



## 0.4 FTE Teacher of Business Studies

Queen Victoria School  
Perth Road, Dunblane, FK15 0JY

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## Foreword from the Head, Donald Shaw

Working at Queen Victoria School is a truly unique experience. Staff take great pride in their work here and relish the opportunity of being fully involved in both the academic and pastoral life of our wonderful school. We have a very healthy teacher-pupil ratio and classes are typically much smaller than those in the state system. Although we have a long school day (from 08:50 until 16:25), students benefit from studying a wide range of academic subjects and Piping, Drumming, Dancing, Drill and Games. We hold to our strong ceremonial traditions and our strong links with the military community and have regular parades throughout the year, culminating in Grand Day, our final day of the summer term, which is a wonderful spectacle to be involved in.

## Queen Victoria School: School Profile

Founded in 1908, Queen Victoria School in Dunblane is fully-funded for tuition and boarding by the Ministry of Defence to provide stability and continuity of education, within the Scottish system, for the children of UK Armed Forces personnel. Service personnel who are Scottish, or who have served in Scotland, or who have been part of a Scottish regiment are given priority. Fully boarding, co-educational and tri-service (for Army, Navy and RAF children), the School takes around 270 pupils from the ages of 10/11 up to 18.

### **Vision Statement:**

We aim to provide a unique, thriving boarding and educational community in which all pupils and staff work to support and respect one another in realising their full potential.

### **Statement of purpose:**

We exist to provide a caring but stretching learning environment, valued by the military families whom we serve. We embody and promote values of honesty, integrity, compassion and empathy. Queen Victoria School has a long tradition of ceremonial excellence; we take pride in this and all that our School has to offer.

# Person Specification: Teacher

Subject/Stage: Business Studies

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<b>Reference Number</b>	75885
<b>Spine Point</b>	Equivalent to SNCT Main Grade Scale
<b>Working Pattern</b>	0.4FTE
<b>Status</b>	Fixed Term
<b>Location</b>	Queen Victoria School
<b>Closing Date</b>	As Advert
<b>Interview Date</b>	To Be Confirmed

## Duties and Responsibilities of Teachers

The duties of all teachers include the following:

1. Teaching assigned classes including the supervision of classes for absence cover.
2. Preparation of lessons and contribution to the development of courses as specified by the Principal Teacher or Line Manager as appropriate.
3. Assisting in the development of the school curriculum and all national initiatives.
4. Assessment, recording and reporting on the work of pupils and attending parent/teacher meetings as required by the School.
5. Presentation of pupils for internal and national examinations.
6. Undertaking appropriate CLPL including school in-service days subject to the policies of the School.
7. Contributing to the professional development of colleagues, including student teachers.
8. Participation in the administration and organisation of the School, in accordance with school policies.
9. Maintenance of good order and discipline among pupils with due regard to their health and wellbeing.
10. Advising and guiding pupils on Personal, Social and Health Education matters when appropriate.

11. Regular attendance at school's morning assembly is desirable. It is also desirable that all teachers attend Parade Sundays (6 times per year).
12. Providing support for pupils at events such as sports days, concerts, stage productions, displays etc.
13. Teachers must take reasonable care of their own safety and that of their colleagues and any persons who may be affected by their acts or omissions at work. They are required to co-operate with their employer, as necessary, to enable any duty or requirement imposed on their employer by, or under, any of the relevant statutory provisions to be performed or complied with
14. Teachers are personally responsible for equal opportunities awareness and ensuring that they are aware of, and carry out, the provisions contained in the MoD equal opportunities policy.
15. To be responsible for safeguarding and promoting the welfare of children and/or vulnerable adults.

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## ESSENTIAL

## DESIRABLE

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### Qualifications

**GTCS Standard for Full Registration (or eligible to become so).**

**Qualified to teach Business Studies at all SQA stages.**

Additional qualifications or professional recognition.

### Leading Learning

**Knowledge of and experience in applying Curriculum for Excellence principles and purposes.**

**Ability to plan effectively across the curriculum using experiences and outcomes from the Curriculum for Excellence.**

**Ability to provide a broad, rich and relevant curriculum including interdisciplinary learning.**

**Ability to motivate and engage children through stimulating and active learning approaches.**

**Demonstrates sound organisational skills and effective classroom management to support learning.**

**Demonstrates an understanding of assessment principles and how these have been implemented in their classroom.**

**Ability to employ information and communication technology to support and enhance learning and teaching.**

Has experience of moderation and sharing the standard.

Experience of leading innovative practices in their classroom and/or the whole school.

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## ESSENTIAL

## DESIRABLE

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### Raising Attainment and Achievement

**Demonstrates commitment to raising expectations for children in their attainment and achievement particularly literacy and numeracy.**

**Demonstrates commitment to training and development.**

**Has current knowledge of national curriculum developments and can demonstrate successful application in their classroom practice.**

**Demonstrates critical reflection and evaluation of their own practice.**

Has significantly influenced whole school developments that resulted in improved outcomes for learners.

Actively involved in promoting school priorities and developing the full potential of children, staff and parents.

Able to evidence commitment to continuous change.

### Supporting Learners

**Demonstrates a knowledge and commitment to effective practices to include children and keep them safe.**

**Can demonstrate a range of effective strategies to promote positive behaviour.**

**Ability to plan appropriately to meet the needs of all learners.**

Demonstrates experience of supporting children/young people with additional support needs.

Has experience of working with a variety of partners to support pupil learning.

Has contributed effectively to support planning for young people with additional support plans.

Has good working knowledge of Staged Intervention procedures.

### Working Together

**Ability to communicate effectively with children and colleagues and contribute to a positive school ethos.**

**Demonstrates engagement in a range of areas of school life.**

Has experience of collegiate working in a school initiative.

A good knowledge and experience of Boarding School life and/or the Combined Cadet Force.

Demonstrates an ability to seek, initiate and maintain links with the local and wider community.

Ability to work with pupils, parents/carers, outside agencies and the wider community to improve outcomes for learners.