Beacon Academy Trust

A COMPELLING VISION FOR SUCCESS

Education, training, skills and employment services on one campus to raise standards in education for ALL

Beal High School

Beacon Campus

Teacher of Business/Economics: Recruitment Pack



Thank you for expressing an interest in becoming a Teacher of Business/Economics

Beacon Academy Trust
A COMPELLING VISION FOR SUCCESS

Teacher of Business/Economics

INS1 - UPS3

(Dependent on experience)

Required: September 2018

Closing date: 23 May 2018

This is an outstanding school. "Exemplary behaviour, mutual respect and a highly inclusive culture are key contributory factors' *(Ofsted 2012)*

We are seeking to appoint a dynamic and inspirational teacher who is ambitious and has a real passion for their subject.

The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. The below documents must be read prior to applying for this role and will be factored into interviews:

Keeping Children Safe in Education

BMAT – Safeguarding and Child Protection Policy

Enhanced DBS (with list checks) is required for this post.

Please forward a completed application form to beasuccess@beaconacademy.co.uk

Please note we reserve the right to close or extend this position, therefore we would urge candidates to submit an application as soon as possible.

JOB DESCRIPTION: TEACHER

This job description is based on the professional standards for Teachers – Core

It is intended to clarify the professional characteristics and expectations that should be maintained by a classroom teacher.

Professional knowledge and understanding

Teaching and Learning. All teachers should:

a. Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring. All teachers should:

b. Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
c. Know a range of approaches to assessment, including the importance of formative assessment.
d. Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
e. Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and curriculum. All teachers should:

f. Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subject/curriculum areas can make to cross-curricular learning; and recent relevant developments.
g. Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

Literacy, Numeracy and ICT. All teachers should:

h. Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity. All teachers should:

i. Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences;
j. Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching;
k. Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
l. Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Professional skills

Planning. All teachers should:

q. Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.

r. Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context;;

s. Plan, set and assess homework, other out-of–class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Teaching. All teachers should:

t. 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, which meet learners' needs and take practical account of diversity and promote equality and inclusion;
   - Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress;
   - Develop concepts and processes which enable learners to apply new knowledge, understanding and skills;
   - Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
   - Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

u. Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessing, monitoring and giving feedback. All teachers should:

v. Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

x. Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

y. Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

z. Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning. All teachers should:

i. Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

ii. Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning environment

iii.
   - Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learns feel secure and sufficiently confident to make an active contribution to learning and to the school.
   - Make use of the local arrangements concerning the safeguarding of children and young people.

- Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.

iv.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

v. Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Teacher: Person Specification

This person specification is based on the Professional Standards for Teachers – Core

Teachers should have met the core standards by the end of their induction period and continue to meet them throughout their teaching career

		Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
1.	Qualified Teacher Status	**D**	**A**
2.	Degree	**E**	**A**
3.	Demonstrates successful practice as a teacher in a secondary school – qualified or as a trainee	**E**	**A/I/R**
Professional attributes			
4.	Have high expectations of children and 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	**E**	**A/I/R**
5.	Hold positive values and attitudes and adopt high standards of behaviour in their professional role	**E**	**A/I/R**
Frameworks			
6.	Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity	**E**	**A/I/R**
Communicating and working with others			
7.	Communicate effectively with children, young people and colleagues.	**E**	**A/I/R**
8.	Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being	**E**	**A/I/R**
9.	Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people	**E**	**A/I/R**
10.	Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment	**E**	**A/I/R**

11.	Have a commitment to collaboration and co-operative working where appropriate	**E**	**A/I/R**
Personal Professional development			
12.	Evaluate their performance and be committed to improving their practice through appropriate professional development	**E**	**A/I/R**
13.	Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified	**E**	**A/I/R**
14.	Act upon advice and feedback and be open to coaching and mentoring	**E**	**A/I/R**
Team working and collaboration			
15.	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	**E**	**A/I/R**
16.	Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil	**E**	**A/I/R**
Health and well-being			
17.	Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people	**E**	**A/I/R**
18.	Know the local arrangements concerning the safeguarding of children and young people	**E**	**A/I/R**
19.	Know how to identify potential child abuse or neglect and follow safeguarding procedures	**E**	**A/I/R**
20.	Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support	**E**	**A/I/R**
Success and Effects			
21.	Effective time management	**E**	**A/I/R**
22.	Achieve challenging professional goals	**E**	**A/I/R**
23.	Take responsibility for their own professional development	**E**	**A/I/R**
Success and Effect			
24.	personal impact and presence	**E**	**A/I/R**
25.	adaptability to changing circumstances and new ideas	**E**	**A/I/R**
26.	energy, vigour and perseverance	**E**	**A/I/R**

27.	self-confidence	**E**	**A/I/R**
28.	enthusiasm	**E**	**A/I/R**
29.	intellectual ability	**E**	**A/I/R**
30.	reliability and integrity	**E**	**A/I/R**
31.	commitment	**E**	**A/I/R**
Commitments. Demonstrates the commitment to:			
32.	equal opportunities for all in the school community	**E**	**A/I/R**
33.	safeguarding and promoting the welfare of young people	**E**	**A/I/R**
34.	maintaining appropriate relationships and personal boundaries with children and young people	**E**	**A/I/R**
35.	a professional attitude to the use of authority and maintaining good behaviour.	**E**	**A/I/R**