

# Application Pack



**For the Position of:**

**Part-time Teacher of Economics**

**Closing date:**

**Midday on Friday, 3 April 2020**

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St. Olave's Grammar School is a recently OFSTED 'Outstanding' forward-looking selective Church of England school where academic standards are very high, rivalling the best schools in the country; our naturally able and inquisitive pupils are a delight to teach.

The school prioritises the wellbeing, dignity and morale of its staff and pupils, actively investing in professional development as we very much feel that people make our environment.

If you are looking for a new challenge or you are starting your career, then please do come and visit us or explore our website further.

The atmosphere in our School is truly unique – it is a community which is welcoming, caring and inspiring.

Being a member of staff at St. Olave's Grammar School, allows you to access:

- Competitive salaries and pay progression
- Extensive professional development opportunities
- Training grants for qualifications
- A Cycle to Work scheme
- Competitive terms and conditions of employment
- Membership of the staff association, which includes free tea and coffee throughout the day
- School sports facilities and yoga classes
- Choirs and music groups
- Staff Wellbeing programme, including access to medical advice and counselling



# About St. Olave's Grammar School

*St. Olave's enjoys a reputation as one of the leading Grammar Schools in the country with a strong focus on scholarship combined with cultural enrichment. We are a Voluntary Aided selective Church of England school which admits 4 forms of entry of boys at age 11, from a wide variety of backgrounds across a broad area of South London, and takes both boys and girls into the Sixth Form. Here you will find a vibrant multi-cultural community of young men and women who respect tradition as well as a dynamic, forward-looking approach. Our students have the very highest aspirations, supported by hard work and commitment; almost all take up places at Russell Group universities and go on to pursue top careers. We are proud to provide outstanding pastoral care, based on Christian values, where each student is valued as a unique individual.*

*With an outstanding record of academic excellence our A-Level results show consistently around 95% A\*/B grades, placing St. Olave's amongst the very top schools nationally. Over 200 students have gained Oxbridge places over the last 7 years; last year we had 28 offers for Oxbridge and 49 for Medicine, both more than many of the schools in the country can replicate. We try to locate academic excellence within the broader context of education, encouraging all of our students to become independent thinkers, engaging critically in the learning process through a vibrant approach to intellectual curiosity.*

*Olavians are interesting people who enjoy a variety of cultural experiences alongside their academic pursuits. Sport, Music, World Challenge, Drama, Amnesty International, Duke of Edinburgh's Award, the Political Economy Society, are just a few of the wide range of co-curricular opportunities available at St. Olave's, and we expect every one of our students to get involved in some of these so that their lives are culturally enriched. Our rugby squad recently toured South Africa; Biology students spent three weeks in Malawi doing scientific research with Operation Wallacea; our Economists visited the European Bank in Frankfurt; Art students spent a week in Copenhagen; others visited the sites of Ancient Greece or trekked the jungles, mountains or volcanoes of Honduras, Costa Rica or Tanzania on World Challenge. Our top Chess and Fives teams comprise a number of national champions whilst our budding playwrights have had scripts performed at the National Theatre. Each year 4 choral scholars provide the trebles for The Queen's Chapel of The Savoy – part of the school's rich cultural heritage and a link with its historic origins near London Bridge where it was originally founded in 1561 and later given a Royal Charter by Queen Elizabeth I in 1571.*

*As soon as you enter the school you cannot help but notice the friendly atmosphere and a deep sense of pride and loyalty. We hope that all of our students will grow into caring, independent young adults with a strong sense of moral and social responsibility.*

Mr. A. Rees  
Headteacher



# Information about this role

St Olave's Grammar School is seeking to appoint a well-qualified, enthusiastic and inspirational graduate to join us as a part-time Teacher of Economics to teach A Level only.

This position would suit either an NQT or an experienced teacher looking to further their career. A willingness to be an active contributor to our extensive co-curricular provision, including trips, would also be a key element.

## **Working hours**

Part-time from September 2020

## **Salary details**

MPS (Outer London remuneration)

## **How to apply**

To apply for this position, please submit the attached application form, along with a covering letter, no later than **Midday on Friday, 3 April 2020**.

Submissions can be made via email to [ttaylor@saintolaves.net](mailto:ttaylor@saintolaves.net) or via post.

## **Enquiries**

Should you have any enquiries, or wish to visit the school prior to applying, please contact Mrs Taylor, the Headteacher's P.A. at [ttaylor@saintolaves.net](mailto:ttaylor@saintolaves.net)

## **Interviews**

Interviews will take place as soon as possible after the closing date but suitable candidates may be interviewed before the closing date and St. Olave's Grammar School reserves the right to withdraw the position if an early appointment is made.

## **Safeguarding**

St. Olave's Grammar School is committed to safeguarding and promoting the welfare and safety of all students and expects all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure and Barring Service check.

## **Privacy Notice**

[The St. Olave's Grammar School Job Applicant Privacy Notice](#) sets out what personal data we the School, hold about you and how we collect and use it during and after the recruitment process. It applies to anyone who is applying to work for us, whether as an employee, worker, contractor, consultant, volunteer, governor, apprentice (together referred to as 'Job Applicant' or 'you').



# Job Description

## Part-time Teacher of Economics

<b>Job Title:</b>  Part-time Teacher of Economics	<b>Grade:</b> MPS (Outer London remuneration)  <b>Line Manager:</b> Head of Economics
<b>Working Time:</b>  Part-time from September 2020	
<b>MAIN PURPOSE</b>  To teach A Level Economics.	
<b>RESPONSIBILITIES AND DUTIES</b>  <b>Role of the Part-time Teacher of Economics</b>  <b>A. Achievement and Standards</b> <ul style="list-style-type: none"> <li>• To be accountable for excellent performance of all pupils within your teaching groups.</li> </ul> <b>B. Personal Development and Well-Being</b> <ul style="list-style-type: none"> <li>• To have high expectations of students and be committed to ensuring that they can reach their full potential.</li> <li>• To understand how the development of young people is influenced by a range of developmental, social, religious, ethnic, cultural and linguistic influences.</li> <li>• To know how to identify potential child abuse or neglect and follow safeguarding procedures.</li> <li>• To be Form Tutor and to carry out pastoral duties including discipline, attendance, punctuality, reports, assemblies and form rooms, etc., as detailed in the Staff Handbook.</li> </ul> <b>C. Quality of Provision</b> <ul style="list-style-type: none"> <li>• To teach well-organised, engaging and motivating lessons with high levels of challenge, questioning and articulation.</li> <li>• To ensure best practice is sought and integrated into teaching and learning.</li> <li>• To have a secure knowledge and understanding of your subject and any recent relevant developments.</li> <li>• To know the assessment requirements and arrangements including public examinations.</li> <li>• To ensure that data and pupil information are used effectively to inform teaching and learning [including SEN].</li> <li>• To support students so that they can be reflective and are able to identify how they can improve.</li> <li>• To encourage high standards of academic and personal achievement, appearance and conduct in all pupils.</li> <li>• To be committed to the pastoral life of the School, taking account of diversity, promoting equality and inclusion, and managing student behaviour in line with the School's Behaviour Policy.</li> <li>• To establish a safe and purposeful learning environment.</li> <li>• To contribute to the wider life of the School and its co-curricular activities.</li> </ul> <b>D. Wider Professional Aspects</b> <ul style="list-style-type: none"> <li>• To contribute to departmental development, acting upon the direction and feedback of your line-manager or HoD.</li> <li>• To have a creative, collaborative and constructive approach to innovation and be prepared to adapt your practice.</li> <li>• To keep up-to-date with school developments and professional duties, and to carry out a share of supervisory duties.</li> <li>• To be a role model exemplifying the highest standards of classroom practice and professional conduct.</li> <li>• To evaluate your performance and be committed to your own professional development.</li> <li>• To understand the roles of colleagues with specific responsibilities for groups of learners [eg SENCO, Heads of Year]</li> </ul> <b>E. To take responsibility for other areas as may reasonably be requested by the Headmaster.</b>	

Professional attributes and personal qualities

- A willingness to grasp the Olavian Grammar School ethos of scholarship, excellence and the highest aspirations.
- A good honours degree with a passion for your subject and the ability to share this with students.
- An interest in the challenges and demands of teaching the most able students.
- A proven track record of excellence in the classroom or on a teacher training programme.
- At least two references with recent knowledge, including a referee from the most recent employer/Head-teacher.
- The resilience and stamina to cope with the demands of the job and work to deadlines.
- Good inter-personal skills and the ability to build professional relationships with colleagues, students, parents, Governors and outside agencies.
- A well-developed sense of proportion and humour, with a positive and enthusiastic outlook.
- Personal and professional integrity.
- An interest in the international dimension with a commitment to an integrated multicultural community.
- Willingness to embrace the school's core Christian values.
- Competence in ICT.

St. Olave's is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All applicants should read the school's Child Protection policy, which is available on our website, and are required to declare any criminal convictions or cautions, or disciplinary proceedings related to young people. Enhanced DBS Checks from the Disclosure and Barring Service will be sought on all successful applicants. Full details are given on the application form.

**OTHER (finance, resources, performance management, staff supervision)**

**General:**

Adhere to the Staff Handbook and all School Policies.

Fully and positively participate in the school's performance appraisal scheme in order to develop and enhance personal and service performance.

Undertake any other reasonable duties requested/assigned as required by SLT or Line Manager.

**EQUALITIES**

**Implementation of the school's equal opportunities policies and its statutory responsibility with regard to other individuals and service delivery.**

	<b>Date</b>	<b>Name</b>
<b>1. Date drawn up</b>	March 2020	A Rees (Headteacher)
<b>2. Agreed by Post Holder</b>		
<b>3. Confirmed by Line Manager</b>		

# General responsibilities of a teacher

## **A. Achievement and Standards**

- To be accountable for excellent performance of all pupils within your teaching groups.

## **B. Personal Development and Well-Being**

- To have high expectations of students and be committed to ensuring that they can reach their full potential.
- To understand how the development of young people is influenced by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- To know how to identify potential child abuse or neglect and follow safeguarding procedures.
- To be Form Tutor and to carry out pastoral duties including discipline, attendance, punctuality, reports, assemblies and form rooms, etc., as detailed in the Staff Handbook.

## **C. Quality of Provision**

- To teach well-organised, engaging and motivating lessons with high levels of challenge, questioning and articulation.
- To ensure best practice is sought and integrated into teaching and learning.
- To have a secure knowledge and understanding of your subject and any recent relevant developments.
- To know the assessment requirements and arrangements including public examinations.
- To ensure that data and pupil information are used effectively to inform teaching and learning [including SEN].
- To support students so that they can be reflective and are able to identify how they can improve.
- To encourage high standards of academic and personal achievement, appearance and conduct in all pupils.
- To be committed to the pastoral life of the School, taking account of diversity, promoting equality and inclusion, and managing student behaviour in line with the School's Behaviour Policy.
- To establish a safe and purposeful learning environment.
- To contribute to the wider life of the School and its co-curricular activities.

## **D. Wider Professional Aspects**

- To contribute to departmental development, acting upon the direction and feedback of your line-manager or HoD.
- To have a creative, collaborative and constructive approach to innovation and be prepared to adapt your practice.
- To keep up-to-date with school developments and professional duties, and to carry out a share of supervisory duties.
- To be a role model exemplifying the highest standards of classroom practice and professional conduct.
- To evaluate your performance and be committed to your own professional development.
- To understand the roles of colleagues with specific responsibilities for groups of learners [eg SENCO, Heads of Year]

**E.** To take responsibility for other areas as may reasonably be requested by the Headmaster.

## Professional attributes and personal qualities

- A willingness to grasp the Olavian Grammar School ethos of scholarship, excellence and the highest aspirations.
- A good honours degree with a passion for your subject and the ability to share this with students.
- An interest in the challenges and demands of teaching the most able students.
- A proven track record of excellence in the classroom or on a teacher training programme.
- At least two references with recent knowledge, including a referee from the most recent employer/Head-teacher.
- The resilience and stamina to cope with the demands of the job and work to deadlines.
- Good inter-personal skills and the ability to build professional relationships with colleagues, students, parents, Governors and outside agencies.
- A well-developed sense of proportion and humour, with a positive and enthusiastic outlook.
- Personal and professional integrity.
- An interest in the international dimension with a commitment to an integrated multicultural community.
- Willingness to embrace the school's core Christian values.
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## The Economics Department

Economics is studied solely at A level at St. Olave's and is one of the most popular subjects with three teachers in the department. There are approximately 100 students studying economics in Year 12 and 55 in Year 13 with five sets in each year group in Year 12 and three in Year 13. Teaching in the department is imaginative, focused and challenging.

The department follows the Edexcel specification and results are excellent. In the summer of 2019 98.4% of students gained A\* to B grade at A level, with 32% of candidates achieving A\*. Many students go on to study the subject at university, a number at Oxford and Cambridge. In the last three years ten students have taken up places at Oxbridge to study Economics or PPE. The department has a number of resources with interactive whiteboards in all Economics rooms, a large number of textbooks and electronic resources, including iPads available to support teaching and learning.

Given that Economics is solely a Sixth Form subject, the main learning and teaching concerns are with the requirements of the AS and A2 specification. However, as a department we feel that the aims, content and methods of Economics should not be confined to the specification. Parts of lessons will focus on contemporary events, such as the impact of Brexit, the government's austerity measures, or the problems currently being faced in the British economy.

It is important that wider 'key skills' are developed within lessons, such as communication, I.T. and application of number. Students are often required to deliver presentations in class, using Power Point, and to get involved in class discussions and debates.

As a Sixth Form subject, much emphasis will inevitably be attached to cognitive learning. However, we are always aware of the values that may be transmitted, explicitly and implicitly, by the teaching of Economic theory.

Specifically, we aim to encourage the development of:

- A knowledge of economic theory at both micro and macro level.
- An understanding of the global economy.
- An ability to look at economic arguments from different points of view, to be able to analyse and evaluate these arguments and come to well thought out conclusions.
- The ability to read critically to gain information about the changing economy and to explain events in terms of relevant economic principles.

The department has a thriving Political Economy Society where students and guest speakers deliver presentations and stimulate lively debate. There is also an annual trip Frankfurt to explore the concept of the Global Economy.

March 2020





# St. Olave's Grammar School

## Teaching Application Form

Post applied for: \_\_\_\_\_ Closing date: \_\_\_\_\_

### 1. Personal details (BLOCK CAPITALS)

Surname: \_\_\_\_\_ Title: (e.g. Mr, Mrs, Miss, Ms): \_\_\_\_\_

First Name(s): \_\_\_\_\_

### 2. Education and Qualifications

Please give details of your education and qualification

Title	Dates		University, College or School	Subject	Qualifications/ Certificates/ Grade/Class
	From	To			
GCSEs					
A - Levels					
Degree					

### 3. Previous teaching/employment experience/career history, starting with current post

Please give a summary of all employment, including any relevant unpaid work and periods of unemployment since leaving secondary education. **Please explain any breaks in employment dates.**

Name of Employer	Type of School/Nature of Business	From	To	Post held	Main Salary/Scale on leaving	TLR responsibility & amount

Please continue on next page →

Name of Employer	Type of School/Nature of Business	From	To	Post held	Main Salary/Scale on leaving	TLR responsibility & amount

**4. Training/courses you have attended**

Dates		Title of Course	Details
From	To		

**5. Additional qualifications or expertise you may be able to offer the school**

E.g. Music grades, foreign languages spoken, sporting involvement/qualifications, Duke of Edinburgh, expedition leader qualifications, public speaking/debating etc.

## 6. Supporting statement

Please use this section to type in your letter of support telling us why you are applying for this post and how your experience, skills, training and/or qualifications equip you for it i.e. how you meet the person specification and job description.

Please continue on a separate sheet if necessary

## 7. Referees

Please provide details of two people who know you in a professional capacity from whom confidential references can be obtained, one of whom must be your current employer. For teaching staff it is our usual policy to take up references **BEFORE** interviews where possible. Employment is conditional on these references being deemed satisfactory.

Name: _____	Name: _____
Position: _____	Position: _____
Address: _____ _____	Address: _____ _____
Postcode: _____ Tel no: _____	Postcode: _____ Tel no: _____
Fax no: _____	Fax no: _____
Email: _____	Email: _____
Relationship: _____	Relationship: _____

## 8. Additional Information

Address: \_\_\_\_\_  
\_\_\_\_\_ Post code: \_\_\_\_\_

Telephone no (Home): \_\_\_\_\_ Email (Home): \_\_\_\_\_

Telephone no (Work): \_\_\_\_\_ Email (Work): \_\_\_\_\_

Telephone no (Mobile): \_\_\_\_\_

National Insurance no: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Do you require a work permit to work in the UK? Yes  No

If yes, when does your permit expire? (month, year): \_\_\_\_\_

Threshold Passed: Yes  No  Date: \_\_\_\_\_ QTS Status: Yes  No

Dfes/Teacher Number: \_\_ / \_\_\_\_ Other incentives allowances: \_\_\_\_\_

When did you complete your NQT year? \_\_\_\_\_

If you have not completed your NQT year, please confirm when you expect this to happen \_\_\_\_\_

Are you registered with the GTC for England: Yes  No

St. Olave's actively promotes disability equality. If you are selected for interview will you require any assistance?

Yes  No

If yes, please give details: \_\_\_\_\_

\_\_\_\_\_

## 9. Protection of Children

Disclosure of any criminal background is required. Because of the nature of the work, teaching in the UK is exempt from the provisions of Section 4(2) of the rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) order 1986, and therefore applicants are not entitled to withhold information about convictions which for other purposes are spent under the provisions of the Act. Offers of employment will also be dependent on completion of a satisfactory police check. Disclosure of a criminal background will not necessarily bar you from any appointment.

Have you ever been convicted of a criminal offence? Yes  No

If yes, please give details: \_\_\_\_\_

Date: \_\_\_\_\_ Offence: \_\_\_\_\_

Sentence: \_\_\_\_\_

Please give details of your police check with the Criminal Records Bureau: \_\_\_\_\_

CRB number: \_\_\_\_\_ CRB date: \_\_\_\_\_

## 10. Data Protection

Under the terms of the Data Protection Act 1998, the information you provide on this form will only be used by Saint Olave's for the purpose of assessing your suitability for employment, for monitoring policies and procedures, and for personal management purposes.

For any position that you apply for, if unsuccessful, this information may be retained on file for 6 months. The information may be used in internal proceedings to consider a complaint about the selection process and/or to defend against a legal challenge to the fairness of the selection process from any interested party. The information you provide to us on this form may also be used in the prevention and detection of crime and fraud.

## 11. Pension Scheme

Do you contribute to the Teachers' Pension Scheme: Yes  No

Or other Superannuation (give name): \_\_\_\_\_

## 12. Applicant's Declaration

If you are invited to interview you may be required to answer formal questions as to whether or not you have unspent criminal convictions or summonses pending against you. Spent convictions must be disclosed for certain posts, e.g. Social Workers and Teachers as these are exempt from the provisions of the Rehabilitation of Offenders Act 1974. Some posts are subject to political restrictions. If any of the above applies to the post you are applying for, further details will be made available to you.

I declare that the information I have provided is true and accurate and in particular that I have not omitted any material facts which may have a bearing on my application. I understand that any contract of employment with St. Olave's is offered on the basis of the information I have provided. I understand that a false declaration, which results in my appointment to St. Olave's, may render me liable to dismissal. I give explicit consent that the information which I give on this form may be processed in accordance with the St. Olave's registration under the Data Protection Act 1998.

I am in possession of the certificates which I claim to hold, and understand that wilful falsification may result in dismissal if I am appointed.

I understand that any offer of employment will be subject to satisfactory medical, Criminal Records Bureau and police checks.

Do you have any family or close connection with any existing employees of St. Olave's School including governors?

Yes  No

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## EQUAL OPPORTUNITIES MONITORING FORM

The School has a policy on Equal Opportunities, which requires fair and equal treatment to be given to all job applicants. To help check how this policy is working the School seeks to record additional details of all people who apply for jobs.

For this reason the School would be grateful if you would give the information that is requested. This request has the full support of the teaching associations. This information is treated as strictly confidential and will not affect in any way the fair consideration of your application for employment. Your participation is entirely voluntary. Thank you for your assistance.

### Please complete the following:

Job Applied for: \_\_\_\_\_

Surname: \_\_\_\_\_ First name(s): \_\_\_\_\_

Gender: Male  Female  Age: \_\_\_\_\_ years

### ETHNIC GROUP

Please tick (✓) the relevant box

White British		Asian/Asian British-Bangladeshi	
White Irish		Asian/Asian British-Other	
White Other		Black/Black British/Caribbean	
Mixed-White & Black Caribbean		Black/Black British/African	
Mixed-White & Black African		Black/Black British/Other	
Mixed-White & Asian		Chinese	
Mixed-Other		Other	
Asian/Asian British-Indian		Refused	
Asian/Asian British-Pakistani			

### DISABILITY EQUALITY

According to the Disability Discrimination Act 1995, a disability is defined as 'a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities'. To help us comply with the Equality Act 2010 please tick one of the following:

- I do not consider myself to have a disability
- I do consider myself to have a disability
- I am registered disabled
- I decline to self classify as to whether I consider I have a disability

### RECRUITMENT MONITORING

Where did you see this post advertised?

TES Newspaper

TES online

Recommended by a current member of staff  Name \_\_\_\_\_

Other  (please give details) \_\_\_\_\_

Signed: \_\_\_\_\_