



St Dunstan's
College

HEAD OF ECONOMICS & BUSINESS

Employment Status

Full Time, Permanent

Required From

September 2018

Job Location

The Senior School

Application Closing Date

1200 on Thursday 15 March 2018

Interviews Week Commencing

Monday 19 March 2018



WELCOME TO ST DUNSTAN'S COLLEGE

Welcome to St Dunstan's!

We are very proud of this community and believe we offer something genuinely different and exciting for the families and staff who join us. Our Lewisham setting allows us the privilege of working in a diverse and vibrant school that, combined with our co-educational ethos and smaller size, engenders a culture that genuinely cherishes individuality and celebrates open-minded thinking.

Underpinned by a liberal, Christian heritage, we deliberately embellish the values embodied by St Dunstan, using the life of that great polymath to guide our own educational narrative. We are a dynamic institution, encouraging creativity and innovation in all we do. We want all our pupils to embrace the richness of the broad and cutting-edge education we offer here and our staff to be excited by what we are able to provide for the children under our care.

As a Nursery to Year 13 College, we pride ourselves on genuinely knowing our children and families, and we hope that everybody who joins us will feel an important part of this exciting community.

Mr N Hewlett
Headmaster

ST DUNSTAN'S COLLEGE

The history of St Dunstan's College can be traced back to 1408, making it one of the oldest schools in the country. It still retains strong links with the City of London, from where it originated. For the last 125 years the College has been located in Catford, within the Borough of Lewisham, in South East London. The location of the College is a key element in defining its identity and the College is proud of its reflection of the diverse and vibrant community in which it is located. The Headmaster is a member of HMC (The Headmasters' and Headmistresses' Conference) and the Head of the Junior School a member of IAPS (The Independent Association of Prep School Heads). The College Leadership Team, chaired by the Headmaster, consists of the Bursar, the Head of Junior School and the Deputy Heads of Senior School. Admission to the College is competitive at all entry points.

St Dunstan's has a truly coeducational ethos, following the admission of girls in 1994, for over 940 pupils aged from 3 to 18 years. The Pre-preparatory Department was established in 1995 and a Nursery followed in 2008. Both now form part of a flourishing Junior School which sits within the College site and, by extension, is an essential component of College identity. Most Junior School children transfer on to the Senior School as a natural transition. Parents like to commit to the whole-College 'family' and a large proportion of parents have more than one child at the College. The social life of the College is therefore an important feature of its ethos and our 'Family Society' is as important in name as it is in what it achieves.

The College has enjoyed considerable development and refurbishment over recent years, with an investment of several million pounds and a significant programme of capital works planned for the next few years. The relatively recent acquisition of 30 acres of playing fields, just 500 metres away from the College buildings, provides an exciting opportunity for further development on both sites.

The size of the College is small compared to many of its competitors, offering all pupils cohesive community that celebrates individual talents, strengths and approaches to learning and development within a friendly, inclusive and nurturing environment. The diversity of the College is furthered by the inclusion of international students from a whole range of different countries around the world. The College has a particularly special link with Hangzhou, China. The ethos of the College is welcoming, without pretence, and draws upon the liberal Christian values of its foundation. Relationships between all members of the community are based upon mutual respect and this is well embedded. St Dunstan's is a happy place in which to learn and teach, where great careers are launched and genuine friendships are forged.



THE DEPARTMENT

The Economics and Business department at St. Dunstan's is a vibrant and innovative department of three subject specialists. Both subjects are offered at A Level. The department has made a very successful transition to linear A Levels. This is reflected in our growing popularity and results. Between 35% and 50% of the Sixth Form choose to study within the department, with numbers rising each year. The successful candidate will enhance this reputation.

The department is integral to a wider school learning community that seeks to develop academic excellence through exciting teaching and learning experiences. The department is based in two well-resourced classrooms, complete with interactive whiteboards and extensive resources to support independent learning and innovative teaching.

Economics students take the AQA A Level specification. In 2017 10% of students were awarded an A* and 75% were awarded A*-B. Business students take the Edexcel A Level Business qualification. 2018 will be the first year of assessment on this course after transition from the AQA linear course in which students' achieved 86% A*-B in 2017. In addition we offer a bespoke program designed by the department for a small group of Year 10 and Year 11 international students to develop their Economic awareness and prepare them for potential A Level study.

Across both subjects teaching is guided through Schemes of Learning and Assessment to ensure a coordinated schedule, however individual approaches to the teaching of topics remains essential and welcome. Regular common assessments are integrated into the schedule to support tracking and monitoring and ensure the best possible outcomes and experiences for each individual student.

The department offers extensive co-curricular opportunities for students. We have a well-attended Economics Society, an annual Economics day with guest speakers, and capitalise on our location to extend learning beyond the classroom. Each year we enter students into a wide range of regional and national competitions in which we have performed well, including the Young Enterprise Company Program, IFS Investor Challenge, BASE, RES essay competition and the Bank of England's Target 2.0. We have an extensive department library and will be launching a department magazine written and edited by students from both subjects.

Each year a significant number of our students choose to read Economics or Business related degrees at University and the department supports successful applications, including Oxbridge.

THE ROLE

This position is ideal for a dynamic and enthusiastic teacher or middle leader, keen to develop and make their mark leading an exciting academic department. The successful candidate will be expected to model and inspire excellence in the classroom, and to show a clear track record or potential for department leadership. The successful candidate will be expected to contribute to the development of the department, its staff and resources, and Economics and Business more widely, both inside and beyond the classroom.

JOB DESCRIPTION

Responsible to: The Deputy Head Academic/
Headmaster

By example and by clear articulation of vision, to guide the work of all subject teachers within the Department and empower them to:

- Inspire a love of the subject in our students and encourage them to think beyond what is taught in the classroom; to become curious, motivated and independent learners.
- Assist and challenge our students to understand and fulfil their full ambitions in the subject.

In order to obtain this, the leader of an academic department should constantly:

- Strive to develop and better understand the subject and its ongoing development.
- Evaluate and implement the most effective teaching strategies in order to maximise subject learning.
- Guide and support new and more established teachers in their professional development and needs.
- Monitor the development of staff progress and performance.
- Monitor student progress through effective tracking systems and targeting strategies for improvement and enrichment.
- Market the subject effectively within and beyond the school.
- Enrich the subject provision within the school.

Meetings

- Meet annually with the Headmaster and Deputy Head (Academic) to discuss public examination results and strategies planned

to improve them.

- Meet weekly with the Deputy Head (Academic) or Headmaster alongside fellow Heads of Department to share best practice and discuss departmental progress.
- Meet formally with the Department once a week and hold a recorded meeting discussing students, good classroom practice and operational business. Meeting notes are sent to the Deputy Head (Academic) and Headmaster.
- Meet as a Heads of Department group at least twice termly.

Monitoring

- Conduct work scrutiny on a half-termly basis and submit the work-scrutiny review to the Deputy Head (Academic) and Headmaster.
- Conduct weekly learning walks of the Department identifying good practice to share at Department meetings.
- Update and maintain all procedural documentation pertaining to the effective management of the department and in preparation for inspection.
- Coordinate Common Assessments across all year groups, including platform exams, benchmark exams and trial exams. Scrutinise academic data in order to track and promote student progress.
- Be a part of the Student Tracking and Review System (STARS) analysis at each reporting period.
- Be active in pursuing any student whose work or behaviour is giving any subject teacher cause for concern.

Enrichment

- Ensure adequate co-curricular activities for the subject, including trips and visits, an academic society and associated clubs.

Ensure opportunities for student enrichment and extension are readily available for students across all year groups.

Staff Development

- Ensure the appropriate provision and attendance of staff at both in-house and external professional development.

Subject Development

- Foster and supervise the development of the subject at all levels at which it is taught; work with subject teachers, as necessary, in developing guidelines, syllabuses and schemes of learning and assessment.
- Keep abreast of all relevant developments in external examinations and National Curriculum syllabuses; be fully attuned to new developments in the subject, in particular as to how they may affect the teaching and learning of it in the College.

Academic strategy

- To feed-in to whole school academic strategy decisions through the Heads of Department meetings and through the Senior Leadership Team, as required.

Marketing

- Prepare for Open Day events and, as a marketable asset of the school, ensure displays are current, innovative and kept tidy.
- Market your subject as appropriate at various College events.

Planning

- Use the College Development Plan to generate annual development plan targets and priorities for the department.
- Use the development plan to apply prudent financial planning for submission to the Bursar.

COMPETENCIES OF A MIDDLE LEADER AT ST DUNSTAN'S COLLEGE

Middle Leaders at St Dunstan's College are:

- positive and consistent in demeanour and manner, representing and encouraging the values of the College and its areas of operational and strategic development
- able to identify, model and promote the PETALs and PEPCs within the College
- able to improve student attainment by working effectively with teachers and educational data
- able to formulate a clear vision for their area of College life through effective development planning
- able to inspire, empower, motivate and develop staff through effective communication, first-rate administration and gravitas
- effective and fair delegators
- able to manage and defuse difficult situations.
- able to think strategically by recognising strengths and weaknesses in the school structures and processes
- able to manage those above and below them effectively to turn ideas into actions.
- able to maintain perspective and to make sound and balanced judgements
- able to explain and present decisions and ideas clearly and articulately
- able to address issues of underperformance honestly, robustly and sensitively

COMPETENCIES OF A TEACHER AT ST DUNSTAN'S COLLEGE

All teachers at St Dunstan's College are expected to:

- fulfil the Principles of Excellent Teaching and Learning (PETALs) set out by the College*
- fulfil the Principles of Excellent Pastoral Care (PEPCs) set out by the College**
- enrich the co-curricular life of the College by engaging with pupils beyond the confines of the classroom.
- further their understanding of subject and pursuit of knowledge
- engage in academic discourse with pupils and staff
- balance work commitments by demonstrating
- high levels of personal organisation, planning and prioritisation
- express themselves clearly and articulately to pupils and staff
- welcoming and engaging with the many ideas, views and thoughts associated with a progressive organisation
- embrace technological change and innovation
- support the progress of all pupils, no matter what their needs, and through the effective use of educational data, as appropriate.
- be self-reflective enough to recognise their own strengths and weaknesses as a teacher and be proactively involved in their own professional development

*Principles of Excellent Teaching and Learning (PETALs)

Teachers at the College deliver lessons that demonstrate:

1. **Planning.** Lessons are organised, well resourced, and located within a coherent scheme of learning.
2. **Engagement.** Students are actively focused on their learning.
3. **Teaching.** Teachers show strong subject knowledge and successfully challenge students to think for themselves.
4. **Assessment.** Teachers check and respond to student understanding and progress within and across lessons.
5. **Learning.** Lessons have clear learning outcomes based on high expectations.

**Principles of Excellent Pastoral Care (PEPCs)

Staff at St Dunstan's College provide excellent pastoral care by being:

1. **Fair.** Students are treated in a consistent, reasonable and fair manner.
2. **Proactive.** Staff are aware of their students' circumstances, and are able to intervene early to prevent issues from arising or worsening.
3. **Involved.** Staff have positive and open relationships with their students. Students feel that the staff know and understand them, and are comfortable speaking with staff, even about sensitive issues.
4. **Responsive.** Staff react quickly to pastoral concerns, informing Tutors, Heads of Year and/or the DSL as appropriate, and providing the immediate attention that a student may need to feel reassured.
5. **Consistent.** Staff are consistent in their expectations of high standards of behaviour and academic conduct from the students. Staff hold students accountable for their actions, rewarding positive behaviours and applying sanctions in a fair and prescribed way when behaviour falls short of expectations.

Professional Attributes

The following professional attributes are expected from all staff:

Courtesy, consistency, discretion, energy and stamina, resilience, enthusiasm, flexibility, initiative, sound judgement, patience, integrity and honesty, self-awareness.





PERSON SPECIFICATIONS

The following Experience and Skills are Essential/Desirable

	Essential	Desirable
A good degree in Economics, Business, or a closely related discipline.	X	
Further education in Economics or Business, a related discipline, or in Education.		X
Experience of teaching Economics and/or Business at A Level.	X	
A teaching qualification.		X
A track record of improving student achievement.	X	
Experience of motivating and coaching other teachers to improve their practice.		X
A passion for Economics and Business and a high level of subject knowledge.	X	
Successful examination experience in similar specifications.		X
A track record of preparing students for further study at University or through apprenticeship schemes or other routes for post-18 education.	X	

THE PACKAGE

Salary: Competitive

Pension: Teachers' Pension Scheme (TPA)

Benefits: Tuition fee remission* (25%)
Private Health Care Insurance (50% paid by employer)
Free lunch and beverages during term time
Free off road parking
Reduced health club membership
Salary Sacrifice Schemes including Childcare Vouchers, Tax Free Childcare and Bike2Work
Season Ticket Loan
Free winter and summer social events
Annual flu immunisation
Use of College leisure facilities including gym, tennis courts and pool*

** Conditions apply*

APPLICATION AND RECRUITMENT PROCESS

General

St Dunstan's College is committed to ensuring the best possible environment for the children and young people in its care. Safeguarding and promoting the welfare of children and young people is our highest priority.

The College aims to recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010.

All queries on the College's Application Form and recruitment process must be directed to Ms Chloe Goodacre, Head of Human Resources on recruitment@sdmail.org.uk

Application Form

Applications will only be accepted from candidates completing the application form in full. CVs will not be accepted in substitution for completed Application Forms. Application forms can be completed online or in hardcopy. If completed in

hardcopy, they should be emailed or posted to the College for the attention of Ms Chloe Goodacre. Candidates should be aware that all posts in the College involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.

As the job for which you are applying involves substantial opportunity for access to children, it is important that you provide us with legally accurate answers. Upfront disclosure of a criminal record may not debar you from appointment as we shall consider the nature of the offence, how long ago and at what age it was committed and any other relevant factors.

Please submit information in confidence enclosing details in a separate sealed envelope which will be seen and then destroyed by the Head or the Bursar. If you would like to discuss this beforehand, please telephone in confidence to the Head or the Bursar for advice. Please disclose any unspent convictions, cautions, reprimands or warnings.

Please note that the amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account.

Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.

The successful applicant will be required to complete a Disclosure Form from the Disclosure and Barring Service ("DBS") for the post. Additionally, successful applicants should be aware that they are required to notify the College immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence.

The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006.

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

The College takes its responsibility to safeguard children very seriously and any staff member and/or successful candidate who is aware of anything that may affect his/her suitability to work with children must notify the College immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the College immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff and/or successful candidates who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such individuals may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the Head of Bursar for more details.

Failure to declare any convictions (that are not subject to DBS filtering) may disqualify you for appointment or result in summary dismissal if the discrepancy comes to light subsequently.

The College has a legal duty under section 26 of the Counter-Terrorism and Security Act 2015 to have 'due regard to the need to prevent people from being drawn into terrorism'. This is known as the Prevent duty. Schools are required to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Accordingly, as part of the recruitment process, when an offer is made the offer will be subject to a Prevent duty risk assessment.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure.

If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues.

Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children. Where you have no previous employment history, we may request character references which may include references from your school or university.

You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if you have been appointed, and a possible referral to the police and/or DBS.

Invitation to Interview

Applicants will be short-listed according to the relevance and applicability of their professional attributes and personal qualities to the role. Short-listed applicants will then be invited to attend a formal interview at which his/her relevant skills and experience will be discussed in more detail.

All formal interviews will have a panel of at least two people chaired by a member of Senior Staff. The interviewers involved will be required to state any prior personal relationship or knowledge of any of the candidates and a judgement will be made by the Chair as to whether or not an interviewer should therefore withdraw from the panel.

Should the Chair have a conflict of interest, the Vice Chair shall decide whether the Chair should withdraw from the panel.

The interview will be conducted in person and the areas which it will explore will include suitability to work with children.

All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc).

Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained by you from the awarding body.

All candidates invited to interview must also bring with them:

- A current driving licence including a photograph and paper counterpart or a passport or a full birth certificate;
- A utility bill or financial statement issued within the last three months showing the candidate's current name and address;
- Where appropriate any documentation evidencing a change of name;
- Where the candidate is not a citizen of a country within the European Economic Area or Switzerland, proof of entitlement to work and reside in the UK.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

Candidates with a disability who are invited to interview should inform the School of any necessary reasonable adjustments or arrangements to assist them in attending the interview.

Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon:

1. Receipt of at least two satisfactory references (if these have not already been received);
2. Verification of identity and qualifications including, where appropriate, evidence of the right to work in the UK;
3. A satisfactory enhanced DBS check and if appropriate, a check of the Barred List maintained by the DBS;

4. For a candidate to be employed as a teacher, a check that that the candidate is not subject to a prohibition order issued by the Secretary of State;
5. For a candidate who has lived or worked outside the UK a check using the NCTL 'Teacher Services' System that a candidate is not subject to any teacher sanction or restriction;
6. Verification of professional qualifications;
7. Verification of successful completion of a statutory induction period (for teaching posts - applies to those who obtained QTS after 7 May 1999) where relevant;
8. Where the successful candidate has worked or been resident overseas, such checks and confirmations as the School may consider appropriate so that any relevant events that occurred outside the UK can be considered;
9. Satisfactory medical fitness;
10. [Confirmation from you that you are not disqualified from providing childcare under the Childcare (Disqualification) Regulations 2009. OR Receipt of a signed Staff Suitability Declaration form showing that you are not disqualified from providing childcare under the Childcare (Disqualification) Regulations 2009; and
11. If you are undertaking a leadership role, evidence that you have not been prohibited from participating in the management of independent schools.

It is the College's practice that a successful candidate must complete a pre-employment health questionnaire. The information contained in the questionnaire will then be held by the College in strictest confidence. This information will be reviewed against the Job Description and the Person Specification for the particular role, together with details of any other physical or mental requirements of the role i.e. proposed workload, extra-curricular activities, layout of the School.

The College is aware of its duties under the Equality Act 2010. No job offer will be withdrawn without first consulting with the applicant, considering medical evidence and considering reasonable adjustments.

References

We will seek the references referred to above for shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications, before interview.

If you do not wish us to take up references in advance of the interview, please notify us at the time of submitting your application.

All referees will be asked if the candidate is suitable to work with children.

The College will compare any information provided by the referee with that provided by the candidate on the application form.

Any inconsistencies will be discussed with the candidate.

Criminal Records Policy

The College will refer to the Department for Education (“DfE”) document, ‘Keeping Children Safe in Education’ and any amended version in carrying out the necessary required DBS checks. The School complies with the provisions of the DBS Code of Practice, a copy of which may be obtained on request.

Retention and Security of Records

The College will comply with its obligations regarding the retention and security of records in accordance with the DBS Code of Practice and its obligations under its Data Protection Policy. Copies of DBS certificates will not be retained for longer than 6 months.

