

## THE DEPARTMENT

The Economics Department consists of two dedicated teachers who work closely as a team, sharing resources, exploring new ideas, and ensuring that pupils benefit from as many enriching opportunities as possible.

Economics is consistently one of the most popular A Level subjects at STAHS, with two to three classes running in both Year 12 and Year 13. The department follows the Edexcel A Level Economics A specification and all teaching is delivered by subject specialists based in our Sixth Form block, which also houses a dedicated departmental office. The subject is regularly among the top choices at the start of Year 12 and a significant proportion of our Year 13 pupils go on to study Economics at university.

The department consistently achieves outstanding results in external examinations, with approximately 40% of pupils attaining A\* grades and over 90% achieving A\*-B, supported by excellent value-added scores.

All Sixth Form pupils at STAHS study four A Levels in Year 12, with many also undertake the Extended Project Qualification (EPQ). Pupils also complete the STAHS Diploma, excelling across its four pillars: Academics, Skills for Life, Service and Leadership, and Making the Leap. Weekly sessions support their Diploma work.

Our students at the school are extremely hard working and enthusiastic to learn beyond the syllabus – many are deeply committed to super-curricular enrichment. The department contributes to the Sixth Form Diploma, runs University Stretch sessions for students interested in pursuing Economics or Business at degree level, and supports a student-led Economics Society. The department also organises trips to conferences and lectures and participates in inter-school 'Economics Debates'.



## THE ROLE

The Teacher of Economics will report to the Head of Economics.

The postholder will be an outstanding classroom teacher who will play a key role in the academic life of STAHS and will contribute to the STAHS vision of 'Teach to 25'. They will be passionate about Economics and will be able to design creative and engaging lessons to deliver the curriculum across Years 12 and 13. Teachers at STAHS are experts in their field and the postholder will be expected to stretch our highly able pupils and to support them in their applications to study Economics-related courses at university and other post-18 routes.

We warmly welcome applications from those new to the profession, such as ECTs.

All STAHS teachers are required to take a form tutor role and the postholder will also contribute to the co-curricular life of the school.

This is a permanent position and is part-time on approximately 0.5 FTE. The part-time FTE may be flexible for the right candidate. The preferred start date for this position is September 2025.

This position involves contact with children and will amount to regulated activity as defined by Keeping Children Safe In Education (KCSIE) for safeguarding children and safer recruitment.



## RESPONSIBILITIES

All teachers are appointed by the Head and are expected to:

- Plan and prepare relevant material to teach classes allocated to them, according to the policies of the department to which they are accountable.
- Keep a record of their teaching and monitor and reflect on the effectiveness in meeting the teaching objectives.
- Set and mark pupils' work regularly and appropriately for the subject taught; record marks, monitor and assess progress and write reports as required.
- Maintain good order and discipline among pupils, safeguard their health and safety at all times when they are the responsibility of the school.
- Participate in the arrangements for preparing and assessing pupil's work, including for public examinations.
- Work positively and co-operatively as a member of a team to include liaising and working with colleagues in operating mark schemes, researching materials, keeping abreast of new developments and developing new courses.
- Share in pastoral responsibility for all pupils in school and especially for those in their tutor or teaching groups, liaising where appropriate with pastoral staff.
- As a form tutor, adhere to the expectations within the Form Tutor Handbook. In particular, be the first line of support for your tutees in school.
- Contribute to the delivery of the PSHE ('Skills for Life') programme.
- Contribute to the school's co-curriculum and super-curriculum.
- Proactively take part in professional development and training.
- Participate fully in the School's performance management ('Performance Development') programme.
- Share in supervisory and general duties; uphold good standards of behaviour and punctuality among pupils.
- Cover lessons when required.
- Attend staff meetings and participate in working groups as required.
- Attend assemblies and as often as is reasonable other school functions, playing an active part in wider aspects of school life including extra-curricular activities.
- Attend Parents' Evenings.
- Adhere to school policies and promote the school's vision, values and aims.

In addition to the above, the post holder will carry out any other professional duties as reasonably required by the Head.

*The High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.*



# PERSON SPECIFICATION

STAHS is a vibrant school supported by a diverse and enthusiastic community of staff, pupils, parents and alumni. It is important that our staff reflect the diversity of our community, and we therefore welcome and encourage applications from people of all genders and sexual orientation, those from Black, Asian and other minority ethnic backgrounds, and those with disabilities.

The successful candidate will be required to fulfil all the duties, as outlined in the job description. In addition to this, the candidate should possess the following competencies:

<b>QUALIFICATIONS &amp; EXPERIENCE</b>	<ul style="list-style-type: none"><li>• Experience as an excellent classroom teacher.</li><li>• Good, relevant degree-level qualification.</li><li>• Post-graduate professional qualification is desirable e.g. PGCE.</li><li>• Strong level of scholarship in Economics.</li><li>• Experience as a form tutor is desirable.</li></ul>
<b>SKILLS &amp; QUALITIES</b>	<ul style="list-style-type: none"><li>• Passion for Economics, for Economics education and knowledge of the current educational landscape.</li><li>• Excellent subject knowledge and knowledge of up-to-date resources and pedagogical approaches.</li><li>• Reflective practitioner with evidence of continued professional development and a recognition that we can all improve.</li><li>• Strong communication and interpersonal skills.</li><li>• Ability to communicate and work effectively with pupils, parents and colleagues of all levels in the school.</li><li>• Ability to motivate and manage pupils by getting to know each pupil individually.</li><li>• ICT literate and an effective user of technology in teaching and administration.</li><li>• Excellent time management and organisational skills.</li><li>• Team player.</li><li>• Ability to think creatively and lead new initiatives.</li><li>• Adaptable and flexible to accommodate changes in work priorities.</li><li>• Understand and respect the principles of confidentiality.</li><li>• High professional standards of yourself and pupils.</li><li>• Contribute positively to the overall ethos, vision, values and aims of the school.</li></ul>
<b>SAFEGUARDING</b>	<ul style="list-style-type: none"><li>• A commitment to safeguarding and promoting the welfare of children and young people and to follow the child protection procedures detailed in the school's safeguarding policy.</li><li>• Ability to form and maintain appropriate relationships and personal boundaries with children.</li></ul>