



# APPLICATION PACK

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## TEACHER OF BUSINESS STUDIES

Joseph Chamberlain Sixth Form College  
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# INTRODUCTION FROM THE PRINCIPAL AND CEO

Dear Colleague,

Thank you for your interest in the position of Teacher of Business Studies at Joseph Chamberlain Sixth Form College (JCC) for September 2025. We are delighted that you are thinking about joining us.

As you get to know the College a bit more throughout this application process, I am confident that you will see what a special place JCC is: our students are a joy to work with; our staff are wonderful to be around and our facilities/resources are first class. I am extremely proud to lead such an exceptional place, where we are all united in our aspirations to do our best by each and every student.

Our students come from diverse range of backgrounds, and we embrace the opportunities that come with being located in one of the more deprived areas of the country because this is what makes JCC such a vibrant and exciting place to work. To see our students achieve the phenomenal success that they do, and to watch their development into confident, aspirational young adults, gives us all enormous pleasure. We are really proud of the positive difference we are able to make to their lives.

We are known locally and nationwide as a place of true excellence, where the progress students make places us regularly in the top 10% of the country. We are the highest performing Sixth Form College in the Midlands and, in our most recent Ofsted inspection of 2024, we were awarded their highest grade of 'outstanding' in all categories for the second time in a row. This is, I believe, because our staff are some of the best in the country and are all positive, like-minded individuals, who share a passion for working with young people to transform their lives for the better.

In return for that dedication, I promise you a happy and supportive place to work, where you will be fully recognised for what you do and be provided with all the support, facilities and resources that you need to do the best job that you can. We will nurture your career carefully with fantastic professional development opportunities and look after your wellbeing with a combination of care and additional benefits.

Finally, I would like to say that I really appreciate your investment of time in exploring the College and this position. If you have any questions at all, please do contact us and we will be more than happy to help.

Whatever the outcome, I wish you the very best in the future.

**Tony Day – Principal and CEO**





# ABOUT JOSEPH CHAMBERLAIN COLLEGE

## Background and Context

Joseph Chamberlain College is a hugely popular and highly successful Sixth Form College that was established in 1983 and now offers a wide range of academic courses at all levels to around 2600 school leavers, alongside approximately 800 part-time adult learners on a separate site.

Our curriculum offer is highly inclusive, offering the potential for enormous success to all students, regardless of their starting points and backgrounds. Approximately 80% of our work is with school leavers at Level 3, who study AS/A Levels or Level 3 BTEC Extended Diplomas. In addition, our separate Adult Learning Directorate offers part-time classes in ESOL, maths and vocational studies to the local communities. Our wider curriculum is also rich and varied allowing students to benefit from a great deal of choice in sports, work experience, subject-based co-curricular activity, trips/visits, and various other student-led clubs/societies.

In 2024, students at Joseph Chamberlain College achieved, once again, outstanding exam results, placing us in the top 10% of all schools and colleges nationally for the eleventh consecutive year. In our most recent Ofsted inspection, we were graded as 'outstanding' in all categories for the second time; we are the only College in the West Midlands to achieve this in two consecutive inspections.

We have been featured in the Parliamentary Review twice for best practice in further education, and we have been awarded the Teachers' Development Trust (TDT) Silver award for our comprehensive package of innovative and high-impact professional development. We run award winning work experience programmes and hold the prestigious Matrix Award for careers advice and guidance. As part of a local Teaching Alliance, we support all Early Career Teachers, from both secondary and post-16 backgrounds, to complete their ECT years and achieve either QTS or QTLS.

The College is situated within easy reach of Birmingham city centre in a state-of-the-art building with superbly equipped classrooms and outstanding facilities.



## Our Purpose – What We Are Here To Do

To provide an exceptional educational experience that results in significantly improved futures for all of our students.

## Our Vision

Joseph Chamberlain College will be the first choice for school leavers in Birmingham because it will be recognised for excellence in academic achievement, exceptionally high standards of teaching and its capacity to raise the aspirations and ambitions of all of its staff and students so that they can enjoy rewarding and successful futures.

## Our Core Values

Central to all that we do, are our core values. As a team of staff, students and governors, we believe in:

- **Excellence and Ambition**

At Joseph Chamberlain Sixth Form College, we are dedicated to providing an outstanding learning experience to all students. As a result, we have high ambitions and expectations of everyone and always strive for excellence. We demonstrate a 'can do' attitude and embrace the need for continuous improvement and positive change.

- **Cooperation and Communication**

Here, we believe in working together as a team, for the benefit of the College. Learning from our own and each other's mistakes and successes, we encourage everyone to take responsibility for their actions. We are open and honest with each other, and have built effective professional relations with each other through mutual trust and transparent communication.

- **Equality and Recognition**

Throughout the College, diversity and inclusivity underpin everything we do, and we will always treat everyone with respect and fairness. We value and recognise the contribution to that every individual makes to the lives of students and are loyal to and proud of our College and our students.

## Benefits of Working at JCC

- We operate in line with school teacher terms and conditions in terms of pay, annual leave/holiday and teachers' pension (TPS) contributions.
- Teacher contact time is lower than the national average.
- An extra week of annual leave can be earned each year via our generous 'time off in lieu' (TOIL) policy.
- The College is in an exceptionally secure financial position with high cash reserves, providing security for all employees.
- A detailed staff wellbeing strategy, including a social committee, staff wellbeing days, free breakfasts and wellbeing groups
- Strong established departments, well-equipped with resources and learning materials to share
- Cycle to Work Scheme with secure facilities for those who cycle
- Free access to a state-of-the-art gym and sports facilities
- A high specification laptop for every member of staff
- Membership of rewards schemes e.g. Blue Light Card
- Childcare vouchers scheme
- Medical: Access to a private medical insurance plan via BHSF, reimbursed flu vaccinations and eye tests, and access to the College Nurse/Paramedic on site full-time
- Employee Assistance Programme, offering legal, health, counselling and wellbeing advice
- Access to a college car for business use
- A free bus to the city-centre each evening
- Free car park in a brand-new facility with charging for electric vehicles

- Hardworking and well-behaved Sixth Form College Students who are ambitious for their future success
- Extensive pastoral and welfare support for students: teachers do not need to undertake these duties.
- A supportive and caring leadership team.
- An exceptionally comprehensive programme of professional development, leadership programmes and support for all stages of your career, including for ECTs from the school sector
- Excellent programme for ECTs, including personalised coaching/mentoring, weekly group sessions, secondary school experience placements and membership of a local teaching alliance



# JOB DESCRIPTION

## Job Description: Teacher of Business Studies

### Accountability

The post holder will be accountable to the Head of Department.

### Duties and responsibilities:

In the first instance, the duties and responsibilities are listed below. Going forward, as the needs of the College change, the duties and responsibilities within this role may also be subject to further change.

### A teacher must:

#### 1. Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

#### 2. Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

#### 3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.



#### **4. Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and students' intellectual curiosity.
- Set homework and plan other 'out-of-class' activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5. Adapt teaching to respond to the strengths and needs of all students**

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the College, in accordance with the College's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- Your role will require a commitment to safeguarding and promoting the welfare of all students, ensuring a secure and nurturing environment by adhering to safeguarding policies, identifying and raising concerns promptly to create a culture of safety and well-being for every student.

## 8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the College.
- Develop effective professional relationships with colleagues, knowing how and then to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well-being.
- Teachers must have proper and professional regard for the ethos, policies and practices of the College and maintain high standards in their own attendance and punctuality.



# PERSON SPECIFICATION

| The following criteria are used to short-list applicants and to assess candidates. Please show evidence in your application                        | Essential | Desirable | Method of Assessment * |   |   |   |   |
|--|-----------|-----------|------------------------|---|---|---|---|
|  |           |           | A                      | I | R | C | T |
| Education, Qualifications and Training   |           |           | A                      | I | R | C | T |
| Degree   |           |           |                        |   |   |   |   |
| Teaching Qualification e.g. PGCE   |           |           |                        |   |   |   |   |
| Experiences and Knowledge  |           |           |                        |   |   |   |   |
| Have experience of teaching relevant subject up to Level 3, such as BTEC Level 3 or AS/A2 Level.   |           |           |                        |   |   |   |   |
| Have a passion for teaching the subject and strong subject knowledge.  |           |           |                        |   |   |   |   |
| Have either a successful teaching placement (applicants currently in training) OR successful record of teaching, including very good exam results. |           |           |                        |   |   |   |   |
| Skills and Qualities   |           |           |                        |   |   |   |   |
| Have an ability to engage with students, inspiring learning & promoting success.   |           |           |                        |   |   |   |   |
| Be a very good classroom practitioner.   |           |           |                        |   |   |   |   |
| Have knowledge of excellent teaching, learning and assessment practices that support, challenge and motivate students to succeed.                  |           |           |                        |   |   |   |   |
| Be competent in the use of ICT.  |           |           |                        |   |   |   |   |
| Have the ability to contribute positively to teams, share ideas and develop resources co-operatively.  |           |           |                        |   |   |   |   |
| Have excellent communication and interpersonal skills.   |           |           |                        |   |   |   |   |
| Be committed to high standards of professionalism & expectations of students.  |           |           |                        |   |   |   |   |
| Be committed to professional learning & institutional improvement.   |           |           |                        |   |   |   |   |
| Be positive about working in a multi-cultural, multi-ethnic environment.   |           |           |                        |   |   |   |   |
| Be committed to promoting safeguarding and equality of opportunity.  |           |           |                        |   |   |   |   |
| Be able to offer enrichment and contribute to wider college life.  |           |           |                        |   |   |   |   |
| Have a positive and enthusiastic approach to work.   |           |           |                        |   |   |   |   |
| Have the flexibility to teach more than one course if necessary.   |           |           |                        |   |   |   |   |

## Methods of Assessment:

Application Form (A), Interview (I), References (R), Certificates (C), Tasks (T)



## **Post Title: Teacher of Business Studies**

### **Salary**

The salary for this post is paid on the Sixth Form College Teacher's main pay scale, ranging from: £32,178 - £49,725 per annum.

### **Start Date**

1<sup>st</sup> September 2025. However, the first day of work will be Thursday 21<sup>st</sup> August 2025, and you will be expected to work from this date to 31<sup>st</sup> August 2025, for which an additional payment will be made to you.

### **Working Week**

Contact hours for full time teaching staff are up to 23 per week and may include some support, enrichment or workshop time. Other time for meetings, open days, parents' evenings, staff training, etc, is as directed by the Principal.

Please be aware that our term dates fall in line with Birmingham City Council term dates, with the exception of the summer term, which ends during the second week of July. The autumn term begins on GCSE examination results day.

### **Pension**

The successful candidate will be eligible to join the Teachers' Pension Scheme and you will automatically become a member unless you opt not to join.





# HOW TO APPLY

- To apply, please visit our vacancy page online <https://www.jcc.ac.uk/about-jcc/jobs/>. You will be taken to our recruitment portal, My New Term, where you will need to follow and complete the application details.
- If you are applying for a teaching or curriculum-based role, and you are shortlisted, we will request that you complete an examination results form, which we will send with the interview information pack (applicants who are still completing their PGCE course will need not complete this).
- For any queries, please contact the HR team:

Email: [HR@jcc.ac.uk](mailto:HR@jcc.ac.uk)

Telephone: 0121 446 2255

## Deadline

The deadline for the post(s) is **Monday 10th March 2025 (to arrive no later than 12 noon)**.

## Shortlisting

Unfortunately, we will be unable to notify candidates who are not on the shortlist. Therefore, if you have not heard from us within 4 weeks of the closing date, then please assume your application has been unsuccessful on this occasion.

## Equal Opportunities Policy

Joseph Chamberlain College is committed to equality of opportunity in recruitment and selection. Every care has been taken in the drawing up of this job description and person specification to ensure that the requirements of the post are not discriminatory on any grounds and particularly in relation to any protected characteristics, as defined by the Equality Act 2010. Similar care will be taken during the short-listing and interviewing stages.

If candidates are dissatisfied about any part of the process, they should write in the first instance to the Principal of the College setting out the nature of their complaint.

## Guide to the General Data Protection Regulation (GDPR - 2018)

Under the General Data Protection Regulation (2018), the College needs to have your consent to collect and process information about you for the proper administration of the selection process and the employment relationship should you be appointed. Please accordingly make sure you sign the declarations at the end of the application form. After an appointment has been made, all the papers of unsuccessful candidates are kept for a period of six months and are then destroyed. For further information about how the College processes personal data please visit our website.

## Candidates with a Disability

The College is a Disability Symbol User. If candidates with a disability need any special arrangements for interview, they should enclose a letter giving details of these, marked for the attention of the Director of Human Resources.

### **Rehabilitation of Offenders Act 1974**

In accordance with the Rehabilitation of Offenders Act (ROA) 1974 and the Exceptions Order 1975 (amended 2013 and 2020), employees with access to children and young people under the age of 18 are not allowed to withhold information regarding criminal convictions no matter when they occurred.

### **Disclosure and Barring Service Check**

The college is committed to safeguarding and promoting the welfare of its students. We will carry out checks on all those who are offered employment with us.

Appointment is subject to you obtaining a satisfactory Enhanced Criminal Records Check through the Disclosure and Barring Service (DBS). The successful candidate will be required to provide relevant evidence to enable a DBS check to be undertaken prior to commencement of employment. The College follows the Code of Practice laid down by the DBS (available from the DBS website). It is an offence to apply for a role if an applicant is barred from working with children. Further details will be given upon appointment.

In the future, you may also be asked to subscribe to the DBS Update Service and to maintain that subscription of an annual basis. There will be a small annual cost to the individual. The College will undertake 'status checks' on DBS Disclosures to assess that the information on the original certificate remains current; membership of the Update Service is therefore mandatory to enable status checks to be completed.

Any offer of employment will be conditional upon DBS clearance and a satisfactory outcome to other safeguarding checks as deemed to be appropriate by the College.

### **The Selection Process**

As part of our due diligence on all short-listed candidates, an online search will be carried out prior to interview. Short-listing of candidates for interview will be undertaken by the line manager and a member of the senior management team. The selection process is likely to involve a short lesson observation, an interview and a written task. At the end of the interview you will be given the opportunity to add anything further in support of your application or ask any questions. The panel will make its decision based on the evidence presented throughout the process and will contact all candidates with an outcome as soon as possible afterwards,