



# The Gryphon School

## HEAD OF ECONOMICS SEPTEMBER 2019

The Gryphon School  
Bristol Road, Sherborne, Dorset  
DT9 4EQ



**Year 12 Economics and Business Students**



# The Gryphon School

## RECRUITMENT INFORMATION PACK

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We are seeking to appoint an ambitious, creative and inspiring Head of Department with energy, enthusiasm and a love of Economics.

The successful candidate will:

- Have a passion for all aspects of economics
- have excellent communication skills and have the ability to embrace and contribute to the vision of the Department and school
- be able to build relationships quickly
- show respect to others and be able to embrace the ethos and values of the School
- be positive, optimistic, caring, kind and approachable
- be willing to be immersed in the life of a busy and successful school
- have the ability to support, challenge and inspire our students, encouraging them to achieve the best they can through the promotion of outstanding teaching and learning

The Gryphon is a wonderful place to work and has a special atmosphere and feel. It became an academy in August 2012 to sustain the quality of our outstanding provision and is a founder member of the Sherborne Area Schools' Trust (SAST) a multi-academy trust established in June 2017. Since September 2017 we have been designated as a teaching school and are very excited about the opportunities that this new status will bring. In a recent national publication, The Real Schools Guide, The Gryphon was rated as one of only two schools in Dorset as 5 star; based on attainment, teaching, attendance and outcomes. The Good Schools Guide concludes that we are a 'Super much sought-after school at the very centre of its community taking on the Sherborne independents. Truly a model of comprehensive education at its best – a place for all comers, which children and parents set their heart on, so it bulges at the seams'.

We are an outward looking school with excellent community links as well as strong relationships with other good and outstanding schools across the South West and nationally.

We are a comprehensive school serving a diverse community. Our high quality support staff make a real difference to our students. Teaching is often outstanding, and consistently at least good across all subjects and key stages. Teachers are provided with the resources to make lessons stimulating and practical and have excellent subject knowledge. They make sure students are very clear about what is demanded of them and how to improve. The School's very positive entry in the Good School Guide describes pastoral care and discipline as 'exceptional'. Students are reflective, behave with great courtesy, and are heavily involved in working with staff to improve the school and the welfare of others.

Our 2018 GCSE results were, once again, excellent against a national backdrop of tougher exams and significantly lower pass rates in many subjects. The percentage of exams awarded level 7 or above (equivalent to an A or above in previous years) has risen to over 25% against a national average of 21%, and the proportion of grades at level 4 and above is now 79% against a national average of 69.2%.

Additionally our A level results were excellent with 32% A\*-A, smashing the national average of 26.4%. The top A\* grades also outperformed the national average with The Gryphon achieving 9.4% compared to 8% nationally. 53 students received at least one A\* or A, with 4 students receiving 4A\*, 6 more receiving all A's, 6 achieving at least 2 A\*, and another 7 receiving all A\* or A's.

In November 2016 our inspection as a Church School (SIAMS) judged us to be Outstanding. Our most recent Ofsted visit, in November 2017, was very positive and confirmed our status as a "good school" and we enclose a copy of their letter to me outlining our many strengths. Our focus for this year, which reflects our Church School status, is that we should be a "10:10" school; where students and staff experience life in all of its fullness. So for



us education is more than just exam results – we place great value on the personal development of each student. We aim for them to leave school as well-rounded young people with a strong sense of what is socially, morally and culturally acceptable, and to feel that they have a contribution to make to the wider community. Digital learning is important at The Gryphon School including the use of mobile technology; we want our young people to use technology responsibly and to enhance their learning.

In summary, we are a true team with a great sense of pride in what we collectively achieve and we embrace the challenge for achievement to be even higher. Our special culture and ethos focuses on enabling students to be the best that they can, both personally and academically, supported by the tremendous work and care of all our staff. We continue to strive to be outstanding in all aspects of school life.

We are looking for someone with high expectations, a love of their subject, the ability to inspire and also laugh whilst enjoying the challenges of this role. You need to be a team player with the inner determination to develop continually, picking up the best ideas from around the world in education. In return, you will join a Department that is full of activity, rewarding and friendly. We have a great record for supporting and developing all of our staff through our own training and links with NCSL providers.

You are very welcome to visit us in advance of an application or to contact us to find out more.

Very best wishes,

*N J Edwards*

Nicki Edwards  
Headteacher





# The Gryphon School

## Extra-curricular at the Gryphon school





## THE APPLICATION PROCESS

We look forward to receiving your application by **9.00am on Thursday 21<sup>st</sup> March 2019**. The interviews will take place on Friday 29 March 2019. You are asked to provide the following:

- A completed Gryphon application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Completed applications should be returned either by post, marked 'Confidential' to Rachel Dean, Leadership Support Manager, The Gryphon School, Bristol Road, Sherborne, Dorset DT9 4EQ or by email to her at: [Gryphon.HR@gryphon.dorset.sch.uk](mailto:Gryphon.HR@gryphon.dorset.sch.uk)

Should you wish to arrange a visit to view the School, please do not hesitate to contact Rachel who will also be happy to arrange this.

The Gryphon School, part of the Sherborne Area Schools Trust, has an absolute commitment to safeguarding and promoting the welfare of children. The School follows the national and Dorset policies and procedures for child protection and security and the interview will include questions about safeguarding children. Current and/or previous employers will be contacted through references as part of the verification process pre-appointment checks if the applicant is short listed. The successful applicant will be required to undertake an enhanced disclosure check with the Disclosure and Barring Service.

The Gryphon School, part of the Sherborne Area Schools Trust, is committed to equal opportunities and positively encourages applications from all sections of the community.







# The Gryphon School

March 2018

## HEAD OF ECONOMICS

The advertised position represents an excellent opportunity in terms of leading Economics and working with the Business department. The department has huge student uptake for both Economics and Businesses courses – no other school in Dorset can match the numbers and quality of students, outstanding staff and a well-deserved local reputation with nearby schools and businesses. Nevertheless there is undoubtedly room to further develop and improve what we do.

The Economics department within school is intertwined with the Business department. The staff who will be on the roster next year are outlined below and the new appointee will be added to this list.

	<p><b>Tom Crassweller</b> is Head of Business and has been at the Gryphon since 2008. Tom's degree was in Business at Exeter University and his teaching specialisms are Business Studies and our new course of Enterprise and Entrepreneurship. Tom has also taught Economics successfully in the past but would be very happy to pass leadership of this area to a specialist economist.</p>
	<p><b>Stuart Lawson</b> has been at the Gryphon since 2001 and is an Assistant head responsible for managing the academic performance of the school. Stuart's degree is in Economics and Statistics from Bristol University and he specialises in teaching Economics. However, due to his senior management responsibilities, Stuart now only teaches 5 hours a week of Economics.</p>
	<p><b>Sophie Watson</b> is currently in her NQT year after studying History at Plymouth University. Sophie's teaching specialisms embrace History as well as the Business and Enterprise areas.</p>
<p><b>No picture as of yet!</b></p>	<p><b>School Direct Trainee</b> the Gryphon is a teaching school and, as such, will have Ellie – who is currently in the last year of her Business degree - training as a Business teacher with us next year.</p>

## **The courses in the department**

For September the department will have 2 sets of Economics GCSE (AQA) and 4 sets of Business Studies GCSE (EdExcel) in Year 11. The Year 9 into 10 Option process is currently being completed but it is envisaged that the same pattern of 2 sets of Economics and 4 sets of Business Studies (EdExcel) will once again emerge. In total there are 16 lessons of Economics and 32 lessons of Business per fortnight at GCSE.

The department also has an extensive programme of 6th form courses. We have a set of Economics level in each of Year 12 and 13. There will be two courses of AQA Business Studies A-level in each of Year 12 and 13 next year. Year 12 BTEC Enterprise and entrepreneurship will run as the long-term replacement for the Year 13 BTEC in Travel and Tourism. In total this means we have 72 lessons of Business and Economics courses in the sixth form – 18 of Economics, 36 of Business and 18 of BTECs.

In total the size of the department is around 120 fortnightly lessons which equates to about three full-time teachers. However, because Sophie is also a teacher of History and Stuart doesn't teach very much because of his senior management responsibilities, we need a minimum of two additional Business and Economics staff. One of these posts will be filled by Tom as Head of Department and the other one is the position we are seeking to recruit for. If someone confident in teaching Economics were appointed to the post it is likely that their timetable would include 24 lessons of Economics per fortnight with the remainder consisting of GCSE and A-level Business. Heads of Department typically teach 38 or 40 lessons a fortnight.



**The current Year 12 Economics class**



## Courses

### Economics A-level

We currently offer the AQA Economics A-level:

<http://www.aqa.org.uk/subjects/economics/as-and-a-level/economics-7135-7136>

The course is being run as a linear A-level with students sitting 3 exams at the end of Y13. This course is again well-resourced and well-organised which has resulted in results in Economics being consistently outstanding as indicated by the ALPS data below. In one of the years shown every students got an A\* or A save for one who achieved a B grade. The 2017/18 data was not updated to reflect appeals and so a comparable ALPs figure is not available. However, the government new preferred format - namely the Secondary Inspection Data Summary Report – again showed that value added in Economics at the school was positive. Two former students started an economics degree at Cambridge University in September 2018 and we are confident that will achieve more Oxbridge places in the years to come.

Subject	2013/14 <sup>+</sup>			2014/15 <sup>+</sup>			2015/16 <sup>+</sup>			2016/17 <sup>+</sup>		
	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade
A - Economics	14	1.08	2	14	1.16	1	15	1.20	1	15	1.12	2



**The current year 12 Economics group – the appointee would teach them in year 13!**

## **Business Studies A-level**

The course currently followed is the AQA Business Studies A-level (7131 and 7132).

<https://www.aqa.org.uk/subjects/business/as-and-a-level>

This course is in Year 13 for the current cohort and so our first set of results will be in summer 2019. Prior to running this course we ran AGQ Business and AVCE Business; the results here were ridiculously good with 16 students achieving an A\* in one year.



**A mix of Year 12 Business and Economics students**

## **BTEC Enterprise and Entrepreneurship**

We are introducing this course – which is essentially “Business” with a more engaging strapline – to replace our current BTEC in Travel and Tourism. The latter course, for which all the lessons and assignment are already written, has achieved excellent results but no longer counts in the school performance tables. The new BTEC in Enterprise and Entrepreneurship already has a healthy cohort of students signed up for next year.

<https://qualifications.pearson.com/en/qualifications/btec-nationals/enterprise-2016.html>

## **GCSE Economics**

We deliver the AQA GCSE in Economics as below. This course is typically chosen by some of our most able students and marking the year 11 mock exams this week and shown that some students are achieving to a very high standard (see exemplar answer on the next two pages).

<http://www.aqa.org.uk/subjects/economics/gcse/economics-8136>

## **GCSE Business**

We do Edexcel’s new linear GCSE in Business:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>.

This is again a very popular course as we have been following EdExcel specifications in Business for over a decade.





2 1

Figure 5

In the UK since 1990, GDP has grown on average between 2 – 2.5% each year. One measure of how well individuals are doing in the economy is the Human Development Index. This is an index of a country's GDP per capita, life expectancy and education standards, with an index of 1 being the best in the world. The table below shows figures for the UK from 1990 to 2010.

UK Human Development Index 1990-2010

Year	Index
1990	0.77
2000	0.87
2010	0.91

The average life expectancy for people in the UK has risen from 75.9 years in 1990 to 81.3 years in 2013. However, this differs between regions. South East England has the best life expectancy in the UK at 82.4 years, while Scotland has the lowest at 79.1 years.

→ inequality.

Economic growth often leads to more opportunities for investment. Towns and cities grow, attracting more residents from within the UK and from abroad. Factories have the investment required to increase production. However, most of these developments have resulted in negative externalities.

2 1 . 1

Using Figure 5, assess whether the impact of UK economic growth is always positive for individuals in the UK.

[9 marks]

UK economic growth can prove to be positive for individuals in the UK. A <sup>growth</sup> in GDP at a rate of 2-2.5% has meant that GDP per capita has steadily increased in the UK, such that consumers have greater disposable income and are able to afford more goods and services, therefore individuals have experienced an increase in material living standards. Individuals have also clearly experienced an increase in quality of life, since the increased incomes have led to higher tax revenues for the government, which has been used to improve healthcare and education standards, such that people in the UK now has a high life expectancy, and people are wealthier and able to find jobs with more skills etc, increasing employment and therefore standard of living and quality of life.

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# fabulous!

13

The ~~economic~~ economic growth has also led to more investment opportunities taking place in town towns, cities and factories, which has also provided sources of employment and higher wages for individuals, improving quality of life and standard of living.

However, the economic growth has also meant that consumer spending within the UK is rising and as consumption and aggregate demand surges, aggregate supply and output of goods and services from firms may be struggling to keep up. This can mean that, if aggregate demand exceeds the aggregate supply, the upward force on price can lead to high, unexpected rates of demand-pull inflation, which can cause consumers to lose confidence in the economy and cause firms to have rising (menu) costs, damaging economic activity.

Increased industrial activity from factories can lead to increased air pollution due to emissions, which can cause or worsen respiratory problems in individuals and hinder their quality of life.

Extra space There could be increased congestion arising out of increased economic and industrial activities ~~that~~ being concentrated in towns and cities, hindering quality of life as it disrupts economic activity. Economic growth can also cause inequalities between regions in which economic growth is concentrated such e.g. south east England, and other areas, e.g. Scotland.

Overall, there are many benefits of economic growth for individuals, such as higher incomes and material standards of living and improved quality of life, however the congestion and pollution arising from such activity can delay and hinder economic activity and ruin quality of life.

Turn over for Section B

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Turn over ▶

9

## Resources

The Department currently has 3 dedicated classrooms as well as a Department office. This accommodation has recently been refurbished. All of the teaching rooms are equipped with interactive whiteboards and one with 32 computer workstations.



The teaching room the candidate will most likely have is shown below.



We hope that the information here encourages you to apply. If you have any remaining questions please do not hesitate to phone or to bring them to interview.

The Gryphon School has an absolute commitment to safeguarding and promoting the welfare of children. The School follows the national and Dorset policies and procedures for child protection and security and the interview will include questions about safeguarding children. Current and/or previous employers will be contacted through references as part of the verification process pre-appointment checks if the applicant is short listed. The successful applicant will be required to undertake an enhanced Disclosure and Barring Service check via the DBS.

**If you would like to discuss the post further or would like to arrange a visit, please do not hesitate to contact Stuart Lawson on 01935 813 122 or [stuart.lawson@gryphon.dorset.sch.uk](mailto:stuart.lawson@gryphon.dorset.sch.uk).**



# **The Gryphon School Person Specification**

## **Head of Economics**

### **Inter-personal attributes**

- Able to build relationships quickly, with humility and empathy, whilst showing respect to others - students, parents and colleagues - to get the best out of them
- Positive, optimistic, caring, kind and approachable
- Willing to be immersed in the life of a busy and successful school

### **Communication and Interaction**

- Communicate clearly and accurately both orally and in writing
- Able to listen and respond appropriately
- Flexible to adapt your style in different situations
- Strong and confident ICT skills for teaching and management
- Contribute as a great team player

### **Planning and Organising**

- Manage daily responsibilities and priorities
- Work efficiently and effectively to meet deadlines and deliver successfully
- Design, produce and share high quality learning schemes and resources

### **Knowledge**

- Good honours degree and/or relevant high level expertise
- A real interest in educational issues, approaches and alternatives from around the world
- Strongly support the ethos and culture of the school

### **Leadership Skills**

- Proactive and confident, yet humble and considered
- You can inspire and motivate others
- Make informed decisions on a daily basis
- Ensure high professional standards including student progress of all groups of students

### **Problem Solving**

- Enjoy facing new challenges
- Find, propose and lead solutions
- Use resources, intellect, creativity and innovation to be successful

### **Resilience**

- Hungry for a challenge
- Have patience and endless energy to persevere through the challenging moments
- Tenacious and versatile
- Maintain a positive mind-set

### **Self-evaluation**

- You are aware of strengths and weaknesses
- Strong desire to learn from others so that you can be even better
- Able to share and support others

We are interested in all these attributes for colleagues joining the Gryphon family but appreciate that some will be areas that you have a desire to develop and grow with our support once you are here. A sense of realism and humour are really important.



# The Gryphon School

## **The Gryphon School – Support for Staff – What we provide.....**

### **High Quality Professional Development**

- INSET Programme with national speakers e.g. Sir John Jones, Simon Mayo
- Time is provided for learning and development in everyone's staffing allocation
- Middle leader training programme
- New staff induction programme
- 2<sup>nd</sup> year teacher programme
- Opportunities for sharing of best practice and expertise
- Encouragement of individual action research through appraisal
- Opportunities to mentor student teachers on ITT, Schools Direct, volunteers and other routes

### **Support for Teaching**

- Investment in resources, facilities and the environment
- Outstanding ICT infrastructure including Wi-Fi, resources
- Strong departmental support structure
- Free iPad for all teachers
- Timetabling ensures specialist teach in their subject areas and there are rarely any split classes
- Designated support for reprographics, trip management, student behavioural support, SEND needs etc.
- Dedicated team of school cover supervisors

### **Links with other schools**

The Gryphon is outward looking and leads members of various school development groups. This facilitates visits, exchanges, subject sharing, leadership support and enhanced student opportunities.

- Jubilee Group – eight schools across the SW from Devon to Wiltshire and Gloucestershire
- South West Academies Group – nine academy schools across Devon, Somerset and BANES
- North Dorset – five secondary schools, a Special school and a PRU
- Sherborne Schools Partnership of nine feeder primary schools with whom we have excellent cross-phase academic collaboration Y6-8 curriculum and transition.
- Since 2014-15 we have been part of the national PiXL group
- Member of the Jurassic Coast Teaching School Alliance

### **Health and well-being**

- Access to The Gryphon Sports Centre including brand new fitness suite
- Our own specialist HR Manager and team
- Membership of Carefirst providing free welfare counselling, free Occupational Health consultations
- Free Mindfulness sessions, aimed at improving mental wellbeing by enhancing good feelings about life and oneself
- Support from the School Chaplain

## Supporting families

- The Little Gryphons Nursery on site
- Supportive to colleagues for time off during periods of family illness/crisis
- Supportive of requests where possible to attend graduations, family weddings, special family events, house moves

## Practicalities – little extra touches

- Generous allocation and pattern of INSET Days to support staff learning and development and wellbeing
- Quality free seated lunch provided on INSET Days
- Generous business travel allowance
- Free on-site parking

## Strong Staff Community

- Very active, vibrant, Staff Social Committee who arrange an array of social events and activities across the year
- Large main staff room – and we hold weekly whole staff briefings
- Successful and very competitive staff sports teams playing other schools
- Staff voice events
- Amazing involvement in charity events, national days, productions, teams, public speaking, Duke of Edinburgh etc.







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## **HEAD OF ECONOMICS**

**Start Date: 1 September 2019**

**Closing Date: 9.00am on Thursday 21 March 2019**

**Interviews: Friday 29<sup>th</sup> March 2019 Salary: Teachers' Pay Scales plus TLR (negotiable)**

**Contract: Permanent basis: Full-time**

**Contact Details: School Office on 01935 813122, website on [www.gryphon.dorset.sch.uk](http://www.gryphon.dorset.sch.uk) or e-mail [Gryphon.HR@gryphon.dorset.sch.uk](mailto:Gryphon.HR@gryphon.dorset.sch.uk)**

We are seeking to appoint an ambitious, creative and inspiring Head of Department with energy, enthusiasm and a love of Economics. The successful candidate will teach courses such as Economics A-level (AQA) and Economics GCSE (AQA) and contribute to some of A-level Business (AQA), GCSE Business (Edexcel) and BTEC Enterprise and Entrepreneurship.

The post holder will:

- Have a passion for all aspects of Economics
- Have excellent communication skills and the ability to lead and promote high quality teaching and learning
- Have the ability to formulate the vision of the Department and school
- Be able to build relationships quickly
- Have a positive approach
- Have a real interest in educational issues, approaches and alternatives from around the world
- Be proactive and confident
- Use resources, intellect, creativity and innovation to be successful
- Have the ability to support, challenge and inspire our students, encouraging them to achieve the best they can through the promotion of outstanding teaching and learning
- Have the ability to be a team player who will go the extra mile to support students and who will enjoy the opportunities of this role

Results in the Economics department are outstanding and many students progress to Oxbridge or Russell Group universities.

The Gryphon is a wonderful place to work and has a special atmosphere and feel. It became an academy in August 2012 to sustain the quality of our outstanding provision. You will find Sherborne to be a centre for educational excellence as well as a beautiful rural country town. We are an outward looking school with excellent community links as well as strong relationships with other good and outstanding schools across the South West and England.

Teaching is often outstanding. Teachers make lessons stimulating and practical. They have excellent subject knowledge. The Good Schools Guide described pastoral care and discipline as 'exceptional'. Students are reflective, behave with great courtesy, and are heavily involved in working with staff to improve the school and the welfare of others. We are a comprehensive school serving a diverse community. The high quality support staff make a real difference.

Our special culture and ethos focuses on high achievement both personally and academically which comes from the tremendous work of all our staff and the great achievements of our students.