



**TEACHER OF
BUSINESS STUDIES AND
ECONOMICS**

RICHMOND SCHOOL

Application Pack



**Northallerton School
& Sixth Form College**
Being the best we can be



**Richmond School
& Sixth Form College**
Being the best we can be



**Stokesley School
& Sixth Form College**
Being the best we can be



Richmond School & Sixth Form College

Being the best we can be

May 2022

Dear Colleague

Thank you for your interest in joining our team at Richmond School and Sixth Form College. This is an exciting time in terms of our development and a fantastic opportunity for a keen and talented teacher to help shape our future.

Richmond School and Sixth Form College is an exciting, forward-thinking, inclusive and caring place to work and study.

On visiting, there's an immediate sense that it is more than just a school, it is a community within a community and students, visitors, parents and staff often comment on the special 'buzz' they feel when they are here. It's hard to pinpoint, but it's a combination of many factors that unite to make this such a special place. Dedicated teachers, fabulous facilities, a wonderful heritage, a sense of belonging and incredible students all combine to make the school the exceptional place that it is. Our broad, rich curriculum and extra-curricular provision mean there is a genuine culture of constant improvement and going over and above for the students we teach and anybody appointed to this role would need to be of a similar mindset.

Students work hard to demonstrate and develop the school's six values - Creativity, Excellence, Independence, Resilience, Respect and Teamwork. Our values are integral to each child's education, both academically and in extra-curricular activities and they underpin everything we do. We encourage our students to apply these values every day. As a result of a positive culture and the rigorous application of our policies, students learn well and behave well. There is a calm atmosphere in the school and students tell us they feel safe and well supported.

I do hope the above inspires you to apply for the post being advertised.

I look forward to reading your application and to welcoming a creative and dynamic colleague to Richmond School. If you would like to know more about the school, please visit our website richmondschool.net and our short video [Transition - Richmond School & Sixth Form College](#) which will give you a flavour of the school. Our recent Ofsted inspection [report](#) also reflects this. If you have any questions about the role then please contact admin@richmondschool.net and they will guide your query to the most appropriate person.

Yours sincerely

A handwritten signature in black ink that reads 'J Potter'.

Jenna Potter
Headteacher

Department Information

About the role

We are looking for an enthusiastic teacher of Business and Economics who passionately believes in putting students first. It is expected that the successful candidate will be able to teach across both KS4 and 5, including A-level. We simply want the best teacher for our students, and that could be you!

About the department

The Business Department has its base in the Sixth Form College where there are two dedicated classrooms for Business and Economics that both have computers for all students. In addition to this there is also a teachers' workspace. KS4 teaching takes place in the main school. The Department consists of three teachers, one of whom also has responsibility for careers.

The Department has a collaborative approach to teaching and learning. We believe in sharing ideas and resources, and supporting each other in a continual drive to improve the experience we provide for our students.

About the courses

GCSE Business is a popular choice for our students at KS4 and as such we currently teach two - three classes of students in each year group, in groups of up to 30 students. We deliver AQA GCSE Business and the course is delivered over three years.

Within the Sixth Form both Economics and Business are taught at AS and A-level and both also follow the AQA specifications. Business is again a very popular choice for students, some of whom have studied Business at KS4 and some who are new to the subject. We teach two classes of Business in Year 12 and in Year 13. Economics, although not taught at GCSE, still attracts a good number of students and so we teach one class of 12-14 students in each year group.

About the results

The Department's examination results over the last few years have been strong at both KS4 and 5 and our students frequently progress to study the subjects at university.

We enjoy our time at Richmond School and find it a rewarding place to work.



Job description

Job Description for:	Teacher of Business Studies & Economics
Contract:	Permanent, variable (0.7- full time)
Grade:	Main Professional Range (MPR)
Reporting To:	Lead Teacher of Business Studies and Economics
Disclosure Level:	Enhanced

Purpose: We aim for every student to develop the knowledge, skills, and self-confidence to become the best they can be. We do this through embedding the school values; Independence, Excellence, Resilience, Respect, Teamwork, Creativity in all we do.

Part 1: Academic

1. Set high expectations which inspire, motivate, and challenge students
 - Establish a safe and stimulating environment for students, rooted in mutual respect
 - Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
 - Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
2. Promote good progress and outcomes by students
 - Be accountable for students' attainment, progress and outcomes
 - Analyse students' data and exam performance to inform planning and intervention
 - Plan teaching to build on students' capabilities and prior knowledge
 - Guide students to reflect on the progress they have made and their emerging needs
 - Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
 - Encourage students to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge
 - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and develop students' interest in the subject, and address misconceptions
 - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject.
4. Plan and teach well-structured lessons
 - Impart knowledge and develop understanding through effective use of lesson time
 - Promote a love of learning and children's intellectual curiosity
 - Set homework according to the school timetable and plan other out-of-class activities to
 - Consolidate and extend the knowledge and understanding students have acquired
 - Reflect systematically on the effectiveness of lessons and approaches to teaching
 - Contribute to the design and provision of an engaging curriculum for relevant subject(s).
5. Adapt teaching to respond to the strengths and needs of all students
 - Differentiate appropriately, using approaches which enable students to be taught effectively

- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress and use this to inform parents according to the school's reporting procedures
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback
- Follow the School's Assessment and Feedback Policy.

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using positive framing, the Consequences and rewards systems consistently and fairly
- Register students every lesson within the first 10 minutes ensuring that they arrive punctually to lessons
- Manage classes effectively, using approaches which are appropriate to students' needs to engage and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- Be an active presence when around school to support high expectations of student conduct

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school including extra-curricular as appropriate
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy Teaching Assistants effectively as a second adult in the classroom
- Take responsibility for improving learning and teaching through appropriate professional development opportunities and responding to advice and feedback from colleagues
- Communicate effectively with parents regarding students' achievements and wellbeing
- Keep up to date and comply with all school policies and procedures
- Act in accordance with relevant examination board guidance
- Attend school events according to the school's published annual calendar.

Part 2: Pastoral

- Be a Form Tutor to an assigned group of students
- Promote the general progress and wellbeing of individual students and of the Tutor Group as a whole
- Liaise with Heads of Year and Pastoral Support Team as appropriate

- Register students, ensure that they arrive punctually to school, that they are following the school's uniform policy and have the appropriate equipment to learn
- Challenge poor attendance and punctuality in accordance with the Attendance Policy
- Reward good attendance and punctuality in accordance with the Attendance Policy
- Accompany students to assemblies and remain with them
- Monitor the academic and pastoral progress of students, intervening when appropriate following reporting windows
- Monitor ClassCharts and discuss issues with students, reinforcing the positive behaviour
- Consistently use and apply consequences through applying the school's sanctions and rewards system, recording issues on ClassCharts
- Communicate, as the first point of contact, with parents of students over issues related to student progress and behaviour
- Alert the appropriate staff to problems experienced by students and participate in the process of resolving these
- Deliver the tutorial programme in line with School expectations
- Set a good example in terms of dress, punctuality and attendance.

Part 3: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school by:

- treating students with dignity, building relationships rooted in mutual respect, and at all
- times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' wellbeing, in accordance with statutory provisions and adhering to the school's Health and Safety Policy and Child Protection and Safeguarding Policy
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Any teacher who leads or is a supporting member for a trip or visit, should abide by the school's code of conduct for school trips and visits.

Other duties and responsibilities

The postholder may also be required to carry out other duties that the Headteacher may reasonably request.

Special conditions

This job description sets out the main duties of the post at the date it was drawn up. However, it is not intended to be an exhaustive or definitive list. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed.

Person Specification: Teacher of Business Studies & Economics

Qualities and Attributes	
Qualifications	
ESSENTIAL	DESIRABLE
<input checked="" type="checkbox"/> A good quality degree in a related subject area <input checked="" type="checkbox"/> Qualified Teacher status or pending PGCE/QTS	<input checked="" type="checkbox"/> Evidence of recent CPD
Experience	
ESSENTIAL	DESIRABLE
<input checked="" type="checkbox"/> Teaching Business Studies up to and including A Level	<input checked="" type="checkbox"/> Teaching Economics up to A level
Knowledge and Skills	
ESSENTIAL	DESIRABLE
<input checked="" type="checkbox"/> Strong subject knowledge <input checked="" type="checkbox"/> An understanding of what makes excellent teaching and learning and the willingness to strive for this on a daily basis <input checked="" type="checkbox"/> Effective and imaginative use of resources, including new technologies <input checked="" type="checkbox"/> Good understanding of assessment and the ability to put this into practice <input checked="" type="checkbox"/> The ability to challenge students effectively so that the needs of all are met <input checked="" type="checkbox"/> The ability to develop students' literacy and numeracy skills through the subject area <input checked="" type="checkbox"/> An ability to forge good working relationships with staff and students <input checked="" type="checkbox"/> Efficient organisational skills, including the ability to meet deadlines <input checked="" type="checkbox"/> Knowledge and understanding of current developments in teaching within the subject area <input checked="" type="checkbox"/> Ensure that whole school policies are implemented consistently	
Personal	
ESSENTIAL	DESIRABLE
<input checked="" type="checkbox"/> Ability to work hard under pressure <input checked="" type="checkbox"/> Ability to manage time and prioritise <input checked="" type="checkbox"/> Ability to relate to and build relationships with students, parents and other members of the school community <input checked="" type="checkbox"/> Commitment to continued professional development <input checked="" type="checkbox"/> Commitment to contribute to extra-curricular activities and educational visits <input checked="" type="checkbox"/> Good attendance and punctuality record	
UPS Teachers - Qualities and Attributes	
ESSENTIAL	DESIRABLE
<input checked="" type="checkbox"/> Provide a role model for teaching and learning and make a distinctive contribution to the raising of student standards <input checked="" type="checkbox"/> Contribute effectively to the work of a wider network of colleagues <input checked="" type="checkbox"/> Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning	

Support for Early Career Teachers (ECTs)

Areté Learning Trust have set up a comprehensive and supportive programme designed to support you with your transition both into teaching and into the Arété Learning Trust. Our superb ECT Programme is overseen by the Trust Lead Practitioner for Early Careers.

Our programme is run in conjunction with Red Kite Teaching Hub and in turn Teach First. From September 2021, all Early Career Teachers have a statutory entitlement to a two-year programme of support and development based on the Early Career Framework.

What we offer

- A wealth of experience in supporting early careers teachers
- A dedicated Early Career Leader to support you with the ECF
- Networking events with similar schools
- Flexible online and face to face training modules
- A dedicated and well trained specialist mentor who will take you through the ECF material and support your pedagogical skills development
- A subject buddy who will help with subject related aspects
- Pedagogical coaching opportunities
- An Arété Learning Trust community of year 1 and year 2 ECTs to share ideas and practices with
- An online tracker, aligned with the Teacher Standards, which you can use with your mentor for recording evidence and tracking areas/activities for development throughout the year

● Year 1 ECF programme (Teach First)

Rooted in research and our expertise, and backed-up by a range of tailored resources, Year 1 of the programme consists of six modules:

- Creating powerful learning environments.
- How pupils learn.
- How to plan and teach lessons.
- Supporting every pupil to succeed.
- Assessment and feedback.
- Planning a coherent curriculum.

● Year 2 ECF programme (Teach First)

In Year 2, teachers will:

- engage in subject/phase-specific learning and development
- develop their autonomy of learning
- choose from a range of career development modules; (including implementing research in the classroom, understanding the role of a career leader, understanding the role of a mentor and understanding the role of a middle leader).
- continue to benefit from instructional coaching sessions with their mentor

What our ECTs say:

“As a fully-supported ECT in a thriving, mainstream school, I have been given many opportunities to develop my subject knowledge as well as my teaching and learning practice. The level of support has been exemplary from my supportive, weekly mentor meetings and mini observations to liaising with and observing colleagues from a range of subjects. I have been given a broad range of opportunities to contribute to wider school life such as leading extracurricular and educational visits and mentoring students.”

"As an early career teacher at Richmond School the level of support and guidance I have received has been outstanding. It has nurtured and provided me with the opportunity to develop into a multifaceted teacher who is able to draw upon a range of experiences and opportunities, such as: running extra-curricular activities, developing schemes of work and taking part in additional training. This has culminated in making me feel like I am a valued member of staff who is going to be consistently supported in my career at Richmond School."

APPLYING FOR A JOB WITH ARETÉ LEARNING TRUST

IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

Rehabilitation of Offenders

If the post you are applying for requires you to have a Disclosure and Barring Service (DBS) check you will be required to disclose full details of your criminal history prior to your interview. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

A DBS check will be carried out for successful applicants where the post involves access to children and/or vulnerable adults. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceedings and police enquiries. In the event of employment, any failure to disclose such convictions will normally result in dismissal by the authority. Any information given will be completely confidential and will be considered only in relation to this application.

Canvassing

You must not try to influence any staff members, governors or directors of Areté Learning Trust to act in your favour, as this will disqualify you. If you are related to a trust member, director, employee or governor you must indicate this in the relevant section of the application form.

How to apply

Please forward your completed application form to recruitment@aretelearningtrust.org stating the title of the post you are applying for in the subject box.

The closing date for receipt of applications is **9am on Monday 23rd May 2022.**