



JOIN UNITED COLLEGES GROUP - WHERE MAKING A DIFFERENCE MATTERS

► Dear Applicant...

Thank you for showing an interest in working with us at United Colleges Group. Whether it is at our Willesden, Wembley, Kings Cross, Maida Vale or Paddington Campus we are sure you would make a great addition to our team.

The City of Westminster College (CWC) and the College of North West London (CNWL) are part of the United Colleges Group, one of the largest providers of post 16 education and training in Greater London. We are a multi-site institution with a strong community presence which offers open and inclusive access to all our students. We are proactive in the economic, social and business life of the communities we serve.

With five sites spread across Westminster, Camden and Brent, United Colleges Group is well placed to help improve the life chances of every person who walks through our doors and joins us. Our campuses offer impressive learning environments to deliver all qualifications, with industry standard resources in order to replicate the workplace, to prepare our students for employment. Our aim is to try and help our students, whether younger or older, achieve their ambition. That ambition may well be to progress to university or move into a well-paid job or start a new career path.

Our teachers are attentive and dedicated to our student's needs and we offer the all-round support that every student deserves. All our dedicated staff ensure our students are stretched academically and students with special educational needs and disabilities are expertly supported, allowing us to bring out the best in everyone.

Regardless of background, starting point or past successes or failures we ensure that our students excel and achieve their ambition, an ambition that we will help grow.

The way we create the student experience at City of Westminster College is based on three main themes that have been developed by our teachers, to formulate a method of working:

- How our teachers develop their art of teaching support by the Science of Education
- How all staff regardless of their role work to create and support a compelling experience for our students
- How we ensure that we are continually making a positive difference to our students.

This method supported by a course offer that covers a broad range of subjects which provide clear progression routes for either school leavers on completion of their GCSEs, or anybody else of any age wishing to return to education, to re-train and upskill.

These are grouped into Career Clusters in order to sign post students to the relevant the progression opportunities, and include A-levels and Science, Business and Accounting, Creative Industries and Digital, Engineering, Construction and the Built Environment, English, Maths and Skills, English Speakers of Other Languages (ESOL); Health Wellbeing and Care.

We are confident you will have a very positive experience with us at United Colleges Group and look forward to welcoming you through our doors.



A handwritten signature in black ink that reads "James".

James Wilson - Deputy Principal

A handwritten signature in black ink that reads "Angela".

Angela Jackson - Deputy Principal



Our Values, Cultures and Behaviours

▶ One of the strengths of United Colleges Group is the culture we have created which is firmly rooted in our values. We have collaborated with our staff in agreeing a set of behaviours which reflect the values of the organisation to make sure we are all speaking the same language and we constantly seek feedback from staff on where we need to do more work. We have increased our staff survey to twice a year to ensure in-year progress and our staff satisfaction levels are showing a steady improvement.

▶ One of the reasons our culture is so important to us is the role it plays in our attraction and retention of skilled staff. We are serious about wanting to be seen as a great employer where staff are rewarded fairly for the great job they do and where they understand, no matter what role they do, the valuable contribution they are making to students achieving their potential. We want this to be a place of work where those who wish to are supported to progress in their careers and with that in mind, we have introduced a “Grow your Own” initiative to encourage internal progression.

▶ We support an ILM accredited Leadership Development programme which is bespoke to our organisation and have also introduced a programme for Aspiring Managers as well as a mentoring scheme to support managers new to role. Alongside this, we have an extensive programme of learning and development to ensure our staff reflect the changing skills requirements of our stakeholders. We have signed up with Investors in People as a road map to improving the alignment of our vision and purpose to how we lead our staff and our ambition is to achieve IiP Gold by 2024.

Claire Collins

Claire Collins - Director of People and Communications

Our Behaviour Framework for all Staff

Student Focused

- Treats students with respect and as individuals
- Performs their role with the student experience in mind
- Interacts positively with students in a way that is friendly and welcoming, listen to their concerns and respond in a timely way
- Pursues all opportunities to work with students to achieve their best possible outcomes - are proactive
- Has high expectations of themselves and their colleagues to be student focussed
- Has a passion for continual improvement to the student offer and outcomes and applies this passion with energy and tenacity

Transparent

- Is open and honest in dealings with students, colleagues and stakeholders
- Is confident in sharing bad news and avoiding surprises
- Tells the truth and (where difficult to hear) does so tactfully
- Is open about mistakes
- Is open and honest with the line manager including about own limitations, seeking support and resources where needed
- Shares successes and good practice

Ambitious

- Works collaboratively to create synergies (1+1 =3) - combined output is more than either could achieve
- Sets own stretch targets and supports the delivery of stretch targets for the team and UCG
- Invests in own professional competencies for own benefit, the benefit of the team and UCG
- Seeks out and shares best practice
- Embraces the opportunity to develop and grow
- Is committed to continuous improvement and open to feedback that will raise performance
- Works with the whole of UCG in mind, not just their own area or department
- Strives to embed best practice in the life and work of the College

Inclusive

- Gives all staff and students equal consideration regardless of characteristics
- Encourages all students to achieve their individual potential
- Is ambitious for all students
- Is open to exploring every opportunity to provide individual student access to learning and enabling each individual to achieve
- Is cognisant of wider support opportunities for learners who might need it
- Challenges bullying, poor behaviour and bias in students and staff
- Encourages all colleagues to participate and use their voice
- Is aware of and challenges unconscious bias

Respectful

- Communicates courteously
- Is on time for classes and meetings and meets deadlines
- Is prepared for lessons, meetings and other scheduled interactions
- Is realistic about commitments but always delivers when made
- Displays high levels of customer care and treats enquiries from visitors, students and staff with equally high levels of respect
- Challenges disrespectful behaviour
- Gives others the opportunity to contribute • Admits mistakes and owns the resolution

Supportive

- Provides frequent coaching and feedback to their colleagues and others
- Encourages students and other staff to voice their ideas and proposals without fear or favour
- Actively listens to colleagues and students
- Is prepared to be open about development needs and professional vulnerabilities
- Leads by example
- Takes personal responsibility for the currency of their professional standards
- Is supportive of all students and colleagues regardless of ethnicity, age, gender or any other protected characteristic
- Supports the line manager
- Shares skills and good practice to help other



Our Behaviour Framework for Managers

Student Focused

- Creates an environment where staff and students can have open and respectful dialogue
- Ensures staff follow fundamental professional expectations including creating a mutually respectful environment for staff
- Holds staff and students to account when appropriate
- Anticipates and addresses the changing needs of students and the development needs of staff
- Actively builds sustainable and effective internal and external connections and +partnerships that will help secure better outcomes for staff

Transparent

- Has open and honest conversations with staff about performance (what works well and it would be even better if.. WWW/EBI)
- Is a role model for staff and builds a culture of trust and integrity with your team and external stakeholders
- Listens and makes informed decisions
- Is the conduit for information and messages being disseminated and relay messages from staff to senior managers, using the most appropriate means of communications
- Checks-in on commitments and speak up about challenges in a timely manner

Ambitious

- Establishes clear lines of authority and responsibility, and sets high individual and team expectations to ensure delivery of results
- Empowers and engages staff
- Understands and responds to key issues and priorities for the College and analyses evaluative data to inform decisions and actions
- Has a passion for continual improvement to the student offer, student support and to student outcomes applying it with energy and tenacity
- Translates complex issues into clear information and plans
- Constantly seeks out best practice inside and outside the organisation
- Develops people and encourages them to maximise potential
- Acknowledges and celebrates high performance and manages under performance swiftly and effectively

Inclusive

- Recognises training needs
- Is mindful of protected characteristics and removes barriers to accessibility and progression
- Facilitates unconscious bias training and coaching
- Encourages participation in cross college groups and forums
- Welcomes all staff contributions.
- Models inclusive behaviours and gives others their voice: in team meetings, via staff voice and in other forums

Respectful

- Develops and models courteous behaviour and positively challenges discourteous communication, poor timekeeping and disrespectful behaviour in a timely and consistent way
- Recognises, rewards and celebrates excellent customer case
- Is realistic about commitments but always delivers on commitments once made - manages own and others time effectively by meeting deadlines and not setting unrealistic timelines
- Arrives on time and prepared for meetings making them more productive
- Displays high levels of customer care and treats enquiries from visitors, students and staff with equally high levels of respect
- Equips and supports staff and students who have challenged disrespectful behaviour
- Creates an environment where it is safe to make mistakes

Supportive

- Provides frequent coaching and feedback to their colleagues, others and particularly their own staff
- Is open to ideas from staff and students as well as senior managers
- Is supportive to senior leaders through support and challenge
- Takes genuine satisfaction from helping others to flourish
- Is proactive in sharing information that will help the College and colleagues
- Invests time, energy and enthusiasm in enabling others to think creatively and to develop and implement new ideas without fear of failure



Our Behaviour Framework for Senior Managers

Student focussed

- Sets Mission, Vision and Values centred on the student
- Establishes a curriculum offer that meets the needs of all learners and employers
- Ensures Service Level Agreements are in place and consistently delivered
- Strengthens and extends employer engagement links and forms external links for students to aid progression into work or HE
- Ensures continued investment in estates and facilities and proactively makes the best use of facilities to maximise impact on learners
- Creates conditions that enable collaboration, co-operation, effectiveness and a clear focus on student outcomes.

Transparent

- Has clear, open and honest communication with the SLT/Governing Body
- Creates the structure and culture of trust to enable open, honest and courageous communication.
- Engages in open (rather than closed) conversations in a timely manner; is open to hearing an honest appraisal of the situation
- Creates opportunities for inter-departmental transparency and collaboration
- Holds staff accountable where there is a lack of transparency

Ambitious

- Thinks strategically and is able to see clearly and focussing themselves and others on what needs to be done
- Anticipates and addresses the changing needs of students, staff, employers and partners
- Establishes a culture of sharing best practice and looking outside the organisation to seek best practice
- Sets stretching targets for the organisation and provides the development to achieve those targets
- Creates opportunities to celebrate success

Inclusive

- Creates a culture as well as policies and guidelines that promote inclusivity
- Provides appropriate training, coaching and mentoring programmes
- Creates a diverse curriculum offer that reaches the wider needs of the community
- Ensures marketing materials are aspirational and reflect the inclusive and diverse nature of our students and staff
- Creates cross college groups to provide opportunities for contributions from across all staff
- Has oversight of performance indicators for different groups with effective intervention strategies where there is underperformance

Respectful

- Sets the tone, standards and protocols of respectful behaviour and communication
- Presents a warm and welcoming face to all staff, takes time to connect with people
- Develops appropriate email, social media and other communication protocols

Supportive

- Invests time and creates the conditions that enable collaboration, cooperation and effectiveness
- Has a clear focus on student outcomes and operational priorities
- Provides the appropriate resources and structures to enable success
- Provides peer challenge and support in an appropriate environment
- Ensures welfare, support and programmes are appropriate for students and staff
- Benchmarks staff salaries and terms to ensure





Equality, Diversity & Inclusion

► As an inner London College, we are proud of our diverse and multi-skilled workforce. Equity and Diversity is at the heart of everything we do and we have an ambitious Action Plan which has contributed to us being awarded as an Investor in Diversity by the National Centre for Diversity. In terms of ethnicity, 51% of our teaching staff, 52% of our support staff and 41% of our management staff are ethnically diverse. We believe that one of our greatest strengths as an organisation is the diversity in every sense of both our staff and students which is reflective of our communities, and we are working hard to create opportunities to ensure those diverse voices are heard and contribute towards improving the experience of all our stakeholders.

► Equal Opportunities

► We are an equal opportunities employer and are committed to providing equality of opportunity to all. Our aim is to treat all employees and prospective employees with integrity, respect and consideration.

We aim to ensure that individuals are recruited, selected, trained and promoted based on ability, job requirements, skills, aptitudes and other objective criteria. In this respect we will ensure that no job applicant or employee receives less favourable treatment on the grounds of race, colour, nationality, ethnic or national origin, sex, sexual orientation, religion or belief, age, marital status or disability, or is disadvantaged by conditions or requirements which are not covered by legislation or existing codes of practice.

We encourage applications from those with a disability. We have made a commitment to guarantee an interview to any applicants with a disability who meets all the essential criteria of the person specification.



**For College Operational Plan
Follow this link**

[ucg-strategy-document-college-plan.pdf \(windows.net\)](#)