



Teacher of A level/BTEC Business



Advertisement

Job Title: Teacher of A level/BTEC Business

Scale: MPS/UPS

Start Date: 1st September 2018

This is an exciting time to join Durham Sixth Form Centre; we are an oversubscribed post-16 institution; our results are significantly above National Averages; we are expanding our premises; we have gained external recognition and national awards for our work.

We know that the very best way to provide outstanding education is to ensure our staff are outstanding. With this in mind we wish to appoint an outstanding teacher to our Arts, Business and English Faculty to deliver lively, exciting and challenging lessons in:

A level Business
BTEC SD Business
Certificate in Financial Studies (Desirable)
Diploma in Financial Studies (Desirable)
A level Accounting (Desirable)

The successful candidate will have exceptional planning and time management skills; be able to inspire and challenge both students and colleagues; have the ability to communicate effectively with a wide range of stakeholders including students, parents, the media and governors; have evidence of outstanding results and student outcomes; and be committed to working in an inclusive environment in support of the values, vision, purpose and direction of Durham Sixth Form Centre.

The job description, person specification and application form are available from our website www.durhamsixthformcentre.org.uk or alternatively from the Headteacher's PA – Janice Walker. Applicants should complete the standard application form and submit a short letter that details how their skills would meet the needs of the post. The closing date for applications is **Wednesday 23rd May 2018**.

"This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment"



Welcome to Durham Sixth Form Centre and thank you for your interest in the advertised post. I hope the following information gives you an insight into our school.

Durham Sixth Form Centre is the largest post-16 school in the North East of England (and 1 of 4 nationally), with approximately 1,300 students on roll. We are situated in the middle of Durham City Centre, a couple of minutes walk from both the bus and railway stations. Students generally enrol at Durham Sixth Form Centre from over 50 different secondary schools from across County Durham, Sunderland and into Northumberland.

We were inspected by Ofsted on 1st and 2nd March 2017 and are delighted with the outcome. We are an Outstanding post-16 school. Our students have an excellent record of success; they work hard to achieve it.

- Our A level results are above the national average and in the top 12% of schools in England.
- Students' grades and points for A level are above both the County Durham average and national average.
- Students' points and grades for their best 3 A levels are also above the national average.
- Our Applied General results (broad vocational qualifications) are above the national average and in the top third of schools in England.
- Students' grades and points for Applied General are well above the County Durham average and national average.
- Our Tech Level (occupational qualifications) grades and points are well above the County Durham average and national average.

Most of our students continue their studies at university, some take up employment or apprenticeships; others stay with us into Year 14 where we run some Level 4 courses. Our award-winning Careers Information Advice and Guidance team support our students into higher education, employment or their chosen future pathways.

In 2013 we celebrated our Centenary year. We are housed in a 1913 former Girls' Grammar School which was converted to Sixth Form accommodation in 1983. In addition to the original building there is now a Science Block; a 210 seated Theatre; our Hunter Resource Centre; Visual Arts Centre and Freemans Quay Leisure Centre. We have plans in place to continue to develop our school buildings over the next year.

Through sustained effort, and a clear focus and direction, Durham Sixth Form Centre is a truly embracing and dynamic organisation. We are committed to promoting the principles of equal opportunities and we aspire to an environment where all our students and employees can develop their potential. We have a strong professional development programme and have achieved CPD Mark accreditation, Investors in People and Governor Mark. Our recent Ofsted inspection report said 'The Headteacher and the highly skilled leadership team have established a culture in which students flourish and grow. Consequently, there is a healthy appetite for learning and achievement in an environment that demands high expectations for academic, vocational and personal excellence.' The school operates according to values which we feel help to determine the culture, ethos and atmosphere of Durham Sixth Form Centre. We value:

- high quality, inspirational teaching and learning;
- excellent support, care and guidance;
- personal and professional integrity;
- ambition and progress for our students, our communities and ourselves.

If you are energetic and passionate about post-16 education and have the skills and aptitude required for the role then we would welcome your application and look forward to hearing from you.

Ellen Beveridge
Headteacher
April 2018

We seek the following in our teachers and have identified for you where, in our Person Specification, we anticipate gaining the information.

| | Person Specification | Application | Interview/ Selection Process | Reference prior to interview | Post offer check |
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| 1. | Subject specific graduate (or equivalent). | ✓ | | | ✓ |
| 2. | Qualified Teacher Status, QTLS or QTS FE. | ✓ | | | ✓ |
| 3. | Experience of post-16 teaching. | ✓ | ✓ | ✓ | |
| 4. | Exemplary health and attendance. | | | | ✓ |
| 5. | Evidence of being an outstanding teacher (or NQT). | ✓ | ✓ | ✓ | |
| 6. | Exude passion for teaching, learning and subjects taught. | ✓ | ✓ | ✓ | |
| 7. | Ability to inspire and challenge both students and colleagues. | | ✓ | ✓ | |
| 8. | ICT competency. | ✓ | ✓ | ✓ | |
| 9. | Evidence of outstanding results and 'adding value' to students outcomes. | ✓ | ✓ | ✓ | |
| 10. | Outstanding interpersonal skills. | | ✓ | ✓ | |
| 11. | Attention to detail, organisation, energy and drive. | ✓ | ✓ | ✓ | |
| 12. | Aptitude to evaluate, monitor and prioritise work. | | ✓ | ✓ | |
| 13. | Committed to working in an inclusive school in support of the values, vision, purpose and direction. | | ✓ | ✓ | |
| 14. | To promote and safeguard the welfare of children and young adults. | ✓ | ✓ | ✓ | ✓ |

This job description is set out in accordance with the Teachers Standards in England.

Job Description for:

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Scale: MPS/UPS

Structure Reference:

Responsible to: Leader of Learning: Faculty of Arts, Business and English

PREAMBLE

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

| Key Areas of Responsibility | Priorities |
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| PART ONE: TEACHING A teacher must: | <ol style="list-style-type: none"> Set high expectations which inspire, motivate and challenge students <ul style="list-style-type: none"> establish a safe and stimulating environment for students, rooted in mutual respect set goals that stretch and challenge students of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of students? Promote good progress and outcomes by students <ul style="list-style-type: none"> be accountable for students' attainment, progress and outcomes plan teaching to build on students' capabilities and prior knowledge guide students to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how students learn and how this impacts on teaching encourage students to take a responsible and conscientious attitude to their own work and study. Demonstrate good subject and curriculum knowledge <ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. Plan and teach well structured lessons |

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| | <ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and student's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s). <p>5. Adapt teaching to respond to the strengths and needs of all students</p> <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable students to be taught effectively • have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development • have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. <p>6. Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure students' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback. <p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them • maintain good relationships with students, exercise appropriate authority, and act decisively when necessary. <p>8. Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to students' achievements and well-being. |
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| <p>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</p> <p>A teacher must:</p> | <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard for the need to safeguard students' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law. <p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p> |
| <p>POST-THRESHOLD TEACHERS</p> <p>A teacher must:</p> | <p>P1 contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation</p> <p>P2 have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential</p> <p>P3 have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teacher, including those related to public examinations and qualifications</p> <p>P4 have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs</p> <p>P5 have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses with them</p> <p>P6 have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people</p> <p>P7 be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those resulting to subject/curriculum knowledge</p> <p>P8 have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally</p> <p>P9 promote collaboration and work effectively as a team member</p> <p>P10 contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.</p> |

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| <p>AT DURHAM SIXTH FORM CENTRE</p> <p>A teacher must:</p> | <ul style="list-style-type: none"> • lead and model the values, ethos and vision of the school in pursuit of excellence and equity, valuing individual achievement • help build, communicate and implement a shared vision • role model and actively promote high expectations for all members of the school community • inspire, challenge, motivate and empower others within the organisation • be a role model to students through personal professional presentation and professional conduct • arrive in class, prior to the start of the lesson, and to begin and end lessons on time • be familiar with school, Department and Faculty handbooks, policies and protocols • establish effective working relationships with colleagues and associate staff • contribute to student transition arrangements at appropriate times throughout the year • keep an up-to-date, understanding and knowledge of educational and career progression routes for students which is shared at relevant times throughout the year • maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children • undertake any reasonable task as directed by the Leader of Learning, Head of Department or member of the school's Senior Leadership Team including the Headteacher • be aware of the role of the Governing Body of the school and to support it in performing its duties • be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by individual action/inaction. <p>Every subject teacher will be expected, at some time, to have pastoral responsibilities.</p> <p>Every teacher will undertake performance management in line with the school's Performance Management Policy.</p> |
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Copies of this document are held in all colleagues' personnel files and are only superseded by any changes to the Department for Education Teacher's Standards or School Teacher's Pay and Conditions documents.

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Start Date: 1st September 2018

Should you decide to apply for the vacancy then please return a completed application form including the names, addresses and relevant contact details of two referees together with your short letter of application.

The letter of application should be no more than two sides of A4 and that details the position you are interested in. You should:

1. Set out the particular strengths that you would bring to the post.
2. How you feel you meet the criteria outlined in the job description and person specification.

Completed applications must be received by **9.00am** on **Wednesday 23rd May 2018** addressed to:

Janice Walker
Headteacher's PA and Office Manager
Durham Sixth Form Centre
Providence Row
The Sands
Durham City
DH1 1SG

or

emailed to:

dsfc@durhamsixthformcentre.org.uk entitled 'For the Attention of Janice Walker - Application for *'insert job title'*'.

Interviews are provisionally scheduled to take place on Friday 25th May 2018.

If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.

Durham Sixth Form Centre:

- is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- ensures all appointments are subject to an enhanced DBS check, satisfactory medical report and satisfactory references.
- is an equal opportunity employer.
- is a Local Authority Maintained school.
- operates a strict no-smoking policy.