

HIGHGATE

Head of Economics

September 2021



A talented, inspiring economist is required to lead the Economics Department in this selective, coeducational London day school. Applicants should be academically well qualified: it is expected that an applicant will have excellent grades in Mathematics at A-level or their equivalent, and have taken an undergraduate and possibly a research degree in Economics or PPE at a university with an outstanding reputation for Economics. An interest in forging intellectual and cross-curricular links with Politics, an independent department, will be a recommendation.

Applicants should demonstrate a profound and continuing academic interest in economics and an enthusiasm for sharing this passion with pupils and colleagues. The successful candidate will have a strong commitment to professional development, an enthusiasm for learning and a willingness to experiment, as well as the ability to reflect deeply on their practice.

The role includes opportunities to contribute to the pastoral and co-curricular life of the school, both of which are valued highly at Highgate. If the successful applicant were an experienced teacher, s/he may also have the opportunity, should s/he wish, to teach part-time at the London Academy of Excellence in Tottenham, for which Highgate is the principal educational sponsor.

For all teachers new to Highgate, regardless of experience, there is a strong and supportive framework of induction to the School.

The Department

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



Progressive in its outlook, the department emphasises the development and sharing of best practice. Peer observation is welcomed and encouraged. The department office, in which every member of the team has their own desk space, is shared with the Politics Department and provides an extremely collaborative and supportive environment, offering plenty of opportunity for spirited discussion and professional dialogue.

Economics is one of the most popular A-Level subjects at Highgate, studied by over 100 pupils in the Sixth Form. There are currently five full-time members of the Economics

Department with several members teaching Politics in addition. The department is extremely well equipped and resourced, with the department office located conveniently close to dedicated classrooms. In addition to the extensive in-house program of professional development, a generous department budget for CPD is used for exam-board training and subject specific conferences.

The Department has a strong reputation for enabling pupils to be involved in economics beyond the classroom. The popular, pupil-led Economics Society meets weekly to hear student talks and host external speakers. Students enter a wide range of competitions, have the opportunity to contribute to the department blog, and can participate in the department Book Club.

The Department follows the Eduqas A-Level specification (Economics A), with all assessment under this new linear specification taking place at the end of the two-year A-level course. The department achieves impressive results in public examinations and supports a good number of Oxbridge applicants each year. The successful applicant would be expected to teach A* calibre pupils and to participate fully in the department's Oxbridge preparation and extension programme.

Whilst Economics at Highgate is not formally taught below the Sixth Form, the Department is keen to provide opportunities for those lower down the school to learn more about the subject. Pupils in Colleagues from the Economics Department speak to pupils in Years 10 and 11 to give them a sense of what the subject involves and to assist them in making their A-level choices. The popular 'Investment Society' gives younger pupils the opportunity to learn about financial markets through trading platforms and to compete in the IFS Student Investor Challenge.

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

Highgate is strongly committed to inclusion and is an equal opportunities employer. We aim to create a welcoming, respectful and safe environment for all members of our community, from every ethnicity, gender, sexual orientation, age, ability/disability, religion and background. We know that more diverse teams are stronger teams, and that the more inclusive we are, the more our staff and pupils will feel a sense of belonging and will thrive. To enable us to make any reasonable adjustments, please let us know when you submit your application whether you have any special requirements.

James Newton, Deputy Head (Academic) (james.newton@highgateschool.org.uk) is happy to answer any questions about this post.

APPLICATION PROCEDURE

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

Closing date: 8am on Friday 22 January 2021 but applications will be considered as they are received.

Job-specific criteria for the post of Head of Economics

(to be read in conjunction with the details of the post and core competencies for a Head of Department)

1 Essential professional criteria

Criteria	How will these be tested or verified?
A very good honours degree in Economics or a joint degree including Economics and excellent subject knowledge	Original degree certificate(s) Questions about subject specialisation (and course content for more recent graduates) Opportunities at interview to discuss techniques for teaching set topics
Experience of teaching A level Economics successfully, as an employed teacher, and an understanding of effective assessment	A 50-minute lesson to be taught to one of the current post-holder's classes Opportunity to comment on and grade pupils' written work
Excellent communication skills	Two panel interviews; lesson (as above)
The ability to plan and implement an intellectually demanding and attractive Economics curriculum, and to lead and develop excellent teaching to deliver this.	Opportunities at interview to recount experiences where these skills have been demonstrated
A clear vision of how Economics can and should be taught	Questions about Economics teaching at interview
The ability to lead, and to manage, a department dynamically, efficiently and harmoniously.	Opportunities at interview to recount experiences where these skills have been demonstrated
The ability to adapt quickly to a new environment, establish good relations with pupils and gain their confidence, and to inspire scholarly attitudes in them.	Opportunities at interview to recount experiences where these skills have been demonstrated Questions which referees will be asked as part of the confidential reference request
Sympathy with, and knowledge of, fundamental British values	Questions at interview to test this
Awareness and understanding of safeguarding and welfare of children	Questions at interview to test attitudes towards and knowledge of children's safeguarding and welfare Questions which referees will be asked as part of the confidential reference request

2 Desirable professional criteria

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

3. HIGHGATE: CORE MANAGEMENT AND LEADERSHIP COMPETENCIES (Head of Department)

ADMINISTRATION AND ORGANISATION	TECHNICAL EXPERTISE	LEADING PEOPLE	COMMUNICATION & COLLABORATION	IMPLEMENTATION
<p>Efficiency</p> <p>Personal time-management</p> <p>Time-keeping (deadlines)</p> <p>Planning ahead</p> <p>Budgetary skills</p> <p>Organisational skills</p> <p>Effective delegation</p> <p>Fair delegation</p> <p>Preparing for meetings and taking minutes</p> <p>Running meetings effectively to include all colleagues</p>	<p>Profound and continuing interest in the subjects taught in the department</p> <p>High-order, good-quality subject knowledge</p> <p>Outstanding teaching</p> <p>Informed and critical knowledge of trends in the subject</p> <p>Identifying strengths and weaknesses in curriculum</p> <p>Identifying strengths and weaknesses in teaching</p> <p>Identifying strengths and weaknesses in attainment</p> <p>Agility of mind to allow flexibility in lessons to suit different pupils' needs</p> <p>Clarity of expression</p>	<p>Strategic thinking</p> <p>Formulating and communicating a clear and coherent vision which commands respect</p> <p>Setting an example, e.g. high personal standards of preparation and marking</p> <p>Motivating colleagues</p> <p>Empowering others</p> <p>Developing others</p> <p>Building morale</p> <p>Initiative</p> <p>Flexibility</p> <p>Discretion</p>	<p>Interpersonal skills, including warmth, even-handedness and sensitivity</p> <p>Interpersonal awareness, e.g. understanding of and empathy with others' feelings, motives and feelings; the ability to see things from other people's perspective</p> <p>Judgement: the ability to make reasoned, reasonable and balanced decisions</p> <p>Ability to create effective rapport and harmonious relationships with staff, parents and pupils</p> <p>Ability to de-fuse difficult situations, e.g. careful listening, sensitive use of humour, praise and recognition</p> <p>Retention of a sense of perspective and a sense of humour</p> <p>Ability to work with individuals collaboratively, drawing out their strengths and building trust</p> <p>Managing conflict</p>	<p>Explaining issues and decisions clearly and evenly</p> <p>Presenting information clearly to individuals</p> <p>Presenting information clearly to the department</p> <p>Explaining ideas and plans on paper clearly</p> <p>Ability to address issues of under-performance, including clarity, discretion and use of examples</p> <p>Clarity and reliability of information and analysis for Senior Leaders</p> <p>Ability to turn ideas into plans and action</p> <p>Ability to give advice supportively and effectively</p>

3 Person specification for teaching posts at Highgate

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

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

AS Pettitt
Head