

# HEDINGHAM SCHOOL

AND SIXTH FORM

## ACHIEVEMENT & EXCELLENCE

**Details specific**

**to the post of**

**Leader of Business Studies**

**Hedingham School and Sixth Form**

**(A Converter Academy)**

**General Context**

Hedingham School and Sixth Form enjoys the benefits of a superb location in rural Essex. The extensive buildings are situated in large grounds in a scenic landscape.

The School usually supports 7 forms of entry in Year 7 with an average class size of approximately 28.

Although many students travel to and from Hedingham on buses, parents are very supportive of out-of-school activities and after school sports clubs are particularly popular. A late bus is provided on Wednesday to facilitate participation.

Hedingham is an 11-18 school with a strong Sixth Form.

Student outcomes are above national average in many areas of performance. The value added measure from KS2 to KS4 has also been well above the national expectations. 75% of students achieved a 4+ in English and Maths in the summer of 2017.

Ofsted inspectors made the following judgements about Hedingham School and Sixth Form:

            Overall Effectiveness: Good

            Achievement of Pupils: Good

            Quality of Teaching: Good

            Behaviour and Safety of Pupils: Outstanding

            Leadership and Management: Good

The most recent inspection of March 2017 further cemented our status as a good school.

The vision for the school and its core purpose is summarised in a booklet enclosed. There is an emphasis upon the quality of learning and teaching, effective assessment, IAG and active citizenship.

Hedingham is a very caring, supportive and ordered environment that allows us to have high expectations of achievement and excellence from students and staff.

Learning Areas are responsible for curriculum delivery. Each team has coherent and consistent approaches to its work to deliver a personalised learning programme. Within this context, the school creates a positive learning environment where all students achieve to the best of their ability. Leaders are expected to maintain an emphasis on student learning through curriculum delivery, monitoring of progress and evaluation of practice. Data is used forensically at all levels to track progress and track underachievement in a prompt and purposeful manner.

Student welfare is monitored and supported by strong pastoral teams organised by a highly credited House System which is driven by vertical tutoring. Decisions are based upon the philosophy that all students are central to everything we do. We are committed to providing the best possible service for them. Parents receive progress reports every term.

The School Development Plan is informed by Learning Area and subject development plans which are produced as a result of a systematic and ongoing self-evaluation process.

Teacher Performance Reviews are conducted in October and new objectives are set with reference to school and individual priorities in the context of maintaining a positive trend in raising student achievement and focusing on teaching and learning.

There is a successful fortnightly CPD programme which addresses generic training and the needs of individual teachers.

As a school we pride ourselves on the quality of our community partnerships. We are linked with our Partner Primary Schools through the Colne Valley Consortium. We aim to ensure continuity and progression for students from the age of 5-19. There are link projects for Maths and English.

We are a key strategic partner in The Saffron Alliance which is a teaching school alliance developing key educational areas including school to school support.

I hope that you will recognise a vibrant school that is engaged in a number of innovations to further raise standards of achievement and enrich the provision for students.

*We are committed to safeguarding the welfare of children and young people in our care and expect all staff to share this commitment*. *We follow safer recruitment practice and appointments are subject to satisfactory DBS certification and references.*

**The Business Studies Learning Area**

**Philosophy and Vision**

We aim to create a balanced and challenging curriculum allowing students to achieve to the best of their ability. Teaching and learning is characterised by high aspirations, variety and active participation in lessons. The atmosphere is supportive; students are valued and encouraged to enjoy Business Studies from KS4. There are clearly defined expectations about behaviour and personal responsibility backed up by a consistent set of rewards and sanctions. Our teachers advise, encourage and facilitate students in their progression towards achieving their potential. The department aims to foster an ethos of support and motivation.

The Business Studies curriculum has been developed to give students real world knowledge and understanding of business and enterprise and how companies operate in an ever changing and challenging environment. There are a number of whole school curriculum days with opportunities in enterprise as well as business challenges.

Business Studies has been an area of growth in the school, both in terms of the number of students recruited onto courses in KS4 and 5 as well as the clear upward trend in achievement outcomes. The subject attracts students from the full ability spectrum. The subject area is well supported with ICT resources.

**Curriculum**

**Key Stage 4**

Business is an option choice (one of three open options that students can select). Students get 5 allocated teaching hours in Business Studies per fortnight. There currently is extensive provision of extra-curricular opportunities to complement work completed in curriculum time. Business Studies uses the OCR GCSE Specification. Students have formal Mock Examinations in the summer of Year 10 and December of Year 11.

Key Stage 5

Allocated teaching hours at Year 12 are 8 hours per fortnight. At Year 13, students have 9 timetabled teaching hours per fortnight. Business Studies A Level uses the OCR Specification. Formal Mocks are held in Year 12 and 13.

**Leader of Business**

The Leader of Business is responsible for all aspects of Business Studies in the School and the job description below sets out the main accountabilities in the role under the four Ofsted headings. These are in addition to the duties covered by the latest School Teachers’ Pay and Conditions Document.

**Achievement**

Manage the subject area to ensure high progress and attainment. To ensure that teachers:-

* are able to show progress within lessons and over time, have identified different groups of students and secured expected levels of achievement
* analyse data and intervene appropriately to keep students “on track”
* liaise with parents and other staff to engage students in their learning

**Leadership and Management**

To be responsible for all aspects of Business Studies delivery in the school by:-

* having a clear strategic view about the delivery of Business Studies in examination classes
* devising structures within the subject area which support students to be more effective learners
* developing teachers so that they understand what it is to be outstanding and how to get there
* developing and encouraging a team ethos between teachers and between teachers and associate staff where sharing, co-operation and support predominate
* using time to best effect by planning ahead
* ensuring that the major planning and monitoring documents (LA Development Plan. LA SEF, LA Walk Reviews, Book Review records, Performance Management reviews and Lesson Observations) are complete, up-to-date and referred to regularly to guide future planning
* managing any issues with staff in a professional manner taking account of any HR procedures, liaising with the line manager as necessary

**Teaching and Learning**

To ensure that all teaching is consistently good or outstanding and to be a role model of best practice in the classroom. To ensure that teachers:-

* develop their expertise and competence in the classroom
* set high standards which inspire, motivate and challenge students
* promote good progress and outcomes by students
* are passionate about the subject and student’s engagement with it
* plan rigorously including the setting of homework
* meet the needs of all students in classes taught
* make accurate and productive use of assessment
* mark regularly and give feedback to students

**Behaviour and Safety**

To have a rigorous approach to the application of health and safety in the Subject Area and to promote behaviours in staff and students which are rooted in mutual respect. To ensure that staff:-

* demonstrate consistently the positive attitudes, values and behaviour expected of students
* apply the school Code of Conduct and are fully conversant with the Child Protection procedures
* establish and maintain a safe and stimulating environment in which students work
* apply rigorously health and safety rules
* have high expectations of behaviour and are able to draw on commonly agreed Learning Area procedures to deal with any negative behaviour

This job description may be modified by the head teacher, with the postholder’s agreement, to reflect or anticipate changes.

**Leader of Learning Area – Person Specification**

We are seeking to appoint a graduate who is able to demonstrate the following qualities and experience:

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| --- | --- | --- | --- |
| Criteria | Essential | Desirable | Method of Assessment |
| Qualifications | * DfE recognised Qualified Teacher Status * Honours Degree | * Evidence of continuing professional development * Awareness of current syllabus development | Application form and references |
| Safeguarding and welfare of children | * Suitability to work with young children * Able to form and maintain appropriate relationships and personal boundaries with children and young people * Emotional resilience in working with challenging behaviours * Positive attitude to use of authority and maintaining discipline |  | Application form, references and interview. In addition to the candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and welfare of children. |
| Experience | * Proven record as a teacher whose students reach high standards of learning and achievement * Able to enthuse, motivate and discipline students * Experience of teaching across the full age and ability range of an 11-18 school * Development of strategies to improve students’ attainment and achievement * Experience in the use of ICT in the classroom with the skill to impart that expertise to others * Experience of managing an area of development | * Experience as a Form Tutor * Involvement in or leadership of developments at departmental or whole school level | Application form, references and interview |
| Special Aptitudes | * Commitment to improving student learning and raising achievement * Enthusiasm to inspire in students a desire to learn and participate * Ability to have the vision to plan the way ahead and to get things done * Efficient manager and administrator * Good, up-to-date, subject knowledge and skills | * Interest in innovation in the classroom including interactive whiteboard skills * Experience and understanding of helping high and low achievers * Interest in developing collaborative ways of working | Application form, references and interview |
| Interpersonal Skills | * Able to lead a team and get the best out of staff and students * Good ICT, oral and written communication skills * Ability to produce high quality written documents * Ability to work effectively as part of a team * Ability to work on own initiative * Ability to take responsibility for planning own workload and commitments * Ability to work under pressure and keep to deadlines * Ability to be sensitive to the needs of others * Ability to be supportive * Professionalism * Excellent record of attendance and punctuality * Willingness to reflect upon his/her experiences in a critical and constructive manner * Committed to fostering an open, fair and equitable culture |  | Application form, references and interview |