



**Improving  
Outcomes  
Transforming Lives  
Enabling Social Mobility**

# Welcome from the CEO

*Thank you for showing an interest in our pupils, our schools, and our Trust. This is an exciting time to join Orion Education. We are a very different organisation in 2025 than we were four years ago.*



**Simon Garrill**  
Chief Executive Officer

Thank you for taking the time to look, and for showing an interest in one of the roles in our schools. In a long career in education, starting out as an English teacher, I have loved the fact that I get to work with some fantastic young people and a group of like minded professionals who have a real passion for their work and share the same values. There aren't many professions where that is the case.

We are driven by our desire to do the best for our young people. Our reason to exist is to improve outcomes, transform lives and enable social mobility. Our values of trust kindness and endeavour underpin our work, and we succeed through ensuring a healthy culture and academic rigour. This emphasis on leadership involves nurturing a robust pipeline of leaders deeply committed to our values and mission. Collaborative partnerships are integral to our goals, as we seek to forge strong partnerships to amplify our impact.

At Orion Education, we take pride in the work that we do to develop our teachers and our leaders. Our approach to instructional coaching and leadership development has been recognised nationally. We are at the forefront of a coaching model that supports you in making the most of your career. Our expectations of ourselves and each other are high. In return we offer you unrivalled professional development, so that you can fulfil your own ambitions. Finally, I am extremely grateful for your interest in our Trust. We are moving forward at a rapid rate and it's an exciting time to join us.

*Simon Garrill*

# Our Four Critical Questions

**Why do we exist?**

To improve outcomes, transform lives and enable social mobility.

Trust • Kindness • Endeavour

**How do we behave?**

**What do we do?**

We create a strong network of schools which transform the lives of students by enabling them to achieve high educational and personal goals, regardless of their background.

Through a clear backbone, strong culture, academic rigour and smart systems.

**How do we succeed?**

## Mission & Values

All schools share the trust four critical questions. We exist to improve outcomes, transform lives and enable social mobility.

## Curriculum

The curriculum within our schools is designed around our principles of focused, coherent, sequenced, and inclusive. Where we can enhance collaboration and reduce workload, we standardise some elements. However, teachers do adapt the curriculum based on the needs of the students in their class.

## Assessment & Feedback

Our assessment and feedback calendar captures the rhythm of our assessment and data collection. Data driven instruction and responsive teaching ensure that formative assessment is central to pedagogy.

## Safeguarding & Attendance

Safeguarding is the responsibility of all. Our standardised approach to safeguarding and the support that we give our schools ensures that all children are kept safe. External reviews scrutinise the work that we do.

## Quality Assurance

Our school workflow captures the rhythm of the work that we do. We undertake regular cycles of structured monitoring to ensure that our schools are accelerating the progress of the students in their care.

## CPD

We allocate 7 training days to the teachers in our schools. All our teachers take part in instructional coaching. In addition, we provide enhanced levels of training for our leaders to develop their expertise in their current role and to prepare them for their next role.

## Workload

Schools are expected to streamline workload as much as possible. We limit the number of assessment points within our calendar and ensure that teachers do not undertake unnecessary administrative tasks.

## Teaching

Teaching is responsive to the needs of pupils. Our lesson framework based on the Rosenshine principles helps teachers to frame learning. However, we understand that each lesson will be different and will be designed to meet individual needs of pupils with adaptive teaching.

## Behaviour & Routines

It is essential that we have the highest expectations of behaviour within our schools. Good discipline and order are the foundation upon which pupils learn. Our common culture rubric and our behaviour, along with a codified approach to routines ensures that our schools are great environments in which to learn and teach.

## SEND

Adaptive teaching is at the core of our approach to meeting the individual needs of pupils. We share best practice and undertake annual reviews of SEND to ensure that pupils make progress. All our schools are open and welcoming places for pupils with SEND.

## Performance & Appraisal

We share a common approach to performance management and appraisal by providing a highly supportive and professional environment. Our talent programme ensures that colleagues who are talented and ambitious to progress are supported to do so.

## Operations

We take pride in running our schools well. Governance, IT, estates, finance, communications, and marketing are all within our Backbone.

# The Orion Backbone

The Orion Backbone provides clarity on the elements of our schools that are standardised or aligned.

## Our Schools

There are currently four secondary schools and four primary schools within the Trust. Four of the primary schools and three of the secondary schools are located within Bromley, South East London. A further secondary is close to Canterbury in Kent. These schools include:

### Secondary Schools



**Orion  
Eden Park**

11 - 18



**Orion  
Spires**

11 - 16



**Orion  
Coopers**

11 - 18



The  
Ravensbourne  
School

11 - 18

### Primary Schools



**Orion  
Blenheim**

4 - 11



**Orion  
Mead Road**

4 - 7



**Orion  
Ravensworth**

4 - 11



**Orion  
Scotts Park**

4 - 11

## Candidate Charter

Orion Education wants every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

### Our Commitment to You

- **Transparency** we will treat you with respect, honesty and fairness
- **Protecting your privacy** we'll ensure your information is secure and handled sensitively
- **Understanding** you'll be given everything you need to make informed decisions
- **Showcasing** talent we'll provide a good opportunity for you to share your skills, experience and potential
- **Feedback** we will provide constructive feedback professionally and promptly
- **Listening** we welcome feedback and we'll act on what you have to share
- **Inclusivity** our hiring decisions align with our commitment to create a high quality, diverse workforce

### We Will

- Provide you with clear, accurate and timely information
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need
- Respond to enquiries promptly and usually within 24 hours during the working week
- Adopt a fair and consistent assessment process
- Make sure you have all the documentation and details you need for an interview, well in advance
- Provide you with real insight about what it's like to be part of our team
- Ensure all offers are fair and equitable
- Seek feedback on your experience at every opportunity, so we can continue to improve

### In Return We Ask that You

- Be honest and upfront about your experience, aspirations and motivations
- Provide open and accurate information when submitting an application
- Always give yourself the best opportunity to succeed - research who we are and how we work
- Let us know if situations change in relation to your interest - and help us understand why
- Prepare yourself for interview and let us know how we can support you

## Your Wellbeing at Orion Education

We know that, to achieve our vision, it is our people who will make the big difference. That is why we are continuously reviewing our wellbeing offering through the implementation of our wellbeing strategy.

### Wellbeing Strategy

Our strategy aims to represent a commitment to an integrated approach to staff wellbeing that creates:

- a sense of belonging
- an environment and culture based on our vision, mission and values
- an environment where staff wellbeing is integrated into day-to-day practices
- an environment that recognises skills and encourages personal development
- encouragement and support for employees to develop and maintain a healthy lifestyle
- support for people with manageable health problems or disabilities to maintain access to or regain work
- improved staff satisfaction, recruitment and retention.

### Our Commitment

- development of the Orion Education wellbeing charter
- protected time for PPA
- needs based flexible approach
- improving working lives through employment policies such as flexible working, absence management, menopause, mental health and dignity at work
- creating a safe place to work through health and safety strategy and initiatives
- ensuring that all line managers support staff through regular line management meetings
- decreasing the interval between treatment and return to work through occupational health referral and advice
- career development through continual professional development (CPD)
- personal support through the Employee Assistance Programme counselling service
- adherence to the rarely cover policy
- reducing workload through sharing best practice and agreeing smarter ways to work in line with the backbone.

## Why work for us

### Competitive salaries

We offer competitive salaries for both teaching and non-teaching staff based on the type and level of role you do with automatic pay progression for main scale teachers. Pay ranges are reviewed annually with our recognised unions.

### Pension Scheme

All contracted members of staff will be automatically enrolled into a career-average pension scheme with either the Teachers' Pension Scheme or the Local Government Pension Scheme (whichever is appropriate). You don't pay tax or National Insurance on your contributions and Orion Education adds a generous employer contribution, which varies depending on your salary.

### Professional Development

Key to our ongoing success our development programmes are second to none.

Our commitment to instructional coaching ensures a consistent approach to teacher development across our schools.

Our Trust conference, online CPD modules and in-school service training supports you to achieve your goals whatever they might be.

Additionally, our programme of Trust Twilights provides our teachers with opportunities for deliberate practice and curriculum development planning.

Our early career teachers benefit from weekly mentoring and coaching, alongside a thorough training programme and additional Trust-wide events.

We also have opportunities for practitioner research and access to an NPQ programme through National Institute of Teaching.

### Benefits

For a full list of our benefits, please visit our website [Orion Education - Staff Benefits](#)

# Welcome from the Principal

*Welcome to Orion Coopers, a successful secondary that ensures that all members of our community are focused on creating strong outcomes for our young people.*



**Ms Maria Papachristodoulou**  
Interim Principal

At Orion Coopers we place our pupils learning at the heart of everything we do to ensure that we strive to constantly improve and drive progress. The most important lever to improving outcomes, transforming lives and enabling social mobility is our staff body. We are a coaching school and focus on developing the expertise and practice of all teachers and leaders regardless of their starting points.

Our vision is clear: we are a thriving community where pupils achieve strong progress, attend with purpose, and no child is left behind regardless of background or need. Every classroom reflects our high expectations, and our pupils lead with integrity, wearing their uniform with pride and managing their behaviour with maturity.

Our core values – Trust, Kindness, and Endeavour – shape everything we do. Trust builds the strong relationships that underpin our pastoral care and culture. Kindness ensures that every member of our community feels respected and included. Endeavour drives our commitment to hard work, resilience, and personal growth.

We believe in a holistic education where the academic curriculum is supported and enriched through extra-curricular opportunities and experiences. Pupils leave Orion Coopers with the skills, knowledge and experiences necessary to embark on the university or career of their choice. Our staff are fundamental in making this vision into a reality.

# About our School

***Orion Coopers is a welcoming and thriving secondary school located in Chislehurst. It is part of Orion Multi-Academy Trust. Set in 33 acres of beautiful parkland it offers extensive educational facilities. Orion Coopers is a community that inspires ambition, resilience and success for all.***

In Orion Coopers we have high expectations of all members of the community; we push each other to be the best versions of ourselves. This is best demonstrated in our ambitious curriculum for all pupils which matches and exceeds what is expected nationally. We have a strong team of creative and enthusiastic teachers who support and stretch pupils in their learning. We have a shared understanding of what great teaching looks like and support this through bespoke training and coaching. As a teacher at Orion Coopers you will receive exceptional professional development to enable you to develop your skills set and progress. We are committed to developing opportunities for our staff to grow in their roles and into roles within the school and across the Trust

We have clear behavioural expectations that ensures our school is calm and orderly and learning comes first. Clear systems mean that pupils are rewarded and encouraged whilst behaviour that does not meet expectations is consistently challenged. Working alongside our classroom teachers, we have a dedicated pastoral team that support within each year group and across the school. Our recent Ofsted in 2023 commented that "Pupils are safe around the large school site. They know that bullying is not tolerated, and that staff swiftly intervene to resolve any issues. Staff build positive working relationships with pupils and listen to any worries that they may have. Pupils are kind and respectful to others, including to new arrivals to the school. Sixth-form students act as role models for their younger peers."

Our pastoral and associate staff teams are key in delivering our educational goals. As a community we are committed to the professional development of all staff. Therefore, we offer a comprehensive Associate Staff programme of training and development which allows members to enhance their experience and skills through a broad range of opportunities.

Joining Orion Coopers now means that you will be part of our exciting journey on this next stage of our development. We look forward to welcoming you into our community.



## Job Description

<b>Job Title</b>	Head of Business
<b>Salary</b>	Competitive – dependent on experience
<b>Contract Type</b>	Permanent
<b>Working Hours</b>	32.5 Hours a week
<b>Location</b>	Orion Coopers
<b>Reporting To</b>	Faculty Team

## Job Purpose

To provide professional leadership and management. Encourage all pupils to be the best they can be through setting the highest of expectations.

### Main duties and responsibilities

- Strategic direction and development of the subject.
- Within the context of the school's aims and objectives, develop and implement subject policies, plans, targets and practices.
- Develop and implement policies for the subject which reflect the school's commitment to high achievement and effective teaching and learning.
- Make contributions to whole school strategic direction and development.
- Create a climate which enables other staff to maintain positive attitudes to the subject and confidence in teaching it.
- Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, intellectual and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.
- Analyse and interpret relevant national, local and school data, plus research and inspection evidence, in to inform policies, practices, expectations, targets and teaching methods.
- Establish short, medium and long term plans for the development and resourcing of the subject, which:

- Contribute to whole school aims, objectives, policies and practices.
- Are based on a range of comparative information and evidence, including in relation to the prior attainment of pupils and the results of any other tests used by the school.
- Identify realistic and challenging targets for improvement in the subject.
- Are understood by all those involved in putting the plans into practice.
- Are clear about action to be taken, responsibilities, timescales and criteria for success.
- Monitor the progress made in achieving subject plans and targets, evaluate the impact on teaching and learning and use this analysis to inform further strategies for improvement.
- Prepare an annual self-review, including an analysis of public examination results, and attend a meeting with the Leadership Group to discuss.
- Directors provide to all those with involvement in the teaching of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching and learning.
- Establish clear expectations and constructive working relationships among staff involved in the subject, through team work and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability.
- Sustain the motivation of all staff involved in the subject area.
- Participate in the recruitment of subject staff.
- Audit training needs, participate in performance management and use the process to develop the professional and personal effectiveness of staff.
- Lead professional development of staff through example and support, and co-ordinate the provision of high-quality professional development.
- Devise a focused programme of lesson observation and use the findings to disseminate good practice.
- Ensure that ITT, Teach First and ECTs are appropriately trained, monitored, supported and assessed in relation to national standards.
- Liaise with other colleagues, on cross-curricular matters and support for pupils with special educational needs.

- Oversee the Curriculum Area's presence at whole school functions.
- Ensure that the Leadership Group and governors are kept well informed about subject policies, plans and priorities, your success in meeting objectives and targets and subject-related professional plans. Directors secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards attained and set targets for improvement.
- Ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational needs.
- Ensure that teachers are clear about the learning objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate this information to pupils.
- Ensure that all teachers produce a detailed plan for every lesson, in accordance with the Orion Coopers Policy.
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils.
- Plan the most effective grouping of pupils to meet all needs.
- Ensure effective development of pupils' literacy, numeracy and ICT skills through the subject.
- Establish, implement and monitor clear policies and practices for assessing, recording and reporting on student achievement and use this information to recognise achievement and to help pupils in setting targets for further improvement.
- Ensure consistency in the regular setting, monitoring and marking of homework appropriate to all year and ability groups.
- Through monitoring the regular setting of homework establish intervention strategies and follow-up procedures as required to embed the school homework policy.
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- Set expectations and targets for staff in relation to the quality of teaching.
- Set expectations and targets for staff and pupils in relation to examination results and evaluate progress towards these outcomes.

- Evaluate the teaching of the subject and use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching and learning.
- Ensure development of pupils' individual and collaborative study skills necessary for them to become increasingly independent learners both in and out of school.
- Ensure that teachers are aware of the subject's contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens.
- Take responsibility for the management of pupils by using effective strategies at an early stage, thus avoiding the need to refer problems to others.
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding.
- Head of Departments identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely.
- Establish staff and resource needs for the subject and advise the Leadership Group of likely priorities for expenditure and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money.
- Prepare and manage the curriculum area's budget plan and be accountable for curriculum area expenditure.
- Deploy, or advise the Headteacher on the deployment of staff in the subject to ensure the best use of subject, technical or other expertise.
- Ensure the effective and efficient management and organisation of learning resources, including ICT.
- Maintain existing resources and explore opportunities, including preparing bids, to develop or incorporate new resources from a wide range of sources inside and outside school.
- Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject including display.

- Ensure that there is a safe working and learning environment in which concerns are properly assessed reported and acted upon.
- Line lead in accordance with the School's Performance Management Policy and structure.
- Meet regularly with these staff, identify training needs and act as their reviewer and coach for the purposes of performance management.
- Induct staff effectively into School policies and continuously model and reinforce high standards.
- Promote the values and ethos of the School in accordance with the Code of Conduct.
- Identify personal training needs with line leaders and work actively to develop professional expertise by participating in ongoing professional development.
- Support the professional development of colleagues.
- Ensure that personal knowledge base is in keeping with the School's needs at all times, to undertake all duties with due regard for Health and Safety regulations and Child protection.
- Comply with all School policies including the Staff Code of Conduct.
- Contribute to the School duty rotas and enrichment programme.
- Undertake any other duties commensurate with the level of the post, as required to ensure the efficient and effective running of the school
- Notes: You may also be required to undertake such other comparable duties as the Principal requires from time to time.

## Person Specification

### Skills, Capabilities and Experience

#### Qualifications

- The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received
- Qualified Teacher Status
- A degree in relatable subject
- A good track record of recent, relevant professional development

#### Skills, Capabilities and Experience

- The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role.
- Experience of teaching the subject to at least KS4.
- Creating and sharing high quality resources with your department.
- Working in an all-ability school across the 11 to 19 age range.
- Leading and managing a team.
- Raising levels of achievement, in value-added terms, as demonstrated by results at the end of courses.
- Leading innovative curriculum development.
- Organising and delivering INSET.
- Managing and involving others in developmental work.
- Using ICT for curriculum and administration purposes.
- Leading a team.
- Delegating work to a team.
- Judge when to make decisions, when to consult with others, and when to defer to the Leadership Group or other senior managers.

- Analyse, understand and interpret relevant information and data.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

#### Desirable:

- Subject leadership experience.
- Experience of teaching to KS5.
- Developing consensus within a team.
- Communicate effectively, orally and in writing, with the Leadership Group, other staff, pupils, parents, governors, external agencies and the wider community, including business and industry.
- Negotiate and consult effectively.
- Ensure good communication with, and between, staff who teach and support the subject.
- Chair meetings effectively.
- Subject specific pedagogy and an understanding of engaging lessons.
- Recent developments in the teaching and learning of the subject.
- Strategies for raising achievement in the subject and across the whole school.
- The knowledge required by the Applicant to perform effectively in the role.
- Different teaching and learning styles.
- The use of performance data to track student progress and monitor achievement strategies for ensuring equal opportunities for staff and pupils.
- Ability to form and maintain successful relationships with colleagues.
- Secure commitment to clear aims and objectives for the subject.
- Prioritise, plan and organise.
- Work as part of a team.
- Deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement.

- Ability to inspire colleagues to greater performance.
- Ability to develop high performing teams.
- Acknowledge and utilise the experience, expertise and contribution of others.
- Set standards and provide a role model for pupils and other staff.
- Devolve responsibilities and delegate tasks, as appropriate.
- Seek advice and support when necessary.
- Command credibility and use your expertise to influence others.
- Make informed use of research and inspection findings.
- Apply good practice to and from other subjects and areas.
- Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.
- Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation.
- Ability to listen to stake holders and understand their needs.
- Ability to tailor your approach to each conversation to be appropriate to the stake holder, responding clearly with fine shades of meaning, even in complex situations.

\*We reserve the right to this vacancy early should we receive an overwhelming response. All candidates are advised to refer to the job description and person specification before making an application.

We look forward to hearing from you.

***Orion Education is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check and where applicable, a prohibition from teaching check will be completed for all applicants. Orion Education is fully committed to equality and to valuing diversity as an employer and a provider of education.***

## Orion Education

Mansion House, Coopers School  
Hawkwood Lane, Chislehurst  
Kent, BR7 5PS

020 8290 8505  
enquiries@orionedu.org.uk

Orion Education is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check and where applicable a check from teaching check will be completed for all applicants. Orion Education is fully committed to equality and to valuing diversity as an employer and a provider of education.



