



APPLICATION PACK



Teacher of Economics and Business Studies

Ideally you will be an experienced, talented Economics and Business Studies Teacher with the ability to teach Years 7 to 13. It is essential that the appointed person is an effective team member, who can help to promote Economics and Business Studies by means of academic enrichment, and is willing to seek opportunities to develop teaching and learning within the subject. We would consider applications from Economics and Business Studies post-graduates who have a passion and desire to teach the subject at secondary education level.

DOWNSIDE SCHOOL

Stratton-on-the-Fosse, Radstock, Bath BA3 4RJ

www.downside.co.uk



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 will enable pupils and staff to develop their own identity through experience of a community with Christ at its centre.



THE SCHOOL & BACKGROUND

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 Old House – formerly known as Mount Pleasant – dates from the 18th century; Isabella House was completed in 2007.

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 set in rolling grounds and farmland.

As a national boarding-school, Downside takes pupils from far and wide but the boys and girls come principally from the South of England, London and the Midlands. Our classes contain a maximum of twenty pupils.

The School appointed its first lay Head Master in 2014.

THE FACULTY & DEPARTMENT

Business Studies and Economics is part of the Humanities Faculty, which also includes Geography, History, History of Art and Psychology. In teaching Business Studies and Economics, we aim to provide pupils with a perspective on some of the key issues facing the contemporary world. Business Studies 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 Humanities. The school has two ICT suites within the main body of the school and one of these is specifically for Years 12-13 (Sixth Form).

Examination Results 2018

Economics

33% A*-A 67% A*-B

Business Studies

9% 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 Studies 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 Studies 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. Our latest ISI inspection report states that 'the quality of pupils' achievement and learning is excellent' and 'the quality of teaching is excellent overall'.

JOB DESCRIPTION

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 sufficiently challenging and enable all students to learn at all points in the lesson
- inspire pupils to continue their learning beyond lessons
- 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
- actively seek CPD opportunities

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
- 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

3 Liaison

A teacher is expected to liaise with:

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

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 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)

Responsibilities may be direct, joint or through devolved structures, but always in accordance with whole school policies. These details may be amended at any time by agreement, but in any case will be reviewed through the performance management process.

You will be an excellent Teacher with high **professional standards**, supporting the Benedictine ethos of the school and keeping abreast of national educational initiatives and any future impact on pupils' learning.

The School is committed to **safeguarding** and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Any candidates willing to undertake a pastoral role of responsibility should make this clear in their application. Accommodation may be provided.

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 Economics, Business Studies or an appropriate related discipline from a recognised university	PGCE/GTP/QTS	Application
Experience	Teaching to GCSE/IGCSE and A Level, and/or Pre-U and IB Demonstrable experience of excellent teaching and results	Excellent track record of examination success for sets taught Experience of coordinating educational/field trips Pastoral experience within a similar setting	Application / Interview
Skills	Ability to teach at all levels up to and including university entrance Able to incorporate ICT into lessons Excellent oral and written communication skills Ability to motivate and enthuse pupils, and work collaboratively with colleagues Ability to contribute significantly to the school's co-curricular programme Ability to prioritise and be well organised	ICT proficiency eg interactive lessons, development of resources for a VLE Ability to coach sports and a range of other co-curricular activities eg Duke of Edinburgh, CCF	Application / Interview
Knowledge	Secure subject knowledge Awareness of examination specifications and requirements, and how to use this information to raise academic standards	Application of AfL to the development of teaching and learning Willingness to develop own learning of the subject	Application / Interview

	<p>Awareness of appropriate teaching and learning strategies, and the importance of self-evaluation</p> <p>Awareness of safeguarding and pastoral issues</p> <p>Appreciation of the ethos of a Catholic and Benedictine boarding school</p>		
Personal competencies and qualities	<p>A passion for Economics and Business Studies</p> <p>Commitment to CPD</p> <p>Calmness under pressure</p> <p>Resilience, commitment and confidence</p> <p>Both independent and a team player</p> <p>Flexible and adaptable</p>		Application/ Interview

WORKING LIFE AT DOWNSIDE

We are committed to high academic standards and constant development of the quality of teaching and learning. The Senior Leadership Team has implemented a new School Development Plan, named 'Downside 2020', which is an integrated, coherent educational strategy with key performance indicators and a reporting schedule so that we can track and monitor progress. We have implemented a Quality Assurance cycle, which allows us to monitor the quality of teaching and learning through lesson observations, learning walks, work-scrutiny 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 considered to be a valued member. 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 is a member of the **Canford Group**, which includes most of the main independent schools in the South West, and this is an ideal way to establish links with other schools. 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. The hours are long but this is complemented by extended school holidays, polite and well-educated pupil, and unique surroundings.

It is difficult to quantify the hours which any individual Teacher may devote to their work in order to carry out their professional duties. However, guidance on working hours are; The school timetable includes ten 35 minute periods Monday-Friday, and six 35 minute periods on Saturday followed by matches and activities in the afternoon. Some of these periods include games and activities, tutor periods, and hymn practice. Most of our lessons are double periods (70 minutes). Academic timetable allocation:

Full time Teacher	30 periods
Head of Faculty	26 periods

Department meetings can occur at the discretion of the Head of Faculty.

Pastoral responsibilities; to provide support and guidance for a tutor group (typically 10 pupils), including one period (35 minutes) of SMSC (Spiritual, Moral, Social and Cultural) Development and three tutor sessions, currently 5.00-5.20pm on Monday and Wednesday and 1.30-1.50 on Friday for Years 7 to 11 and 2.00 to 2.35pm on Tuesday and 5.00 to 5.20 pm on Friday for Sixth Form.

SMSC Development has a specific programmes and is treated the same as an academic lesson. Each tutor is assigned to one of the boarding houses and **will be on duty one evening per week (7.30-9.30pm or 7.00 to 9.00pm in the Years 7 to 9 boys' house)** and at weekends on a rota with the other tutors.

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

“Most of the pupils really appreciate what teachers do for them and that makes the long hours and full week which are typical of a boarding school so worth it. And the long holidays are great. I have worked in quite a few schools but nowhere have I felt so quickly ‘at home’ as at Downside.” **D Bryson, Director of Admissions**

“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 this year’s 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

‘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**

Pension: The school is part of the Teacher’s Pension Scheme.

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.

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.

School Fee Remission Scheme: Staff fee remission is granted to permanent employees with a workload of 0.5 FTE or greater.

Cycle Scheme: All staff have access to a cycle to work scheme which enables staff to purchase a bike tax-free through a salary sacrifice arrangement.



YOUR APPLICATION – WHAT HAPPENS NEXT?

Closing date for applications: Tuesday 25th June 2019, by 09.00

Interviews to be carried out: TBC

To apply, please complete an application form which can be downloaded and submitted through an applicant tracking system on our 'Working with us' page.

Please contact us if you require further information after reading the job description and application pack. We can only accept applications made on the Downside School application form. Your letter of application should be addressed to Mr Andrew Hobbs, Head Master.

Please contact the HR email address if you require further information.

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 form provides sufficient information to enable us to follow your complete employment and other history since leaving school.

We look forward to hearing from you.

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 child protection screening, including checks with past employers and the DBS. We are an equal 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

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Registered Charity No: 1158507