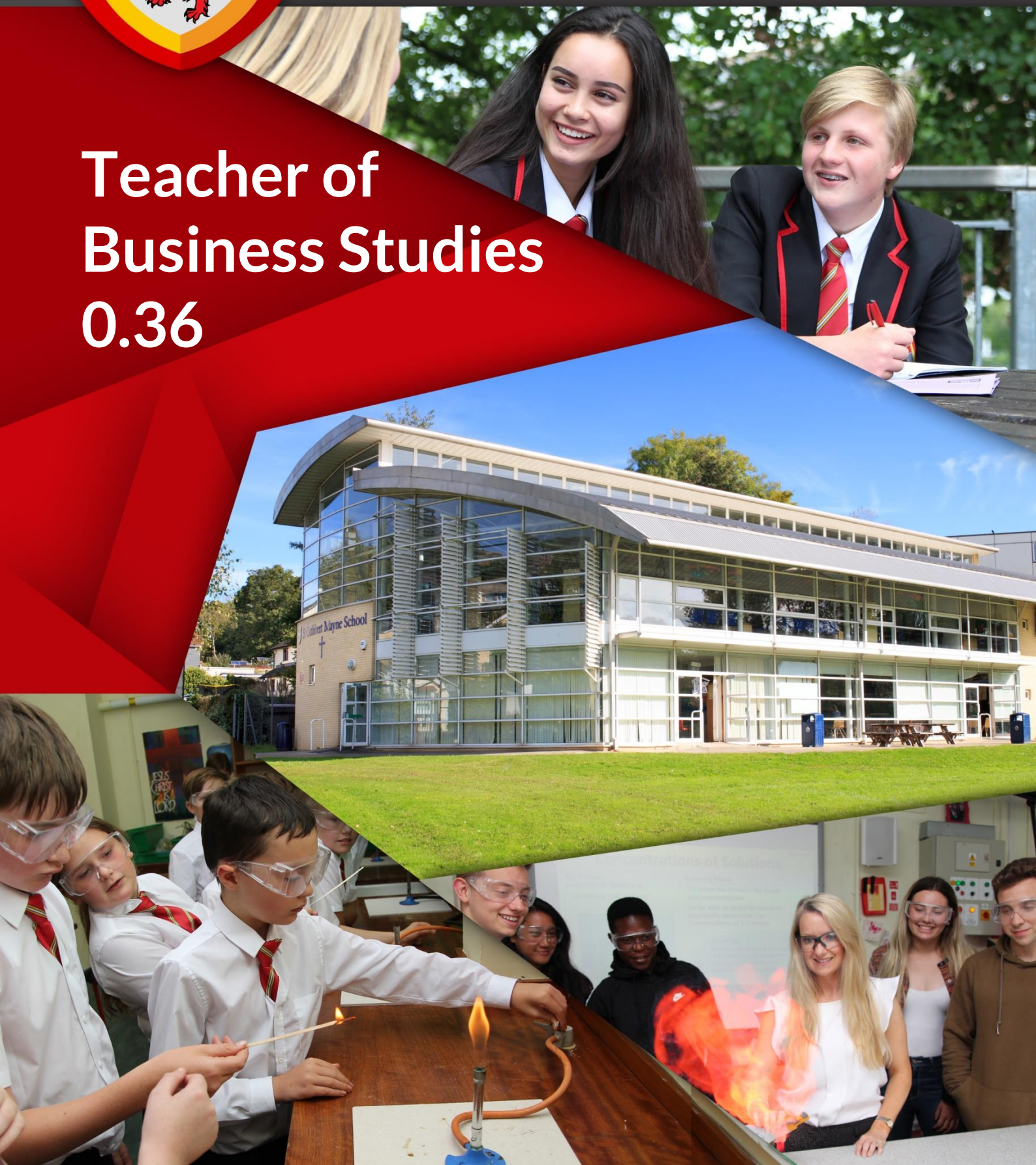
St Cuthbert Mayne School

JOINT CATHOLIC AND CHURCH OF ENGLAND SCHOOL

JOB INFORMATION SHEET



Teacher of Business Studies 0.36

Teacher of Business Studies
MPS/UPS
Permanent, part time 0.36
September 2019

Thank you for your interest in the advertised post of Teacher of Business Studies at St Cuthbert Mayne School. This is a permanent part time contract of 0.36 with the possibility of increasing this to 0.6 if a candidate can offer English and Geography. Please find enclosed an Information Pack issued by the Governors.

The School

St Cuthbert Mayne School is a successful school serving the Christian community over a wide area of South Devon. The current number of students on roll is 873, including 123 students in the Sixth Form. We are a Joint Catholic and Church of England School who welcomes students from all or no faith backgrounds.

The teaching accommodation is of mixed age but well-resourced and maintained. A new classroom block was opened in November 2012, along with landscaping and paving of circulation areas.

The latest Ofsted Inspection in November 2016 graded the school to be good, in every category. The statutory inspection of Anglican/Catholic Schools also conducted in November, graded the school to be good in all areas. Both reports can be found on the website www.st-cuthbertmayne.co.uk.

The Department

The Business Department aims to develop and maintain students' ability to work independently whilst developing their imagination and creativity in the understanding of business ideas and concepts.

The successful candidate will be committed to the academic disciplines of Business Studies and will be keen to promote an interest in Business, Entrepreneurship and Enterprise in all our pupils in addition to celebrating academic excellence more generally. Business Studies is extremely popular at both GCSE and A Level. The successful candidate would be teaching from Year 9 through to Sixth Form, with an ability range extending right up to Oxbridge applicants.

The department currently consists of 3 teachers across Business, who work closely together to ensure great student outcomes. The Business department offers a wide range of courses to suit student's needs; offering both vocational BTEC options and traditional GCSE's and A Level. This is an important post for the school as we look to build on the previous achievements of our outstanding department. The department also encourages enrichment, with trips to New York planned every other year to investigate the Business environment; along with local businesses and guest speakers being a consistent feature.

MISSION STATEMENT

"Christ is our Cornerstone"

To be a learning Community, rooted in the teaching of Christ. To reflect and share the love of God in our Service and Worship.

"Learning is our focus"

Our educational vision is to provide an inspirational Christian education which engages, challenges and nurtures our students so that they may live life to the full, now and in the future.

Core Values:

To have **integrity** and be courageous, compassionate and creative.

These core values underpin how we work as a School Community and the values we look to develop in all members of the Community.

Courageous: Being confident, to embrace challenge.

Compassionate: Reflect the love of God. A care for others, to be peace makers who understand the importance of forgiveness and reconciliation.

Creative: To be inventive, resourceful and visionary.

Teacher of Business Studies

Salary MPS/UPS

May I remind you of the following dates:

Closing Date for Applications	**Friday 3rd May at 10 am**
Proposed Interview dates	**w/c Tuesday 7th May 2019**

Arrangements for Application

You are asked to complete and include the following:

1. Application Form (Please contact Mrs Julie Webb for an Application Form. (This can also be found on our website).

2. Letter of Application

Please do not send your CV.

Completed applications should be returned to Mrs Julie Webb, PA to the Headteacher by **Friday 3rd May 2019 at 10 am.**

Electronic/e-mailed applications will be accepted. However, should you be invited to interview please be aware that you will be asked to confirm the details on your application by hand signing it. Please email the Form to 'julie.webb@stcm.torbay.sch.uk.'

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share this commitment. A DBS disclosure is required for this post.

We look forward to receiving your application for this important appointment.

St Cuthbert Mayne School

Job Description

Teacher of Business Studies

Responsible to: The Governors, Headteacher and SLT Link

Salary: MPS/UPS

Responsible day to day to: Head of Department

SECTION 1: Context

All Teaching Staff are expected to meet and demonstrate the relevant National Standards for Teachers available at:
https://www.gov.uk/government/publications/teachers-standards

SECTION 2: Purpose – Overall Responsibility

To deliver the highest quality of Teaching & Learning through being an effective teacher who challenges and supports all students to achieve their best by:
• Inspiring trust and confidence in students and colleagues
• Building team commitment amongst students and colleagues
• Engaging and motivating students
• Analytic thinking
• Taking positive action to improve the quality of students' learning
• Demonstrates pride in belonging to St Cuthbert Mayne School

SECTION 3: The Subject Teacher

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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set home learning 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 physical, social and intellectual development of children, 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 school, in accordance with the school'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.

8 Fulfil wider professional responsibilities

. make a positive contribution to the wider life and ethos of this joint Catholic and Anglican school.

a. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

b. deploy support staff effectively

SECTION 4: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

SECTION 5: Health and Safety

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare including this as a standing item on departmental agendas.
- Ensure regular risk assessments are carried out as per school policy and refer to relevant parties.

SECTION 6: School Ethos and Values

- To conduct oneself in a manner befitting a teacher at all times, ensuring behaviours that display positivity to others.
- To make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and students of the School.
- Promote the health, welfare and emotional well-being of all students.

- Promote equality of opportunity for all students and staff.

This is not an exhaustive list of duties; they may be varied from time to time without changing the general character of the job or the level of responsibility. A high degree of flexibility and adaptability is an important element of this role.

This is a description of the role as it is now. We periodically examine employees' job descriptions and update them to ensure that they reflect the job as it is then being performed, or to incorporate any changes being proposed.

Signed: ……Headteacher

Print:…….

Date: ……..

I agree to the terms and conditions outlined above.

Signed: ……..

Print:……..

Date: ……..

Person Specification **Teacher of Business Studies**

Essential Training & Qualifications:	**Desirable Training & Qualifications:**
1. Qualified Teacher Status 2. First Degree	1. Recent participation in a range of relevant in-service training/initial training programmes

Essential Knowledge & Understanding:	**Desirable Knowledge & Understanding:**
1. Effective teaching and learning strategies 2. Effective behaviour management strategies 3. Good IT skills 4. Excellent subject knowledge	1. Good understanding of progress data and its use

Essential Experience Teaching:	**Desirable Experience Teaching:**
1. Experience of Teaching Key Stage 3 2. Experience of Teaching Key Stage 4	1. Experience in a comprehensive school 2. Experience of teaching in a church school 3. Experience of Teaching Key Stage 5

Essential Skills, Effectiveness & Qualities:	Desirable Skills, Effectiveness & Qualities:
1. Excellent written and oral communication skills 2. Well-developed inert personal skills 3. Empathy with others, especially young people 4. Stamina and resilience 5. Sense of humour 6. Strong commitment to team working and partnership 7. Initiative and drive 8. Good attendance and punctuality record 9. Good organisation skills	

Essential Faith Commitment:	Desirable Faith Commitment:
1. Ability to support the Christian ethos of the school	1. Worshipping Christian 2. understanding of the distinctive nature of a Joint Anglican and Roman Catholic school

<u>Essential – Other requirements of the job role</u>

- Demonstrates a commitment to safeguard and promote the welfare of children and young people
- Ability to carry out the physical requirements of the role (i.e. manual handling)