



**Middleton  
Technology School**



**Great Academies  
Education Trust**

# CANDIDATE PACK

Head of Business Studies



## WELCOME FROM THE HEADTEACHER

As you will know, our motto is straightforward: “In pursuit of excellence”. We strive every day to meet this challenge of excellence, and encourage all of our students to do the same, even though we know that this may test their resilience at times.

### Why?

Because our school vision is for every student, regardless of background or circumstance, to leave our school work and college ready.

We place a high priority on ensuring that all students achieve the best academic grades they can; supported by a strong culture of high standards and expectations, whilst also ensuring that they have the skills they need to succeed in the world of work.

### Will they be alone in this?

No! We pride ourselves on ensuring that we have ‘someone for everyone’. From the form tutor, to the subject teachers, to the extensive Inclusion Team, to our partnership with parents and external agencies, we will work hard to make sure that every child is supported.

We are proud to be a strong, happy and caring school community in which students and staff can flourish.

With all best wishes

### Janine Kellett

Head Teacher



## STAFF BENEFITS



Health  
protection



Westfield  
rewards



Chartered  
College  
Teaching  
membership



CPD  
opportunities



On-site  
parking



Well-being  
services



# Head of Business Studies

**Salary:** Lead Practitioner 1-5

**Hours:** Full time

**Salary:** £52,026 to £57,418

**We are looking to appoint a Business Studies specialist, who is passionate about how students learn Business Studies and how the biggest impact can be made.**

We believe that Middleton Technology School is a great place to work. This post offers you the opportunity to work in/with:

- A School with a strong will and determination to continue to improve
- A School that has high expectations of all who work here
- A School that places teaching and learning at the heart of school improvement
- A School that is driven by strong values, invests in its staff and students and has a high regard for their welfare
- A supportive and cooperative teaching staff who are committed to their roles
- A School that works effectively with all stakeholders
- A caring School where you can make a real difference to the lives of young people

You will be part of an excellent team and will be given extensive support to develop to your full potential both in this role and beyond.

Applicants must have relevant qualifications and experience, please ensure that you meet the person specification before applying.



**Responsible to:**

Each Head of Department is ultimately responsible to the Head Teacher, but this responsibility may be delegated to the appropriate SLT line manager.

**Spirit:**

The Head of Department has a whole school role as well as being key figures in the development of their subject areas, acting internally in close collaboration with all other Heads of Department and, externally, with those organizations concerned with developments in their subject areas. They will be expected to play an active part in the overall development of the school, liaising closely with their Line Managers, thus ensuring that their Line Managers are aware of subject/curriculum area issues.

They will be expected to work at the Head Teacher's direction, giving the benefit of their training and experience in the discussion and development of policy.

You will comply with all relevant Academy policies and procedures, including those relating to Health & Safety, Safeguarding Policies and Procedures and attend any teacher training.

**Specific Responsibility:**

There are eight areas of responsibility that a Head of Department has:

1. Accountability to the Head Teacher.
2. Accountability for the leadership and management of staff.
3. Accountability for the leadership and management of teaching and learning in their classroom and being the 'lead learner' in a curriculum area.
4. Accountability for the academic achievement and progress of all students within the curriculum area.
5. Accountability for the management of resources.
6. Accountability for the welfare of students.
7. Accountability for the environment of the curriculum area.
8. Accountability for liaison with other curriculum areas/teams on whole school issues.

These are not listed in order of importance – all are considered to be of equal importance. They may be asked to assume other responsibilities in agreement with the Head Teacher.

**Accountability to Head Teacher**

- a) To keep the Head Teacher, via their Line Manager, fully informed of all matters that they are involved in and initiatives that they undertake.
- b) To keep the Head Teacher, via their Line Manager, fully informed of all issues and concerns regarding the smooth and efficient functioning of the curriculum area.
- c) To be responsible, with their team of staff for creating a rational, just and firm sense of order within the curriculum area.

- e) To ensure that the Curriculum area's teaching commitments are effectively and efficiently time-tabled and roomed.

**Accountability for the leadership and management of staff:**

- a) To demonstrate by his/her actions, concern for people within the curriculum area and the relationships that exist between them.
- b) To maximise the potential of staff within the curriculum area.
- c) To give guidance and support to staff within the curriculum area.
- d) To implement and monitor systems by which staff performance can be evaluated, both on a collective and individual basis, against agreed targets.
- e) To implement methods of ensuring that the curriculum area team is involved in an on-going and well-organised programme of personal and professional development.
- f) To work in consultation with their Line Manager in arranging school based in-service support and induction for newly qualified teachers, supply teachers and staff new to the curriculum area.
- g) To allocate duties and responsibilities necessary to ensure the smooth and efficient functioning of the curriculum area.
- h) To encourage curriculum area staff, by example, to participate actively in all aspects of school life.
- i) To convene regular formal curriculum area meetings, setting agendas, minuting the meetings and circulating copies to appropriate parties including the Head Teacher.
- j) To encourage staff to have the highest expectations of students.
- k) To be an active participant in the school's performance management.
- l) To establish the process of the setting of targets within the curriculum area and to work towards their achievement.
- m) To establish common standards of practice within the curriculum area and develop the effectiveness and learning styles in all subject areas within the curriculum area.
- n) To contribute to the School procedures for lesson observation.
- o) To implement School quality procedures and to ensure adherence to those within the curriculum area.
- p) To monitor and evaluate the curriculum area in line with agreed School procedures including evaluation against quality standards and performance criteria.
- q) To seek/implement modification and improvement where required.
- r) To ensure that the Curriculum area's quality procedures meet the requirements of Self Evaluation and the Strategic Plan.

### **Accountability for the Leadership of Teaching and Learning in the Curriculum area**

- a) To ensure that each student is offered a full range of related experience in accordance with individual need, the philosophy of the school and the statutory curriculum relevant to the work of the curriculum area.
- b) To ensure that schemes of work are, in terms of both delivery and content, related to those of the partner primary schools and that continuity is a principle of curriculum planning.
- c) To ensure that schemes of work are relevant and meaningful to the world of work, community needs and continuing education.
- d) To liaise with the Key Stage Inclusion Teams in ensuring that the curriculum and methodology are appropriate and meet the individual needs of each student.
- e) To monitor and evaluate the performance of the curriculum area in terms of the school's philosophy, Standard Assessment Tasks, internal and external examinations and other agreed criteria.
- f) To ensure that the educational experiences offered to each student are of the highest quality and promote the school's policy of equality of opportunity.
- g) To initiate, and encourage the initiation of, curriculum development both within the curriculum area and in conjunction with other curriculum areas.
- h) To ensure that all recognised cross-curricular skills, themes and dimensions are, wherever possible, delivered through the work of the curriculum area.
- i) To be ultimately responsible for the curriculum areas contribution to the process of whole school curricular mapping.
- j) To implement a system that ensures appropriate work is set for classes of absent staff.
- k) To implement and monitor a curriculum area homework program in line with whole school policy.
- l) To ensure the operation of an appropriate system of rewards and referrals within the curriculum area.

### **Accountability for the Management of Resources:**

- a) To ensure that the finances and resources allocated to the curriculum area are deployed in a just, fair and efficient manner.
- b) To ensure that these finances and resources are used in such a manner that a stimulating and successful learning environment is created.
- c) To ensure that these finances and resources promote the highest quality of education.
- d) To be responsible for all resources and stock allocated to the curriculum area, ensuring the continual updating of stockbooks and records.
- e) To ensure that all resources are well maintained, stored securely and used safely, paying due regard to relevant Health and Safety regulations.
- f) To advise their Line Manager of the needs of the curriculum area in terms of finance and resources.

### **Accountability for the Welfare of Students:**

- a) To ensure that the curriculum area encourages students to develop the highest expectations of themselves.

- b) To ensure that students are kept fully informed of their progress.
- c) To ensure that parent(s)/guardian(s) are kept fully informed of the progress made by their child.
- d) To ensure that student grouping is organised in a way which serves the best interests of all students and in which every individual is encouraged to perform at the highest possible level.
- e) To develop and implement a curriculum area assessment policy in line with whole school policy which influences curriculum development and informs the student and his/her parent(s)/guardian(s) of progress.
- f) To monitor and support the overall progress and development of students within the curriculum area.
- g) To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- h) To contribute to PSHCE, citizenship and enterprise according to school policy.
- i) To ensure the Behaviour Management system is implemented in the curriculum area so that effective learning can take place.

### **Accountability for the Environment of the Curriculum area**

- a) To work with the curriculum area team in ensuring that the environment is stimulating, celebrates student achievement and fosters the processes of learning.
- b) To institute a series of systems and checks which will offer the highest standards of safety and security to all those who use the curriculum area area.
- c) To implement procedures to promote a litter-free and safe environment within the curriculum area.

### **Accountability for Liaising with Other Curriculum areas/Teams on Whole School Issues:**

- a) To ensure that the curriculum area plays a major part in supporting whole school issues.
- b) To ensure the maintenance of accurate and up-to-date information concerning the curriculum area on the management information system.
- c) To make use of analysis and evaluate performance data provided.
- d) To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- e) To produce reports within the quality assurance cycle for the curriculum area.
- f) To produce reports on examination performance, including the use of value-added data.
- g) In conjunction with the relevant person, to manage the Curriculum area's collection of data.
- h) To provide the Governing Body with relevant information relating to the Curriculum area performance and development.

It is essential that Heads of Department are involved in a continual process of taking opportunities to improve their practice in the curriculum area through whole school training and any other relevant opportunities that will be made available to them.

## PERSON SPECIFICATION

CRITERIA	<b>Experience and Qualifications:</b> On their application form, candidates will demonstrate that they have the following qualifications and school experience:	
ESSENTIAL	DESIRABLE	
<ul style="list-style-type: none"> <li>• QTS</li> <li>• An excellent track record of recent, relevant professional development</li> <li>• Accountability for the performance of a cohort of young people</li> <li>• Experience of effective teaching and performance within the curriculum area</li> <li>• Evidence of good/outstanding classroom practice</li> <li>• Clear demonstration of the ability to mentor/coach/model best learning experiences to other teachers and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative use of resources</li> <li>• Leadership of a community project or an area of school development</li> <li>• Taking accountability for the success of an initiative</li> </ul>	

CRITERIA	<b>Knowledge and Understanding:</b> In their statement of suitability and during the selection process, candidates will demonstrate that they have the following knowledge and understanding:	
ESSENTIAL	DESIRABLE	
<ul style="list-style-type: none"> <li>• The principles and characteristics of good and outstanding schools and Trusts</li> <li>• Innovative approaches to working with students, parents, staff and the local community</li> <li>• The principles and practices of strategic and operational planning and delivery</li> <li>• Effective review and evaluation procedures</li> <li>• The application of ICT within teaching</li> <li>• An understanding of inclusive education</li> </ul>	<ul style="list-style-type: none"> <li>• Different methods of consulting with stakeholders</li> <li>• Community/voluntary/parent/partner agency links</li> <li>• Strategies for ensuring equal opportunities for staff, students and other stakeholders</li> </ul>	

CRITERIA	<b>Communication Skills:</b> On their application form, candidates will demonstrate that they have the following communication skills:	
ESSENTIAL	DESIRABLE	
<ul style="list-style-type: none"> <li>• Communicate the vision of the school and Trust in relation to the development of the local community</li> <li>• Negotiate and consult fairly and effectively</li> <li>• Build relationships with key stakeholders</li> <li>• Ability to communicate to a range of audiences.</li> <li>• Chair meetings effectively</li> <li>• Communicate effectively orally and in writing to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Develop, maintain and use an effective network of contacts</li> </ul>	



CRITERIA		<b>Leadership and Management:</b> In their statement of suitability and during the selection process, candidates will demonstrate that they have the following leadership and management skills:
ESSENTIAL	DESIRABLE	
<ul style="list-style-type: none"><li>• Work effectively both as a leader and as a member of a team</li><li>• Initiate, lead and manage change</li><li>• Prioritise, plan and organise</li><li>• Direct and co ordinate the work of others</li><li>• Set high standards and provide a role model for students and staff</li><li>• Deal sensitively with people and resolve conflicts</li><li>• Seek advice and support when necessary</li><li>• Prioritise and manage own time effectively</li><li>• A commitment to an open and collaborative style of management</li><li>• Comply with all relevant Academy policies and procedures, including those relating to Health &amp; Safety, Safeguarding Policies and Procedures and attend any training.</li></ul>	<ul style="list-style-type: none"><li>• Motivate all those involved in the delivery team</li><li>• Liaise effectively with other organisations and agencies</li></ul>	

CRITERIA	Decision Making Skills: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following decision making skills:	
ESSENTIAL	DESIRABLE	
<ul style="list-style-type: none"><li>• Make decisions based on analysis, interpretation and understanding of relevant data and information</li><li>• Demonstrate good judgement</li></ul>	<ul style="list-style-type: none"><li>• Think creatively and imaginatively to anticipate, identify and solve problems</li></ul>	

CRITERIA		<b>Personal Qualities:</b> In their statement of suitability and during the selection process, candidates will demonstrate that they have the following personal qualities:
ESSENTIAL	DESIRABLE	
<ul style="list-style-type: none"><li>• A commitment to inclusive education</li><li>• Evident enjoyment in working with young people and their families</li><li>• Empathy in relation to the needs of the academy and the local community</li><li>• Ability to inspire confidence in staff, students, parents and others</li><li>• Adaptability to changing circumstances/new ideas</li><li>• Reliability, integrity and stamina</li><li>• Personal impact and presence</li><li>• Work under pressure and to deadlines</li></ul>	<ul style="list-style-type: none"><li>• Vision, imagination and creativity</li><li>• A commitment to professional development</li></ul>	

## HOW TO APPLY

**Applicants must have relevant qualifications and experience, please ensure that you meet the person specification before applying.**

We are committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The ability to converse at ease with customers and service users and provide advice in accurate spoken English is an essential requirement of this post.

### **Please do not send CVs.**

You can apply by completing the online application form and submit a supporting statement outlining how your experience, skills, and knowledge make you a suitable candidate for the role.

### **Applications must be submitted by:**

8.00am on Monday, 23 February 2026

### **Interviews will take place**

Thursday, 26 February 2026







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