



# TRUE LEARNING PARTNERSHIP



Poynton High School  
Teacher of Business & Economics  
Recruitment Pack



## ASPIRATIONAL

We encourage everyone to dream big and pursue excellence.



## COLLABORATIVE

We work together, valuing diverse perspectives and shared success.



## COMPASSIONATE

We act with kindness, respect, and a genuine desire to serve others.



## CURIOUS

We foster innovation and a love of learning for all through inquiry and creativity.



## INCLUSIVE

We ensure everyone feels valued, supported, and able to contribute fully.



## TRUE LEARNING PARTNERSHIP

### Our Mission

To inspire and empower every individual within our trust to achieve their fullest potential.

We are committed to providing a safe, inclusive, and innovative learning environment where compassion and collaboration thrive. Encouraging high aspirations, courage and curiosity, we equip all members of our community with the skills, confidence, and character to make a meaningful, positive impact in their communities and beyond.



Inspiring the best in everyone

# Welcome to Poynton High School, part of the True Learning Multi-Academy Trust

Dear Candidate,

Thank you for your interest in working at our school. Poynton High is a great school, full of inspirational young people and exceptionally talented staff. As Headteacher I am proud to have such a supportive, expert and engaged staff team and I hope that you will wish to move forward on your application and look to join us in due course.

We are looking for an enthusiastic and inspiring Teacher of Business and Economics to join our highly skilled colleagues in our thriving Humanities Team. The successful candidate will be passionate about Business and Economics, committed to delivering high standards of teaching and learning, and excited by the opportunity to teach the subject across all key stages, including GCSE and A level.

This position offers someone with strong communication and interpersonal skills an excellent opportunity to be part of an ambitious and forward-thinking school with a reputation for academic excellence. You will be joining a collaborative, supportive and successful department that values both subject expertise and a deep commitment to student progress.

Applicants must be able to deliver engaging and challenging lessons that inspire students and foster a lifelong interest in Business and Economics. Initially this post is temporary for a year.

Our school serves the families of Poynton, Disley, Adlington and surrounding areas and we lie at the heart of this community's learning needs. We pride ourselves on being a community where every young person is challenged to reach their full potential and experience success, regardless of their background or ability. We believe that all stakeholders—students, staff, families, and the wider community of which we are a part—share the responsibility of contributing to the growth and achievement of our students. Recognising that every young person is unique, we are committed to building strong relationships and fostering an inclusive environment that values individuality, celebrates all achievements, and empowers our students to thrive academically, socially, and personally.

We have approximately 1500 students in Years 7 to 13 and offer a wide range of A levels in our large and successful Sixth Form. We are proud of the academic excellence achieved by our students and of their involvement in wider school life. We hope that as a prospective member of staff you will share our mission to “inspire and empower all within our learning community to fulfil their individual potential and ambitions so that all are able to be active and successful citizens in our global society”.

I would encourage you to visit our website (<https://www.poyntonhigh.org.uk/>) to get a better understanding of life here at Poynton High and if you have any questions that you would like to ask please do not hesitate to contact me directly on [head@poyntonhigh.org.uk](mailto:head@poyntonhigh.org.uk). I very much hope that you want to join our team and I look forward to receiving an application from you in due course. Good luck!

Matthew Dean  
Headteacher

# Job Description & Person Specification

<b>POST:</b>	Teacher of Business & Economics
<b>SCALE:</b>	MPS/UPS
<b>CONTRACT:</b>	Temporary contract for one year (full-time)
<b>EFFECTIVE FROM:</b>	September 2026

## The Humanities Team

The Humanities Team encompasses the three Departments of Geography, Business, Economics & Sociology and History. Each of these curriculum areas is led by a specialist Head of Department. Humanities has a supportive and open ethos where colleagues work collaboratively to develop the subject and their own professional skills. All classrooms in school are equipped with Promethean screens to aid teaching and most of the Sixth Form teaching for these subjects is delivered in the Sixth Form Centre.

## Business, Economics & Sociology

The Business, Economics & Sociology Department consists of a team of three colleagues who teach Business and Economics at KS4 and 5. They are based in the sixth form centre. Additionally, there are three colleagues who teach A level Sociology.

At KS4, they offer GCSE Business following the Eduqas specification looking at Business activity, Influences on business, Human Resources, Marketing, Operations and Finance. This is a popular course with 174 students studying Business at GCSE. At GCSE in 2025, 90% gained a grade 4 or higher. GCSE Business students are given the opportunity to develop their knowledge of the subject through a range of external visits and visiting speakers from local businesses.

At A level, the department offer four courses: A level Economics, A level Business, BTEC Business and A level Sociology. A level Business students follow the Eduqas Specification and A Level Economics follows the AQA specification. The BTEC Business students follow the Extended Certificate in Business, studying two internally assessed and two externally assessed units across the two years. BTEC students have access to computer rooms for their lessons. A level Sociology follows the AQA specification. Currently 47 students study the course and many continue to study Sociology, or related subjects, at university.

These are popular courses, with over 120 students following at least one of them in the sixth form, and many students continue to follow the subject at university. The department offers a range of enrichment activities including the opportunity to act as a Business Ambassador for the department as well as the chance to participate in the Tycoons for Schools programme, Student Investor Challenge and the Royal Economics Society Essay Competition. The department offers a range of visits to sixth form students including a visit to Cadbury World.

## History

The History Department is staffed by specialist teachers who love their subject. It is the aim of the department to enthuse students about History so that they have a good understanding of the world

we live in today and develop the skills and knowledge to be an effective historian. The successful candidate will benefit from being part of a strong team of colleagues who welcome new ideas to support the continuing development of the department.

At KS3, students are taught through enquiries. These help to engage the students and enable them to develop historical skills such as source analysis and effective written communication. In Year 7 students focus on social history and the units examine the impact of events on ordinary people, for example WW2 on the people of England. In Year 8, the units focus on power and enable students to use the knowledge and skills from Year 7 to analyse more complex political issues encountered when studying the impact of decisions on entire countries, for example the growth of democracy in the UK. In Year 9 they move on to conflict globally and this unit builds upon work in both Year 7 and 8. The concepts get progressively more challenging and the students develop their skills in debate, argument and analysis.

History is a popular subject at KS4. Currently there are five GCSE History classes in both Years 10 and 11. The department teaches the Edexcel History course with students studying; the USA, 1954-1975: Conflict at Home and Abroad, the History of Medicine, 1250 to the present, the Reigns of King Richard I and King John, 1189-1216 and the American West, 1835–c1895.

At A level, all students study Tudor England, 1485-1603. They complement this course by studying Russian History, 1917-1953 or German History, 1918-1945. Students also complete a piece of coursework which is independently researched and written.

Examination results in History are very strong. In 2025, 91% of the GCSE History students achieved at least a grade 4 and 51% achieved a grade 7 or higher. At A level 83% of all grades were C or higher and 38% were graded A or higher. Students regularly move on to studying History or related subjects at university following study at Poynton.

## Geography

The department consists of a Head of Department and five other teachers. Two members of the team are part of the school's leadership team. Together the department can offer a diverse range of experience and specialist subject knowledge.

The Department enriches its teaching by offering a variety of activities and trips. These include visits to the local area and into Manchester and the Peak District, and over the past few years we have run international trips to Iceland.

At KS3 (Years 7-9), students have three hours of Geography per fortnight. Much emphasis is placed on developing students' skills and awareness of current geographical issues through topic-based units of study. At GCSE, students are entered for the AQA examination. Here both Physical and Human topics are taught along with a range of skills to underpin students' knowledge. In recent years numbers opting for GCSE have been very pleasing, and currently there are 226 students studying GCSE Geography across Years 10 and 11.

At Sixth Form, we follow the AQA course. We deliver the specification with a study of current geographical issues relating to both Human and Physical Geography. We also undertake local fieldwork investigations and are always looking for new opportunities to encourage fieldwork. Numbers are very healthy at present with 60 students studying A level Geography in the Sixth Form, and in recent years many students have left to continue their Geography education at university.

Standards in the subject are consistently high with 30% of all Geography students gaining a grade 7 or higher and 75% gaining a grade 4 or higher at GCSE in 2025. At A level, the A\* - E pass rate was 100% and a quarter of all grades were A\* or A.

## Person Specification

<b>QUALIFICATIONS AND TRAINING</b>	
<b>Essential</b>	<b>Evidence</b>
1. To be a qualified teacher.	<b>AF</b>
2. To have a degree or equivalent in Business or a related subject.	<b>AF</b>
3. To have recent experience of teaching students in the secondary sector of education.	<b>AF</b>
4. To be able to teach Business to KS4 & KS5.	<b>AF + I</b>
5. To be able to teach Economics at KS4 & KS5	<b>AF + I</b>
<b>PROFESSIONAL SKILLS AND EXPERIENCE</b>	
<b>Essential</b>	
1. To have proven excellent classroom teaching and a commitment to high standards of achievement for students of all ability levels.	<b>AF + LO</b>
2. To show the ability to use ICT effectively in teaching and analysis.	<b>AF + I</b>
3. To have an appropriate profile of professional development activities.	<b>AF</b>
<b>KNOWLEDGE AND UNDERSTANDING</b>	
<b>Essential</b>	
1. To have effective behaviour management strategies.	<b>LO + I</b>
2. To use strategies for ensuring inclusion, diversity and access.	<b>I</b>
3. To understand strategies for safeguarding all young people.	<b>I</b>
4. To have the ability to input into personalising the curriculum in order to meet the needs of all students and knowledge of current thinking in teaching and learning	<b>I + LO</b>
<b>ABILITIES</b>	
<b>Essential</b>	
1. To be able to lead and motivate students, setting high standards and providing a focus for improvement.	<b>I</b>
2. To foster an open, fair, equitable culture.	<b>I + R</b>
3. To be able to prioritise, plan and organise yourself and students	<b>I + LO</b>
4. To use high quality interpersonal and communication skills which acknowledge excellence and challenge poor performance.	<b>I + R</b>
5. To have the ability to work as a member of a team and support other colleagues.	<b>AF + I</b>
<b>Desirable</b>	
1. To be willing to contribute to extra-curricular activities	<b>AF + I</b>
<b>COMMITMENT</b>	
<b>Essential</b>	
1. To be committed to the promotion of Poynton High School, a school at the heart of the community.	<b>I</b>
2. To believe in equality and celebrate diversity.	<b>I</b>
3. To be committed to inclusion and the right for all to fulfil their potential.	<b>I</b>
4. To be committed to the development of the professional effectiveness of all staff within the department.	<b>I</b>
5. To ensure that all students reach their full potential.	<b>I</b>

Key to evidence source:

AF – Application form  
 LO – Lesson observation  
 I – Interview  
 R – Reference

# **Core Responsibilities for all Trust Employees**

## **Health & Safety**

All staff within True Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager, the Director of Business & Operations, the site management team or another member of SLT as appropriate.

## **Equality & Diversity**

Staff employed by True Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. True Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

## **Data Protection**

All staff within True Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

## **Safeguarding & Child Protection**

True Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

Notwithstanding the detail in this job description, in accordance with the Trust's Flexibility Policy the job holder will undertake such work as may be determined by the CEO from time to time, up to or at a level consistent with the main responsibilities of the job.

# Key Information regarding the Application Process

## To Apply

Completed application forms should be submitted via My New Term.  
Please **do not** include your name when completing your supporting statement.

Only completed application forms will be submitted for shortlisting, CVs will not be accepted.

## Key Dates

Closing date for applications: 10am on Monday 13<sup>th</sup> April 2026

Interviews will take place on Friday 17<sup>th</sup> April 2026

## Benefits

At True Learning Partnership, we're proud to support our staff both in and outside of work. We're committed to your wellbeing, professional growth, and maintaining a healthy work-life balance.

Our benefits package includes a wide range of support and resources, such as wellbeing tools, a confidential Employee Assistance Programme (EAP), learning and development opportunities, and access to discounts on everyday spending and lifestyle services.

Other benefits include;

- Pension Scheme
- Cycle to Work Scheme
- Eye Care Vouchers
- Seasonal Flu Jabs
- Access to free CPD courses
- Strava – True Learning Runners

## Safer Recruitment Information

True Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance. Please note if you are shortlisted, an online search will be carried out before interview which may identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with you at interview.

True Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.

## Trust Safeguarding Statement

True Learning Partnership recognises the important role that our schools and their staff have in the wider safeguarding system for children. ALL staff have a responsibility to provide a safe environment in which children can learn. True Learning Partnership fully adopts statutory guidance "Keeping Children Safe in Education" (September 2025).

True Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our schools are a safe place for children, where our responsibilities for safeguarding children are taken seriously. As a Trust, we are responsible for ensuring that all our schools have thorough and robust child protection and safeguarding policies and procedures.

Should you have safeguarding concerns regarding any pupil at any of our schools, please speak to one of the Designated Safeguarding Leads at that school.

True Learning Partnership Designated Safeguarding Officer is Catherine Holyland, Deputy Head Teacher at Poynton High School. If you wish to contact her directly please e mail [Cholyland@truelearning.org.uk](mailto:Cholyland@truelearning.org.uk)

TLP's Trust Board safeguarding representative is currently TBC. If you wish to raise a concern, please email [info@truelearning.org.uk](mailto:info@truelearning.org.uk) stating that the email relates to a safeguarding issue.

Our schools' Local Governing Bodies are regularly updated about child protection, bullying and safeguarding policies and practices by the relevant school Head Teachers, and other members of the Senior Leadership Team. This information is reported to the Trust Board.

For further details on roles and responsibilities, and recording information regarding Safeguarding, please see the Safeguarding Policy and Procedures documents held by each school in our Trust.



**TRUE LEARNING  
PARTNERSHIP**

# Contact Us



True Learning Partnership

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