



Teacher of Business Studies
Desborough College, Maidenhead, Berkshire
Candidate Application Pack



preparing the way for others to follow

Contents

Thank you for your interest in our Teacher of Business Studies position at Desborough College within Pioneer Educational Trust.

This pack contains:

- Details about Pioneer Educational Trust
- Details about Desborough College School
- Details about the department
- The job description and person specification
- Benefits of working at the Trust

We hope that you find the pack informative and useful. If you do have any further questions, then please contact Mrs Bhamini Lynn, HR Manager:

recruitment@pioneereducationaltrust.org.uk

You can also visit our school's website at:

www.desborough.org.uk or the Trust's website at: www.pioneereducationaltrust.org.uk



An introduction to Pioneer Educational Trust

Welcome to Pioneer Educational Trust. As CEO, I am proud to lead our family of schools and would like here to provide you with a short history of our organisation, our school improvement model and our ambitions for the future.

Our journey

Pioneer Educational Trust is a small multi-academy trust in Berkshire serving children and young people aged 3 to 18.

Pioneer Educational Trust (then Upton Court Educational Trust) was first established in January 2014 when Upton Court Grammar School in Slough sponsored Foxborough Primary School. Foxborough Primary School had, in June 2013, been put in special measures by Ofsted. In November 2016, Trevelyan Middle School joined our MAT. Following a school improvement journey in both schools Foxborough Primary School was judged as a Good school by Ofsted in May 2019 and Trevelyan Middle School judged Good with Outstanding for Behaviour and Attitudes and Personal Development in October 2019 following twenty years of Requires Improvement judgements. Upton Court Grammar School continues to be an 'outstanding' school delivering an education that places its outcomes in the top schools in the country. In April 2023, Desborough College, a boys' school in Maidenhead, joined our family of schools.

We are incredibly proud of our schools' achievements and the strong relationships that exist between them.

"Trustees of the multi-academy trust (MAT) have a clear vision for the school. They work closely with governors and leaders to ensure that teachers' workload is manageable. Leaders enable subject leaders and teachers to work with others from across the trust to develop expertise. The chief executive officers of the MAT support leaders well to ensure that high standards are maintained." (Ofsted report, Nov 2019, Trevelyan Middle School)

"The MAT has played an instrumental role in supporting the school's improvement. The MAT has also wisely given the well-being and professional development of staff a high priority. This has helped to stabilise staffing after a period of some turbulence. Collaborative working with other schools within the MAT, and the provision of high-quality professional training and support, have led to sustained improvement." (Ofsted report, May 2019, Foxborough Primary School)

Who are we?

We are a values-led, evidence-informed organisation that acts in line with our commitment to provide all pupils with equal access to an exceptional education. Consciously liberating through the power of education and celebrating diversity informs all that we do - our schools are diverse learning communities with their own unique contexts and needs, which we celebrate and draw strength from.

Right mission, right vision, right values

Mission

We invest intelligently, inspire collaboration and pioneer so that all learners in our family of schools have equal access to an exceptional education that consciously liberates.

Vision



Exceptional education for all

Every school within Pioneer Educational Trust will provide an exceptional education to all children and young people. This means preparing children and young people to thrive at intrapersonal, interpersonal, societal and global levels. Through an exceptional curriculum, strong pastoral systems and meaningful personal development, our learners' experience will be relational, empowering and consciously liberating.



Employer of choice

Pioneer will continue to be the employer of choice as a result of its commitment to professional development for all colleagues, a positive and enriching working environment and outstanding leadership development opportunities underpinned by the dynamics of Pioneering Leadership. Coupled with a systematic approach to school improvement, the trust will provide an enabling environment that supports and challenges all to flourish and be fulfilled.



Leading ethically in service to others

Our community will be knowledgeable and empowered taking principled action in service to others. As such, we will continue to lead ethically demonstrating a commitment to outward-facing work with our local, national and international educational communities.

Values

- pioneer
- inspire collaboration
- invest intelligently
- consciously liberate

Pioneer seeks to shape the educational landscape and is unapologetic in promoting its core aims widely.

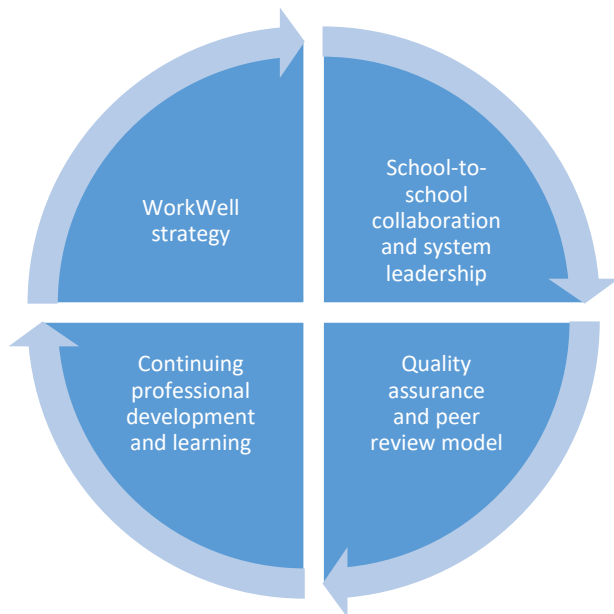
Our 'three peaks'

Pioneer Educational Trust has three strategic priorities to deliver our commitment to Pioneer Quality (a high quality and inclusive education for all), Pioneer Community (cultural and structural integration of schools founded on a model of co-construction and evolution) and Pioneer Impact (growth and knowledge exchange within and beyond our family of schools).



Investing intelligently

We invest in our workforce so that, in turn, the workforce invests in our learners. We seek to add value, not just act as another layer of monitoring and accountability. As such, our school improvement model is underpinned by a commitment to: inspire collaboration within, between and beyond its schools; provide exceptional system leadership; and, deliver wide-ranging, high-quality professional development opportunities that enable all colleagues to grow professionally and personally. Our systems for monitoring and accountability are both humane and robust; they ensure that high standards are set and maintained, and treat professionals as professionals. We adopt a coaching 'way of being' and apply the principles of vertical leadership development through our policies, procedures and practices.



Our school improvement model is based on four facets:

- Our **pioneering model for excellence in CPDL** is underpinned by the Trust's four values Providing excellent CPDL is at the heart of our school improvement model and we aim to provide personalised, meaningful, high-quality growth opportunities for all.
- Pioneer's **10 WorkWell Pledges** seek to reduce unnecessary workload and promote staff wellbeing. We believe in treating our colleagues as professional adults who are encouraged to make positive choices in identifying how to manage their workload, how to achieve work-life balance and how to support their own wellbeing.
- Pioneer believes firmly in the power of collaboration and partnership working enabling all colleagues to contribute meaningfully to school improvement. Our approach to school-to-school collaboration and system leadership enables engage to work constructively and productively in partnership with one another and drive school improvement in all its guises.
- Pioneer sees itself as providing more than just another layer of accountability. Our systems for quality assurance and peer review are both humane and robust, ensuring that high standards are set and maintained and that professionals are treated as professionals.

Continuing professional development

Pioneer Educational Trust aims to be the employer of choice as a result of its commitment to professional development for all staff, a positive and enriching working environment and outstanding leadership development opportunities. We invest heavily in professional development for all colleagues and seek to provide the 'proper conditions' through which 'unimagined resources of creative human energy'¹ can be released strengthening the culture of self-responsibility². Key components of our CPDL model include:

- Our **appraisal** policy that provides a lynchpin to other structures and systems, including our QA / QI model, programme of CPDL, etc. Through rebalancing appraisal on development rather than accountability and applying a coaching approach, we create a deliberately developmental organization in which all can thrive.
- **CPDL Wednesday.** From September 2019, the school day at all Pioneer schools was changed to finish one hour early each Wednesday providing departments and teams with increased opportunity for collaboration and professional development.
- **QI entitlement.** Our QA system is complemented by personalised and bespoke development opportunities for every member of staff including an 'entitlement' to Quality Improvement the purpose of which is to provide teachers, TAs and HLTAs with the opportunity to engage in coaching, reflect on and debate the ways they teach, and feel deeply involved in their own professional learning.

What we offer

Pioneer Educational Trust provides a number of operational services to each of our academies. Managed centrally by our Central Team, these services are designed to help ensure the smooth running and operation of each of our academies. These services include Estates, Health & Safety, Finance, IT and HR. Centralising core operational functions allows the leaders in our academies to focus on the teaching and learning environment, all the while knowing that there is team of specialists on hand to support and lead with the 'back-office' functions. Sharing these services across our Trust provides financial security for our schools and while the CFO has the overview of all financial matters and is expected to provide savings through procurement, income generation and efficiency, at local level, schools still make decisions about how they spend their own budget.

Where next?

This is an incredibly exciting time to be joining our trust! We know that there is unimagined resources of creative human energy in our schools and are, therefore, focused on creating the conditions for this to be released. This means embedding a culture which:

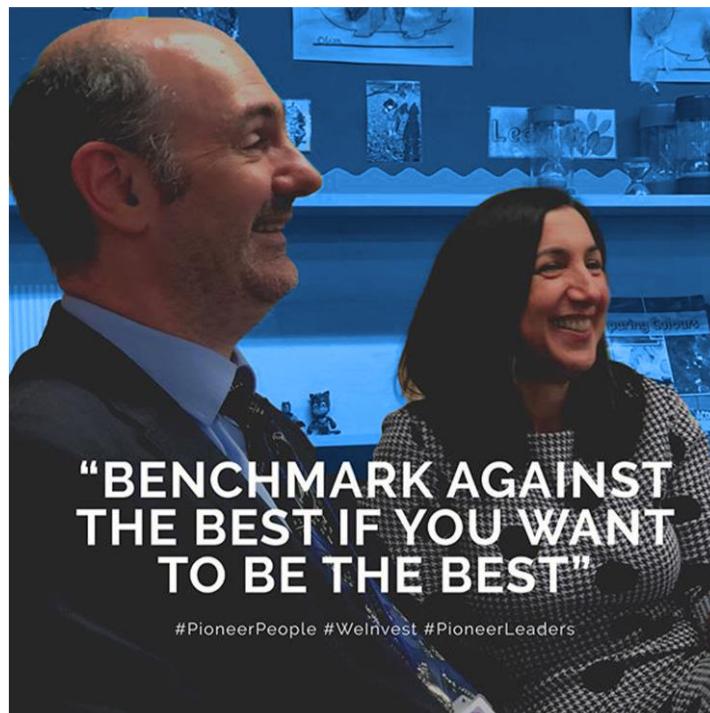
¹ Douglas McGregor, 'The Human Side of Enterprise', Leadership and Motivation, Essays of Douglas McGregor, 2, no.1 (1966), pp.6-15

² John Campbell and Christian van Nieuwerburgh, The Leader's Guide to Coaching in Schools: Creating Conditions for Effective Learning, (London: SAGE Publications Ltd., 2018).

- creates opportunities for collaborative ‘big conversations’ that continually **evolve** our approach so as to change society;
- is **cohesively diverse** – a culture in which all schools are equal partners and appreciates and celebrates diversity;
- is **strategically developmental** empowering the individual by creating the conditions for individuals to enact their personal agency unleashing their full potential ;
- **drives excellence** by trusting colleagues as professionals and effectively balances accountability and developmental .

As a trust, we have courage to question and organise for complexity. We are passionate, restless and innovative embracing heat experiences, colliding perspectives and opportunities for elevated sensemaking.

If you believe in driving equality, usualising diversity and championing inclusion, if you want to challenge socio-economic disadvantage and make a lasting difference to our community, if you believe in the power of collaboration and seek to invest in your own and other’s continuing professional growth, then Pioneer Educational Trust may very well be the trust for you.



Antonia Spinks
Chief Executive Officer
Pioneer Educational Trust

An introduction to Desborough College



DESBOROUGH COLLEGE

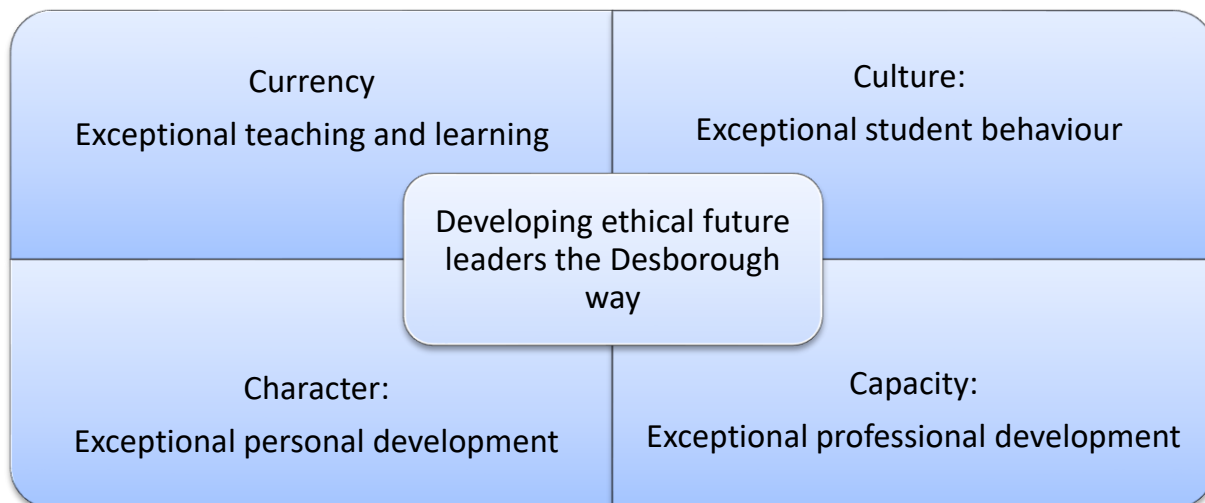
Developing ethical future leaders the Desborough way

Welcome to Desborough College and our thriving school community. Whilst we have a mixed sixth form, we are proud that ours is an all-boys comprehensive school from 11-18 years of age.

We believe that every single student is capable of achieving and exceeding their potential and that this will be achieved through a broad and ambitious curriculum. We understand that children have different needs and different start points but we know that, through high-quality teaching and support, barriers to learning can be overcome. Desborough is an inclusive community where all students, staff and stakeholders are valued. We believe that in forming positive relationships, based on kindness and respect, we will create a climate for learning where staff and students will excel.

Our vision is to 'develop ethical future leaders the Desborough Way'. We aim to prepare our students for life and equip them with the knowledge, skills and personal attributes that will enable them to thrive in their futures.

The way we do it here, the Desborough way, is as follows.



Currency:

High quality first teaching is at the heart of what we do. We know that through this, pupils will meet and exceed their academic potential and develop knowledge and skills across a broad range of subjects.

Culture:

We have high expectations when it comes to student behaviour as we know that anything less will prevent them and others from fulfilling their academic and personal aspirations. We follow three simple rules which contribute to the positive student culture we have here at Desborough. We encourage our students to demonstrate and reflect on these rules daily by asking themselves; am I **ready** to learn; am I **respectful** to peers and staff; am I keeping myself and others **safe** both physically and emotionally?

Character:

We know that academic knowledge alone will not be enough for students to thrive in a future that will likely be complex, ambiguous and uncertain. We explicitly prepare students for this with a carefully planned personal development curriculum which develops attributes such as leadership, organisation, resilience, initiative and communication. This is achieved through our form time programme, timetabled PSHE, student leadership opportunities and a vast range of extra-curricular clubs and educational visits.

Capacity:

We believe that to achieve the above and provide the best possible education to our students, the professional development of our staff is crucial. We have a unique CPD offer that dedicates a large amount of time for professional development for all staff. This training is provided both internally by Desborough staff, through external partners and through time dedicated to self-directed learning.

As part of our CPD calendar we dedicate a significant amount of time for staff to meet in department teams. We know that time to work collaboratively with colleagues supports planning and teaching in a work-load conscious way which is of the utmost importance to us

We are an outward facing school and work closely with a number of local and national schools and educational organisations such as the PiXL network. Most notably, in April 2023, we joined the Pioneer Educational Trust family of schools which includes Foxborough Primary School, Trevelyan Middle school and Upton Court Grammar School. We are a local trust who collaborate regularly to improve the education we provide students both at Desborough and across the trust.

Above all we are ambitious. We are ambitious for our school, our students and our staff. We want to build upon our success as we move forward in partnership with Pioneer Educational Trust. We want to be the destination school for boys in Maidenhead and locally offering excellence in education, opportunities and aspirations, building character virtues, strong personal values and inspiring our ethical future leaders the Desborough Way.

Mr Andy Murdoch
Headteacher

Business Department

About us:

Mission Statement: *The Business department strives to engage and challenge students in all areas of the curriculum. Through collaboration within the department and the wider school community, we will provide a rich array of resources to develop students' curiosity and enterprise in Business*

Aims:

1. To develop an engaging curriculum, through the use of a range of resources and extra-curricular activities to enhance students' curiosity
2. To develop students analytical and evaluative skills so that they can critically respond to different business contexts
3. To provide the necessary skills for students to be entrepreneurial and take the lead in their future

Business department members are good and outstanding practitioners who continually aim to improve and enhance our practice, particularly with regards to providing a rich and inclusive learning experience for all students.

Who we're looking for:

We aim to hire a positive and collaborative candidate who has a proven track record of excellent, reflective practice and is open to learning and continuous improvement. You should be a team-player, promote academic rigour as well as our wider school values of courage, kindness, respect and leadership.

What we teach:

KS5: A-level in Business (AQA) and Economics (AQA)

KS4: GCSE in Business (AQA)

We care about developing the whole student; as such we provide opportunities for growth through extra-curricular activities which we are looking to further develop over the coming year. These include educational trips, guest speakers and after-school clubs

We look forward to welcoming a passionate teacher of Business to the team.

Job description

| | |
|--|---------------------------|
| Job title | Main Scale Teacher |
| Line managed by | Head of Department |
| JOB PURPOSE <ul style="list-style-type: none">• Secure and maintain high quality learning and teaching in order that students are able to make progress and achieve to their potential as successful, resilient and independent learners;• To fulfil the school's mission: Developing future leaders the Desborough Way;• Contribute to the overall ethos, work and aims of the Trust. | |
| KEY AREAS OF IMPACT <p>Strategic Direction:</p> <ul style="list-style-type: none">• Establish and uphold the ethos of the school with students through the full implementation of policies;• Implement school policy and procedure reflecting the school's commitment to high achievement, ensuring each student is treated as an individual and able to develop as successful learners;• Contribute to the development of learning to learn and assessment for learning;• Support the head of department as required and directed in implementing the department development plan and to assist in evaluating the impact of the plan on teaching and learning. <p>Teaching and Learning:</p> <ul style="list-style-type: none">• Establish and maintain an environment which promotes effective learning and provides an appropriate level of challenge for able students;• Plan and deliver lessons in accordance with the agreed scheme of work / subject specification, taking account of the specific learning needs of students within the class;• Plan homework or other out-of-class work to sustain individual learners' progress and to extend and consolidate learning through the marking of this work where appropriate;• Actively promote personalised learning and assessment for learning opportunities within their subject for the benefit of the students;• Analyse a range of relevant performance data for students in their classes and use this to plan future learning and inform target setting;• Follow subject and school procedures for the assessment, recording and reporting of student attainment and progress including attendance at parents' evenings;• Provide timely and relevant information enabling each student to understand their current levels of attainment and the action they must take to achieve to their potential, including report writing;• Actively promote the development of effective subject links internally and between partner schools and the wider community (locally, nationally and internationally);• Monitor attendance and behaviour of students in their classes in accordance with school policy taking appropriate action including contacting parents;• Undertake the teaching of classes/groups as may reasonably be required by the Head or Line Manager. <p>Quality Assurance:</p> <ul style="list-style-type: none">• Actively participate in performance management and professional development;• Participate, at the request of the Head or Line Manager, in the school's monitoring, evaluation and review procedures including evaluation against quality standards and performance criteria;• Evaluate the impact of their teaching on the progress of all learners and modify their planning and classroom practice where necessary. | |

Resource Management:

- Follow school procedures in the allocation and use of resources to support effective learning and teaching.

Professional competence and behaviour:

- Maintain professional knowledge and competence;
- Provide a professional, up-to-date and purposeful service;
- Be responsible for their own professional practice and decisions and take responsibility for identifying and meeting their own development needs.

Ethical standards and integrity:

- Establish, maintain and develop professional relationships based on confidence, trust and respect for all colleagues and stakeholders;
- Demonstrate sensitivity for students' and stakeholders' practices, culture and personal beliefs;
- Advance employment and professional practices that promote equality of opportunity, diversity and inclusion;
- Safeguard all confidential and personal data acquired as a result of professional relationships and not use it for personal advantage or for the benefit of third parties.

ADDITIONAL DUTIES:

- Play a full part in the life of the school community, support the school ethos and encourage students to follow this example;
- Actively promote school policies;
- Alert the Head in the event of any suspected child protection issues that may be affecting a learner;
- Undertake any other duty as specified by school teachers pay and conditions of service not mentioned in the above.

Form Tutor:

Any teacher can expect to be designated as a form tutor. As such, any form tutor should adhere to the following roles and responsibilities. The form tutor's role is to:

- Carry out statutory tasks, including completing registration accurately and on time;
- Monitor and support learners' academic and social progress;
- Monitor learners' attendance, punctuality and behaviour, taking direction from Head of Year as appropriate;
- Contribute to the tutees' spiritual, moral, cultural and social education;
- Make him/herself available to parents/carers, where appropriate, for the purpose of discussing personal matters concerning a learner's welfare, behaviour and other concerns that may adversely affect successful learning;
- Attend parents' evenings and tutors' evenings, and other events specified by the Head;
- Ensure learners' are prepared for learning including addressing uniform and equipment;
- Encourage students to support and / or participate in school events including charitable events, PSA events etc.;
- Check that learners' diaries have been signed by their parent / carer, and sign learners' diaries every week;
- Ensure that all learners and their parents / carers have signed the Home/School Agreement;
- Implement pastoral initiatives led by senior management or the Head of Year;
- Liaise effectively with SENCO, LAs and other appropriate bodies to ensure that learners' with special needs (inc. gifted and talented) are given appropriate support;
- Respond to subject reports through the writing of tutor reports.

KNOWLEDGE AND SKILLS

Subject teachers should demonstrate knowledge and understanding of:

- School policies and procedures;
- Secure knowledge of subjects/curriculum areas and related pedagogy across the full age range;
- Relevant statutory and non-statutory curricula and frameworks for identified subjects/curriculum areas;
- Schemes of work for subject(s) taught;
- Principles and practices in relation to managing learning and teaching, including behaviour;
- The appropriate application of ICT, literacy and numeracy to support teaching and wider professional activities;
- Health and safety issues as they relate to their particular subject area(s).

SAFEGUARDING

Pioneer Educational Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and young people to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring Service checks.

ADDITIONAL NOTES

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for any potential employee or any existing employee who develops a disabling condition.

This job profile is current at the date shown but in consultation with you may be changed by the Trust Leadership Team to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

| | Essential | Desirable |
|--|------------------|------------------|
| Degree and Qualified Teacher Status | ✓ | |
| Enhanced DBS | ✓ | |
| Ongoing CPD portfolio | ✓ | |
| Further degree or diploma | | ✓ |
| Experience, skills and knowledge | Essential | Desirable |
| Knowledge and understanding of the National Standards for Teachers | ✓ | |
| Knowledge of the requirements of the National Curriculum and 14-19 courses and qualifications | ✓ | |
| Evidence of successful teaching across the age and ability range | ✓ | |
| Ability to use assessment to raise standards of achievement | ✓ | |
| Ability to communicate effectively with pupils, parents and other professionals, orally and in writing | ✓ | |
| Knowledge of current educational issues, including ECM | ✓ | |
| Sound subject knowledge | ✓ | |
| Ability to use ICT effectively to support your professional role | ✓ | |
| Experience of teaching post-16 | | ✓ |
| Ability to use a SMARTboard | | ✓ |
| An understanding of emotional literacy and developments to support learning and teaching, e.g. SEAL | | ✓ |

| Personal qualities | Essential | Desirable |
|---|------------------|------------------|
| Be a team player | ✓ | |
| Ability to motivate and inspire pupils | ✓ | |
| Ability to use tact, diplomacy, sensitivity and good humour | ✓ | |
| Ability to work under pressure and determination to succeed | ✓ | |
| A willingness to learn new skills and approaches and work in partnership with others | ✓ | |
| Active participation in school developments, such as extra-curricular activities / educational visits / out-of-hours learning | ✓ | |
| Commitment to safe-guarding and promoting the welfare of children and young people | ✓ | |
| Willingness to undergo appropriate checks including enhanced CRB checks | ✓ | |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people | ✓ | |
| Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline | ✓ | |



preparing the way for others to follow

Why work with Pioneer Educational Trust?

Workload and wellbeing has been placed at the centre of Pioneer Educational Trust and we offer our staff the following benefits:

- Priority admission for children of staff
- Cross phase opportunities for career progression
- Free on-site car parking
- Interest free travel to work loans
- Free counselling and legal advice for all staff through an Employee Assistance Programme
- Enhanced employer pension contributions via excellent Defined Benefit Pension Schemes
- Enhanced maternity / paternity / adoption leave schemes
- Enhanced parental bereavement pay
- Corporate eye care scheme
- Lunch for staff at cost price
- Complimentary tea, coffee, milk and sugar throughout the school day
- Free annual seasonal flu vaccination
- Reward gateway with access to savings and discounts across a number of retailers and services
- Long service recognition; first milestone being 3 years
- Additional time during the school day to facilitate professional development
- Pay policy for support staff which is linked to teaching staff to ensure all staff are treated equitably
- Annual calendar of events shared with all staff at the start of the year which includes calendared Reflection Weeks' and two week October half term
- No gradings of lessons or individuals
- Annual charity challenge providing staff with an opportunity to challenge themselves while raising money for charity
- Flexible approach to family commitments such as children's assemblies, sports days etc.
- Excellent ongoing CPDL
- WorkWell Committee & annual engagement survey to ensure we are always pioneering in prioritising staff engagement & satisfaction
- Work conscious marking & assessment practices
- Email protocol to protect time outside of the school day
- Early finish for teaching and non-teaching staff at the end of each long term