



**FUTURE  
ACADEMIES**  
LIBERTAS PER CULTUM



# Teacher of Business and History Recruitment Pack



## JOB DESCRIPTION

<b>JOB TITLE:</b>	<b>Teacher of Business and History</b>
<b>RESPONSIBLE TO:</b>	<b>SLT</b>
<b>HOURS:</b>	<b>Full-time</b>
<b>CONTRACT:</b>	<b>Permanent</b>
<b>SALARY:</b>	<b>FMPS1 to FMPS6, £33,075-£45,037</b>  Starting salary to be confirmed upon appointment, subject to experience.
<b>PLACE OF WORK:</b>	Laureate Academy, Warners End Road, Hemel Hempstead, HP1 3DW.
<b>RIGHT TO WORK:</b>	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations will be required in accordance with the statutory guidance
<b>STAFF BENEFITS:</b>	Future Academies recognises its employees as the most important asset and critical to its success. To demonstrate this all staff are offered the following benefits: <ul style="list-style-type: none"><li>• A supportive ethos and concern for the well-being of all colleagues.</li><li>• Excellent CPD opportunities and career progression.</li><li>• Employer Contributions to Local Government or Teachers Pension Scheme.</li><li>• Mintago – employee benefits platform</li><li>• Employee Assistance Programme.</li><li>• Access to a Virtual GP</li><li>• Eye Care Voucher scheme.</li><li>• Salary sacrifice childcare</li></ul>
<b>PROBATION PERIOD:</b>	The post holder will be required to complete a 4-month probation period

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### PURPOSE OF THE ROLE

The Teacher of Business and History will ensure that high-quality learning takes place and that outstanding attainment and progress are secured at all stages.

The Teacher of Business and History is responsible for delivering engaging and effective lessons that develop students' understanding, problem-solving skills, and confidence in both subjects.

In Business, they will educate and inspire students in the fields of business, economics, and entrepreneurship, helping them understand key concepts such as business management, marketing, finance, and economics. They will foster critical thinking, problem-solving, and decision-making skills to prepare students for the modern business world.

In History, they will help students develop analytical skills and a deeper understanding of historical events and their impact on the present. By encouraging critical thinking and evaluation of sources, they will enhance students' ability to assess historical evidence and form reasoned arguments.

Through dynamic teaching strategies, real-world applications, and thought-provoking discussions, the Teacher of Business and History will equip students with the skills and knowledge necessary for academic success.

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## **MAIN RESPONSIBILITIES AND TASKS**

### **PLANNING**

- Plan teaching to achieve progression in students' learning through:
  - Identifying clear teaching objectives and content, appropriate to the subject matter and the students being taught, and specifying how these will be taught and assessed
  - Setting tasks for the whole class, individual and group, including homework, which challenges and motivates
  - Setting appropriate and demanding expectations for students' learning, motivation and presentation of work
  - Setting clear targets for students' learning, building on prior attainment, and ensuring that students are aware of the substance and purpose of what they are asked to do
- Provide clear structures for lessons, and for sequences of lessons, which maintain pace, motivation and challenge students.
- Make effective use of assessment information on students' attainment and progress in the teaching and planning of lessons and sequences of lessons, including SEN and EAL needs.
- Ensure coverage of the relevant examination syllabus and National Curriculum programmes of study.

### **TEACHING AND CLASS MANAGEMENT**

- Ensure the effective teaching of classes and individuals, so that teaching objectives are met and best use is made of available teaching time.
- Establish and maintain a purposeful working atmosphere.
- Set high expectations of students' behaviour through well-focused teaching and consistent application of the Behaviour Policy and other school systems.
- Establish a safe environment, which supports learning and in which students feel secure and confident.
- Use teaching methods which sustain the momentum of students' work and keep all students engaged through:
  - Matching the approaches used to the subject matter and students
  - Clear structure and presentation of content
  - Effective use of resources and time
  - Providing opportunities for students to consolidate their knowledge and skills, both in the classroom and the setting of well-focused homework
- Meet the requirements of the Code of Practice, implement and keep records on individual education plans (IEPs) and report progress and concerns as required.
- Evaluate own teaching critically, including taking responsibility for professional improvements targets and monitoring progress.

## **ASSESSMENT, RECORDING AND REPORTING**

- Mark and monitor students' class work and homework as required by subject and school policies.
- Assess and record student progress as required by subject and Laureate Academy policies, including National Curriculum and other standardised tests, and baseline assessment where relevant.
- Write reports and profiles as required, including the National Record of Achievement.
- Participate in appropriate meetings with colleagues and parents/guardians.

## **OTHER**

- Participate in curriculum, pastoral, administration, and organisation meetings.
- Contribute to the work of curriculum and pastoral teams.
- Take responsibility for own professional development and keep up to date with research and development
- Cover for absent colleagues in accordance with school policy.
- Contribute to examination arrangements.
- Implement school policies consistently and follow the procedures outlined in the Staff Handbook.
- Carry out any other reasonable responsibilities compatible with the role and grade of this post.

## **SAFEGUARDING**

As an educational trust, Future Academies is committed to the safeguarding and promotion of the welfare of all children and young people. Therefore, the trust expects all members of staff and volunteers to share in this commitment. To this end, both an 'Enhanced Disclosure and Barring Service' check and a 'Barred List' check will be required for this role.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

The Job Description will be subject to periodic review to fit in with the needs of the Trust and provide development opportunities. It is not a comprehensive set of tasks, but sets out the main expectations of the Trust in relation to the postholder's responsibilities and duties at this time

To undertake similar duties, commensurate with the level of the post and at the discretion of the Line Manager, as the Line Manager shall from time-to-time reasonably require.

## PERSON SPECIFICATION

	Key Requirements	Essential	Desirable
<b>QUALIFICATIONS</b>	Qualified Teacher Status	✓	
	Courses of further study relevant to the post		✓
	Academic qualification in the relevant subject	✓	
	Evidence of active involvement in professional development		✓
<b>KNOWLEDGE, SKILLS AND EXPERIENCE</b>	Excellent communication and presentation skills	✓	
	Excellent use of IT systems such as excel, word, outlook	✓	
	Excellent subject knowledge	✓	
	Experience using school based HR systems		✓
	An understanding of and commitment to the ethos of the Academy and the wider trust	✓	
	Ability to deal calmly, professionally and effectively with a diverse group of people at all levels both within and outside the Trust	✓	
	Tact, diplomacy, discretion and confidentiality at all times	✓	
	Ability to work to and achieve tight and /or changing deadlines	✓	
	Excellent organisational skills, ability to prioritise work for self and others	✓	
	Excellent team skills and the ability to network effectively	✓	
<b>PERSONAL COMPETENCIES AND QUALITIES</b>	The ability to remain discreet when privy to confidential information	✓	
	Willingness to undergo appropriate checks, including enhanced DBS checks	✓	
	Commitment to the safeguarding and promotion of the welfare of all children and young people	✓	
	Commitment to Equality, Diversity and Inclusion	✓	
	Willingness to demonstrate commitment to the Future Academies values and behaviours	✓	
	Willingness to undertake further training	✓	

## APPLICATION PROCESS

### 1. Applying for the role

To apply for the post, please visit our website - [Vacancies - FaceEd \(face-ed.co.uk\)](https://face-ed.co.uk)

Applicants should complete the online application form via FaceEd. Applicants should also complete the 'Personal Statement' section of the online form to the best of their ability and use this section to demonstrate how they meet the requirements set out in the person specification. Please ensure specific examples are included.

Applications must be received no later than **Friday, 07 March 2025**. Applications after this date will not be considered.

### 2. Interview Process

The interview process will take place as soon as possible after shortlisted has been completed. The interview will include a formal interview and may include practical tasks related to the knowledge and skills required for the role.

### 3. Notification & Feedback

Candidates that have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached.

Unsuccessful candidates will be given the opportunity to receive professional feedback.

### 4. Taking up the post

The successful candidate will take up the post as soon as possible.

### 5. Additional information

For further information please email [hr@laureate.futureacademies.org](mailto:hr@laureate.futureacademies.org) and a member of the HR team will contact you.

### 6. Safeguarding

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