

Head of Business and Economics

Based at The Forest Academy -IG6 3TN

Salary: M1 to UPS3 plus TLR 2c (Outer London) - potential Head of Faculty for suitably skilled/experienced candidate

Required: September 2022

Thank you for your interest in becoming Head of Business and Economics at The Forest Academy. The Forest Academy is on an exciting journey, and we are looking for a leader who is committed to making a difference to the lives of our students. We are seeking to appoint a dynamic and inspirational teacher who is ambitious and has a real passion for Business and Economics. The successful applicant will have high expectations and will be a reflective practitioner who is always keen to develop and improve their teaching. They will appreciate their role in helping our students to have high aspirations, and they will share our belief that our students deserve an exceptional curriculum and the very best teaching. They will, like us, believe in our students.

We know that great leaders are always keen to develop and learn. We therefore work closely with our middle leaders to ensure that they are experts in curriculum development who can work creatively and thoughtfully with their teams to shape the curriculum.

We are committed to ensuring workload is manageable in all positions, and post-holders have enough additional time to carry out their responsibilities. We are a school which trusts teachers and leaders to make the right decisions for their areas of responsibility.

We are an approachable leadership team who are laser focused on ensuring that teaching and learning is always improving, and who are committed to the professional development of our staff. Staff at TFA enjoy their work because they know that they make a difference for our students each and every day. Relationships are a real strength at TFA, and staff enjoy the 'thank yous' and 'good mornings' that they get from our friendly and respectful students. Staff also enjoy the career progression, collaboration and development opportunities available at TFA and more widely across the Trust, as we are careful to identify the leaders of tomorrow and to nurture talent. The Staff Forum helps to ensure that communication is strong between staff and the leadership team, and we are committed to ensuring that our staff do not spend time on unnecessary data entry or paperwork.

Students enjoy studying Business and Economics at The Forest Academy. Our Sixth Form, which offers three different pathways across two sites, provides our students with a range of options to pursue their interests in Business and Economics. Students studying Level 3 courses can select BTEC Business at The Forest Academy (single or double A-level equivalent). Students who are not yet ready for Level 3 study can study on our three-year pathway, with the opportunity to study Level 2 qualifications in Accounting or Financial Education. Business is a popular choice at both Key Stage 4 and Key Stage 5, and we are also introducing Economics GCSE next year to complement our Economics A-Level which students in the Sixth Form can also study at The Forest Academy campus.

This role is crucial for our students, and will be pivotal in helping them to have high aspirations and to achieve at the highest level. We are seeking a leader who has a crystal clear vision on how to ensure that our students achieve



exceptional outcomes, and who can develop their team to be phenomenal teachers. This role would suit an individual with extensive leadership experience (with the potential for a Head of Faculty role for the right candidate), as well as someone looking to take up their first leadership post.

We welcome initial expressions of interest and discussions about the role. Please email admin@theforestacademy.co.uk marking the email 'FAO The Principal' if you wish to book a telephone call.

The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.

Enhanced DBS (with list checks) is required for this post.

The below documents must be read prior to applying for this role and will be factored into interviews:

[Keeping Children Safe in Education](#)

[BMAT – Safeguarding and Child Protection Policy](#)

Further information and an application form can be found at <https://nelta.co.uk/vacancies/>

Please forward your electronic applications to recruitment@beaconacademytrust.co.uk

Please note we reserve the right to close or extend this position depending on application numbers, therefore we would urge candidates to submit an application as soon as possible.



Role Description

Purpose of the post

To provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

A subject leader provides leadership and direction for the subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject. While the Principal and trustees carry overall responsibility for school improvement, a subject leader has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice. Throughout their work a subject leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school.

Professional knowledge and understanding

Subject leaders should have knowledge and understanding of:

- a. their school's aims, priorities, targets and action plans;
- b. the relationship of the subject to the curriculum as a whole;
- c. any statutory curriculum requirements for the subject and the requirements for assessment, recording and reporting of pupils' attainment and progress;
- d. the characteristics of high quality teaching in the subject and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils;
- e. how evidence from relevant research and inspection evidence and local, national and international standards of achievement in the subject can be used to inform expectations, targets and teaching approaches;
- f. how to use comparative data, together with information about pupils' prior attainment, to establish benchmarks and set targets for improvement;
- g. how to develop pupils' literacy, numeracy and information technology skills through the subject;
- h. how teaching the subject can promote pupils' spiritual, moral, social, cultural, mental and physical development;
- i. management, including employment law, equal opportunities legislation, personnel, external relations, finance and change;
- j. how teaching the subject can help to prepare pupils for the opportunities, responsibilities and experiences of adult life;
- k. the current use and future potential of information and communications technology to aid teaching and learning of the subject, and to assist with subject management;
- l. the role of school governance and how it can contribute to the work of the subject leader;
- m. the implications of information and guidance documents from LA, the DfE and other national bodies and associations.
- n. the implications of the Code of Practice for Special Educational Needs for teaching and learning in their subject;



- o. health and safety requirements, including where to obtain expert advice.

Strategic direction and development of a subject

Within the context of the school's aims and policies, subject leader's development and implement subject policies, plans, targets and practices.

They:

1. develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning;
2. create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
3. establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
4. use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils;
5. analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, target and teaching methods;
6. establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which:
contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
identify realistic and challenging targets for improvement in the subject;
are understood by all those involved in putting the plans into practice;
are clear about action to be take, timescales and criteria for success;
7. monitor the progress in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

Teaching and Learning

Subject leaders secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement.

They:

1. ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs;
2. ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;
3. provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;



4. ensure effective development of pupils' literacy, numeracy and information technology skills through the subject;
5. establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
6. ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject.
7. set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;
8. evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
9. ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
10. ensure that teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;
11. ensure that teachers of the subject know how to recognise and deal with racial stereotyping;
12. establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
13. develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding.

Leading and managing staff

Efficient and effective development of staff and resources

Subject leaders provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

They:

1. ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs;
2. ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;
3. provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;
4. ensure effective development of pupils; literacy, numeracy and information technology skills through the subject;
5. establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
6. ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject;



7. set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;
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Other duties and responsibilities:

Undertake any other reasonable professional task as directed by the Principal

Other Duties and Responsibilities

The above mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change.

The post holder may be required to carry out such other duties as requested by management that are broadly within the level of the post.



Head of Business and Economics

Person Specification	Essential (E) Desirable (D)	App Fm	Intvw	Ref
Teaching Qualifications and Experience				
Qualified Teacher Status	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Degree	E	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates successful practice as a teacher in a secondary school	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Experience and Practice				
Commitment to improving practice through appropriate professional development	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reflective practitioner	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate an understanding and proactive approach to safeguarding equal opportunities, health and safety and other policies and practices	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Act upon advice and feedback and demonstrate ability to coach and mentor	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability and Skills				
Demonstrate ability to work well in collaboration with others	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Communicate effectively with children, colleagues, stakeholders etc	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective time management and organisation skills	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Personal Attributes				
Personal impact and presence	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adaptability to changing circumstances and new ideas	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vigour and perseverance	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Enthusiasm, resilience, reliability and integrity	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>BMAT is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.</p> <p>Enhanced DBS Disclosure is required for this post.</p>				

