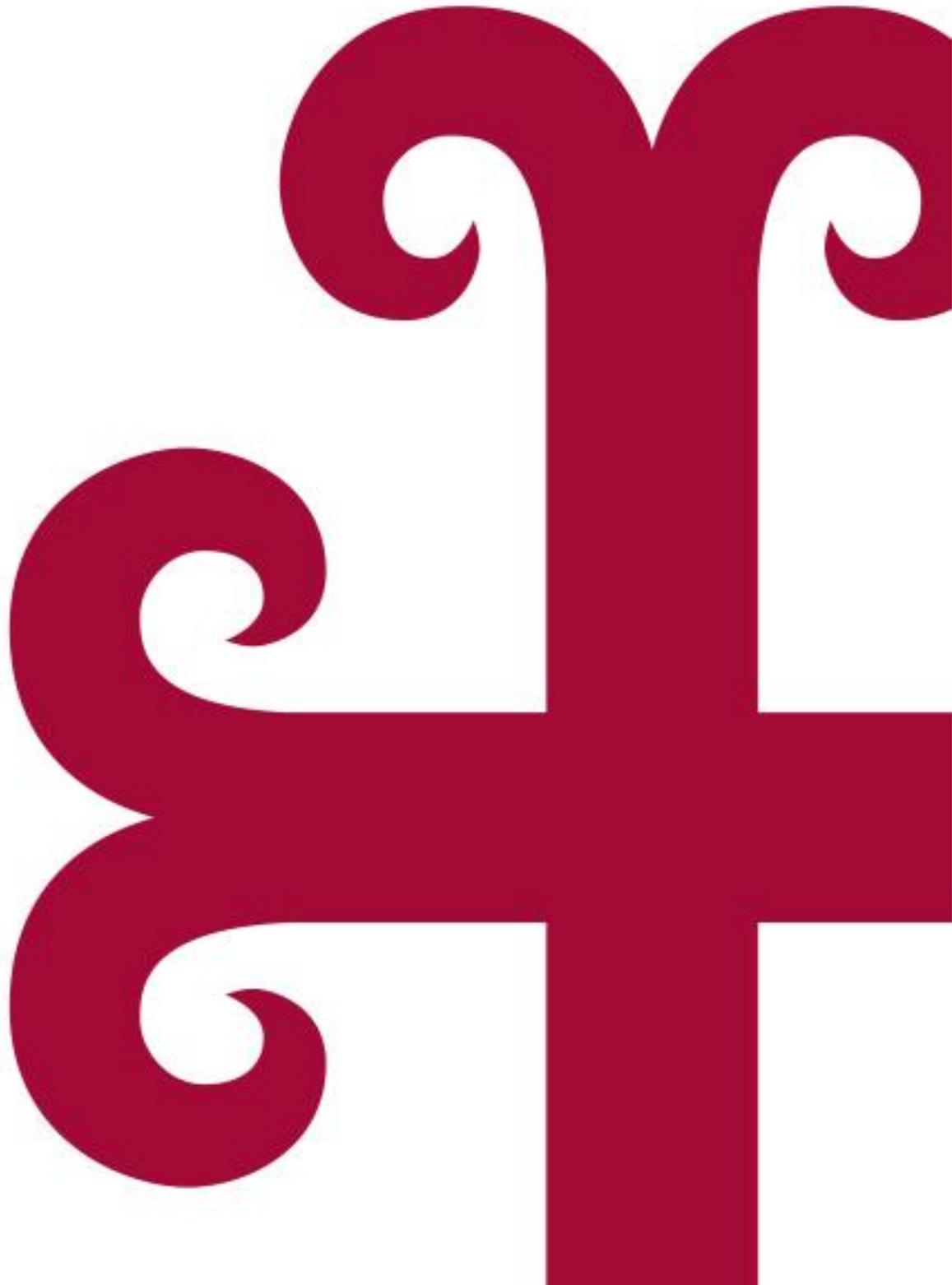


 DOWNSIDE SCHOOL

# APPLICATION PACK

Teacher of Business and Economics





Downside School's vision – as a leading Catholic School – is to be a bright light in the world of education, illuminating the lives of young people and inspiring service in the world through experience of Benedictine culture. It enables pupils and staff to develop their own identity through experience of a community with Christ as its centre.



## HEAD MASTER'S WELCOME

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Thank you for your interest in Downside. I hope you will find the following information helpful in giving you a sense of the School's ethos and culture. At Downside, we are committed to working in partnership with families and to providing an environment which nurtures young people of integrity, who can think for themselves, stand up for their beliefs, and act to make a positive difference in the world.

Our Catholic and Benedictine values provide support and challenge in equal measure for children of any faith or none. The strength and confidence, which our pupils and staff draw from belonging to a community, in which kindness and looking to the needs of others is the currency, encourages them to strive to make the most of their unique gifts and to support others to do the same.

We are uncompromising in the pursuit of academic excellence, we aim for the highest standards in our extensive and exciting extra-curricular programme, and we provide plentiful and varied opportunities for service and leadership. We celebrate the achievements and successes of our pupils, but do not allow these to define them. What is most important is that our pupils learn to value themselves and others for who they are, recognising that their achievements are the by-product of their values and accompanying work ethic.

Our pupils, present and past, are notable for making it their priority to welcome others and put them at their ease; for being open and taking an interest in those they meet. They recognise the value of forming fruitful relationships and respecting others as they are. They have a well-developed understanding of living in community and making a positive contribution. Moral courage and integrity are values they prize.

Andrew Hobbs, Head Master

# THE SCHOOL AND BACKGROUND

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Downside, as a leading Catholic School, maintains an ethos that is just as strong today as it was when the School was founded in 1606. The core aspects of Benedictine education are:

WELCOME  
LISTENING  
REVERENCE & HUMILITY  
TEACHING & LEARNING  
PERSONAL DISCIPLINE  
CONCERN FOR THE INDIVIDUAL  
BUILDING COMMUNION  
STEWARDSHIP OF GIFTS

The eight aspects provide a valuable perspective on the key qualities of a Benedictine education. The Benedictine community of St Gregory the Great was founded at Douai, France, in 1606 by a group of English and Welsh monks who were in exile because of the penal laws in England against Catholics. The community received the protection of the Infanta Isabella Clara Eugenia of Spain and Portugal, the joint ruler of the Spanish Netherlands, and they were furnished with buildings by Philip de Caverel, Abbot of St Vedast's in Arras. By 1617 English Catholics were sending their boys across the Channel to be educated. The School has been in existence since that time, with the monks engaged not only in teaching but also in scholarly work, writing and lecturing, and in priestly and pastoral work.

Downside became a fully co-educational School, admitting boys and girls in all years, in 2005. Downside School is housed in magnificent buildings set in a 500 acre estate at the foot of the Mendip Hills, twelve miles south of the city of Bath. The Abbey Church, partly designed by Giles Gilbert Scott, lies at the heart of the School.

One of the notable aspects of our School is its love of scholarship, combined with a lively sense of tradition. While the School educates young people to thrive in the 21st Century, it also values individuality and character, as young people are guided to live together positively within the School community while achieving excellence academically, culturally, in sport and in the wider curriculum. Downside offers a Christ-centred education through which pupils can discover their true selves. As part of that project, staff act as role-models to the young people in our community, doing all they can to embody the values of the institution, living according to Christian values and working positively for the benefit of all. St Benedict refers to 'ora et labora', prayer and work; we aim at Downside to embody spiritual values in all that we do.

The School has excellent teaching, boarding and recreational facilities. There are purpose-built centres for the Sciences and Humanities, dedicated Music and Arts Schools, a 450 seat theatre, a comprehensive swimming-pool and sports complex, over 100 acres of playing fields with all-weather hockey, netball and tennis courts, six distinctive girls and boys boarding-houses and extensive buildings and classrooms in a beautiful rural setting.

# THE ECONOMICS AND BUSINESS DEPARTMENT

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Business and Economics is part of the Humanities Faculty, which also includes Geography, History, History of Art and Psychology. In teaching Business and Economics, we aim to provide pupils with a perspective on some of the key issues facing the contemporary world. Business enables pupils to take a more pragmatic view of how businesses can thrive in the modern economy. The study of Economics and how countries manage their resources to meet the needs of their populations enables pupils to acquire independent thinking and critical analysis that are valuable in many areas of life. There are a number of designated teaching rooms in Humanities and there are two ICT suites in the main body of the school.

## **Examination Results 2020**

A Level Business

22% A\*- A

56% A\*- B

IGCSE Economics

22% 9-7

44% 9-6

A Level Economics

63% A\*- A

84% A\*- B

In recent years, pupils have secured offers to read Business, Management, Economics and related degrees at a range of universities, including LSE, UCL, Warwick and Wharton Business School (University of Pennsylvania). Almost all Downside pupils, who choose to study at University, will receive offers from Russell Group Universities such as St Andrews, Edinburgh, Manchester, Liverpool, Newcastle and Exeter.

## **Curriculum**

An ethos of ambition, aspiration and achievement runs through the teaching of Business and Economics. Both pupils and teachers at Downside have high expectations and strive hard to be successful. Staff are passionate about teaching and learning, and they strive for all pupils to become self-aware, independent learners.

The Business AQA course is a highly regarded qualification, which has been designed following extensive teacher feedback, operational experience and by working closely with universities and the wider academic community. By taking a holistic approach to the subject, pupils will learn about the inter-related nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations to provide a dynamic specification. The content is designed to engage pupils through topics and issues that are

relevant in today's society – they will study key contemporary developments such as digital technology and business ethics, and globalisation is covered throughout the topics. In addition, pupils will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment.

The Edexcel Economics A Level course combines well with many other subjects and enables pupils to broaden their studies. Pupils acquire skills that are valuable in many other areas of life.

The main transferable skills are independent thinking and critical analysis. About 10% of Economics graduates entering employment use the knowledge they have gained directly in their undergraduate studies in their work, and the majority choose careers that make use of their analytical, numerical and communication skills - all much valued by employers. Examples include careers in banking, insurance, accountancy, government administration, marketing, management and commerce.

### **Academic Enrichment**

At Downside we have a strong tradition of scholarship, independent learning and reflection, and we wish to inspire pupils to love their learning and come to realise the wonder of God in all aspects of academic life.

Beyond the confines of examination syllabi, we feel it is important for pupils to develop an intellectual curiosity about the sciences, and to enquire, question, research and probe deeper meanings in their thinking.

Pupils can benefit from a wealth of academic enrichment activities including academic societies, trips, competitions and prize essays, outside speakers, links with outside agencies and universities, and links with the Monastic Library.

The vast array of opportunities for young people to grow into independent, thoughtful and enquiring learners is boundless. These opportunities will enable our pupils to succeed at university and beyond, and become young people ready to make a difference in the world when they leave Downside.

### **Additional Support**

A rigorous and robust system of additional support sessions are held throughout the year in order to ensure that each pupil is supported in achieving their target grade.

# JOB DESCRIPTION

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## Role Summary

To teach and support a range of pupils and abilities across key stages 3, 4 and 5 for Business and Economics. Planning, preparing and delivering high quality engaging lessons and ensuring appropriate work is set, monitored, assessed and marked. This will be in accordance with School and national guidelines and the requirements of examination boards, to the greater benefit of the pupils. You will promote Business and Economics by means of academic enrichment and seek opportunities to develop teaching and learning within these subject areas.

The role will also offer the opportunity for further contribution to the varied and vibrant array of co-curricular activities and enrichment.

## Duties and Responsibilities

The following list is not exhaustive but the post holders' principal responsibilities are:

### 1 Teaching

- Be an excellent teacher
- Be committed to raising academic standards and improving the quality of teaching and learning within their subject
- Plan lessons thoroughly in accordance with School policy and in line with the faculty's schemes of work
- Ensure that individual lessons are well planned, stimulating and sufficiently challenging to enable all students to learn at all points in the lesson
- Inspire pupils to continue their learning beyond lessons, with high standards of attainment and progress
- Engender an atmosphere within lessons, which is conducive to active learning and encourages pupils to learn collaboratively
- Actively promote the subject, for example by using suitable wall displays
- Ensure that effective use is made of the resources available within the department and that they are well maintained
- To enhance the quality of teaching and learning within the department through sharing resources and good practice, lesson observations and collaborative teaching
- Actively seek CPD opportunities and further professional development and INSET

### 2 Assessment, Recording and Reporting

- Set ambitious, yet realistic, targets for pupils and encourage them to fulfil their academic potential
- Ensure that appropriate work is set on a regular basis and is forthcoming from all pupils

- Monitor and track the progress of pupils by setting appropriate assessments in line with faculty policy
- Ensure that assessed work is marked on a regular basis in accordance with School policy and that it is appropriately annotated to enable pupils to assess their own learning
- Regularly provide verbal feedback to pupils on their learning
- Implement the faculty's support strategies for underperforming pupils
- Assist with the running of additional support sessions and revision lessons
- Maintain accurate records of all assessed work
- Complete all interim, half term and end-of-term reports in a professional manner ensuring that all reports convey accurate, meaningful information

### 3 Liaison

A teacher is expected to liaise with:

- The Head of Department, to make that person aware of any matters likely to affect their ability to perform their teaching and pastoral roles effectively
- The Head of Department with regard to all academic matters
- The Head of Department, Tutors and parents with regard to pupils, who are a cause for concern to a member of the department in terms of underperformance
- The Head of Department with regard to matters involving the fabric of faculty rooms and their upkeep
- The Learning Support Department where necessary

### 4 Professional Standards

- Support the Catholic and Benedictine ethos of the school
- Keep abreast of national educational initiatives
- Make a significant contribution to co-curricular activities and the boarding life of the School
- Set a good example to students by appropriate dress, conduct and punctuality
- Treat all members of the School community with respect and consideration
- Treat all pupils fairly, consistently and without prejudice
- Take responsibility for personal professional development within the School's CPD and appraisal programme
- Attend all faculty and staff meetings as required
- Promote the School on public occasions, such as Open Days, Parents' Conferences and Prize Day
- Ensure that all deadlines are met as published in the School calendar
- Take responsibility for matters relating to health and safety
- Undertake duties that may be reasonably assigned by the Head Master (directly or indirectly)

## PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL <i>These are qualities without which the applicant could not be appointed.</i>	DESIRABLE <i>This information could be used to differentiate applicants.</i>	HOW IDENTIFIED <i>(Application / Interview)</i>
Qualifications	Honours degree in Business Studies, Economics or an appropriate related discipline from a recognised university	PGCE/GTP/QTS	Application
Experience	<p>Teaching to GCSE/IGCSE and A Level, and/or Pre-U and IB Business and Economics</p> <p>Outstanding Teacher with demonstrable experience of excellent teaching</p> <p>Evidence of good or excellent examination results in Business and Economics</p> <p>Capable of improving pupil outcomes within the department</p>	<p>Excellent track record of examination success for sets taught</p> <p>Experience of vocational business courses would be beneficial but not essential</p> <p>Experience of coordinating educational/field trips</p> <p>Pastoral experience within a similar setting</p>	Application / Interview
Skills	<p>Ability to teach at all levels up to and including university entrance</p> <p>Fully competent in the use of ICT (including remote learning), ideally MS Office and Teams</p> <p>Excellent oral and written communication skills</p> <p>Ability to motivate and enthuse pupils, and work collaboratively with colleagues</p>	<p>ICT proficiency eg interactive lessons</p> <p>Ability to coach sports and a range of other co-curricular activities eg Duke of Edinburgh, CCF</p>	Application / Interview

	<p>Ability to contribute to the school's co-curricular programme</p> <p>Effective and adaptable classroom management</p> <p>Ability to prioritise and be well organised</p>		
Knowledge	<p>Secure subject knowledge</p> <p>Knowledge of examination specifications and requirements, and how to use this information to raise academic standards</p> <p>Knowledge of appropriate teaching and learning strategies, and the importance of self-evaluation</p> <p>Knowledge of safeguarding and pastoral issues</p> <p>Appreciation of the ethos of a Catholic and Benedictine boarding school, and a commitment to the spiritual life of the school</p>	<p>Application of AfL to the development of teaching and learning</p> <p>Willingness to develop own learning of the subject and an interest in exploring a range of different learning styles within Business and Economics</p>	Application / Interview
Personal competencies and qualities	<p>An enthusiastic commitment for teaching Business and Economics</p> <p>Commitment to CPD</p> <p>Calmness under pressure</p> <p>Resilience, positive attitude and energy</p> <p>Both independent and a team player</p> <p>Flexible and adaptable</p>		Application/ Interview

## WORKING LIFE AT DOWNSIDE

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We are committed to high academic standards and constant development of the quality of teaching and learning. We have a Quality Assurance cycle, which allows us to monitor the quality of teaching and learning through lesson observations, learning walks and pupil feedback. Our tracking and monitoring systems are rigorous so that all pupils are supported in their learning, and colleagues are supported in their teaching.

Working at Downside is a truly rewarding experience. In keeping with our Benedictine ethos, Downside is a welcoming, caring community where each person is valued. Pupils are highly motivated, keen to learn and respectful of staff and their peers.

Our Induction Programme is comprehensive and fully supportive of all new staff, including the provision of training, where necessary. We are keen to support ambitious teachers, and CPD opportunities for individuals are identified in Faculty Development Plans and prioritised. Downside School is a member of the Canford Group, which includes most of the main independent schools in the South West. We are also closely linked with the other Benedictine Schools in England and Ireland. We expect all teachers to engage fully in co-curricular activities and the boarding life of the school.

At Downside, staff enjoy teaching polite and well-educated pupils, unique surroundings, and benefit from a generous salary scale, complimentary lunch and extended School holidays. Although it is difficult to quantify the hours which any individual Teacher may devote to their work in order to carry out their professional duties in a boarding school, the following guidance may be helpful.

The School timetable includes five 70 minute periods Monday-Friday, and two 70 minute periods on Saturday morning, plus a 35 minute period of SMSC, followed by matches and activities in the afternoon. Games and activities, tutor periods, and hymn practice are incorporated into the weekly timetable. Department meetings can occur at the discretion of the Head of Faculty.

Academic timetable allocation:

Full time Teacher	15 periods
Head of Faculty	13 periods

Pastoral responsibilities; to provide support and guidance for a tutor group (typically 12 pupils), including one period (35 minutes) of SMSC (Spiritual, Moral, Social and Cultural) Development and three tutor sessions, 17.00-17.20 on Monday (all pupils) and Wednesday and 13.30-13.50 (1<sup>st</sup> to 5<sup>th</sup> Form), Thursday during the working day (6<sup>th</sup> Form only) and on 13.30-13.50 Friday (all pupils). SMSC Development has a specific programme and is treated the same as an academic lesson.

All tutors attend Hymn Practice on Friday at 14.00 and School Mass on special occasions during the working week. Each tutor is assigned to one of the boarding houses and will be on duty one evening per week (19.20-21.30).

Co-curricular responsibilities: A full time Teacher has 7 periods (Saturday afternoon counts as 3). This may include activities and/or sport, and Teachers may be asked to support a specialist coach in games lessons and be responsible for the team when they play matches.

## WHAT OUR STAFF SAY, REMUNERATION & BENEFITS

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*"There is an atmosphere at Downside which I have not encountered anywhere else; A feeling of family, teamwork and respect. The pupils are courteous, friendly and look out for one another with a sense of community and togetherness. The theme of community persists throughout the school and there is the real feeling that staff and students are standing together and working as one for the benefit of all. I wouldn't want to work anywhere else!"*

*I Ramsden, Head of Computing and e-Safety*

*"Of all the schools I have worked in, Downside has to be the one that really treats everyone, staff and pupils, as individuals and values that person for themselves. The staff are united, no matter their role. We look out for each other and support each other with genuine care, compassion and warmth. The Senior Leadership Team are amazing... so approachable, keen to hear our ideas and humble in their positions. It really is a collaborative workforce from every sector. It is the most inclusive of schools; we don't just work together, we embrace life together."*

*S Moody, Teacher of Maths*

*"When I first joined Downside, I immediately noticed how welcoming people were. The pupils would hold doors open, ask how my day was (with genuine interest) and thank me for the lesson/time invested into them. After three years, this hasn't disappeared and I still consider myself lucky to work in an environment with such lovely, polite young people. Within the staff body, there is support whenever asked for and often a feeling of camaraderie which isn't to be taken for granted. My experience with the PE and Games department is to strive towards challenging each other in a team environment when we have a common outcome - what is best for the pupils. We work hard, play hard and we love a challenging discussion!"*

*E Chapman, Head of Girls' Games / Head of Netball*

*"I have such a wide range of activities that I undertake and the pupils and staff with which I interact mean that every day is different and very fulfilling. At Downside I can educate pupils above and beyond the curriculum in Geography and share my passion for different areas of this wide and varied subject. This has culminated in some exciting fieldtrips including a visit to Iceland. I have also been able to introduce Ultimate Frisbee to the School, take pupils out on Cross-Country runs across the beautiful Mendip Hills, and teach pupil survival skills in the Combined Cadet Force. Downside looks a little like J K Rowling's 'Hogwarts', with pupils zooming from stair case to stair case, but it has a calmness that belies the hardworking nature of the pupils."*

*O Simper, Head of Faculty*

*"I really enjoy my job here at the Downside School shop. It is great meeting new pupils and their families, helping to select their new school uniform, and answering any questions. I also enjoy seeing our existing pupils who are always friendly, happy and polite. It is in my experience a happy, and friendly place, with of course the best surroundings."*

*T Coles School Shop Manager*

*"This is the fourth school I've worked in and, by quite a margin, it has the friendliest, most welcoming and helpful common room of them all. Add to that the well-behaved, biddable pupils, excellent food and glorious buildings, and you see why Downside is such a fantastic place to work."*

*J McNamara, Director of Music*

**Salary:** A competitive pay scale, with additional allowances

**Pension:** The School offers a defined contribution pension scheme for teaching staff with Aviva, known as the Aviva Pension Trust for Independent Schools (APTIS).

**Lunch:** We have an excellent catering facility, which offers all our staff a complimentary lunch.

**Well-being:** We have an Employee Assistance programme offering access to advice, information, coaching and counselling and provide a range of spiritual, emotional and physical support mechanisms.

**School Fee Remission Scheme:** Staff fee remission is granted to permanent employees.

**Career Development/ CPD:** Downside is committed to the professional development of staff and will support training as required. We are keen to support ambitious teachers, and CPD opportunities for individuals are identified in Faculty Development Plans and prioritised.

**Health Cash Plan:** Access to a cash plan which allows you to claim money back towards the cost of check-ups and treatment for you, your partner and your children.

## YOUR APPLICATION – WHAT HAPPENS NEXT?

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Closing date for applications: Sunday 18 April 2021

Interviews to be carried out: Monday 26 April 2021

For further information please apply via our 'working with us' page on the website at <https://www.downside.co.uk/working-with-us/> where you can download full details of the role.

Please contact Michelle Heywood, HR Advisor on 01761 235106 or [hr@downside.co.uk](mailto:hr@downside.co.uk) if you require additional information after reading the job description and application pack. Your letter of application should be addressed to Mr Andrew Hobbs, Head Master.

**References:** Two professional references are required, for all shortlisted applicants ahead of an interview. Referees should be able to respond within the timescales above.

You should ensure that your application provides sufficient information to enable us to follow your complete employment and other history since leaving school, in line with our recruitment policy.

*Downside School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo opportunities employer.*

By car, we are within 40 minutes of Bristol, 30 minutes of Bath and 15 minutes of Wells. Please do not hesitate to contact a member of the HR team should you have any queries.



STRATTON-ON-THE-FOSSE,  
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[www.downside.co.uk](http://www.downside.co.uk)  
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