



*IN OMNIA EXCELLENTIA*

# Teacher of Business Studies and Economics

Post Title:	Teacher of Business Studies and Economics
Type of Contract:	Permanent full time
Reporting to:	Team Leader Computing
Salary Range:	MPR/UPR

Perins School, Pound Hill, Alresford, Hampshire, SO24 9BS

[www.perins.net](http://www.perins.net) [recruitment@perins.hants.sch.uk](mailto:recruitment@perins.hants.sch.uk) 01962 734361



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## Letter from the Headteacher:

Dear Applicant

Thank you very much for the interest that you have shown in this position at Perins School. The successful candidate will have an important contribution to make to our growing and successful school and I hope that you will find the enclosed information helpful.

You will see from the information enclosed that Perins School is one that places individuals at the heart of everything we do, whether that be staff, students or the wider community. We are therefore committed to the well-being and professional development of all of our staff and, as such, we see this as the potential start of a new professional relationship with us. Following a wonderful journey of development and expansion, we are now a popular, oversubscribed 11-16 school that is highly regarded locally and nationally. In 2017, we were featured as one of Tatler's top state schools in the country.

Our ethos is one of 'working with' and not 'doing to'. Our staff choose to go the extra mile and, as such, our extra-curricular offer is second to none. We have ensured that through high quality provision we are known nationally for our sporting teams and activities with over 650 students regularly participating in sporting events outside of the school day. Over the past few years, we have also expanded our provision within the creative arts. The annual drama production in particular has been a great source of both personal and professional pride – and we can say with confidence that a Perins Youth Theatre production is so much more than just a 'regular school production'. Our reputation, in both the school and across the wider community, has grown exponentially with each drama production we have staged, and the positive feedback we receive year-on-year continues to surpass our expectations. In 2016, over 350 pupils auditioned for Phantom of the Opera. And this was surpassed in 2017-18 with over 400 auditioning for Beauty and The Beast. The many other opportunities provided by all areas of the school ensure that hundreds of students remain on site until up to 6pm each day and this encourages positive working relationships between staff and students that are truly enabling. Participating in the extra-curricular activities has proven to be a wonderful experience for all



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those involved and one which we hope will stay with our staff and students for the rest of their lives.

It is our belief that this strong and distinct ethos, combined with aspirations to excellence in everything we do, combined with exceptional levels of pastoral care, enables us to provide an outstanding quality of education.

At Perins School, however, we are never complacent and are committed to moving our school forward to become an outstanding provider of holistic education. There is a strong and supportive culture across the School which enables staff to focus on providing high quality teaching for all our students. Indeed, our staff are warm and welcoming, our parental community are engaged and supportive of the School and our students are a joy to teach and know. We are also wholly committed to retaining the best of the past traditions of excellence, and our relentless drive for continual improvement results in outstanding success in a wide range of areas.

I sincerely hope that you find the information provided informative, our tone welcoming and the position attractive to you. All appointments to our staff are important; however, the appointment of the right staff to secure the continued success of Perins School is essential. Our most recent Ofsted report confirms our status as an exceptional School. However, there is still much ahead of us and the Trustees, Local Governing Board, Senior Leadership Team and I are ambitious for our students to experience the most outstanding education and achieve the highest possible outcomes that they are capable of achieving.

If you believe you can contribute to our exciting future, I would be delighted to receive your application.

Yours faithfully,

  
Mr Steve Jones

Headteacher



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## Perins School :

Thanks to the local philanthropist Henry Perin, Perins School has been educating the youth of Alresford for over 300 years and is one of the oldest schools in the county. Henry Perin died in 1696 leaving funds in his will to build a school in Alresford to educate “19 poor men’s sons”. He stipulated those 6 boys should come from New Alresford, 5 from Old Alresford, 4 from Bishops Sutton and 4 from Cheriton. The school was founded in 1698 and a group of trustees, the rectors from the four parishes, established to oversee the school.

The school was built on the corner of West Street and The Dean in Alresford. The building still stands and is now home to the Shapla Indian restaurant. Perins moved to its current location in 1910 having outgrown the original building though this continued to be used for borders. The new Perins School provided 7 new classrooms including a science laboratory and was seen as a major development in education.

Perins is now a school of approximately 1200 students with 7 feeder schools from the local area, and a large percentage of students travelling from Basingstoke.

## Pride in Perins :

At Perins school we believe every member of our community has this set of basic rights. For teaching staff, the “right to learn” is extended to include the “right to teach”. To assist in driving our ethos the following Perins values underpin our clear succinct set of rights.

The Perins values are examined in detail alongside key citizenship issues in discrete timetabled Life Studies lessons, which allow for discussion, leading to a greater depth of understanding of the key features and expectations that make Perins the school it is today and prepares our students for the world beyond school.

Throughout the “Perins Experience”, Form Tutors, Heads of Year and Heads of House all work with a sense of unity to promote the Perins values setting clear citizenship goals, which work in tandem with our wider expectations of our Perins community working with each other, and for each other.



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The Perins values are evident and are embedded in the school curriculum subjects and throughout our extra-curricular offer, making Perins a desirable place for people to come in order to undertake their learning or teaching journey.

Our school community has true ownership of its values and what can only be described as a clear “Pride in Perins.”

A graphic with a dark blue background and scattered green and blue squares. In the top left corner is the Perins School logo. The title 'Pride in Perins' is written in large, white, bold, sans-serif font. Below the title, a list of values is presented in white, bold, sans-serif font, each starting with a larger initial letter: Participation, Excellence, Respect, Independence, Nurturing, and Safe.

 **Pride in Perins**

**P**articipation  
**E**xcellence  
**R**espect  
**I**ndependence  
**N**urturing  
**S**afe



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## Role Overview:

Perins School are looking to appoint an enthusiastic, dedicated and flexible teacher to work mainly with our GCSE Business studies students from year 9 onwards. You will be able to join us ideally after the Easter break and will be working alongside other teachers who teach computer studies. We are seeking an exceptional teacher to join us on a permanent basis to work with the delightful students at Perins School, to guide them through the course and enable them to start to make and understand decisions within the world of work. The ability to teach both business and economics would be advantageous.

You will have experience working with a wide range of academic ability and will be able to demonstrate your skill to differentiate work, break down barriers and stretch our most able.

You will be a team player and able to inspire and work in partnership with our staff, parents and students, and must be committed to raising the standards in learning and teaching and have high expectations of yourself and the students in our care.

## Key Responsibilities

### Job Purpose:

- To develop and model the highest standards of teaching in subject area
- To contribute to the curriculum team so that continual improvement is facilitated in the department
- To continually develop all areas of the Qualified Teacher Standards
- Under the direction of the Team Leader, develop the ethos of “striving for excellence”

## Teaching and Learning

- Excellent teaching demonstrating a wide understanding and knowledge of pedagogy
- Lead and contribute to the construction of departmental schemes of work supporting their regular review and improvement as part of excellent departmental practice



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- Ensure that departmental assessments reflect whole school policy and that they sustain an ethos of achievement for students
- Support the management of classroom behaviour so that a climate for learning is sustained for all colleagues
- Develop a model of eLearning to meet the needs of children in the 21<sup>st</sup> Century

### Performance Management

- Contribute to a culture of self-evaluation through shared reflection, use of data, and peer observation
- As part of the annual review, set targets which are challenging to secure improvements in performance and which reflect school and department improvement agendas
- Undertake Action Research projects to maintain self and school knowledge

### Knowledge, Skills and expertise

- Maintain an understanding of methods of data analysis to support individual student achievement.
- Have an understanding of ICT development which match school developments
- Keep current with professional developments within the subject area at local, regional and national levels.

### Contribution to School life

- Contribute to the development of school policy through the appropriate consultative bodies, including working parties
- Support whole school development through contributing to the strategic direction and development of the subject area and the ways in which this can contribute to school improvement



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## Person Specification

### Qualifications, skills and abilities:

- Good degree in appropriate subject
- PGCE or recognized teaching qualification such as QTLS and have current membership of SET
- GCSE grade C or higher in maths, English

### Experience

- Experience of involvement in extracurricular activities
- Evidence of successful use of ICT within teaching and learning
- Evidence of ability to develop positive and effective relationships with students, staff, governors, parent/carers and other stakeholders
- Proven record of delivering outstanding attainment and progress in your subjects
- Self-motivated and resilient
- Experience of identifying, implementing, and evaluating strategies for improving attainment
- Experience of leading, coaching, and mentoring teachers as well as delivering staff training
- Experience of successful behaviour management

### Professional Qualities

- An excellent communicator who is able to work effectively with students, parents and colleagues
- Good or outstanding classroom practitioner with evidence of setting appropriate expectations to advance learning and engage and motivate student
- Ability to establish productive working relationships and work well in a team
- An excellent communicator, both orally and in writing
- Commitment to the promotion of equal opportunities for all
- Evidence of a commitment to the safeguarding of all young people
- Engagement with new technologies, their use and impact

### Personal Qualities

- Enthusiasm, energy and personal dynamism





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- Approachable, friendly and patient
- Good sense of humour
- Able to prioritise and meet deadlines
- A liking and respect for young people
- Appropriate professional relationship with colleagues, parents and children
- High level of integrity, honesty and fairness
- Demonstrate personal enthusiasm for the learning process



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## Benefits:



**Remuneration** All our teaching positions are based on the national teaching scale. If you are a UQT, we will assess your experience, and remunerate appropriately. Support staff salaries are based on HCC



**Holiday** Our teachers have an additional week in the October half term. Support staff have a generous annual leave allowance, that is either wrapped up in your monthly pay (term time only contract) or can be taken at any time during the year (52 week contracts)



**Pension** Teaching staff benefit from the Teachers Pension, and Support staff benefit from membership in the Local Government Pension scheme. These pension schemes are renowned for their generosity.



**Discounts** We offer a wide range of voluntary discounts via our partners KAARP



**Employee Assistance Programme** We offer resources and programmes to support your physical, mental and financial wellbeing. We also have a team of Mental Health First Aiders within the MAT who you are able to reach out to should you need to. We also offer an Employee Assistance Programme for those that may need it.



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**Preschool and Nursery** Reduced nursery and preschool fees and term time only packages at Patchwork Day Nursery and Pre School based on Perins School site.



**After school club** reduced fees at Alresford Youth Association's afterschool club based at Sun Hill Junior School



**Training** We have a strong CPD ethos, and encourage life-long learning. Regular CPD sessions are held at school



**Free onsite gym**



**Free tea and coffee**, and ample staff social areas including garden. Weekly 'cake break' hosted by each department



**Cycle to work scheme**



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Free car parking



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## Guidance on the information you need to include in your application form

In order for you to be considered for the position, it is important that you complete the application form fully. This ensures that all applicants are providing us with the same type of information. Please use the information available to you and your knowledge of the role to assist you in completing the application form.

### Employment history

#### Current Employer

Enter information about your current employer. If this is your first job after school or college, please give details of weekend, evening jobs, or work placements.

#### Previous employers

Please provide information about all of your previous employers including permanent, temporary or interim roles. To do this, simply add more sections.

You must give a **full** history in chronological order since leaving secondary education, including periods of any post-secondary education / training, part-time and voluntary work. If you have any gaps in your employment, please indicate the reasons for this.

Include full time employment, with start and end dates.

Provide explanations for periods not in employment or education / training and reason

#### Formal education

Enter your educational qualifications such as NVQs, GCSEs, O-Levels, A-Levels, AS Levels, Highers, and Degrees. Include all subjects and grades/scores.

#### Job specific information



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The questions in this section will depend on the role you are applying. Ensure you complete all questions.

### **Safeguarding children and adults**

The Perins MAT is committed to safeguarding children and promoting the welfare of children, young people and adults. We expect all employees, workers and volunteers to share this commitment. All our recruitment and selection practices reflect this commitment.

For roles working with children and children's data, we comply with the "Safer Recruitment" national guidelines. Ideally, we will take up references before the interview for these roles; however, we do understand that with some positions this is not always possible. We will always be discrete, and if the role that you are applying for allows, you will have the option to let us know if you do not want us to contact your current employer.

Employment references for Safer Recruitment roles should not be from a colleague. They should be from your manager, supervisor or someone who is in a position of authority. It is our preference that referees are provided from **different** schools if you have worked in school environments previously.

If you are not currently working with children or adults but have done so in the past, it is important that you provide a reference from this employer.

### **Help us to speed up the references process:**

- Ensure the email addresses and phone numbers you have provided for your referees are correct
- Do not to put two referees from the same place of work



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- Let your referees know when you are offered the role
- Tell them that they will shortly be contacted for a reference
- Ask them to complete the reference as soon as possible

### **If you are selected to attend an interview or an assessment day**

We will notify you and let you know the date and time of the interview. It is very difficult for us to change the date of the interview once it has been agreed internally.