

## **A brief introduction to teaching at CCSS**

Cambridge Centre for Sixth-form Studies (CCSS) offers a unique blend of small group tuition. Our classes average about six students and encourage the in-depth acquisition of knowledge, the development of important examination and personal skills, and the deeper understanding that comes from regular and close interaction with expert teachers.

Most pupils have one clear aim in mind when entering a sixth-form: taking up a university course that is appropriate for their future aspirations. CCSS takes its mission seriously: we prepare students not just academically through excellent teaching but also socially and personally for the university years ahead.

Our full programme of support in preparing university applications includes individual weekly tutorials, practice interviews, visits to universities and additional careers guidance as required.

From a teacher's point of view there are significant attractions to working at CCSS:

Classes are exceptionally small, and this enables huge satisfaction in terms of giving exceptional support, the time to focus on the individual, the opportunity to mark and review work thoroughly.

The year is structured around the examination season, so we have an unusually long summer break, although staff, of course, spend time preparing and planning throughout the summer. They are often to be found in College during holidays, and most contribute to our Easter Revision and Summer School programmes.

The administrative support is plentiful, inclined to take initiative, and invariably happy!

Parents are very appreciative of the efforts made by CCSS staff and the remarkable ethos of the College is so different from, and better than, the typical school experience that it often leads to approving comment.

Although the largest nationality group is British (usually about 40%), our students come from all over the world. They all respond very positively to the atmosphere of trust and independence, and there is a truly rewarding sense of shared purpose.

Stuart Nicholson, Principal

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