at open days, taster events, and information evenings.
- Contribute to the production and review of Sixth Form literature and prospectus.
- Organise and lead the HeadStart day for Year 11 pupils.
- Coordinate GCSE results for external candidates, and advise on courses and entry.

Pastoral Care & Wellbeing

- Foster a positive, inclusive, and aspirational culture within the Sixth Form.
- Be a visible and proactive presence, engaging with pupils, getting to know them and supporting their personal development.
- Work collaboratively with pastoral staff to ensure high standards of pupil wellbeing and discipline.
- Support the delivery of the international boarders induction programme.

Academic Progress

- Responsibility for the overview and monitoring of the academic progress of all pupils in the Sixth Form, ensuring outcomes are at least commensurate with baseline data.
- Organise ALIS testing at the start of the academic year for all Lower Sixth pupils.
- With the support of the Deputy Head Academic, use reporting data to track pupil attainment and identify pupils requiring intervention or support.
- Liaise with HoDs, HsMs, Sixth Form Tutors, and Learning and International Support Departments to ensure appropriate monitoring and support is in place.
- Manage larger scale interventions, such as the Skills for Sixth Form Study programme, evaluating its impact.

Tutoring

- Responsible for the overall quality of tutoring in the Sixth Form
- Design and lead an engaging and coherent Sixth Form tutorial and Sixth Form assembly programmes.
- Have oversight of the Sixth Form Tutors, supporting and guiding them in their academic and pastoral work with their tutees, including tutors' use of data tracking, their support of their tutee's workload management, engagement with their tutee's wider curricular activities and behaviour monitoring.
- Hold regular meetings with Sixth Form tutors to review pupil progress, and support tutors in implementing appropriate interventions.
- With the support of the Deputy Head (Pastoral), allocate Sixth Form Tutors and tutor groups.
- Hold half termly meetings with the Sixth Form Tutor Team to share good practice, deliver training, and discuss emerging trends.
- Provide cover for Sixth Form Tutor absence (short or long term), as required.

Universities & Careers

- Work closely with the Head of Sixth Form Destinations and the Head of Oxbridge to ensure that the School's applications processes effectively meet the needs of Leysian pupils, including supporting the Head of Sixth Form Destinations with the Lower Sixth UCAS day.
- Work with the Head of Sixth Form Destinations and the Careers Lead to ensure that careers advice and guidance for Sixth Form pupils is timely and develops appropriate knowledge and skills.
- Be part of the team that provides results day support for Upper Sixth Leavers, and for Year 11 coming into the Sixth Form.

EPQ

- Line manage the Head of EPQ and work with them to promote the value of the EPQ in the Sixth Form curriculum, and to liaise over uptake, pupil engagement and completion rates.

PSHE

- To work with the Head of PSHE and Careers Lead to ensure that there is a suitable, vibrant and engaging PSHE programme for Sixth Form pupils.
- Work with the Deputy Head (Academic) and Deputy Head (Pastoral) to develop and introduce a Skills for Life programme for Upper Sixth Pupils.

The Post

Parental Engagement

- To cultivate and develop positive relationships with parents of pupils in the year group.
- To ensure clear, regular, and timely communication between the School and parents of Sixth Form pupils.
- Present to parents in Lower and Upper Sixth on relevant topics through the course of the Sixth Form.
- To attend Year 11, Lower Sixth, and Upper Sixth Parents Evenings.
- To work with HsMs to effectively respond to parental concerns over Sixth Form matters.

Strategic Development

- Contribute to the strategic vision for the Sixth Form and the wider school.
- Monitor and review academic and pastoral provision, adapting policies as needed.
- Stay informed about national developments in Sixth Form Curriculum and university admissions.

Other

- Member of the Academic Strategy Group (ASG).
- Attend HoDs and HsMs meetings on invitation.

Safeguarding Responsibilities

- To have read the School's Child Protection Policy and updates to this policy as required by the School.
- To adhere at all times to the School's Child Protection procedures and to undertake responsibility to safeguard pupils.
- To be aware of and adhere to at all times the School's Staff Behaviour and Code of Conduct and confidentiality.
- A duty to report and discuss any concerns about the safety of children and their wellbeing to the Designated Safeguarding Lead (DSL).
- A duty to report any low-level concerns about colleagues to the Designated Safeguarding Lead (DSL).
- To be informed and trained to an appropriate level and to complete mandatory safeguarding training as required by the School.

General Responsibilities

- To contribute to the pastoral care of the pupils, including weekly duties in houses.
- To contribute to extra-curricular activities.
- To refer to and adhere to all Health and Safety procedures and policies as appropriate and other legislative requirements as required, carrying out duties by working in a safe and organised manner.
- To ensure that a safe / secure environment exists for pupils / staff and customers and meet requirements under the Health & Safety at work Act 1974 and C.O.S.H.H.
- To uphold the provisions of data protection legislation, the School's Data Protection Policy, and other related policies.
- Understand and be mindful of the School Acceptable Use Policy and Staff ICT & Social Media Guidelines.

The Post

General Responsibilities continued

- To adhere to and maintain School Policies and Procedures and work with regard to the ethics of the School.
- To observe / implement all relevant legislative requirements, maintain and update own knowledge as appropriate for the role.
- To work flexibly as necessary to meet the needs of the role and the School.

Candidates should be willing and able to commit themselves actively to support the ethos of The Leys which is a boarding school (with lessons and sports fixtures on Saturdays and a program of weekend social events).

The list of tasks or duties and responsibilities described above is not exhaustive, and the School is entitled to instruct you, at any time, to carry out additional duties or responsibilities, which fall reasonably within the ambit of the job description, or in accordance with operational requirements.

Person Specification

Criteria	Essential	Desirable
Qualifications	An excellent general level of education including an honours degree	Qualified Teacher Status Further relevant academic qualifications e.g. NPQSL
Experience	Secondary Teaching experience, including Sixth Form Experience in supporting pupil development (pastoral and/or academic) A track record of improving pupil outcomes	Experience of teaching to Oxbridge level Experience of leading and managing colleagues Experience of organising events for large groups Experience of presenting to pupils and parents Experience of leading change
Skills	Excellent teaching skills Excellent written and oral communication Ability to analyse data Proactive and able to take responsibility for work Ability to motivate and manage pupils & staff Flexible, adaptable, able to prioritise effectively and meet deadlines Strong team player with resilience and initiative Positive outlook, a high capacity for work	Ability to liaise effectively with and inspire all stakeholders, and contribute to organisational change An understanding of and ability to articulate strategic vision Excellent working knowledge of Teams and OneNote Ability to contribute to the wider curriculum programme e.g. ability to coach a sport
Knowledge	A strong understanding of the UCAS process Excellent IT skills, broadly, and within digital learning	Understanding of the independent and boarding sectors Understanding of PSHE as appropriate to 6th Form pupils.

How to *Apply*

How to apply:

If you are interested in applying, please submit a completed application form including one page covering letter addressed to The Head, The Recruitment Team, The Leys School, Cambridge, CB2 7AD (recruitment@theleys.net) by 09.00 am on 27 January 2026. Interviews for this role are anticipated to be held on 3/4/5 February 2026. If you are unavailable on any of those dates it would be helpful to let us know at the point of application.

This role has the opportunity for regular contact with pupils and therefore is exempt from the Rehabilitation of Offenders Act 1974.

By applying for this role, you are consenting to The Leys School storing your personal data. Please read our 'Privacy Notice for Job Applicants' for further details.



Benefits

Join us and experience a fulfilling career in an inspiring environment where your growth, wellbeing, and sense of community are our top priorities.

Fee Remission

Generous fee remission (The Leys School and St Faith's), subject to the normal admissions criteria (pro-rata for part-time staff).

Remuneration

Competitive salaries and a choice in excellent pension schemes (including the Teachers' Pension Scheme for our Teaching colleagues) with generous employer contribution. We are proud to be a Living Wage employer.

Meals

Three-course lunch from Monday to Saturday and an evening meal on duty evenings. Our meals are mainly homemade on site using locally sourced ingredients and served in the beautiful and newly renovated Dinning Hall.

Location

Stunning city centre location with free parking, access to electric charging, secure bike parking and a Cycle to Work scheme.

Cambridge University Botanic Gardens

Complimentary use of a visitors pass to the beautiful Botanic Gardens (a two-minute walk from the School).

Wellbeing

Enjoy a complimentary hot lunch when working, prepared by our professional culinary team. Plus, benefit from membership of the Sports Complex including free staff swimming, and access to a comprehensive Employee Assistance Programme that provides a wide array of resources and support services for staff and their immediate family (terms and conditions apply).

Community

A supportive and friendly community, with regular social events and the chance to join in extra-curricular activities. Staff can also attend internal productions in our theatre (Great Hall) or external productions hosted by visiting companies (note that external companies may charge for these events).

Professional Development

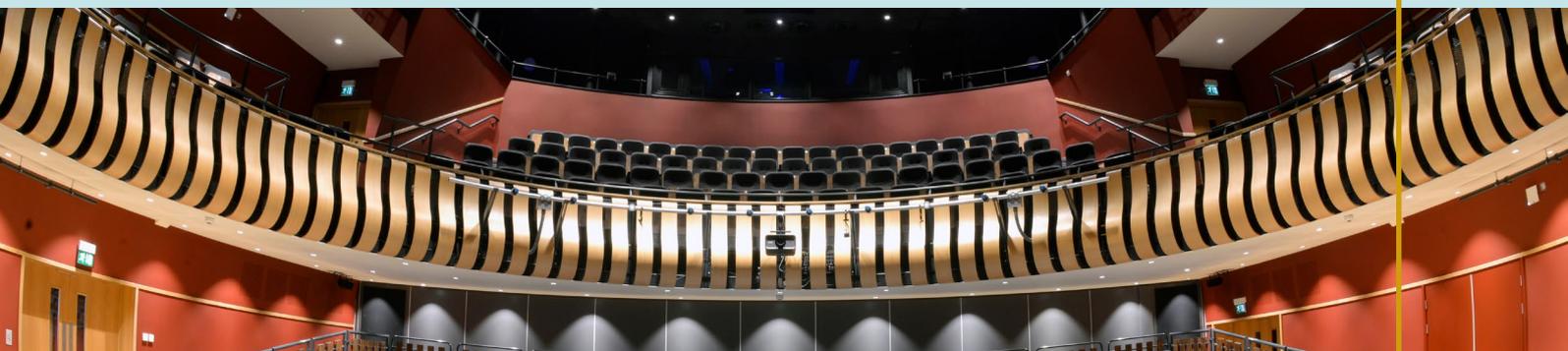
Opportunities for staff development, including regular INSET and CPD, membership of our on-site library, and funded attendance at relevant external training events.

Extended Holidays

There are 33 weeks of term time, plus time for INSET. This means that teaching staff benefit from extended holidays compared to state education.



Please note that colleague benefits which are non-contractual may be subject to review and change at any time.





THE **Leys**
C A M B R I D G E

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