

# Robert Clack School of Science

Executive Headteacher : Mr R.V.A. Taylor B.Sc., (Econ) (Hons)



# RECRUITMENT PACK

## BUSINESS AND ECONOMICS TEACHER

**(TLR OPPORTUNITY FOR SUITABLY QUALIFIED AND  
EXPERIENCED CANDIDATE)**



Tel: 020 8270 4200

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Email: [office@robertclack.co.uk](mailto:office@robertclack.co.uk)

Recruitment queries: [eselvon@robertclack.co.uk](mailto:eselvon@robertclack.co.uk)

# Welcome to Robert Clack School

As a former pupil and member of staff for the past 20 years, Robert Clack School and our pupils mean a great deal to me. I believe that Robert Clack is a very special place; we have a strong sense of community and strive for excellence in all that we do.

We are committed to delivering a broad and balanced education, one which appreciates the importance of academic qualifications, but one which also recognises the value of vocational qualifications and the extra-curricular of sport, drama, music, the arts and debate.

Our ethos permeates every aspect of life at Robert Clack School and cultivates the values of mutual respect, compassion, discipline, high expectations and aspirations and hard work. By embracing these values, we believe that our pupils will be able to fulfil their ambitions in life, whatever they may be.

I am delighted that you are interested in pursuing a career at Robert Clack School. Please find enclosed the information relevant to the role you may wish to apply for.

Good luck and best wishes.

Russell Taylor  
Executive Headteacher



# The Recruitment and Application Process

To view the job description, person specification and to download an Application Form please follow this link to the School website: [www.robertclack.co.uk](http://www.robertclack.co.uk)

Please submit completed applications either through the TES or DfE websites or by e-mail to: mbrown@robertclack.co.uk

Please note that CVs will only be accepted if accompanied by an application form.

If you have any queries about the application process, you are welcome to contact the School's HR Manager, Emma Selvon on 020 8270 4200 x 3308 or on the above email address.

**Safeguarding and Promoting the Welfare of Children and Young People Note:**

*Robert Clack School is committed to safeguarding and promoting the welfare of children and young people. Successful applicants must be willing to undergo identity checks, checks with past employers, an online internet search and an enhanced Disclosure & Barring Service check.*

**Key dates:**

Closing date: rolling closing date until 8am on Tuesday 10 March 2026.

Interviews to be held: To be confirmed. During March 2026.

Commencement date in post for successful candidate: September 2026.

# **Advertisement**

**BUSINESS AND ECONOMICS TEACHER (TLR opportunity available for suitably qualified and experienced candidate)**

**SALARY:** Main Pay Scale/Upper Pay Scale (Inner London)

**APPOINTMENT:**

As a result of our recent and ongoing school expansion, we are looking for an enthusiastic and inspirational teacher of Business Studies and Economics to join our growing team. Our Business Education Department works across all three school sites.

Please note the following information regarding our Business and Economics Education curriculum:

**KS4: Edexcel GCSE Business**

This is a highly popular option subject. This specification is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2).

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

**KS5: OCR Cambridge Technical Level 3 in Business Studies**

This qualification is for learners 16 years old or over who want to study business. This qualification provides learners with the opportunity to develop an understanding of the business environment and to focus on a specific aspect of business through applied learning.

**KS5. Edexcel A Level Economics A**

The Pearson Edexcel Level 3 Advanced GCE in Economics A is structured into four themes and consists of three externally examined papers. Students build knowledge and understanding of core economic models and concepts in Themes 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4. Students will need to apply their knowledge and understanding to both familiar and

unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies.

Our KS5 Business and Economics pupils go on to secure excellent university placements and apprenticeships. Many of our KS5 Business and Economics pupils join The Business Academy letter, an extra-curricular club, promoting entrepreneurship and networking with organisations within Marketing, Consultancy and Finance.

### **About you:**

You must be passionate about teaching and you will be expected to collaborate with colleagues in the department in planning and delivering lessons across a range of ages and abilities. You must be committed to delivering high quality teaching and learning, while securing outstanding progress for all pupils. The right candidate for us will be someone who can demonstrate: -

- Qualified Teacher Status;
- A Business or Economics degree or equivalent;
- Evidence of studying Economics at A Level/ Degree Level;
- Experience and knowledge of teaching Economics (and Business) within a secondary school at Key Stage 4 and preferably Key Stage 5 (ages 11-18);
- Excellent curriculum knowledge and how to sequence the skills and knowledge needed;
- A record of / commitment to outstanding teaching and securing high levels of pupil progress;
- Experience of or a commitment to wider school responsibilities;
- Exceptional interpersonal and organisational skills;
- Vocational experience is ideal/preferential, but not essential;
- An appreciation and an understanding of a school at the heart of the community;
- It is also desirable that you have knowledge or experience of delivering vocational courses and experience of teaching A Level Economics.

**Robert Clack School of Science is one of the most successful schools in the UK and we are expanding to become one of the largest schools in the UK. This is a fantastic opportunity for a talented, ambitious professional to join the dedicated teaching team within our school.**

### **Reasons to join us:-**

**Our Pupils:** The exemplary behaviour of our pupils is always commented upon by visitors to our school. Our pastoral system is second to none, reinforcing the values and ethos of the school. Pupils understand the importance of mutual respect, compassion for others, discipline, hard work, high expectations, and aspirations.

**Success:** We are hugely oversubscribed with a large Sixth Form. Through our provision of a broad and balanced curriculum, and an extensive range of extra-

curricular opportunities, our pupils achieve excellent academic, social and cultural outcomes, despite living in an area of significant disadvantage. At the end of Year 13, our pupils go on to top University destinations, including Oxford and Cambridge. Many have progressed to employment via apprenticeships or in a variety of industries.

**Working Conditions:** Our pupils need the best quality teachers in the classroom and we support our teachers through enhanced PPA time, minimal bureaucracy, supportive departments, pastoral teams and the leadership team.

**Professional Advancement:** We believe in training, developing and supporting teachers and support staff. Many of our teachers trained at Robert Clack; a number are former pupils of the school, including the Headteacher. We have a Silver award for our CPD from the Teacher's Development Trust, Investors in People Bronze award and the one time that we entered the Sunday Times Best Public Sector Company we were ranked first for Leadership, My Company and Personal Growth. If you are ambitious, motivated and above all an excellent teacher, there are plenty of opportunities for you to develop at Robert Clack School.

# Job Description and Person Specification

<b>Job Title:</b>	Teacher - Main Pay Scale/Upper Pay Scale (Inner London)
<b>Working Hours:</b>	Full-time teacher, 195 days per year
<b>Department:</b>	Teaching Staff
<b>School:</b>	Robert Clack School  Although you may be based on one school site, your role is not site specific.
<b>Reports to:</b>	Director/Subject Leader (site)
<b>Responsible for:</b>	N/A
<b>Number of Posts</b> <b>Supervised/Managed:</b>	N/A

## 1. Purpose of the Job:

- To provide a high standard of teaching and learning for pupils to ensure that they achieve to the best of their abilities.
- To support and promote the safeguarding, and welfare of all children and young people attending Robert Clack School.
- To have strong subject knowledge and to promote positive, professional relationships with pupils, parents and colleagues to support the best interests of the pupils.
- To carry out teacher duties as set out in the DfE School Teachers' Pay and Conditions 2022 document, and in accordance with DfE Teachers' Standards 2012.

## 2. Main Activities:

### TEACHING

#### **Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe and stimulating learning environment for pupils, based on mutual respect.
- Set targets for pupils that will challenge them, regardless of their backgrounds and abilities.
- Demonstrate and promote consistently the positive attitudes, values and behaviour that are expected of pupils, in accordance with the school ethos.

#### **Promote good progress and outcomes by pupils**

- Accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities, needs and prior knowledge in order to plan lessons to build on, and improve these areas.
- Ensure that pupils are able to reflect on their progress and identify their learning needs in order

- to progress.
- Work with support staff to enhance pupils' progress.

### **Demonstrate good subject and curriculum knowledge**

- A secure knowledge of the relevant subject(s) and curriculum areas, while ensuring maintenance and development of these over time.
- Demonstrate a critical understanding of developments in the subject(s) and curriculum areas.
- Ability to maintain pupils' interest in the subject and address any areas of misunderstanding.
- Demonstrate an understanding of, and promote high standards of literacy, articulacy and the correct use of standard English, regardless of the specialist subject.
- Support and promote pupils' reading, writing, communication and numeracy skills through the curriculum offer.

### **Plan and teach well-structured lessons**

- Plan, prepare and deliver well-structured courses and lessons, engaging in short, medium and long-term lesson planning and sequences of lessons.
- Contribute to the design and provision of an engaging curriculum, teaching resources and the development of schemes of work.
- Deliver the school's teaching and learning priorities to ensure a high quality of provision.
- Deliver the curriculum, in accordance with age, ability group and subject.
- Demonstrate a clear understanding of appropriate teaching strategies relevant to age, ability group and subject.
- Impart knowledge and help to develop pupils' understanding through effective use of lesson time.
- Promote a love of learning and encourage pupils' intellectual curiosity through lesson time.
- Reflect regularly on the effectiveness of lessons approaches to teaching and pupils' progress.
- Set regular homework and plan other extra-curricular activities i.e. revision classes, school trips etc. to consolidate and further develop the knowledge, and understanding that pupils have acquired.

### **Adapt teaching to respond to the strengths and needs of all pupils**

- Able to differentiate appropriately, using various teaching strategies which enable pupils to be taught effectively and make progress.
- Knowledge of how a range of factors can inhibit pupils' ability to learn, and how to overcome these.
- Awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils at different stages of their development and provide guidance.
- Demonstrate an understanding of the needs of all pupils, including those with special educational needs and disabilities, and pupils with high ability, English as an additional language etc. Be able to use and evaluate teaching approaches to engage with and support them.

### **Make accurate and productive use of assessment**

- Use relevant data to monitor progress, set targets and plan lessons.
- Use assessment methods to ensure pupils' progress, and record all assessment data.
- Participate in book monitoring.
- Knowledge of how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Give pupils regular feedback, both orally in lessons, and through accurate marking, in accordance with the school's marking policy.
- Encourage pupils to respond to feedback and to be involved in setting their targets.

## **Manage behaviour effectively to ensure a good and safe learning environment**

- Ensure that pupils are aware of the rules and routines for behaviour in lessons.
- Ensure that pupils are aware of the high standards of behaviour expected from them by promoting excellent behaviour in lessons, and around the school, in accordance with the school's Behaviour Policy. Be a positive role model.
- Establish a framework for discipline, using praise, rewards, positive and negative referrals.
- Manage classes effectively and ensure that appropriate approaches are used to involve and motivate pupils to learn.
- Maintain professional and positive relationships with pupils. Exercise decisive authority when necessary.
- Maintain high standards of health and safety in accordance with the school's policies.

## **Wider Professional Responsibilities**

- Make a positive contribution to the school's ethos and the wider school community.
- Develop professional and positive relationships with colleagues.
- Take responsibility for improving teaching through appropriate professional development, responding to advice from colleagues and sharing best practice.
- Develop professional and positive relationships with parents/carers and outside agencies with regards to pupils' achievements and well-being. Work collaboratively with parents/carers and outside agencies to support pupils' progress.

## **Wider School Responsibilities**

- Participate in arrangements to prepare pupils for public and school examinations and participate in supervision of pupils during exams.
- Cover lessons, as and when required. Set cover work for lessons if absent.
- Attend assemblies, parents' evenings, open evenings, INSET sessions, school events and extra-curricular activities as required.
- Attend school and department meetings, as required.
- Ensure that registers are taken during each lesson and for form time.
- Act as a Form Tutor, when required.

## **PERSONAL AND PROFESSIONAL CONDUCT**

- Responsibility as a teacher to uphold public trust in the teaching profession and to maintain high standards of personal and professional conduct, ethics and behaviour within and outside school.
- Treat pupils and colleagues with dignity and respect, and build relationships rooted in mutual respect, while at all times observing proper boundaries appropriate to a teacher's professional position.
- Awareness of the need to safeguard pupils' well-being, in accordance with statutory provisions and the school's policies.
- Demonstrate tolerance and respect for others, not undermining fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Proper and professional regard for the ethos, policies and practices of Robert Clack School, and the maintenance of high standards in personal attendance and punctuality.
- Ensure an understanding of, and always act within the statutory frameworks which set out professional duties and responsibilities.

### **3. Statutory Requirements:**

This post carries a requirement to have an enhanced Disclosure and Barring (DBS) check for Children.

### **4. General Accountabilities and Responsibilities:**

- Comply at all times with the Council and School's policies and procedures, particularly those regarding Data Protection, Equalities and Diversity, Health & Safety and Safeguarding.
- Undertake a proactive, committed approach towards the School's values and ethos.
- Comply with the competencies and standard requisites agreed by the School as relevant to your post.
- Participate in training and development activities.

*The above mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other appropriate duties as may be required by the Line Manager within the grading level of the post and the competence of the post holder.*

# Person Specification

<b>Post Title:</b>	Business and Economics Teacher	<b>Grade:</b>	MPS/UPS
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Attributes	Criteria	Assessment Method	Essential	Desirable
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Able to teach to an outstanding level, leading to high attainment and progress / ECTs &amp; trainee teachers – Able to demonstrate an understanding of outstanding teaching.</li> <li>• Successful experience of, and a good subject knowledge of teaching at Key Stages 3, 4 and 5.</li> <li>• Experience of the use of assessment in order to improve pupils' progress.</li> <li>• A clear understanding of individual pupils' needs.</li> <li>• Able to demonstrate experience of the strategies available for improving the teaching and learning, attainment and progress of pupils at all levels of ability and development stages.</li> <li>• Experience of promoting consistently high expectations for all pupils in regard to their work ethic and behaviour.</li> </ul>	Application form, interview, lesson observation	X X X X X X	
<b>Education, Training &amp; Qualification</b>	<ul style="list-style-type: none"> <li>• A good honours degree in a relevant subject.</li> <li>• A teaching qualification and UK Qualified Teacher Status (QTS).</li> <li>• Aware of curriculum developments in the relevant subject area.</li> <li>• Knowledge of national strategies and developments in education</li> </ul>	Application form, interview	X X X X	

<b>Professional Relationships</b>	<ul style="list-style-type: none"> <li>• Able to work effectively and supportively within a team.</li> <li>• Excellent verbal and written communication skills when dealing with pupils, parents, visitors, colleagues and external agencies.</li> <li>• Ability to engage, enthuse and motivate pupils to provide a positive learning experience.</li> <li>• Work in accordance with the school's ethos, policies and strategies, and promote the school's ethos in the school and local, wider community.</li> </ul>	Application form, interview,	X X X X	
<b>Safeguarding and Equality &amp; Diversity</b>	<ul style="list-style-type: none"> <li>• A commitment to the safeguarding and welfare of children.</li> <li>• Knowledge, understanding and commitment to equal opportunities and diversity.</li> <li>• A commitment to continuing professional development.</li> </ul>	Application form, interview, lesson observation	X X X	
<b>Knowledge, understanding and skills</b>	<ul style="list-style-type: none"> <li>• Good organisation, planning and able to prioritise.</li> <li>• Flexible, adaptable and reliable.</li> <li>• Ability to work methodically, with good attention to detail.</li> <li>• Able to work calmly when under pressure.</li> <li>• Enthusiasm, drive and able to promote a love of learning.</li> <li>• Competent user of ICT.</li> <li>• Maintain confidentiality with regards to all school matters.</li> </ul>	Application form, interview, lesson observation	X X X X X X X	

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