



**KING HENRY
SCHOOL**



Business Studies Teacher Candidate Brochure



KING HENRY SCHOOL

Contents

Welcome from CEO/Executive Head	Page 3
Core Values	Page 4
Job Specification	Page 5 - 8
Person Specification	Page 9
Application Process	Page 10





KING HENRY SCHOOL

Welcome from CEO/Executive Headteacher

It gives me great pleasure to welcome you to King Henry School, a new co-educational secondary school with a bright and ambitious future.

The school has been formed as the non-selective sister school to Townley Grammar School. As such it shares the aspirations and Grammar School ethos within a fully inclusive environment. It is my sincere belief that the values and high aspirations at the heart of great Grammar schools can apply equally to schools that do not select on ability. Such a belief lies at the heart of this endeavour and has shaped the work between these two schools.

We are at the beginning of this journey but we aim to make rapid progress in order to establish a truly remarkable school. I know this because in 30 years of education and leadership within a range of schools I have learned what makes schools great.

It is first and foremost strong leadership, at Governance and Strategic leadership levels. That is why King Henry has a completely new governing body comprised of experts in the fields of education and social care. It is why I have personally taken the reigns of the school while we establish expectations and support and develop a reformed Strategic Leadership Team. That leadership needs to be inspiring and passionate about the importance of education.

It is secondly about values that are embedded in the very fibre of the school. That is why the highly successful behaviour management processes at Townley Grammar have been adopted by King Henry School and form the basis for a new approach to the management of behaviour. That approach rests upon an expectation of high standards but more importantly the understanding that we have a duty to teach young people to manage their own behaviour, to make the right choices.

It is also about the culture and ethos of the school. At King Henry traditional values of politeness, courtesy and respect are paramount. Coupled with compassion for others and personal courage they form the bedrock of establishing a culture in which all members of the community can grow.

There are no great schools without great teaching and so the recruitment and training of highly skilled and expert teachers is a fundamental focus of the school. We have already recruited an impressive body of teachers and as part of the Trust all teaching staff regularly receive high quality training from accomplished and experienced colleagues.

Qualifications, while important are the consequence of learning, not the aim. We want our students to develop a rich body of knowledge, a wide vocabulary, the ability to question the world around them and the skills to form their own ideas and views. They must develop the character and passion to continue to learn and question long after they leave school and the confidence to lead happy and successful lives.

I am excited about their futures and the future of King Henry School and I look forward to taking that journey together.

Desmond Deehan
CEO/Executive Headteacher



KING HENRY
SCHOOL

CORE VALUES



KING HENRY
SCHOOL

Politeness

Behaviour that is respectful and considerate of other people.

Respect

Due regard for the feelings, wishes, or rights of others.

Kindness

The quality of being friendly, generous, and considerate.

Courage

The ability to do something that frightens one; bravery.

Ambition

*A strong desire to do or achieve something.
Desire and determination to achieve success.*

Resilience

The capacity to recover quickly from difficulties; toughness.

*Having the wisdom to
make the right choices*



KING HENRY SCHOOL

Job Description

Post	Business Studies Teacher
Salary	Outer London Spine
<p>The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.</p> <p>This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.</p>	
General Description of the Post <p>To carry out the following professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.</p>	

Standards and Achievement

Assessment and Target Setting
<ul style="list-style-type: none">• Setting clear and challenging targets for each pupil that build on prior attainment• Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching• Mark and monitor pupils' work and set targets for progress• Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving• Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for their subjects/curriculum areas, including those related to public examinations and qualifications• Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs• Use an appropriate range of approaches to assessment, including the importance of formative assessment.• Use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.• Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.• Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.• Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for



KING HENRY SCHOOL

Professional Standards

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.
- Take responsibility for their own professional development and engage with the Performance Management process.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.
- Establish effective working relationships and set a good example through presentation and personal and professional conduct
- Evaluate their performance and be committed to improving their practice through appropriate professional

Teaching and Learning

Planning

Identifying clear teaching objectives and specifying how they will be taught and assessed

Plan and teach challenging , well organised lessons and sequences of lessons that:

- are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
- use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively; and
- take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions.
- Plan, set and assess coursework for examinations, homework and other out-of-class assignments to sustain learners' progress and to extend and consolidate their learning.
- Identify and provide opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context



KING HENRY SCHOOL

Teaching

- Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross-curricular learning, recent relevant developments, and related pedagogy.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment
- Be flexible, creative and adept at designing and refining approaches to teaching that are effective and consistently well-matched to learning objectives
- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners achieve their potential.
- Identify SEN or very able pupils

Learning

- Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people. Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school



KING HENRY SCHOOL

Teamwork and Communication

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them
- Promote collaboration and work effectively as a team member
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback
- Communicate effectively with learners and colleagues;
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being;
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate.



KING HENRY SCHOOL

Person Specification

Criteria	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • QTS (Secondary age range) • Degree level qualification 	<ul style="list-style-type: none"> • Further professional qualification • External examination experience 	<ul style="list-style-type: none"> • Application form
Experience	<ul style="list-style-type: none"> • Proven track record of successful teaching across the ability range • Judged as a 'Good' teacher • Setting and achieving ambitious goals and challenging targets • Ability to teach up to GCSE and A Level in their specialist area 	<ul style="list-style-type: none"> • Participation in whole school initiatives • Judged as an 'Outstanding' teacher • Performance management • Experience of successfully running extra-curricular activities • Management of staff 	<ul style="list-style-type: none"> • Application form • Letter of application
Professional Development	<ul style="list-style-type: none"> • Evidence of relevant further professional development 	<ul style="list-style-type: none"> • Experience of involvement in professional development opportunities 	<ul style="list-style-type: none"> • Application form
Knowledge/ special aptitudes	<ul style="list-style-type: none"> • Ability to interpret and analyse performance data • Understanding and commitment to safeguarding procedures • Good use of ICT as a teaching and learning tool • High expectations of students and the ability to ensure that all students' needs are met • The ability to build positive relationships with colleagues, students and parents • Understanding of a broad range of current relevant educational issues/initiatives 	<ul style="list-style-type: none"> • Knowledge of successful intervention strategies • Extensive curriculum knowledge 	<ul style="list-style-type: none"> • Interview
Personal Qualities/skills and Characteristics	<ul style="list-style-type: none"> • Ability to prioritise, plan, organise self and others • Excellent communication, written and verbal • Sense of humour! 	<ul style="list-style-type: none"> • Willingness to contribute to whole school improvement • Ability to cope calmly under pressure 	<ul style="list-style-type: none"> • Letter of application • Interview



KING HENRY SCHOOL

The application process is being conducted by a team at Academicis, an executive search firm based in Cambridge.

If you would like further information, a confidential conversation, or to arrange a school visit, please contact Academicis;

T: 01223-907-979 E: ote@academicis.co.uk

All applications to be emailed to ote@academicis.co.uk by 12:00 noon Monday 11th March 2019

Shortlisting: Tuesday 12th March

Interview Day: Thursday 14th March



If shortlisted for interview, candidates will be required to bring evidence of qualifications and 3 documents as proof of identity as follows: Passport, Driving Licence, utility bill with address on.

We reserve the right to research applicants on social media platforms and the internet, and the Trust Board may take this into consideration during the recruitment process.