Langley Grammar School

Teacher of Economics
Part-time (0.6 - 0.8 FTE negotiable)
Required for September 2023
Application information



Langley Grammar School
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Langley
Berkshire
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www.lgs.slough.sch.uk

From the Headteacher



January 2023

Dear Applicant

Thank you for your interest in Langley Grammar School and in the post of Teacher of Economics.

I hope this application information will help you to decide whether this would be the appropriate next step for you in your career.

This is an exciting time to join a very successful school. Our academic outcomes consistently demonstrate the commitment and ability of our students, and we believe that we provide a supportive and secure environment that allows them to flourish. This was confirmed by Ofsted in November 2021 when we have been graded as Outstanding under the latest framework. The completion of the final parts of an £18 million building project in autumn 2021 has provided the school with exceptional new facilities.

Over the last few years we have combined our selective status with an increasing involvement in the local community of schools. We have supported primary and secondary schools through our previous specialisms, helping them to raise standards and learning much ourselves in return. Our academy status and designation as a Computing Hub, the Teaching School Hub for Berkshire, and as an Apple Distinguished School have given us the opportunity to develop these relationships further and to have a significant impact on the educational provision in the area.

We are committed to maintaining our high standards and to developing ourselves as a centre of innovation and excellence. If you would like to share in that development and have the skills and expertise we are looking for, we would welcome your application.

Yours sincerely

J D Constable

John Constable
Headteacher



The School

Langley Grammar School is a co-educational state selective school operating as a single academy trust. There are approximately 1240 students on roll, of whom around 340 are in the Sixth Form. The school was founded in 1956, and is one of four grammar schools serving the borough of Slough and the surrounding area. Our aim is to enable students to develop themselves personally and academically, achieving high standards within a supportive and friendly environment that stimulates and challenges them. Great emphasis is placed upon participation in a wide range of cultural, social and sporting activities. Parental support for the school is strong, and we are heavily over-subscribed.

We admit 180 students into 6 forms in Year 7, typically from 60-70 different primary schools. The great majority of Year 11 students stay on to the Sixth Form, where we also admit around 30-40 additional students into Year 12 from other schools.

The school occupies a 16 acre site in Langley close to the M4 and M40 and has good rail links into London. The site has benefitted from a substantial building programme in recent years, with new classrooms, sports centre, all-weather pitch and a Sixth Form Centre with a 220-seat lecture theatre. We are part of the Government's Priority Schools Building Programme through which our original '1956' school buildings have been replaced to provide state of the art accommodation for science, art, technology and computing, and new public areas of the school such as hall, library and dining room. This £18 million building programme was completed in autumn 2021.

We have a record of innovative practice and extensive outreach and targeted support to schools in the local area and beyond. Since September 2021 we have been designated as one of the DfE's new Teaching School Hubs, serving schools across Berkshire. A number of staff are designated as Lead Practitioners or have been Specialist Leaders of Education. We are a Computing Hub, promoting and delivering CPD for teachers of Computing. Our innovative work with iPads for learning has been recognised with our designation as an Apple Distinguished School. The schools network SSAT have designated several aspects of our practice as 'transforming' in their Framework for Exceptional Education.

The school was last inspected in November 2021, when it was judged to be outstanding in all categories.

Our students

Students enter the school in Year 7 on the basis of an 11+ examination administered by a consortium of the four grammar schools in Slough. Our students represent approximately the top third of the ability range as measured by the 11+ selection process.

Around 50% of our students come from the borough of Slough, and reflect the diverse local community. The remainder come from a wider geographical area including a number of West London boroughs. We have refocused our admissions criteria in recent years to give greater priority to local children.

Over 90% of students come from minority ethnic backgrounds, giving the school a rich and varied cultural mix. The school is a well ordered and respectful community; students are polite, courteous and well-motivated. They are also high-achieving; the great majority stay on into the Sixth Form, achieve very good A-level grades and move on to higher education at highly reputable universities.

Examination results are consistently excellent. A-level outcomes at Grades A*, A or B average around 70% or more with an overall ALPS score of 3. The proportion of GCSE entries awarded Grades 9-7 has been consistently above 60% with Progress 8 score 'well above average'.

Our staff

We have 120 staff; 90 teachers and 30 in support or administrative roles. Teaching staff work in subject teams, led by subject leaders who are line managed by members of the Senior Leadership Team. Most teaching staff act as form tutors in teams led by Phase Leaders covering Year 7, Years 8 & 9, and Years 10 & 11. The large Sixth Form team is overseen by the Director of Sixth Form with two deputies. The school has a strong community ethos and our staff are highly professional, innovative and committed to the academic and personal development of the students.

All staff receive an annual Professional Review as part of a strong and supportive performance management system, with high quality induction and on-going support. There is a comprehensive programme of professional development. There are opportunities for staff to advance within the school, and we offer support for those who wish to find promotion elsewhere. We have a clear focus on staff wellbeing, which is reflected in our track record of excellent staff retention.



Curriculum and student support

All students entering Year 7 study a wide range of subjects including: English, Mathematics, Science, French or German, History, Geography, Religious Studies, Information Technology and Computing, Music, Drama, Art, Design Technology, Personal and Citizenship Studies and Physical Education. This programme of study is broadly the same in Years 8 and 9. We emphasise a broad and balanced curriculum through to the end of Year 9.

All Year 10 & 11 students follow GCSE courses in English Language and Literature, Mathematics, Biology, Chemistry and Physics, French or German. Students also choose three further subjects from a range including: a second foreign language, Art, Business Studies, Design Technology, Drama, Geography, History, Music, Religious Education and Physical Education. The non-examined core curriculum includes PSHE and Citizenship and elements of RE/Philosophy and ethics

The great majority of students stay on into our Sixth Form. Most choose four subjects from a wide range; the majority currently take an AS examination in one of those subjects at the end of Year 12, and continue the other three subjects through to the final examinations in Year 13. There is a programme of timetabled enrichment activities including other qualifications such as Public Speaking or Community Sports Leader Award, or non-examined courses such as Photography.

We place great emphasis on students' physical and emotional wellbeing. Throughout the school there is a strong tutorial system providing individual guidance and support. Reporting of academic progress and personal development operates through a rolling programme of parent/teacher consultations and summative reports. This structure provides for both systematic target setting and evaluation and offers an opportunity to discuss reports in review interviews with form tutors.

Our ethos

We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

We encourage our students to discover their own talents, to be confident of their abilities and to follow their passions across academic subjects, in sports and the arts.

We support our students in developing themselves as innovative, effective and independent learners with high-level skills, willing to think in new ways, solve new problems and create new opportunities for the future.

We help our students build up a set of sound values so that they have the strength of character, moral integrity and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

We seek to develop young people who are...



Confident and well-rounded

...demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.



Independent and creative

...able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.



Responsible and caring

...grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook.

External recognition

Langley Grammar School was last inspected by Ofsted in November 2021 and was judged to be 'Outstanding' in all categories.

As a member of the SSAT network, and designated as a Leading Edge school we have used the Framework for Exceptional Education to inform the development of our practice.

We have been judged as having 'transforming practice' in the majority of the framework strands, including:

TRANSFORMING PRACTICE IN **Leadership through moral purpose** SSAT Framework for Exceptional Education

TRANSFORMING PRACTICE IN **Variety of teaching approaches** ssat The Framework for Exceptional Education

TRANSFORMING PRACTICE IN **Use of assessment and data** SSAT Framework for Exceptional Education

TRANSFORMING PRACTICE IN **Climate for learning** SSAT Framework for Exceptional Education

TRANSFORMING PRACTICE IN **Professional learning** SSAT Framework for Exceptional Education

TRANSFORMING PRACTICE IN **Effective learning behaviours** SSAT Framework for Exceptional Education

Our role as a centre of excellence for the professional development of teachers has been recognised through our system leadership roles:

National Teaching School
designated by
National College for Teaching & Leadership

From September 2021 we have been designated as one of the DfE's new Teaching School Hubs, responsible for promoting initial teacher training, the Early Career Framework, and leadership development across the six local authority areas in Berkshire.

Our work with using iPads for effective teaching and learning has been recognised by Apple; we are part of the international network of Apple Distinguished Schools

Distinguished School

Regional Training Centre

We also have a commitment to an international outlook and to developing arts subjects in school.

BRITISH COUNCIL INTERNATIONAL SCHOOL AWARD

MUSIC MARK SCHOOL

Background to the vacancy

Details of vacancy – Teacher of Economics

We are seeking to appoint an outstanding and inspirational teacher of Economics to join a thriving department. The successful candidate work with the Subject Leader to teach A-Level Economics to both Year 12 and 13 students. Candidates should have a track record of successful Sixth Form teaching and should have the academic background and knowledge to teach Economics to highly motivated and aspirational students. The successful candidate would be expected to develop, maintain and stimulate students' curiosity, interest and enjoyment of Economics through consistently planning and delivering high quality and engaging lessons. The ability to teach a second subject other than Business Studies would be advantageous.

The Department

Economics is an extremely popular option for our students; typically we would expect around a hundred students to be studying the subject across the two-year groups. Over the past few years Economics-related degrees have been an increasingly popular choice for students leaving the school.

The department is based in our Sixth Form Centre with allocated classrooms and a staff office. Resources have been organised on a Macro and Micro basis; each student is allocated their own textbook and staff all use iPads as part of our teaching practice. Sixth Form students have their own iPads to support their learning.

Curriculum

The school works a 50 period fortnightly timetable with each lesson of 60 minutes duration. Sixth Form students are allocated 9 periods per fortnight per A-Level. Currently the department is split with a Micro and Macro teacher, with the Macro themes taught across 5 lessons per fortnight.

We currently teach the Edexcel A syllabus. Most students take four subjects in Year 12, continuing three through to Year 13; some students will therefore sit the AS level exam at the end of Year 12. We participate in a number of additional competitions and other opportunities; for example the LSE essay competition, the Reading University Stock Market Challenge, the POLECON conference and the tutor2u revision workshop.

Examination results

A Level results in Economics are excellent. In 2022, 45 students were entered for the A Level examination, with 84% gaining A*-B grades.

The job description included in this pack sets out the responsibilities of the role as it is currently proposed. Depending on the successful candidate's background, experience and interests there may be scope to further develop the role.

Job description – Teacher of Economics

Strategic purpose of the role

To contribute as a teacher and a form tutor to the aims and ethos of the school through high standards of teaching, care and support for all students

Line of responsibility

The Teacher is responsible to a Subject Leader, and through her/him, to the Senior Leadership Team and Governors. In the role of a form tutor, the Teacher is responsible to the relevant Phase Leader.

Operational responsibilities

a) Provide students and staff with a role model for standards of interpersonal and professional conduct;

b) Keep up to date with the relevant subject(s), with developments in teaching methodology and with the understanding of how students learn;

c) Ensure that the quality of teaching, learning and behaviour in lessons and tutor time is of the highest possible standard;

d) Assess and report on student progress and give clear, constructive feedback which will assist each student to raise her achievement and reach her goals;

e) Contribute to the raising of achievement in the subject and year teams, to include taking responsibility for specific targets in the team development plan and development of schemes of work;

f) Implement all aspects of the school's policies;

g) Contribute to the school's process of self-evaluation;

h) Take responsibility for her/his own professional development, using the outcomes to improve teaching and learning;

i) Contribute to students' wider development in the school;

j) Carry out any other duties which may reasonably be required by the Headteacher;

For classroom teachers who are paid on the Upper Pay Scale (UPS 1-3) there are additional expectations:

k) Contribute to the induction, training and professional development of other teachers;

l) Contribute to wider school development and improvement.

Person Specification

The following list shows the essential and desirable characteristics for which we are looking for when considering your application and at interview.

Characteristic	Essential	Desirable
Good honours degree in a relevant subject area	✓	
Qualified Teacher Status	✓	
Evidence of good / outstanding classroom practice	✓	
Strong subject knowledge to support teaching to A-level standard	✓	
Familiar with current developments in subject area	✓	
Evidence of recent and relevant professional development		✓
Strong organisation and time management skills	✓	
Commitment to the selective ethos of the school	✓	
Strong ICT skills to enhance your own teaching and students' learning	✓	
Ability to work effectively and calmly under pressure	✓	
Evidence of good relationships with children and young people	✓	
Ability to contribute to the wider community life of the school		✓
Good inter-personal skills including the ability to lead and/or to be a member of a team	✓	
Evidence of a team approach to the teaching of your specialist subject including the development of teaching resources	✓	

Application process

How to apply

Please complete the Langley Grammar School application form; this should be returned with a covering letter of no more than 2 sides of A4, which takes account of the person specification and should:

- explain why you are applying for the post,
- outline the relevant experiences you believe have prepared you for this post,
- describe the skills and attributes you will bring to the school.

The School's application form must be completed in full. **CVs on their own are not accepted.**

Letters of application should be addressed to:

Mr J Constable, Headteacher,
Langley Grammar School, Reddington Drive, Langley, Berkshire, SL3 7QS

Completed applications should be returned directly to Mrs Dionne Cheyne, Headteacher's PA at the address above or via the e-mail address **vacancies@lgs.slough.sch.uk**

Deadlines for application: Monday 6th February 2023 at 12.00 noon, with interviews scheduled shortly thereafter.

References

Please note that in line with safer recruitment practice for schools we will take up references **at the point of shortlisting** for interview. We may also contact current and previous employers as part of the process of pre-appointment checks. If you are shortlisted, any discrepancies or anomalies in the information provided, or issues arising from references will be taken up at interview. Your referees must include your most recent employer; references from friends or relatives are not acceptable.

Safeguarding

Langley Grammar School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers. The successful applicant will be subject to an enhanced disclosure check with the Criminal Records Bureau.

Equal Opportunities

Langley Grammar School will not discriminate directly or indirectly through applying conditions or requirements which cannot be shown to be justified. We will not discriminate on the grounds of race, gender, nationality or origin, marital status, disability, economic status, sexual orientation, age, trade union, political or religious belief, or responsibility for dependents.

Disability Statement

Langley Grammar School will give favourable consideration to application for employment made by people with disabilities having regard to their particular aptitudes and abilities. A disability or health problem does not preclude full consideration for the job and applications from suitably skilled people with disabilities are welcome.