



APPLICANT Information Pack

Subject Leader BECI
(or “Head of Business
and Economics”)

TLR 2B £5,650

+R&R allowance up to
£3000 p/a



Highcliffe School



Dear Colleague,

I am delighted you are considering applying for a post at Highcliffe School, part of HISP Multi Academy Trust. Please find alongside this letter information, which, I hope, provides an insight to our school and the opportunities that await the successful candidate.

Highcliffe is a remarkable school with a special atmosphere. We are very highly respected in our community, with whole generations of families coming here for over 50 years from Christchurch and the New Forest. Former students, current students and their parents frequently speak of their powerful emotional bonds to our school lasting a lifetime. Always popular, and usually over-subscribed, in the last two years our identity and success has attracted a rapidly growing number of admissions requests for Year 7. Although we have raised our PAN twice in recent years, demand for places still exceeds availability. This is a result of our caring and aspirational ethos combined with our engaging curriculum and excellent extra-curricular opportunities, although our track record of exam success is surely another factor. Our students are lovely young people to work with who respond enthusiastically to good teaching and are keen to learn.

Former students go on to work in international finance, law, education, politics, engineering, medicine, science, and in the Paris fashion houses, or as great chefs, carers, artists, musicians, mechanics, gardeners and much more – but not before they have thrived at Highcliffe academically, creatively and socially. We have an excellent record of success placing students into the top universities in their chosen field. Every year for the last 12 years at least one of our Sixth Form students have, for example, gone on to study at either Oxford or Cambridge universities; in recent years two or three have. Our Sixth Form achieved an ALPS Gold Award in 2024 for value-added outcomes inside the top 25% nationally. We have successful programmes for students accessing careers in medicine, the law and engineering. We are an outwardly focused community with extensive school links in France, Spain and Japan including a unique exchange programme with a school in Hiroshima.

Our teaching staff are highly experienced, knowledgeable professionals who work together superbly. Our SEND, pastoral, clerical, financial, technical and site staff, who form a good team, are also extremely good at their jobs and committed to the school's success. We are a friendly, welcoming and supportive environment in which to work or learn, located in a great part of the country. As part of the HISP Multi Academy Trust we offer our team extensive opportunities for professional development; direct collaborative working with Thornden School in Chandler's Ford and more widely across the Trust region; and career progression routes associated with our development as a regional Hub for school improvement and professional development delivering NPQs, the local ECT programme, and the Science Learning Partnership. We are a happy and upbeat school, characterised by warm and trusting relationships between staff and students. We recently completed a £1.8 million capital project improving heating and hot water, and in December 2022 successfully entered the School Rebuilding Programme to replace 18 classrooms with brand new buildings.

We have a strong focus on staff well-being and an exceptional in-house professional development programme for teachers, ensuring that Highcliffe is a positive and supportive working environment for our staff. Visitors and new staff remark on how we feel like 'one big family'.

We welcome applicants who share our ethos, bring outstanding professional skills and personal qualities, and have an unshakeable drive to make a difference to young lives through education. Unfortunately, we will not be able to contact every applicant who applies and take this opportunity to thank you for considering our school.

I look forward to hearing from you, but whatever your decision, I wish you all the best for your professional future.

Patrick Earnshaw (BA) Hons, MA
HEADTEACHER



Application:

Submit a completed application form.

Submit a personal letter or statement of no more than 2 sides of A4, 11-point Calibri font, explaining your vision, skills and experience relevant to the post.

Please note that CVs only will not be accepted.

Application Form

The form must be completed in full and signed. Please use black ink or word processing as your form will be photocopied. Please complete all sections of the application form and ensure that your employment record is set out in full with an explanation of any gaps.

Please do not include photocopies of open testimonials. We will always write to your current or previous employer for a reference and to ask for a professional assessment of your suitability for the post. We reserve the right to approach any previous employer for a reference.

Please complete the application form carefully and ensure that you sign it at the end. You should use section 5 to set out your relevant skills, knowledge and experience.

Your completed application form and letter should be returned to Angie Parsons, PA to the Headteacher, Highcliffe School, Parkside, Highcliffe, BH23 4QD by email aparsons@highcliffeschool.com. Due to usually high volume, applications will not normally be acknowledged.

Information about the area

Highcliffe School is ideally situated minutes from Highcliffe and Avon beaches, Mudeford Quay and Christchurch Harbour. A few minutes' drive or cycle away are the beaches of Bournemouth while Poole Harbour, a mecca for watersports, is approximately 12 miles away. As a result, sailing, kitesurfing, kayaking, paddle boarding, surfing and beach life are prominent parts of life in the area.

Highcliffe is also on the doorstep of the New Forest, meaning that equestrian sports, cycling, walking and running are also prominent features of local life. There is an extensive range of top-class pubs, cafes, clubs, theatres and cinemas throughout the area catering for people of all ages and tastes.

Highcliffe School is easily accessible from the urban centre of Bournemouth and Poole. With its large student population Bournemouth uniquely offers a multicultural city buzz combined with the relaxed South Coast surfing and holiday culture. London, the South East and the South West are easily reached by road or rail links. The European mainland is easily reached by ferry from Weymouth, Poole, and Portsmouth, while Bournemouth and Southampton airports offer continental and worldwide flights.



Information about the School

We encourage potential applicants to explore in depth the School's website which includes recent publications and a prospectus. Potential applicants are also encouraged to read both the most recent Ofsted reports which are available via the school website or directly from www.ofsted.gov.uk and the published performance data available on the DfES performance tables site. www.education.gov.uk/schools/performance



DEPARTMENT INFORMATION

The department is Business, Economics, Computing and IT or BECI. This team is currently six members of staff, and the Subject Leader BECI (Head of Business & Economics) line manages the Subject Leader (Head of Computing). Teaching staff are situated in five IT rooms, all equipped with computers, printers and projectors. Facilities are of a very high quality.

The department's curriculum intent is:

- To give students a deep understanding and engage learners to enhance their awareness of current affairs and key Economic and Business topics to enrich and develop their cultural capital and prepare them for a rapidly changing external environment.
- To equip students with the analytical and evaluative skills required to form judgments and opinions about why key decisions are taken by the government and the impact on the world around us.
- We want learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge to help them prepare for progression to employment, apprentices and further education.

The Business and Economics Curriculum:

At Key Stage 3 students study Business as part of the Key Stage 3 Computing Curriculum. In Year 9, students complete the Real Business Challenge, which is a combination of both theory and practical, resulting in students working in groups to produce a product and presentation based around a realistic, vocational brief. A final presentation will be presented to the rest of the class.

At Key Stage 4, students follow the AQA specification for five lessons per cycle. Our GCSE in Business Studies is very popular with four classes in Year 10 and four classes in Year 11. The GCSE in Business is taught by specialist teachers, the course allows students to gain in-depth understanding of how the business world works. They will see how a business works holistically, using relevant and up to date real life examples to help explain and apply the knowledge. Students will also gain experience of team working skills, research skills, creativity and other employability skills that will prepare the students for taking Business in Sixth Form or moving into an apprenticeship.

At Key Stage 4 we are introducing a second Business Studies pathway and from September 2025 we will be offering the Cambridge National Course in Marketing and Enterprise as an alternative to GCSE. The course explores the issues and activities involved in setting up, running and working in a business, in today's challenging business environment. The Cambridge National Course has a strong focus on marketing techniques necessary to research and develop new products, in conjunction with the development of professional interpersonal skills and financial planning skills. The course is assessed in three units, with one exam and two pieces of non-examined assessment; to design a business proposal (RO68) and to market and pitch a business proposal (RO69).

At Key Stage 5, students can develop their study of Business, we offer a diverse pathway of A Level Business, BTEC Business and A Level Economics.

In A Level Business Studies students follow the Edexcel specification. The 9 hours a cycle teaching time is normally split between two teachers. Theme 1 Marketing and People and Theme 2 Managing Business Activities are taught in Year 12 and Theme 3 Business Decisions and Strategy and Theme 4 Global Business are taught in Year 13.

In BTEC Business students follow the Edexcel specification. The 9 hours a cycle teaching time is normally split between two teachers. Unit 1 Exploring Business and Unit 2 Developing a Marketing Campaign are both delivered in Year 12. Unit 3 Personal and Business Finance and Unit 8 Recruitment and Selection Process.

A Level Economics students follow the Edexcel specification. The 9 hours a cycle teaching time is normally split between two teachers. Currently, one teacher teaches Micro and the other teaches Macro. Theme 1 Introduction to markets and market failure, Theme 2 The UK Economy performance and policies, Theme 3 Business behaviour and the labour market, Theme 4 A global perspective. Students build knowledge and understanding of core economic models and concepts in Theme 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4 in Year 13.



Teacher Person Specification

CONTEXT: Before making an application, candidates are asked to match their qualifications, experience, skills and abilities against the criteria listed below.

ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCE
QUALIFICATIONS	<ul style="list-style-type: none"> Qualified teacher status. Good Honours degree (2:2 or above) or equivalent in relevant subject. 	<ul style="list-style-type: none"> 2:1 Honours degree or above. Further relevant qualifications and or In-Service training. 	Application
EXPERIENCE	<ul style="list-style-type: none"> Secondary School teaching experience of 3 years or more teaching Business Studies to GCSE and preferably A Level standard Willingness to teach Economics at A Level, with appropriate training and support provided by the school where experience is lacking Experience successfully taking examination students all the way through the programme of study to completion of the course, with good outcomes 	<ul style="list-style-type: none"> Evidence of outstanding teaching practice with a positive impact on student progress/outcomes Experience teaching A Level Economics Using information technology in the classroom and for management. Working in partnership with parents. Experience of curriculum planning 	Application Reference
TRAINING AND PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> Knowledge and understanding of excellent practice in learning, teaching and assessment. Knowledge and understanding of current issues relevant to the subject. Familiarity with & involvement with the National Curriculum, assessment, reporting & recording procedures at KS4 & 5. 	<ul style="list-style-type: none"> Familiarity with & involvement with the National Curriculum, assessment, reporting & recording procedures. 	Application References Interview.
PERSONAL QUALITIES AND SKILLS	<ul style="list-style-type: none"> Energy and presence to lead by example, in terms of both departmental development, classroom management and organisation. Commitment to raising achievement. Commitment to staff development. Ensure that issues of equality are addressed in all aspects of work. Commitment to the success of an extra-curricular programme. IT Skills appropriate to the role. Ideas for implementing the school's vision. The ability to develop good relationships with students, staff, colleagues & community members. Manage time effectively and be highly organised. Good interpersonal skills communicate effectively (both orally and in writing) to a variety of audiences. 	<ul style="list-style-type: none"> Experience of partnership working and dissemination of ideas/materials. 	Application References Interview.



	<ul style="list-style-type: none">• Create a happy, challenging and effective learning environment.• Plan for changing needs and circumstances and be able to adapt quickly.• Report clearly and thoroughly on work completed.• Have the drive, determination and enthusiasm to work effectively.		
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POST: Head of Business and Economics (Subject Leader for Business and Economics) plus TLR 2B

Teaching Load: Typically 38 /50 periods a fortnight to a maximum of 40.

RESPONSIBLE TO: AHT/DHT

JOB PURPOSE:

- To provide effective leadership and management and thereby build and maintain an effective teaching team which continually enhances the quality of learning and achievement, in particular improving examination outcomes at GCSE and A Level
- To raise the profile of Business Studies and Economics as a subject, improve recruitment at GCSE and A Level
- To support and promote the vision and values of the School in and beyond the classroom.
- To support and promote the policies of the School, especially with regards to equality, learning and behaviour.
- To have responsibility for the members of a tutor group.*
**in exceptional circumstances Subject Leaders may be not be assigned a Tutor Group, reviewed on an annual basis*

KEY AREAS OF RESPONSIBILITY:

Leadership

- To inspire Subject members by personal example and hard work.
- To effectively manage the human resources at the Subject's disposal
- To create a vision, sense of purpose and pride in the Subject, rooted in collaborative working practices and a commitment to the highest professional standards by the whole team
- To co-ordinate the production and maintenance of the Subject handbook, and to implement, monitor and evaluate all of its policies and documentation.
- To be responsible for continuously improving the quality of teaching and learning in the Subject by monitoring and reviewing standards and providing evaluation feedback to bring about further improvement.
- To address any issues of underperformance by teaching staff, bringing about improvement in performance and improved examination performance
- Ensure that UPS staff make significant and high-impact contributions to the daily life, organisation, curricular development, progress interventions and examination outcomes of the Subject
- To be responsible for maintaining discipline in the Subject by ensuring staff make use of effective behaviour management strategies to a high standard, use school rewards and sanctions systems consistently and appropriately; and at times by supporting staff during lessons when appropriate.
- Ensure effective arrangements are put in place for Performance Management with the Subject
- To play a role as a middle leader in the development of all aspects of the School, including its policies and their implementation.
- To develop and maintain effective methods of communication with the Headteacher, SLT, other staff, students, parents, governors, external agencies and the wider community (including business and industry), etc.
- To identify and applaud areas of success for individual teachers and the Subject.
- To help create an effective team by promoting collective approaches to problem-solving and curricular/Subject development, e.g. consult when writing the development plan and produce resources as a team, delegating tasks and areas of responsibility around the team.
- To chair and produce the agenda for effective Subject meetings. To ensure minutes are made, kept secure and others informed as appropriate.



- To implement school assessment and target setting policies and make effective use of data to monitor and evaluate the achievement and attainment of students in the subject. A portfolio of exemplar work moderated against assessment criteria should be maintained, for Subject purposes and to contribute to school displays
- To ensure attainment and progress is accurately and consistently assessed and tracked by teaching staff and that effective intervention activities including booster classes are run within the Subject which improve student outcomes
- To initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch breaks or a club, trips and visits, through collaborative practices and effective delegation.
- To contribute to Computing timetable construction

Subject Development

- To contribute towards continuity and progression within the whole school curriculum.
- To ensure Business Studies and Economics have a curriculum that is well-planned, stimulating, challenging and academically rigorous.
- To oversee the Subject development plan, its implementation and the part it plays in the whole school development including safeguarding and online safety content
- To collaborate with the development of comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for students, and to incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.
- To develop departmental strategies for the students' spiritual, moral, social and cultural development, including citizenship, and for Literacy
- To monitor and evaluate the teaching in the Subject by undertaking regular lesson observations, learning walks, work scrutiny and book checks, student voice, and Commendation/Demerit analysis, according to a planned schedule.
- To develop departmental strategies and procedures (using national and school guidelines) for teaching and learning for students with special educational needs.
- To work with the SENCO to ensure IEPs are used to set subject-specific targets and to match curricular materials and approaches to students' needs.

Liaison/Communication

- To meet regularly and work with the appropriate 'SLT link' for professional support and to develop effective departmental management.
- To oversee and monitor the accuracy of exam entries and dates and to work effectively with the exam officer.
- To act as the initial person for others to contact regarding all issues relating to the subject.
- To oversee and monitor liaison with other curriculum co-ordinators in order to develop integrated schemes of work, e.g. Mathematics, Literacy, SEN, ICT and Citizenship.
- To inform staff about new developments and ideas related to the subject and wider education policy and the Subject
- To co-operate with the Health and Safety process.
- To manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual students and groups of students.
- To provide helpful and accurate responses to parent/carers enquiries.

Marketing

- To assist in effective recruitment and marketing strategies e.g. Open Evenings, Press Releases, website, Facebook, twitter etc.;



- To ensure appropriate communication/consultation with students and parents, including the school’s web site;
- To liaise with relevant agencies as appropriate;
- To work closely with the relevant staff to manage the programme of promotion of Computing Technology and the successful transition of students into Year 7 and 12 through the recruitment processes and induction programme of new students.

Administration

- To maintain efficient and effective control of the Computing Technology budget and resources;
- To ensure a safe and secure working environment where Health and Safety guidelines are adhered to.

Professional Development

- To provide or organise in-service training for the Subject staff (teaching and non-teaching) as appropriate.
- To have day-to-day responsibility for the monitoring, support and assessment of trainee (ITT) and newly qualified teachers (ECTs).
- To identify development opportunities for staff within the Subject and through external agencies or courses.
- To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff.
- To use the Performance Management cycle to assist in enhancing the professional development aspirations of colleagues.
- To personally keep up to date with developments and new ideas related to the subject.

Equal Opportunities

- The member of staff will at all times carry out the duties and responsibilities of the post with due regard to the School’s equal opportunities policies.

This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder’s professional responsibilities and duties.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder will be expected to comply with any reasonable request to undertake work of a similar level that is not specified in this job description.

September 2025

Job Holder	
Date	
Line Manager	
Date	



Equal Opportunities

This school is an equal opportunities employer. Our policy is to ensure that no job applicant or employee receives less favourable treatment because of race, colour or nationality, sex, marital status, religion or disabilities. Selection criteria and procedures will be frequently reviewed to ensure that individuals are selected or promoted on the basis of their individual relevant merits and abilities. All employees will be given equal opportunities and, where appropriate, further training to progress within and beyond the organisation.

Disclosure of Criminal Convictions

The post you have applied for is subject to a police check with the DBS. If you are offered the position you will be required to complete a Disclosure Form. The result of the police check will be sent to you.

The school will need to see and note some original documentation as part of the police check procedure. To speed up the process and avoid important documents getting lost in the post, if you are called to interview please can you bring the following documents which establish your identity and date of birth in addition to certificates of qualifications gained and in order to meet the requirements of the Asylum and Immigration Act, and a formal document showing your National Insurance Number.

- Pay slip, P45 or P60
- Passport or driving licence.
- Birth certificate/marriage certificate
- Current Council tax bill
- Utility bill showing your current home address and dated within the last 3 months

Medical Fitness

In accordance with the Education (Teachers) Regulations 1999, all teachers are required to satisfy their employers of their medical fitness on entry to the teaching profession and also during the subsequent employment. In this connection, teachers will be required to complete a medical questionnaire, which is then considered by a Medical Officer. A medical questionnaire will also need to be completed by support staff.

No Smoking Statement

The School operates a No Smoking Policy.

Highcliffe School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.