



Recruitment Application Pack

AGA 85

Teacher of Business and Economics Studies



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Welcome Letter

Dear Colleague,

Thank you for your interest in the role of Teacher of Business and Economics for Abbey Grange Church of England Academy.

We hope you will find all the information you need to inspire you to join our team. This pack contains information about the Teacher of Business and Economics role, from which we hope you will gain an understanding of our ethos and approach and the high aspirations we have for ourselves and our pupils.

“To work in partnership to educate, nurture and empower”

Our vision is that the academies, supported by Abbey MAT, will provide an environment which is welcoming, caring, calm, disciplined and purposeful and will stretch our young people academically, support them pastorally and help them develop socially and spiritually.

We are committed to raising the skills base across our communities by ensuring a focus on quality, encouraging innovation and strengthening the ethos of the academies as distinctive schools. The framework will strive to maintain academies which will retain their own independent culture and ethos whilst operating within a strategic partnership to improve quality, share best practice and operate effectively and efficiently.

If you are seeking a truly distinctive role within a unique environment, please come and visit us and see what Abbey MAT have to offer.

We look forward to meeting you and reading your application.

Helen Pratten & Catherine Garrett
Co-CEOs

ABBEY GRANGE C of E ACADEMY

Butcher Hill, Leeds, LS16 5EA

Teacher of Business and Economics

Salary MPS/UPS

Reference – AGA 85

Required for January 2021.

Abbey Grange is a thriving, highly successful and over-subscribed 11-18 Church of England convertor Academy which serves communities right across the city of Leeds. Our students come from all over the city to receive an education in which we all work together to challenge them academically, support them pastorally and help them develop socially and spiritually. Abbey Grange is part of the **Abbey Multi Academy Trust**.

Our goal is to become an outstanding Academy that delivers on our mission - **In Partnership to 'Educate, Nurture and Empower'** and we are well on our way to achieving this. Ofsted graded us a 'good' school in February 2017 and we celebrated our GCSE results in 2019 with 72% of our students achieving 9-4 in English and Maths, and an above average Progress 8 score of +0.26.

We are looking to appoint a highly motivated teacher to join our successful Business and Economics Department. The successful candidate will show a passion for teaching and learning and be committed to achieving the very best outcomes for our students.

This is an exciting opportunity for a committed and passionate teacher to join a successful and CPD focused department where new initiatives are welcomed and encouraged. Applications from NQTs will be welcomed.

As a Teacher we will nurture, challenge and support you throughout your career here at Abbey Grange.

You will be:

- A routinely good/outstanding teacher with the ability to teach all aspects of Business and Economics at KS4 and KS5
- A colleague looking to either start or further your career within a supportive team
- Able to encourage and enthuse students to achieve their full potential
- Inspirational to colleagues and students - sharing best practice

We can offer:

- An Academy and Business and Economics Department that will allow you to be inspirational, creative and play an active part on our journey to becoming 'outstanding'
- Tailored CPD with a commitment to support your career ambitions, free car parking and personal iPad
- A Department which welcomes new ideas with energy and enthusiasm

This is a genuinely exciting time to join our Academy. If you are looking to join an Academy with happy positive and polite students and staff, then we want to hear from you.

Abbey Grange C of E Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure and Barring Service check.

We promote diversity and want a workforce which reflects the population of Leeds.

Principal: Mr Jon Norden

Application Process

The **closing date** for applications is **12noon on Tuesday 20th October 2020**

To apply please download recruitment pack and email completed application form to:

Recruitment Team recruitment@abbeygrangeacademy.co.uk

Interview date: W/C 19th October 2020

All applications will be acknowledged within 24 hours. Should you fail to receive confirmation of receipt please call 0113 2757877.

We will contact successful candidates after the closing date with details of the interview process.

Abbey Multi-Academy Trust is robust in promoting the safeguarding of children and is rigorous in its recruitment checks. An enhanced disclosure from the DBS will be required for this post.

Queries

If you have any queries on any aspect of the application process or need any further information please contact us at recruitment@abbeygrangeacademy.co.uk

The Business and Economics Department

The Business & Economics Department at Abbey Grange Church of England Academy is a popular and successful department offering a mixture of traditional and vocational subjects throughout KS4 & 5. We have consistently achieved high GCSE results – last year 24% of our students gained 9-7 grades and 72% gained 9-5 grades. Our GCSE students' SPI score was 0.59, meaning students with us on average achieved more than half a grade higher than their counterparts in other centres.

In A-level Economics, 62% of our students achieved A*- B at A2 and 94% achieved A*-C. Our results have been considered above the national average and we have maintained a value-added score of 0.29. In A Level Business, 30% of our students achieved A*- B at A2 and 71% achieved A*-C, something we hope to continue to improve upon going forward.

The “gap” for disadvantaged students that choose our courses is small and consistently used within school as a benchmark for other departments. The progress these students make in our subjects was highlighted in the school's last OFSTED report. We also regularly have Economics students applying successfully to Oxbridge Universities. This demonstrates the department's continued commitment to helping students of all abilities to achieve. There is an excellent uptake for Business & Economics at A level. The successful candidate would, of course, be expected to be committed to continue to support the development of the department's ethos of excellence.

Presently the Business & Economics Department consists of three specialist teachers. Our curriculum provides numerous opportunities for our students who wish to study Business or Economics:

KS4

- Edexcel GCSE (9-1) in Business (1BS0)
- NCFE Business & Enterprise

KS5

- AQA Business (7131 / 7132)
- AQA Economics (7135 / 7136)

At Key Stage 4, our Year 9 students can opt for GCSE Business, which is a popular option choice and students are taught in mixed ability classes. Students can also opt for the NCFE Business & Enterprise qualification, delivered in our Business ICT suite. Both qualifications are delivered over four, one hour sessions per fortnight. At Key Stage 5 our Year 11 students can opt for either Business or Economics A-Level taught over nine, one hour sessions per fortnight.



Staff and students in the Business & Economics department work together creatively to make the content accessible and relevant to our students, enabling them to contextualise Business & Economics within the modern world. Outside the classroom, our students are encouraged to get involved with the many enterprise activities including the KIVA Microfinance initiative; IFS - “Student Investor” Challenge; The “Young Consumer of the Year” Competition and our in-house “£50 Challenge”.

We have high expectations of work and behaviour and take every opportunity to encourage students to achieve their full potential. A learning culture in which students strive to improve their skills, knowledge and understanding is fostered through the delivery of the curriculum.

The department is well-established and all are enthusiastic and prepared to innovate and experiment with new approaches to teaching and learning. We are keen sharers of experiences, ideas and resources. The successful candidate would be expected to contribute to the lively discussion in our departmental meetings and Department Learning Community (DLC) sessions and to work as a member of smaller independent groups to help develop the work of the department. A current top priority of the department is to continue to improve the lower ability student progress and attainment in KS4 & 5 Business. We seek to enhance the curriculum further through extracurricular visits and Tutor2u workshops and also regularly inviting outside speakers into the Academy to talk to our students and share their experience of Business & Economics in the real world.



Job title:	Subject Teacher
Salary:	MPS/UPS
Reporting to:	Achievement Director: Curriculum via Subject Leader

Overall purpose of the post:

To promote a secure, caring and challenging educational environment for each class taught and the individual students within it.

Key responsibilities:

- To share and support the Academy's responsibility to secure the highest possible standards of learning and student progress
- To contribute to the high expectations for achievement in the Academy.
- To be aware of the established policies and practices of the Academy and share in collective responsibility for their implementation and for its ethos
- To share and support the corporate responsibility for the well-being, education and discipline of all students.
- To be aware of the professional duties of teachers and the statutory framework in which we work.
- To support the work of the Leadership Team to implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students, supporting the curriculum area, in accordance with the aims and objectives of the Academy.
- To have a secure knowledge and understanding of the subject(s) being taught and the relevant pedagogy to teach effectively across the full age and ability range.
- To know, understand and use the relevant statutory and non-statutory curricular and frameworks for the subject(s) or curriculum area taught

Responsible for:

- Teaching, support and accountability of assigned students to ensure high expectations and high standards of learning and good progress for individual and groups of students.
- To set, monitor and evaluate subject and individual student progress targets to make a measureable contribution to whole Academy targets.
- To monitor and evaluate the curriculum target in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.
- To assess, record and report relevant to teaching and learning making effective use of Assessment for Learning Strategies and intervention as appropriate.

Key Tasks:

Educate

Teaching & Learning

- Ensure the provision of an appropriately broad, balance, relevant and differentiated curriculum for students study in the subject, in accordance with the aims and ethos of the Academy.
- To know how to make effective personalised provision for those taught, including those for whom English is a second language, have special needs or disabilities or other groups of students.
- To establish a purposeful learning environment within the classroom.
- To teach challenging, well organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - Use an appropriate range of teaching strategies and resources, including e-learning and iPads which meet students' needs and take practical account of diversity and promote equality and inclusion.
 - Build on the prior knowledge and attainment of these they teach in order that students meet learning objectives and make sustained progress.
 - Develop concepts and processes which enable students to apply new knowledge, understanding and skills.
 - Adapt their language to suit the students they teach, introduce new ideas and concepts clearly, and using explanations, questions discussions and plenaries effectively.
- To plan, mark and monitor set homework or other out-of-class work to sustain student progress and to extend and consolidate their learning.
- Know how to use skills in literacy, numeracy and ICT, including iPads and digital learning to support teaching and wider professional activities.
- To assist in the development of appropriate syllabi, resources, Schemes of Work, marking polices and teaching strategies in the curriculum area.
- To contribute to the improvement plan and its implementation.
- To undertake a designated programme of teaching and to plan and prepare courses and lessons.
- To participate in 'learning walks' and other learning evaluation and quality assurance strategies in accordance with Academy policy.
- To design opportunities for students to develop their literacy, numeracy, ICT, thinking and learning skills and cross-curricular themes so that they are reflected in the teaching and learning experience of students.

Achievement/Progress

- To use statistical and other information to evaluate the effectiveness of teaching and monitor the progress of those taught.
- To plan for progression across the age/ability range being taught, designing effective learning sequences within lessons and across series of lesson, informed by secure subject/curriculum knowledge.
- To make effective use of a range of assessment, monitoring and recording strategies, including writing reports in line with published deadlines.
- To know and apply the particular assessment requirements and arrangements for the subject(s) taught, including internal and external examinations and assessment for learning strategies.
- To participate in preparing and presenting students for public examinations.
- To maintain appropriate records and to provide relevant, accurate and up to date information using the Academy's data collection systems.
- To complete the relevant documentation to assist in the tracking of student progress.
- To mark, grade and provide written, verbal and diagnostic feedback as required.

Nurture

- To establish a clear framework for class discipline in line with Academy policy to manage students' behaviour constructively and promote self-control and independence.
- To know the legal requirements, national policies and guidance on the safeguarding and promotion of the wellbeing of children.
- To comply with the Academy's Child Safeguarding Procedures and to report concerns to the Designated Child Protection Officer.
- Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
- Know how to identify and support young people whose progress and development of well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
- To contribute to the preparation of education plans, progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff according to the Academy's Policy.
- To contribute to PSHE/Citizenship and enterprise activities according to Academy policy.
- To be a Form Tutor to an assigned group of students.
- To liaise with the Pastoral Team and Achievement Directors to ensure the implementation of the Academy's pastoral system.
- To register students accurately, accompany and supervise them in assemblies and worship activities and encourage their full attendance at all lessons and their participation in other aspects of academy life.
- To support the Academy's extra-curricular offer.

Key Tasks continued:

Empower

Staff

- To take responsibility for own professional development and to keep up to date with research and developments in pedagogy and in the subjects taught.
- To participate in arrangements made in accordance with the Performance Management cycle.
- To participate in arrangements for further training and professional development as a teacher.
- To share corporate responsibility for the implementation of academy policies and practices.
- To have a commitment to collaboration and co-operative working.
- To work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- To support the implementation of Academy policies and procedures eg Equal Opportunities, Health & Safety etc.
- To participate in the Academy's ITT programme where appropriate.

Students

- To ensure the involvement of Student Voice in the production of Self Evaluation and the development of the subject.
- To ensure that the delivery of the subject within the curriculum area delivers on the Academy's Mission Statement to empower students.

Partnership

- To communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- To follow agreed policies for communications within the Academy and with external partners.
- To take part in marketing and liaison activities such as open Evenings, Parents' Evenings and liaison events with partner institutions.
- To contribute to the development of effective subject links with external agencies.
- To prepare and present informative reports to parents/carers and attend Parents' Evening/meetings and Academy events.
- To provide opportunities to develop students' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the Academy context. Making use of external opportunities as appropriate.

General Duties:

- To carry out supervisory duties in accordance with published schedules.
- To take part in appropriate meetings and events with colleagues, parents/carers, governors and external partners.
- To accept personal responsibility for supporting the general ethos, atmosphere and progress of the Academy.
- To contribute to the PHSCE programme as required.

Note:

This Job Description provides the overall strategy and remit of the post holder. This Job Description will be reviewed annually and may be subject to amendment or notification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties. Elements of this Job Description, and changes to it, may be agreed at the request of the Principal or the incumbent of the post. The above must be viewed in conjunction with the relevant sections of the School Teachers' Pay and Conditions of Service document which is published annually.

I have read the Job Description and agree to all the terms and conditions set out therein. I also agree to comply with all Abbey Multi Academy Trust Policies, Child Protection and Health & Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the CEO/Principal/Headteacher.

Name:

Signature:

Date:

SUBJECT TEACHER: TEACHER OF BUSINESS STUDIES

PERSON SPECIFICATION CRITERIA

Qualifications		ESSENTIAL			DESIRABLE		
1	Qualified teacher status for England (or equivalent)	A	R				
2	Relevant degree (or equivalent)	A	R				
3	Recent, relevant professional learning and development	A	R				
4	Record of continuous professional development				A	R	
Professional knowledge, skills and abilities		ESSENTIAL			DESIRABLE		
1	Evidence of high expectations which inspire, motivate and challenge every student	A	R	I			
2	Evidence of track record of results that exceed expectations	A	R	I			
3	Demonstration of in-depth subject and curriculum knowledge	A	R	I			
4	Consistently plan and deliver well-structured lessons that enable all learners to make good progress	A	R	I			
5	Manage behaviour effectively to ensure and foster a safe, engaging, enjoyable and outstanding climate for learning		R	I			
6	Awareness of the need to safeguard students' well-being, in accordance with statutory provisions and policies		R	I			
7	Ability to lead, motivate and develop students to work independently	A	R	I			
8	Awareness and understanding of the wider educational context and national accountability frameworks	A	R	I			
9	Knowledge of/involvement in educational research on teaching and learning				A	R	
10	Consistently good and outstanding teacher in relation to career stage	A	R	I			

11	Confident in the use of ICT to support learning	A	R	I			
12	Ability to teach Business and Economics to A Level	A	R	I			

Experience		ESSENTIAL			DESIRABLE		
1	Successful working relationships with students, staff, parents/carers	A	R	I			
2	Experience of pastoral/tutor role	A					
3	Experience of cross curricular initiatives/projects or whole school developments				A		I

Professional Attributes, Qualities and Values		ESSENTIAL			DESIRABLE		
1	Willingness to make a positive contribution to the wider life of the school/Academy and community	A	R				
2	Appropriate and effective professional relationships with all		R	I			
3	Ability to reflect critically, and respond to, performance and feedback	A	R	I			
4	An inspirational teacher, passionate about teaching and learning	A	R	I			
5	Possess personal integrity, warmth, a willingness to grow and learn, and a sense of humour	A	R	I			
6	Ability to articulate, communicate and support the Christian ethos and values of Abbey Grange			I			
7	Enabling the highest levels of student achievement through translating vision, ethos and values into practice			I			
8	Enthusiasm to take the Academy forward through a process of change, development and ongoing improvement			I			

9	Excellent interpersonal, written and oral communication skills			I			
10	High level of emotional intelligence and self-awareness		R	I			
11	Excellent time manager		R	I			
12	Personal resilience		R	I			
13	Inspire, challenge, and motivate students towards a shared vision		R	I			
14	Foster an open, fair and equitable culture, managing conflict where necessary		R	I			
15	Prioritise, plan and organise self and others		R	I			
16	Think creatively in order to anticipate and problem solve		R	I			

The criteria will be evidenced as indicated below:

‘A’ refers to the candidate’s Application form and covering letter

‘I’ to interview

‘R’ to reference

Candidates should address at least all items marked ‘A’

Referees are asked to comment on items marked ‘R’

Where many candidates meet the essential criteria, the desirable criteria will be used to shortlist for interview.