T**HE HOWARD PARTNERSHIP TRUST**

***‘Bringing out the Best’***

**JOB PROFILE – TEACHER OF BUSINESS**

|  |  |
| --- | --- |
| **Job Title:** | Teacher of Business and Travel & Tourism |
| **Reporting to:** | Head of Business |
| **Job Purpose:** | * To provide inspirational, high quality Teaching and Learning that supports students to make accelerated progress * To work as part of a team and participate in activities that support the improvement priorities of the school * To maintain consistently the Teacher Standards |
| **Key accountabilities** |  |
| * To plan and teach high quality lessons to support students in making good or outstanding progress * To set clear targets for students’ learning, building on prior attainment and considering each student as an individual * To assess student work and progress giving regular feedback in line with school policy * To follow and contribute to schemes of work * To report on student progress in line with school policy and to ensure that students are thoroughly prepared for examinations * To maintain a stimulating, engaging and safe learning environment * To attend parent / information evenings as required * To respond to parental concerns / requests for information in line with school policy * To contribute to the wider life of the school, including whole-school routines and duties * To take responsibility for your own professional development and engage with performance management activity | |

|  |
| --- |
| **Subject Specific Information** |
| The Business faculty is an experienced and supportive team, who strive to give students an understanding and love for their subject.  Strong subject knowledge exists within the faculty and a wide range of courses are on offer for students to take. At Key Stage 4 we offer OCR GCSE Business and BTEC Travel & Tourism, whilst at Key Stage 5 students can study A Level Business (AQA), A Level Economics (Edexcel) and BTECs in Business and Travel & Tourism.  All of these courses are popular with high numbers of students enrolled. Currently we have four GCSE Business classes in each of Year 10 and 11 and students’ enjoyment of the course means that many go on to study courses in the faculty in the Sixth Form and beyond. Whether students continue to study business courses after GCSE and A Level, the faculty aims to provide them with a better understanding of the subject and how this affects the world around them.  The successful candidate, over time at the school and with the relevant training, would be expected to teach across a range of courses offered by the faculty.  As well as this there are many opportunities for students to engage in extracurricular activities run by the faculty, for example the ‘Young Apprentice’ and ‘Student Investor Challenge’. The faculty also has access to dedicated IT suites which allows teachers to enrich the curriculum and encourage students to research beyond what is part of the business syllabus. |

|  |
| --- |
| **Additional Information** |
| * For details of how the school day is structured, please see www.thehoward.org * ECT’s will have a reduced timetable * The majority of teaching staff will be form tutors * For more information about the Howard of Effingham see www.thehoward.org * For more information about The Howard Partnership Trust see: [www.thehowardpartnership.org](http://www.thehowardpartnership.org) |

**THE HOWARD PARTNERSHIP TRUST**

***‘Bringing out the Best’***

**PERSON SPECIFICATION – SUBJECT TEACHER**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualifications & Training** | **Essential** | **Desirable** | **How assessed** |
| Qualified teacher status | ✓ |  | Application |
| Relevant specialist qualifications in your subject | ✓ |  | Application |
| Commitment to CPD and improving practice through reflection | ✓ |  | Application / Interview |
| Thorough knowledge and understanding of curriculum requirements and developments within your own subject specialism | ✓ |  | Application / Interview |
| Experience as a form tutor and / or pastoral work |  | ✓ | Application / Interview |
| **Skills and abilities** | **Essential** | **Desirable** | **How assessed** |
| To be able to teach lessons which consistently meet the Teacher Standards | ✓ |  | Application / Interview |
| To use a variety of strategies to engage students and promote a stimulating environment | ✓ |  | Application / Interview |
| To work well in a team, contributing ideas and supporting faculty/department procedures | ✓ |  | Application / Interview |
| To be a confident user of IT as a teaching tool | ✓ |  | Application / Interview |
| To contribute to the wider life of the faculty / department and whole-school, supporting extra-curricular and intervention initiatives | ✓ |  | Application / Interview |
| **Personal Attributes** | **Essential** | **Desirable** | **How assessed** |
| Excellent communication skills with the ability to relate well to students and adults | ✓ |  | Application / Interview |
| Ability to make effective use of data and develop timely and relevant intervention strategies to promote student progress | ✓ |  | Application / Interview |
| Energy, enthusiasm, determination and an insistence on high standards | ✓ |  | Application / Interview |
| Be able to work under pressure, prioritise and manage time effectively | ✓ |  | Application / Interview |
| **Values** | | | |
| We are a values-based organisation and seek to recruit individuals who can demonstrate our values.  Our values will be assessed through the selection process, so we ask all applicants when providing their supporting statement to also incorporate not only how they meet the essential criteria for the role but to also demonstrate our values.  **Our values are:**  **Integrity** - displaying honesty and having strong moral principles  **Partnership** - working together and taking collective ownership to achieve the same goals  **Advocacy** - working hard on behalf of others to maximise their success  **Resilience** - finding success again after something difficult or negative has happened  **Compassion** - displaying empathy towards and a desire to help others  **Aspiration** - aiming high to achieve success | | | |

|  |
| --- |
| **Safeguarding and Further Information** |
| The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).  The Howard Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment  Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are ‘spent’ under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. |