



# HATCH END HIGH SCHOOL

## Business Studies TLR 2a (£2,640)

### Co-ordinator

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## JOB DESCRIPTION

At the heart of subject leadership is the provision of professional leadership to secure high quality teaching and learning, effective use of resources, improving standards of achievement for all students, and the promotion of students' personal development and well-being. This post relates to the leadership and management of an aspect in the Business Studies and Economics Department and will incorporate both direct line management of individual teachers. At its core will be the facilitating of the successful progress of students within GCSE or BTEC Level 3.

### JOB PURPOSE

To lead the delivery of Business Studies at KS4 or BTEC Level 3, Post 16, under the overall direction of the Head of the Business Studies Department.

### REPORTING

The post holder will report to the Head of the Business Studies Department.

### RESPONSIBLE FOR

The post holder will be responsible for the teaching and support staff allocated to their division within the subject area.

### WORKING TIME AND CONDITIONS

These will be as specified in the latest School Teachers Pay and Conditions Document.  
Attendance at school functions beyond the working day.

### DIMENSIONS

The post holder will be responsible for the following, with reference to the national framework for middle leaders:

- The strategic direction and development of Business Studies at KS4 or BTEC Level 3.
- Teaching and learning within Business Studies at KS4 or BTEC Level 3.
- Leading and managing staff within Business Studies at KS4 or BTEC Level 3.
- Pupil progress and standards of achievement Business Studies at KS4 or BTEC Level 3.

### Specific responsibilities will include:

- Management and co-ordination under the guidance of the Head of Department of a relevant aspect of the Business curriculum, providing stimulating and appropriately differentiated resources for students at the appropriate key stages.
- Management of GCSE Business Studies or BTEC Business Studies Level 3.
- Promotion of enterprise through extra-curricular activities, insight days and one off events.

## **ACCOUNTABILITIES**

### **The strategic direction and development of the subject**

- To contribute significantly to an annual subject development plan, which contributes to the achievement of the School Improvement Plan, and which involves all the subject staff in its design and evaluation.
- To set expectations and goals for colleagues and pupils in relation to standards of achievement and behaviour.
- To represent the department in the wider school community and liaise with the rest of the school, governors, partner schools, the Local Authority, further and higher education, industry, outside agencies, examination boards etc.
- To keep up to date with national developments in the subject area and teaching practice and methodology.

### **Teaching and learning**

- To contribute significantly to the leading of the development and implementation of effective teaching and learning strategies, including ICT-based developments and new technologies.
- To contribute significantly to leading the development and implementation of effective faculty assessment policies, within the framework of those for the whole school.
- To promote and support extra-curricular activities, which enrich and support the learning and experience of all pupils, and increases their participation in school life.
- To ensure homework is set in line with school policy, recorded on Show My Homework.

### **Leading and managing staff**

- To support/challenge and professionally develop staff so that they are effective in their role(s) and provide high quality teaching and learning; the above to include participating in and leading the school's programmes of staff training and development.
- To ensure that Performance Appraisal is carried out according to school and national regulations and that staff receive regular feedback, which supports progress against their PM objectives.

### **Pupil progress and standards of achievement**

- Within the framework of whole-school policies, to set and monitor appropriately challenging subject targets for pupils, which will make a measurable contribution to the fulfilment of those for the whole school; to manage interventions to maximise pupil progress.
- To maximise achievement by ensuring that examination entries are at an appropriate tier and non-entries are minimised; to assist with the management and conduct of examinations.
- To ensure effective communication with parents/carers, so they are kept up-to-date with curriculum developments and their children's progress.
- Writing reports on pupils and attending meetings with parents.

### **The efficient and effective deployment of staff and resources**

To manage efficiently the available resources of staff, space, finance, and equipment within the limits and guidelines laid down.

To provide a stimulating environment, including maintaining the content of displays that promote interest and learning.

### **Other Specific Duties**

- To undertake the above responsibilities in addition to those held by a standard scale teacher at the school.
- To undertake any other duty as specified by the STPCD not mentioned in the above.

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore employees will be expected to comply with any reasonable request from a manager, including ad hoc projects, to undertake work of a similar level that is not specified in the job description.

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

**January 2017**



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## PERSON SPECIFICATION

**Post: Business Studies TLR Co-ordinator**

**Pay Spine: Main Scale plus relevant TLR**

**Date: January 2017**

**Responsible to: Head of Business Studies**

### 1. QUALIFICATIONS AND TRAINING

- University graduate
- Postgraduate teaching qualification/QTS
- Evidence of continuing professional development

### 2. TEACHING and PASTORAL EXPERIENCE

- At least one years successful teaching experience, in an urban comprehensive environment
- Teaching experience in at least KS3, 4 and, preferably, 5
- Evidence of consistently good and outstanding teaching and learning
- Excellent subject knowledge
- Good knowledge of current curriculum development in your subject area
- The ability to use ICT effectively to engage students
- An understanding of how to use assessment to inform planning for good teaching and learning
- A good understanding of the principles of Assessment for Learning
- The ability to differentiate to provide appropriate challenges for all learners
- Evidence of using data to inform planning and put in place successful intervention strategies to raise achievement
- Evidence of pastoral experience, including taking responsibility for a form group
- Evidence of good classroom management skills
- An interest in the wider curriculum

### 3. LEADERSHIP AND MANAGEMENT

- Evidence of potential to lead an area of the curriculum or key stage
- The ability to inspire, enthuse, develop and support colleagues
- The ability to evaluate and improve standards of teaching and learning within a department
- Experience of conducting Performance Management and desire to develop other colleagues

### 4. PERSONAL QUALITIES

- A willingness to learn and develop new skills
- The ambition to continue to progress in your career
- A desire to make difference to the lives of young people
- An excellent attendance record
- Resilience and a sense of humour.

## **5. EQUAL OPPORTUNITIES AND EDUCATIONAL COMMITMENT**

- A proven commitment to inclusion
- A proven commitment to curriculum access and opportunity
- A proven commitment to comprehensive education
- A proven commitment to professional development
- Support for the school's specialist status
- Support the school unreservedly in its commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.

**January 2017**