



HARLINGTON SCHOOL

Harlington School: A caring, forward thinking professional learning community, that develops exceptional educators and kind hearted, hard-working and well-rounded young people, all with a passion for enquiry and scholarship.

**Information pertaining to the Post of Teacher of Business Studies & Economics
Suitable for NQT or experienced staff
Required for September 2019**



January 2019

Dear Prospective Colleague,

Thank you for showing an interest in working here at Harlington School. If successful, you will be joining a dynamic and passionate team of highly professional associate and teaching staff, who put the children in our Harlington family at the heart of everything they do.

Harlington has undergone a transformational change in the last five years, with a significant improvement in progress outcomes and examination results. We are a happy, successful and oversubscribed school, full of vibrant and articulate staff and students.

However, we still have lots to achieve! In order to achieve continued success, we employ colleagues who have a passion for working in a diverse, multicultural school, who have a 'glass half – full' personality, and who see challenges as 'the job' and not barriers to success. Everyone's work here is underpinned by a commitment to educating and supporting young people on their emotional and academic journey through adolescence.

We cherish our staff here, and improving professional practice and pedagogy is key to our work. We see professional development for all associate and teaching staff as the foundations of our success. Whatever post you are applying for, you will be incredibly well supported in your professional development to become an outstanding practitioner. We are highly regarded by ITT providers for the quality of training that we offer to colleagues at the beginning of their careers, and for more experienced colleagues, professional development is a key priority, and colleagues are frequently promoted after working with us. Associate staff are equally supported to develop their professional practice, with industry 'gold standard' accreditations.

We work very hard here, but the rewards are immense. However, a key part of our regular reflection is on ensuring we have effective staff wellbeing, and that we operate within a supportive and collegiate culture that seeks to reduce workload and ensure a good work - life balance.

We welcome visits to our school prior to application – please contact us if you would like to see us in action. We are also very keen to hear from colleagues who may wish to have their details kept on file for when future vacancies may arise. I would like to wish you every success in your future career, and look forward to receiving your application if you choose to apply for this position.

Yours sincerely



Headteacher



Information about the selection and interview process

Appointment Procedure

We'd like you to get to know us as well as participating in interview activities. Candidates invited for interview will be provided with an opportunity to tour the school and meet the staff they will be working with. The appointment procedure will be based on the following activities:

- Shortlisting based upon skills and experience that meet the person specification and job description
- Suitable References and safeguarding checks occurring prior to, during and after the interview process.
- Lesson Observation and discussion/reflection meeting;
- Interview panel if calibre of teaching and reflection is good, in line with the experience of the candidate and our Harlington values.

You must complete a Harlington School or TES - linked application form, with no gaps or omissions. Please also complete a short letter of application explaining why you would like to work at Harlington School, the talents and experience you will bring to the role, and what impact you've had in your most recent role to date. We do not accept CV's, and references are requested immediately after shortlisting.

Gaps in employment history will be explored with you at interview, and we ask that you bring copies of your qualification certification with you – thank you.

Closing Date: Sunday 27th January, midnight

Shortlisting and selection Process: Week beginning 28th January

Interviews: Wednesday 13th February

Safeguarding

Harlington School is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. All job offers are provisional until such time as the school has undertaken appropriate safeguarding checks and is satisfied that successful candidates are suitable to work with children and young people.



Information about the school

Harlington School is a large school in the southernmost part of the London Borough of Hillingdon. After a period of very high student mobility, the school is now successful and oversubscribed, with three stable year groups (Years 7 – 9) although two year groups (Years 10 and 11) have legacy mobility issues. The number of students currently on roll exceeds the net capacity of the school.

We are a Foundation, mixed ability comprehensive school, with a small Specialist Resource Provision for children with Physical and Sensory Disabilities. The School has been in the top quintile nationally for FSME6, EAL and mobility for a number of years, but since 2016, we have moved nearer to the national average for deprivation, although we are still in the 4th quintile. Prior attainment on entry is below the national average in all year groups, but the number of highly able students is increasing year on year. Our staff and students are passionate, friendly and diverse, hailing from across the globe. More than 60 languages are spoken at the school, and we are renowned for our inclusive, supportive culture. Our admissions policy includes priority placement for the children of staff. Currently we employ approximately 140 staff, including teachers, associate staff and apprentices. We also host up to 20 Beginner Teachers every year, from a number of ITT providers including the Hillingdon SCITT, a number of universities and we also train colleagues from Teach First.

The school has a number of links with other schools, and external accreditations. We are a partner school for ITT in the Hillingdon SCITT, and we have a small 6th Form consortia arrangement with Barnhill Community High School. We are an IQM Flagship School, and currently seeking re-accreditation for ArtsMark Gold. In September 2018 we were featured in the Parliamentary Review: <https://www.theparliamentaryreview.co.uk/organisations/harlington-school>

In our most recent OfSTED Section 8 inspection in April 2018, the school was judged as continuing to be Good. <https://reports.ofsted.gov.uk/provider/23/102451>

New to the teaching profession?

Your training and development needs are fully supported in your NQT year and beyond. We have a full time professional tutor in addition to your faculty mentor, to guide and support you and there is a weekly NQT training programme in addition to other professional development programmes. Loadings are reduced, and we give you a classroom that is located near to more experienced staff in the faculty. Wherever possible we look at not only the number of periods you teach but also the number of classes that you are responsible for and teaching of 2, not 3, Key Stages in your first year.

We actively promote collaborative and reflective practice, and support colleagues who are new to the profession in developing positive relationships and effective behaviour management strategies, as well as developing effective techniques to reduce workload. We know that the first couple of years in the profession are hard work as you develop your craft, and we encourage you to share in your successes, but also not be afraid to ask for help if you need it.

We offer the opportunity of paid employment for the last three weeks of the summer term prior to your September commencement, an interest free loan of £1500 in your first year. Additional remuneration is considered within our pay policy for shortage subjects.



Teaching Staff: Learning, Assessment and Professional Development

Teaching is good as a result of a whole school commitment to continual discussion and improvement of the teaching craft. This year we have reduced teacher loadings for many teachers to create a weekly Joint Planning Time for subject areas during the school day, and we have used our training day provision to create regular Teacher Development meeting slots after school. We have a Teaching Team comprising of Lead Practitioners and a Professional Tutor who are highly regarded for their support and CPD programmes for all staff. Staff who are relatively new to the profession are given time, energy and care to support their training. We very rarely ask teachers to teach outside of their specialism, and we are investing heavily in developing a trust based, coaching model. As a result, teaching quality has further strengthened since OfSTED judged it to be good in 2015, and this was reconfirmed in the recent 2018 Section 8 visit. We are highly regarded by Teach First and a number of universities, who place large numbers of Beginner Teachers on placement with us. Staff are encouraged and supported to gain additional qualifications, and we currently have staff undertaking apprenticeships, Masters' and PhD degrees, SLE and Lead Practitioner accreditations. There are 'step up' programmes for emerging middle and senior leaders, and coaching opportunities for the Senior Leadership Team. Preparation for Headship is established, with 4 colleagues either undergoing or have completed NPQH, the 'Head for a Day' Programme, and a current trial of a succession planning programme with the Headteacher and Associate Headteacher undertaking a job share now in its second year.

We are in the second year of developing a new Home Learning policy, using a 3P methodology – Prep, Practice or Project work, and also developing a virtual learning platform to provide a wider range of curriculum resources to students. We are engaging in a discussion about a move away from 'marking' to 'feedback', and developing competence in moderating students' work when evaluating progress.

Associate Staff: Ethos, Values and Professional Development

Associate staff are expected to be committed to supporting and educating young people, whether or not their job involves working directly with the students. Everything that we do is to provide a high quality educational experience for our students. Associate staff are encouraged to develop their own professional development and have equal access to the staff development budget. We are currently supporting entry level and higher level apprenticeships in finance and learning support, and we have a great track record in supporting staff into teacher training from a learning support assistant background. Industry accreditations such as CLEAPPS and HAS training is also encouraged and supported.

Days and Hours

This is a full time, permanent appointment, with contractual obligations based upon the Teacher 'Burgundy Book' conditions of employment.

Salary

You will be employed by Harlington School on the appropriate point of the main scale, or, where appropriate, on the Upper Pay Scale, dependent on relevant experience. NQT's usually commence on an M1 starting salary, but for one or more years' relevant experience, consideration of an M2 starting salary will be considered.

If staff are successfully recruited via an agency, we expect that a proportion of the finders' fee will be reimbursed to the school if you leave (except by mutual consent) within 2 academic years.

Information about the Post

1. Introduction and welcome by Curriculum Leaders including departmental vision

The Business and Economics faculty offers strong academic and vocational pathways at both key stage four and five and when compared with national results, our performance is successful, at both key stages. Over the past few years the faculty has undergone many changes by developing our vocational path in order to meet our learner's needs. This change has enabled the faculty, as well as the students to benefit from better academic performance across both key stages. Furthermore, we have also worked closely with local businesses to enrich their learning experiences and enable students to apply their theoretical knowledge in practice. Our vision for the faculty is to continuously flourish and seek opportunities to improve students' academic as well as employability skills which prepare them for their future career.

2. Curriculum overview

At key stage four we currently have three GCSE Business Studies sets in Year 9 and two GCSE Business Studies sets in Year 10 and 11. In addition, at key stage four we also offer one GCSE Economics set in Year 9, 10 and 11. Students are taught in mixed ability sets. The specification followed at key stage four is:

- Edexcel BTEC Level 2 First Award in Business
- Edexcel BTEC Level 2 Tech Award in Business
- OCR GCSE Economics

Exam board enable the students to have the opportunity to achieve their best possible outcome.

At key stage five the department allows for good progress from GCSE by offering a range of courses that suits different learning styles:

- Edexcel BTEC Level 3 in Business
- Edexcel BTEC Level 2 in Business
- Edexcel A Level Economics

3. Examination results

Most of our students have successfully managed to either go on to further education or secure employment after completing their qualification at Harlington School. We have had excellent results at key stage 3, 4 and 5:

Key stage 4

- GCSE Applied Business- above national average (73% *A-C in comparison to national average 63%)

Key stage 5

- A2 A level Business - Alps rating 2
- BTEC Level 2 and 3 Business - Alps rating 2



- A2 Economics - Alps rating 2
- AS economics - Alps rating 1

4. Resources and rooming

We are a well-resourced faculty and work as a team to share resources. All of our classrooms have been fitted with interactive whiteboards and computers. We also have access to laptops within the department if needed.

Nasanin Jana
Curriculum Leader for Business and Economics

Job Description

Teacher of Business Studies and Economics

1. Job Purpose

The basic duties of a teacher are outlined in the latest School Teachers' Pay and Conditions Document.

Main scale teachers are expected to prepare and deliver high calibre learning experiences that stretch and challenge students' educational development, and lead to excellent progress and outcomes in public examinations. All teachers must have high expectations of work completion, behaviour, conduct and positive attitudes to learning from all students.

All teachers are also form tutors, and are responsible for developing emotional and behavioural self – regulation, so that our students are fully equipped to take their place in the wider world, being able to communicate, listen and have a high regard for other people at all times. All staff are expected to model appropriate behaviour and to engage in restorative practice as well as consistently upholding the rewards and sanctions outlined in our behaviour policy. All teachers deliver PSHE to their form class on a weekly basis, and are the key motivators for students' commitment and support of everyone in the Harlington family.

All staff should recognise and relish both the rewards and the challenges of educating adolescents, and be committed to guiding, mentoring and supporting our young people on their way to their adult lives. It goes without saying that the staff we employ are committed to the highest standards of awareness and action in respect of safeguarding children, and to keeping up to date with the latest guidance to keep children safe from harm.

All teaching staff should also be committed to working with others in a supportive and collegiate manner. They should be committed to regular reflection and an 'open classroom' policy, within a 'no blame' culture, to develop best pedagogical practice. Finally, we expect that all staff adhere to professional expectations in matters of courtesy and conduct.

2. Key Tasks and Responsibilities

- Teaching:
 - Plan work in accordance with departmental schemes of work and national curriculum programmes of study.
 - Take account of students' prior levels of attainment and use them to set future targets and appropriate programmes of study.
 - Set work when required for absent students, and also if cover is required for your classes.
 - Maintain good discipline by following the school's student disciplinary policies and procedures.

- Ensure punctuality and establish a purposeful and calm working atmosphere during all learning activities.
- Maintain excellent classroom management with due regard to health and safety policies.
- Set appropriate and challenging work for all students.
- Ensure effective setting of home learning for students, in line with the school policy.
- Identify, or use information provided, to work appropriately with 'special educational needs' students and 'academically more able' students.
- Commit to full engagement with teacher development, reflection and joint planning initiatives, to further improve pedagogy and practice in the classroom.
- Assessment, recording and reporting:
 - Keep appropriate records of students' work.
 - Mark and return work set, including homework within an agreed and reasonable time.
 - Use the faculty marking/feedback scheme at all times.
 - Carry out assessment and intervention programmes, as agreed by the school, faculty or department.
 - Complete records of achievement or concern when requested.
 - Complete student data drop requests in line with school policy. Attend parents' evenings as required and keep parents informed about their child's performance and future targets.
- Pastoral work:
 - Undertake responsibility for a form group.
 - Monitor targets set for the social and academic progress of all students in the form.
 - Build up a good relationship with the students in your form, so that they will look to you for support and advice.
 - Command high standards of student behaviour, uniform and conduct at all times and support the school in its application of related policies.
 - Report issues of concern to the appropriate pastoral or senior staff.
 - Maintain an accurate register of attendance and do everything possible to encourage good attendance.
 - Attend all required safeguarding and child protection training. Familiarise yourself with Keeping Children Safe in Education and all school safeguarding policies and procedures.

Ensure that you follow mandatory procedures for teachers, for the reporting of suspected or disclosed cases of Female Genital Mutilation (FGM).

- Report any and all safeguarding concerns immediately to the Designated Safeguarding Lead or a member of the Safeguarding Team, in person, and using the appropriate school procedures.
- The teacher will be part of the school's appraisal scheme. S/he will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date.
- Attend and contribute to key stage, subject, team and full staff meetings.
- In relation to the school's strategic plan, contribute towards the goals and targets.
- Maintain a professional interest in educational initiatives relevant to the teacher's subject(s).

3. Review of the Job Description

- This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and the post-holder may be required to undertake additional duties as required by the Headteacher
- This job description will be reviewed and updated as required, in consultation with the post-holder and the Headteacher
- Person Responsible: Headteacher

Personal specification

Personal and Interpersonal Qualities – all posts	Essential	Desirable
Be prepared to adopt and support the core values of Harlington School , in order to play your part in providing high quality education and support to our students and other staff colleagues	✓	
Understand, promote and uphold policies for safeguarding children and young people	✓	
Maintaining absolute confidentiality and integrity; being trustworthy and honest.	✓	
Excellent interpersonal and communication skills; a non – judgemental team player	✓	
Positive, ‘can do’ approach to tasks and workstreams	✓	
Calm and patient; emotionally resilient in challenging situations	✓	
Energetic, enthusiastic and good attendance and punctuality.	✓	
Professional in attitude, conduct and appearance – a role model to young people	✓	
Planned and organised approach to workload	✓	
Excellent written and verbal communication skills	✓	
Good ICT skills	✓	
Thinking laterally and open to new ideas and approaches	✓	
Committed to professional training and development	✓	
Committed to equality and diversity	✓	

Qualifications, Understanding and Experience - Main Scale Teacher	Essential	Desirable
Appropriate First degree (2ii minimum pass)	✓	
Qualified teacher status.	✓	
A continued commitment to own professional development.	✓	
Teaching experience (including training practice) within the designated age range.	✓	
Understanding of child-safeguarding issues and successful measures that promote and ensure the safe-guarding of children	✓	
Knowledge of current legislation, guidance and developments relating to the subject area.	✓	
Successful practice (including training practice) in accordance with the specified teaching standards 2012 (as identified below).	✓	
Second Subject offered:		✓
Involvement in and organisation of wider school activities, including extra-curricular activities.		✓



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils 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 pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' 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, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils 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).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, 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.

6 Make accurate and productive use of assessment

- 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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- 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 pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils 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 pupils' 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 pupils' vulnerability or might lead them to break the law.
- 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.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

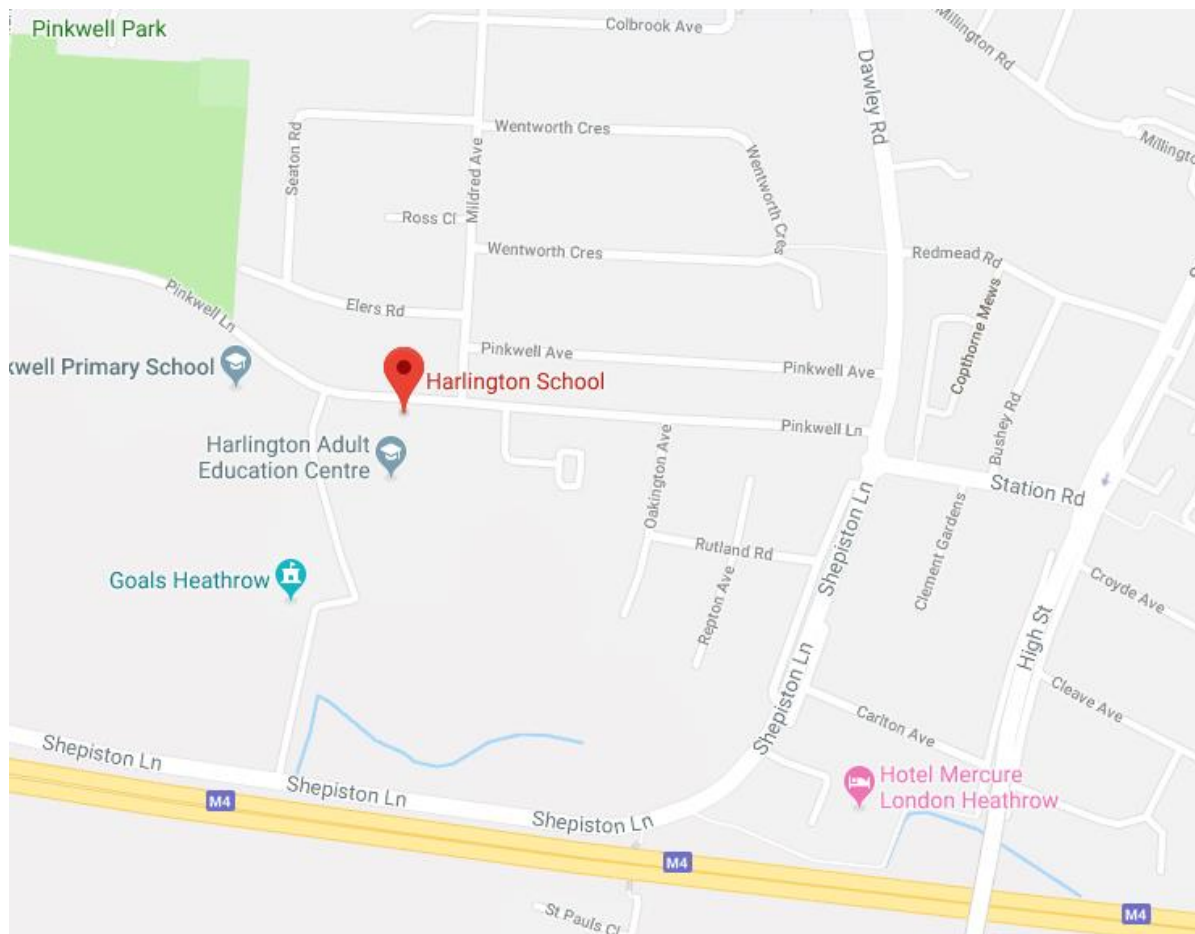
The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>



How To Find Us

Harlington School is situated at the southern end of the London Borough of Hillingdon, near the M4 and Heathrow Airport.

We have good access to London to our east by road, rail and underground. There is also easy access to the countryside of Berkshire, Buckinghamshire and Hertfordshire via the M4 and M25.



BY BUS

U4 Uxbridge – Prologis Park via Hayes & Harlington Station

BY RAIL

Hayes & Harlington Station from Paddington, Ealing, Reading and Slough
Possibly embed Geo-Location QR Code and Transport for London Journey Planner

BY CAR

Exit M4 Junction 4, following signs towards Hayes.
If you wish to use your Sat Nav to find us, use postcode UB3 1PB. Please park in the car park accessed from Dudley Place