

BURNTWOOD

AN ACADEMY FOR GIRLS

Principal: Mrs Helen Shorrocks BSc PGCE

Burntwood Lane, London, SW17 0AQ

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Website: www.burntwoodschoo.com

Roll: 1,544 (Sixth Form 413)



Recruitment Pack

Join us

Head of Economics, Business Studies and Business Vocational Subjects, TLR 2.2

Closing date: Wednesday 23rd April 2025 at 1pm

Start Date: September 2025

‘The best education today, for the women of tomorrow.’

Job Advertisement

Head of Economics, Business Studies and Business Vocational Subjects

Full time/Part time: Full Time

Salary Grade: Teachers' Pay Scale (Inner London)

TLR 2.2 Currently £5,641

Reporting to: Head of Cluster

Commencing: September 2025

We are seeking to appoint a highly motivated, committed, and inspiring teacher to join our successful and dynamic Social Science and Enterprise Cluster from **September 2025**.

The successful candidate will:

- Have a good relevant first degree and be QTS qualified by the start date;
- Have the subject knowledge to teach the required subjects at T- Level, BTEC levels 1- 3 and A level;
- Have excellent communication and interpersonal skills, enabling you to collaborate effectively with colleagues, students, and external stakeholders;
- Have a passion for education and a commitment to student success, with a demonstrated track record of fostering a positive and engaging learning environment;
- Understand current curriculum requirements and have the ability to adapt teaching methods to meet the needs of diverse learners;
- Have a strong commitment to professional development, with a willingness to continuously enhance your knowledge and skills;
- Be able to motivate and inspire students;
- Be committed to working successfully as a member of a team;
- Have strong organisational and interpersonal skills.

Burntwood is a popular, highly successful, multi-cultural school. We put equality, safeguarding and inclusion at the heart of our ethos. Burntwood has a strong corporate identity characterised by our firm commitment to the UNICEF Convention on the Rights of the Child.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. The successful applicant will be subject to pre-employment checks including an enhanced DBS check.

If this role is of interest to you, an application pack is available on our website:

<https://www.burntwoodschool.com/staff/current-vacancies/>.

Should you require any other details please contact our HR team at recruitment@burntwoodschool.com

Please apply via TES website [Head of Economics, Business Studies and Business Vocational Subjects, Wandsworth - Tes Jobs](#)

Closing date for applications is **Wednesday 23rd April 2025 at 1pm**.

The interview date is to be confirmed.

If you have not been called for interview by **Friday 25th April 2025**, you should assume that you have not been successful on this occasion.

School Information

About Burntwood – An Academy for Girls

Thank you for your interest in working at Burntwood. We hope that the information provided here and on [our website](#) will help you with your application and give you a flavour of our school.

Burntwood is a highly successful academy for girls, offering comprehensive education for students aged 11 to 19. We are proud to have 1,477 students on roll, including 402 in our mixed Sixth Form. The majority of our students continue their studies with us in the Sixth Form, and the vast majority then progress to university and higher education.

In our most recent OFSTED inspection (February 2025), inspectors noted significant improvements across all areas, stating that “pupils receive an exceptional education” and “staff are proud to work at the school and feel well supported, and say leaders are considerate of their workload.” We were previously graded “Good” in our January 2020 inspection.

We are one of just six secondary schools in London to have been awarded the highest level of the UNICEF Rights Respecting School Award: Gold. In addition, we hold the Artsmark Gold, Sportsmark, as well as the SMSC Quality Mark, the Equalities Mark and the International Schools Award. Burntwood School is also proud to have achieved NACE accreditation, recognising our commitment to providing high-quality provision for more able learners.

At Burntwood, we work in partnership with higher education providers, local schools and other educational organisations, enabling our staff to access a wide range of professional learning opportunities. In recognition of the strength and quality of our professional development programme, we have been awarded the Professional Development Platinum Mark by UCL’s Institute of Education.

Our school community is characterised by a harmonious and inclusive atmosphere. Students get on well together, showing mutual respect and celebrating each other’s diverse backgrounds, talents, and abilities. They also enjoy a wide range of extra-curricular opportunities, including choir, orchestra, drama productions, and sporting activities.

Burntwood was rebuilt in 2015, and the quality of our state-of-the-art learning environment was recognised when the school won the prestigious RIBA Stirling Prize for architecture. Our facilities have continued to be recognised for their excellence, with awards including the Architecture Today Test of Time Award – Education (2023), celebrating buildings that have demonstrated continued excellence and relevance over time. The school has also won other prestigious awards such as the RIBA National Award, the RIBA London Award, the Civic Trust Award, and the Concrete Society Award.

Our outstanding facilities are designed to support the delivery of an excellent education and a broad, balanced curriculum for both our students and the wider community.

As a member of the Burntwood team, you would be joining a dynamic and committed group of professionals dedicated to developing enquiring, informed, and resilient students who are equipped to meet the challenges of a rapidly changing world.

Cluster Information

Social Science and Enterprise

There are currently seven full time members of staff in the Social Science and Enterprise (SSE) Cluster, the majority of whom have experience of teaching vocational courses.

The management structure of the SSE Cluster is: Head of Cluster, Head of Social Sciences and Head of Business and Economics. The Head of Cluster is also the direct line manager for our T Level qualifications.

All members of staff have their own classrooms and access to bookable IT facilities. We have a well-resourced staff room where each member has their own desk, computer and storage facilities and use of a fridge and microwave. The room is an excellent facility as it encourages discussion about student's progress, the curriculum and encourages collaborative planning. The staff room also allows Postholders and more experienced teachers to offer support to new members of the cluster.

As a cluster we are committed to helping students through a range of routes into higher education. We are just as committed to our BTEC and T level students as we are to those who study A Levels.

A Level Curriculum

Economics and Business Studies

In Key Stage 5 we offer A levels in Economics and Business Studies. Both subjects are taught following the Pearson Edexcel syllabus. We have written and continually revise our Schemes of Learning to ensure that they are reflective of, and suitable for, the students we teach. Our aim is to prepare students to apply the concepts and explanations they study to issues in the Economy, the real Business World and contemporary society, resulting in a wider understanding of the world of around them. Students learn to debate, construct a coherent argument and make critical judgements on competing views in both subjects.

Vocational Curriculum

BTEC Business and T Level Business and Administration

We currently offer Level 3 BTEC National in Business Studies with Pearson. Our aim is to equip students with the skills they need at higher education: analysis, research, evaluation and report/essay writing.

This year we have introduced the, City & Guilds, T-level in Management & Administration. The course is designed to prepare students to develop an understanding of a broad range of issues relevant to the sector, including business context, project and change management, business behaviours, quality and compliance, finance, policies and procedures. The placement in the course brings this to life, giving students a chance to practice their skills in a working environment.

We also have a Foundation Level 2 Course, ensuring that all students have access to a supportive and structured learning pathway that meets their individual needs. This year, we introduced the Pearson Edexcel BTEC First Business Level 2 qualification for the first time, expanding our business education offering in future years the course would be changed in a T Level Foundation year course.

The BTEC First Business Level 2 course provides students with a strong foundation in key business principles, including enterprise, finance, marketing, and customer service. Designed to be both engaging and practical, the course allows students to develop essential business skills through real-world scenarios, coursework, and external assessments. This qualification not only prepares students for further study in business at Level 3 but also equips them with transferable skills for employment.

The Head of Economics, Business Studies, and Business Vocational Subjects would also support the successful delivery of this course. This is a fantastic opportunity to be part of an exciting new phase in our business curriculum, helping to shape the learning experiences of our students and prepare them for future success

Person Specification

Head of Economics, Business Studies and Business Vocational Subjects

Full time/Part time: Full Time

Salary Grade: Teachers' Pay Scale (Inner London)

TLR 2.2 Currently £5,641

Reporting to: Head of Cluster

Commencing: September 2025

The person specification below outlines the key knowledge, experience, skills and qualities required for this position. Candidates will be expected to demonstrate knowledge and understanding of each area and to show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context. The selection panel will assess each candidate against the below criteria listed.

	Criteria	Essential	Desirable
1	Good, relevant first degree	X	
2	QTS qualification by the start date	X	
3	Ability to teach Economics, Business Studies and Business Vocational Subjects	X	
4	Ability to teach vocational qualifications at Key Stage 5	X	
5	Enthusiastic subject leader who is well organised, conscientious and flexible	X	
6	Awareness of current developments in Economics, Business Studies and Business Vocational Subjects	X	
7	Ability to work to deadlines	X	
8	Ability to communicate orally with confidence and sensitivity	X	
9	Ability to make use of ICT to support learning in the classroom and beyond	X	
10	Ability to work well with others as part of a team	X	
11	Commitment to equal opportunities	X	
12	Commitment to continuous professional development	X	
13	Strong record of punctuality and attendance	X	
14	Relevant teaching experience in the UK		X
16	Lively, enthusiastic and positive personality		X
17	Willingness to support extra-curricular activities and the wider life of the school		X

Job Description

Head of Economics, Business Studies and Business Vocational Subjects

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Reporting to: Head of Cluster

Commencing: September 2025

The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document.

General Responsibilities

- Leading the development and implementation of the department's curriculum, ensuring it aligns with national guidelines and meets the needs of our diverse student population.
- Experience in managing and motivating teams of teachers.
- Supporting teachers in their professional development, providing subject-specific advice, guidance, and resources to foster effective teaching practices.
- To carry out the general duties and responsibilities of a professional schoolteacher as contained in the annual School Teachers Pay and Conditions Document and Staff Code of Conduct.
- To implement whole school, cluster and year policies.
- To take part in scheduled meetings with colleagues and parents in accordance with the school's published calendar.
- To share in break duties in accordance with published rotas.
- To share cover for absent colleagues in accordance with the school's schedules.
- To participate in whole school, cluster, pastoral and individual arrangements for her/his in-service training and professional development.
- To be a member of a cross-curricular team.
- Use Microsoft Teams in a constructive way as part of your teaching and pastoral roles.

Academic Curriculum (under the guidance of the Head of Cluster)

- To plan and prepare courses and lessons for the classes assigned.
- To teach according to the educational needs of the students assigned to her/him. This includes the setting, marking and assessing of classwork, homework, projects and fieldwork etc. carried out by students.
- To keep records of students' attendance at lessons together with class and homework set and undertaken.
- To review and evaluate programmes of work.
- To maintain good order and behaviour among students to facilitate their learning and safeguard their health and safety both in school and in authorised school activities elsewhere.
- To participate in public and internal examination arrangements, as well as other assessment programmes.
- To communicate with parents with regard to students' progress through writing reports and/or profiles, attending scheduled parents' meetings and, where appropriate, by letter or telephone.
- To be responsible for her/his teaching room(s) with regard to good order, health and safety, appearance and display.
- To share in the cluster's work in curriculum development with regard to courses of study, teaching materials and methodologies used.
- To take part in the cluster's methods of teaching, assessment and profiling records.

- To be responsible for the best use of all resources allocated by the Head of Department and to ensure that there is no wastage.
- To take appropriate responsibility for the supervision and security of rooms and equipment.
- To adhere to all agreed whole school policies e.g. Marking Policy, Homework Policy, SEN Policy, More Able Policy, Child Protection and Safeguarding Policy, Equal Opportunities Policy, GDPR Policy and any other relevant school policies.

Role of Tutor

It is the role of the tutor to:

- have an overview of the academic, personal and social development of all students in his/her tutor group;
- have an awareness of student experience across the curriculum;
- provide structured support and guidance to promote student achievement;
- maintain contact with parents/guardians to ensure that they are informed about their child's progress;
- ensure that all members of the tutor group adhere to the rules and support the ethos of Burntwood School;
- liaise with the YCC with regard to all members of their tutor group;
- be a proactive member of the Key Stage team by exchanging views and ideas and contributing to the ongoing development of the team.

Daily

- complete the registers in accordance with section 6.11 of the staff handbook and ensure it is kept in good order;
- check uniform daily ensuring that each student is in the correct uniform, including coat and jewellery;
- ensure that each student has their diary/organiser;
- go to the Year Office to check pigeonhole for information.

Weekly

- plan and deliver the pastoral curriculum, mark assessments and set cover when necessary;
- monitor student diaries/organisers (in relation to the writing down of homework/parental queries/rewards/sanctions), sign them and refer concerns to the Year Office directly.

Academic Support

All tutors have responsibility for the academic support of students in their tutor groups and this is managed in the following ways:

- Preparing for and completing SAC and report day meetings, enabling students to set targets which support their learning and achievement.
- Reviewing targets in tutorial time.
- Following up purple slips/monitoring sheets with students and liaising with the YCC in relation to student achievement.
- Being aware of the rewards given to students and following Key Stage procedures with regard to recording/recognising such rewards.

Attendance and Punctuality

Tutors have a key role to play in promoting and rewarding good attendance and punctuality and are the first point of contact on these issues. The tutor must make clear the high expectations of both the School and the year group. The tutor should provide positive reinforcement but will also follow up reasons for absence by making contact with families as necessary in line with the School's Attendance and Punctuality Policy.

Discipline

- Ensure that good discipline is maintained at all times in the tutor room.
- Follow up comments in the Daily Diary and purple slips received from cluster areas (this will include discussing the issue raised with the student) and liaise with the YCC over any action that needs taking (this includes truancy) in line with agreed Year Policy.

Parents

Tutors are the first point of contact for the parent/guardian for most enquiries. Tutors must aim to establish an effective working relationship with all parents, thus supporting the three way partnership between school, student and parent. The tutor must ensure that the YCC is involved in any areas of concern as they arise.

Assemblies

Tutors are expected to attend all year and whole school assemblies and to supervise their tutor group en route to and inside the assembly. Bags are not to be taken into whole school assemblies but instead should be locked in the tutor room. A prompt arrival ensures a prompt start to assembly. Tutors are expected to contribute to year assemblies as appropriate.

General

- Form positive relationships, enabling students to view the tutor as a person they can consult with.
- Be sensitive to the problems of all individuals in the tutor group, referring students to their YCC as appropriate.
- Take responsibility for the tutor group noticeboard.
- Be responsible for the election of tutor group representatives.
- Ensure that all students are aware of fire drill procedures.

Safeguarding

- Be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the role within the organisation.
- Be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the role.
- Ensure that the Safeguarding Team, particularly the Designated Safeguarding Lead, is made aware and kept fully informed of any concerns in relation to safeguarding and/or child protection.

Data Protection

When working with computerised systems to be completely aware of responsibilities at all times under the Data Protection Act 2018 for the security, accuracy, and significance of personal data held on such systems. Be mindful of how data is handled and seek consent and guidance from line managers or designated leads before sharing or storing confidential information.

Equal Opportunities

Actively support the School Equality Policies. To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.

Health and Safety

Employees are required to work in compliance with the school's health & safety policies and under the Health & Safety at Work Act, ensuring the safety of all parties they come into contact in premises or sites controlled by the school.

Safer Recruitment

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointment is subject to an enhanced Disclosure and Barring Service (DBS) check and satisfactory references. In line with [Keeping Children Safe in Education \(KCSIE\)](#), the school may consider carrying out an online search as part of due diligence on shortlisted candidates, in order to identify any safeguarding or suitability issues.

Additional Information

The main duties and responsibilities indicated are subject to the general duties and responsibilities contained in the written statement of particulars of employment (the contract of employment). Other duties of an appropriate level and nature may also be required, as directed by the Principal and Head of Cluster. Please note that the post holder may be required to work outside of normal school working hours for school events, meetings and emergencies. The job description may be reviewed annually in the light of those changing requirements and in consultation with the post holder and Principal.

I have carefully read and understand the contents of this job description and person specification. I understand the responsibilities, requirements and duties expected of me (to be signed if appointed).

Print name:

Sign:

Date: