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CALDEW
SCHOOL

WHERE EVERY STUDENT
IS SUCCESSFUL TODAY
AND PREPARED
FOR TOMORROW.

POST AND APPLICANT INFORMATION.

TEACHER OF BUSINESS STUDIES

Salary:	£32916 - £51048
Contract Term:	Full time or part time, permanent
Start date:	1st January 2027
Closing date:	09:00 Wednesday 23rd September 2026
Interview date:	Tuesday 29th September 2026

We are seeking to appoint a dynamic and well qualified Business Studies teacher who is passionate about their subject and dedicated to ensuring all students are encouraged and motivated to achieve their potential. Business Studies is a popular subject at both KS4 and KS5, playing an important role in the success of Caldew School, ensuring that standards of teaching and learning are achieved by all students working within the subject.

Safeguarding Statement

Caldew School is committed to the protection and safety of its pupils and expects all staff and volunteers to share this commitment. An online search will be carried out for shortlisted candidates. The successful applicant will be required to undertake a criminal record check via the DBS. Our safeguarding policy can be found at:

<https://caldew.cumbria.sch.uk/our-school/policies-documents/>

Equal Opportunities Statement

We are an equal opportunity employer. We want to develop a more diverse workforce and we welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met. We are committed to employing disabled people making reasonable adjustments to support applicants when required

Application Process

Please return a completed application form in full ensuring you have provided accurate information, including the names, addresses and relevant contact details of two referees together with your letter of application.

The letter of application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification

POST AND APPLICATION INFORMATION

Short listed applicants may be screened prior to interview by checking social media. The purpose of this is to ascertain if the applicant demonstrates behaviour that is suitable for employment in a school environment. References will be requested prior to interview.

We are committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment. An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

DEPARTMENT INFORMATION:

Business Studies is overseen by our Head of Computing, Business, Media & Photography. We have developed an engaging, challenging and comprehensive curriculum, looking at the types of businesses and business models; the role of marketing; management; the role of digital technologies and finances, with local, national and global examples. We teach EdExcel Business Studies at GCSE and AQA Business Studies at AS/A Level.

JOB DESCRIPTION:

Job Title: Teacher of Business Studies

Reports To: Head of Department

Purpose of the Role:

The Teacher will deliver high-quality teaching, ensuring a well-sequenced curriculum is implemented effectively and that students achieve strong outcomes across Key Stages.

The role involves planning and delivering high-quality lessons, contributing to curriculum delivery, maintaining consistently high standards in the classroom, and ensuring that all students, regardless of starting point, are supported to make strong progress and achieve well.

Key Responsibilities

1. Teaching and Learning

Deliver consistently high-quality teaching across Key Stages, ensuring lessons are well-structured and engaging.

Plan and deliver lessons that are challenging and rooted in strong subject knowledge.

Implement a consistent approach to adaptive teaching to meet the needs of all learners, including SEND, disadvantaged and High Prior Attainers.

Ensure a strong focus on securing strong outcomes through evidence-informed teaching.

Promote high expectations of behaviour, effort and presentation in all lessons.

2. Professional Development (CPD)

Engage fully in high-quality CPD in line with whole-school priorities.
Actively reflect on and develop teaching practice through coaching and feedback.
Develop subject knowledge and pedagogy to improve classroom practice.
Take responsibility for identifying personal development needs and acting upon them.

3. Coaching and Mentoring

Engage positively with coaching and feedback to improve teaching practice.
Work collaboratively with colleagues to plan, deliver and refine lessons.
Support and contribute to a culture of professional learning within departments.
Where appropriate, support Early Career Teachers (ECTs) or trainees.

4. Data and Performance Monitoring

Monitor student progress and attainment across classes and key groups.
Use assessment effectively to identify gaps in knowledge and address misconceptions.
Contribute to the implementation of Key Assessment Tasks (KATs) and use outcomes to inform teaching.
Implement interventions to support students who are underperforming.
Ensure all groups of students, including disadvantaged, SEND and High Prior Attainers, make strong progress.

5. Team Collaboration and Contribution

Contribute positively to departmental and whole-school priorities.
Work collaboratively with colleagues to ensure consistency in curriculum delivery and teaching.
Support the implementation of departmental plans and agreed approaches.
Engage in quality assurance processes, including learning walks, work samples and student voice.
Share good practice and contribute to a culture of professional learning.
Uphold high expectations, professionalism and a commitment to continuous improvement.

TEACHING STAFF

Teachers at Caldew School work within the requirements of the School Teachers' Pay and Conditions Document (STPCD). All teaching staff are expected to implement school policies consistently to ensure the smooth and effective running of the school.

They contribute to the delivery of the school's long-term aims through high-quality teaching, curriculum implementation and ongoing professional development. Staff are expected to make a full contribution to the wider life of the school in order to secure the best possible outcomes for students. All teachers at Caldew School are committed to ensuring that students know more and remember more over time, through a consistent focus on high expectations, strong curriculum delivery and effective teaching.

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All teaching staff are required to attend meetings with colleagues, students, parents and governors as directed within the school calendar. Directed time will not exceed 1265 hours, or the pro-rata equivalent.

All staff are expected to meet the Teachers' Standards (2013) and demonstrate the highest standards of professionalism, conduct, appearance and commitment within the school and wider community.

Note: The duties required of all teachers under Pay and Conditions legislation form part of this job description. This document is not exhaustive and will be reviewed annually and may be amended following consultation.

FORM TUTOR – Key Responsibilities

- Ensure that all students are ready to learn by maintaining high expectations around attendance, punctuality, conduct, uniform and equipment.
- Actively monitor and support students' academic progress through effective mentoring and regular review.
- Support, advise and encourage students to raise aspirations and achieve their potential.
- Act as a key point of communication between home and school.
- Celebrate student achievement, both informally and through the school's reward systems.
- Deliver effective mentoring and coaching, particularly at key reporting points.
- Monitor attendance and punctuality, addressing concerns promptly and effectively.
- Track students' progress across subjects, challenging underachievement and supporting improvement.
- Promote engagement in enrichment, extra-curricular activities and wider school life.

CLASSROOM TEACHER

Job Description

Teachers enable students to make strong progress over time through consistently high-quality teaching and curriculum delivery by:

- Meeting the minimum standards set out for teachers and working at a level appropriate to their experience and salary level;
- Fulfilling all aspects of the Standards for Teachers which will be monitored annually as part of the Appraisal process;

Part one: The Standards for Teachers are detailed under the following points. (Teachers must familiarise themselves with the underlying detail of each point):

1. Setting high expectations which inspire, motivate and challenge students;
2. Promoting good progress and outcomes in every lesson;
3. Keeping abreast of developments in subject and curriculum knowledge;
4. Planning and teaching well-structured lessons;
5. Adapting teaching to respond to the strengths and needs of all students;
6. Making accurate and productive use of assessment;
7. Managing behaviour effectively to ensure a good and safe learning environment;
8. Fulfilling the wider professional responsibilities as required by the school.

Part two: Personal and Professional Conduct

- Upholding public trust in the profession and maintain high standards of ethics and behaviour, within and outside school;
- Having proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality;
- Having an understanding of and always act within, the statutory frameworks which set out their professional duties and responsibilities.

POST AND APPLICATION INFORMATION

PERSON SPECIFICATION:

QUALIFICATIONS

Essential	Desirable	Evidence
Good honours degree in relevant subject	Further relevant qualifications	Application, References
Qualified Teacher Status (QTS) or ITT trainee	Evidence of professional development	Application, References
Recognised teaching qualification (PGCE/BEd)		Application, References

EXPERIENCE AND SKILLS SPECIFIC TO TEACHING

Essential	Desirable	Evidence
Teaching KS3 and KS4	Experience teaching KS5	Application, References, Teaching Task, Interview
Strong subject knowledge and enthusiasm	Experience in more than one school	Application, References, Teaching Task, Interview
High-quality teaching securing outcomes		Application, References, Teaching Task, Interview
Use of adaptive teaching		Application, References, Teaching Task, Interview
Commitment to inclusion		Application, References, Teaching Task, Interview
Pastoral contribution		Application, References, Teaching Task, Interview

CURRICULUM UNDERSTANDING

Essential	Desirable	Evidence
Knowledge of curriculum and exam specs	Awareness of whole-school priorities	Application, Teaching Task, Interview
Understanding of sequencing	Experience of curriculum development	Application, Teaching Task, Interview
Deliver well-structured curriculum		Application, Teaching Task, Interview
Use assessment effectively		Application, Teaching Task, Interview
Commitment to curriculum development		Application, Teaching Task, Interview

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CONTINUED PROFESSIONAL DEVELOPMENT

Essential	Desirable	Evidence
Commitment to CPD	Experience contributing to curriculum	Application, Interview
Reflect on practice and respond to feedback	Supporting trainees/ECTs	Application, Interview
Contribute to department and school		Application, Interview
Collaborative working		Application, Interview

INTERPERSONAL SKILLS

Essential	Desirable	Evidence
Strong communication	Confidence sharing practice	Application, Interview, Teaching Task, References
Build relationships		Application, Interview, Teaching Task, References
Team working		Application, Interview, Teaching Task, References

PERSONAL QUALITIES

Essential	Desirable	Evidence
Professionalism and resilience	Extra-curricular contribution	Interview, References
Commitment to outcomes		Interview, References
High expectations		Interview, References
Initiative and adaptability		Interview, References
Safeguarding commitment		Interview, References