

HIGHGATE

Teacher of Economics

September 2018



A talented and inspiring economics graduate is sought to join this selective, coeducational London day school.

The successful and established Economics Department is looking for a subject expert of the highest calibre, who embodies scholarship and would relish the opportunity to guide and stretch spirited and articulate pupils. The role would suit an experienced teacher or an ambitious and creative graduate entrant to the profession.

Applications from candidates with no prior teaching experience are encouraged. The School has considerable experience and success in guiding unqualified entrants to the profession through induction and into established teaching and leadership positions at the school. For all teachers new to Highgate, regardless of experience, there is a strong and supportive framework of induction to the School.

Applicants should have an outstanding undergraduate degree in Economics or PPE from a university with an excellent reputation for economics. Applicants should demonstrate a strong commitment to professional development, an enthusiasm for learning and a willingness to experiment, as well as the ability to reflect deeply on their practice. An academic background in politics or experience of teaching politics is also a recommendation.

The role includes opportunities to contribute to the pastoral and co-curricular life of the school, both of which are valued highly at Highgate. If the successful applicant were an experienced teacher, s/he would have the opportunity to teach part-time, and on a seconded basis, at the London Academy of Excellence in Tottenham, of which Highgate is the principle educational sponsor. However, this is not a pre-requisite.



The Curriculum

Economics is one of the most popular A-Level subjects at Highgate, studied by over 100 pupils in the Sixth Form. The department follows the Edexcel A-Level specification (Economics A), with all assessment under this new linear specification taking place at the end of the two-year A-level course.

The Edexcel Economics A specification is divided into four 'themes'; these broadly correspond to teaching across Year 12/13 as follows:

- Year 12: Introduction to markets and market failure (Theme 1)
- Year 12: The UK economy – performance and policies (Theme 2)
- Year 13: Business behaviour and the labour market (Theme 3)
- Year 13: A global perspective (Theme 4)

The department achieves impressive results in public examinations and supports a good number of Oxbridge applicants each year. The successful applicant would be expected to teach A* calibre pupils and to participate fully in the department's Oxbridge preparation and extension programme.

The Department

The department is committed to embedding in students a deep conceptual understanding of Economics and an appreciation for its applications to wider social issues. Through our teaching, we aim to foster a genuine passion for Economics and to create resilient, independent and thoughtful learners, who engage with the subject at the deepest level.



Progressive in its outlook, the department emphasises the development and sharing of best practice. Members of the department maintain a profound intellectual interest in economics and its pedagogy. Peer observation is welcomed and encouraged. The department office, shared with the Politics Department, provides an extremely collaborative and supportive environment, offering plenty of opportunity for spirited discussion and professional dialogue.

There are currently four full-time members of the Economics Department. The department is well equipped and resourced, with the department office located conveniently close to dedicated classrooms. In addition to the extensive in-house program of professional development, a generous department budget for CPD is used for exam-board training and subject specific conferences.

The department has a strong reputation for enabling pupils to be involved in economics beyond the classroom. A vibrant, pupil-led Economics Society meets weekly to hear student talks and host external speakers. Students enter a wide range of competitions, and have the opportunity to contribute to the department Economics Blog, which covers up-to-date economic issues. All students have access to an *Economist* subscription and the extensive department library.

A large number of pupils apply to read Economics or Economics-related subjects at University and we run a comprehensive programme of extension classes in order to introduce pupils to university style learning and content. Teachers in the department often lead Academic Forums to pupils across a range of year groups.

Whilst Economics at Highgate is not formally taught below the Sixth Form, the department is keen to provide opportunities for those lower down the school to learn more about the subject. Pupils in Year 11 are offered a series of taster lessons to give them a sense of what the subject involves and to assist them in making their A-level choices. The popular 'Investment Society' gives younger students the opportunity to begin to engage with financial markets and compete in the IFS Student Investor Challenge.



Teachers at Highgate enjoy a welcoming, comfortable and exceptionally well-resourced environment and are provided with significant assistance from a range of support staff. Salaries are competitive. The School pays the employer's contribution to the Teachers' Pension Scheme. Terms are shorter than in the maintained sector. Staff have free access to the School's sports facilities, including a fitness suite.

Antonia Burrows, the Head of Economics, or James Newton, Deputy Head (Academic) (antonia.burrows@highgateschool.org.uk or james.newton@highgateschool.org.uk) are happy to answer any questions about this post.

APPLICATION PROCEDURE

Please complete the on-line application form and attach a full curriculum vitae - including the names, addresses, telephone numbers and email contacts of two referees.

Closing date: 1 March 2018 but applications will be considered as they are received.

Job-specific criteria for the post of Teacher of Economics

(to be read in conjunction with the details of the post)

1 Essential professional criteria

| Criteria | How will these be tested or verified? |
|--|---|
| A good honours degree in economics or a very closely-related discipline such as PPE and deep, excellent subject knowledge. | Original degree certificate(s) Questions about subject specialisation (and course content for more recent graduates) Opportunities at interview to discuss techniques for teaching key topics |
| Excellent communication skills | Two panel interviews; lesson (below) |
| The ability to adapt quickly to a new environment, establish good relations with pupils and gain their confidence, and to inspire scholarly attitudes in them. | Opportunities at interview to recount experiences where these skills have been demonstrated Questions which referees will be asked as part of the confidential reference request |
| Awareness and understanding of safeguarding and welfare of children | Questions at interview to test attitudes towards and knowledge of children's safeguarding and welfare Questions which referees will be asked as part of the confidential reference request |
| Knowledge of, and sympathy with, traditional British values | Questions at interview |
| An enthusiasm and the stamina for research related to teaching, and a track-record of post-university research, whether for formal study or not. | Questions at interview |
| A willingness to be involved in the wider life of the department (e.g. Economics Society, visits) | Opportunities at interview to recount experience of running or participating in such activities or to give ideas for these |

2 Desirable professional criteria

| Criteria | How will these be tested? |
|--|---|
| A teaching qualification (e.g. PGCE, GTP) | Original certificate |
| Experience of teaching successfully in an academically selective school | Questions which a referee from an academically selective school will be asked as part of the confidential reference request Verification of a candidate's employment history |
| A strong background in mathematics (good A level, possibly Further Mathematics) | Opportunities at interview to recount experience of teaching and of successful strategies used in teaching these topics |
| A background in and interest in teaching politics (as part of degree, teaching experience) | Degree certificate Verification of a candidate's employment history |
| A willingness to be involved in the Knowledge Curriculum and in the broader co-curricular life of the School, either intellectual, dramatic, sporting or cultural. | Opportunities at interview to recount experience of running or participating in such activities or to give ideas for these |

3. Person specification for teaching posts at Highgate

Highgate seeks to appoint teachers who will have the following proven qualities, or the potential to develop them. At interview, candidates will have the opportunity to demonstrate or give an account of these attributes.

- The energy, dynamism and stamina to contribute fully to the life of a busy co-educational independent day school.
- Willingness to contribute to the extensive range of activities provided for pupils and to support them in their co-curricular pursuits.
- Capacity for industry and initiative in both independent work and as part of teams of colleagues in academic work, pastoral care, sports and co-curricular activities.
- Profound and continuing interest in the academic subject / s to be taught.
- The depth of knowledge and agility of mind to allow flexibility in lessons, adapting delivery as appropriate in the light of pupils' responses.
- Empathy with pupils across the age and ability spectrum at Highgate and the ability to implement a range of teaching strategies to cater for each individual pupil.
- Awareness and understanding of matters relating to the personal, social, health and emotional development of Highgate's pupils.
- General knowledge of Child Protection issues and good practice, particularly relating to professional obligations on safeguarding the welfare of each child and avoiding guarantees of confidentiality in any disclosure.
- Capacity to deal sensitively with problems raised by pupils, in line with Highgate's pastoral policies and sanctions system, working in partnership with Highgate's designated staff i/c pastoral care.
- Ability to create effective rapport and a sound relationship with pupils, earning their respect and trust but maintaining proper professional boundaries by not deliberately courting popularity or friendship.
- Willingness and ability to liaise effectively and professionally between pupils, staff and parents when required, making accurate records of these exchanges.
- Patience and thoughtfulness to see any issues that may arise with pupils, parents or colleagues from a variety of perspectives.
- The ability to de-fuse difficult situations using different strategies such as careful listening, sensitive use of humour, praise and recognition where due, utilising the School's reward system.
- Retention of a sense of perspective and, on occasion, the invaluable ability to laugh at oneself.

AS Pettitt
Head