



STRATFORD GIRLS'  
GRAMMAR SCHOOL

STRATFORD-UPON-AVON

## **Teacher of Economics and Business**

**Part time (approx. 0.4fte + 0.2fte)**

## The School

Welcome to Stratford Girls' Grammar School, where academic excellence meets a vibrant, diverse community.

Stratford Girls' Grammar School is a highly successful selective 11-18 school with 853 students currently on roll. The standard student number in Years 7 to 11 is 120. This year there are 245 students in Years 12 and 13. Our priority circle for admissions takes in south Coventry, Banbury, Solihull, and Pershore. Our diverse student body enriches our community, making it a dynamic and exciting place to learn and grow.

The school has an excellent reputation based on examination results, a progressive approach to educational development, and a strong sense of community. The school is well known for academic excellence, both locally and nationally. In November 2022, Ofsted judged us as outstanding. The standards that students achieve at every level are exceptionally high, and the students' personal development is excellent.

*"Shaping Futures" runs through the heart of Stratford Girls' Grammar School. This shared ethos is seen in everything students and staff do. Students achieve exceptionally well...All students, including those in the sixth form, are extremely well prepared for life beyond school."*

Our students consistently achieve outstanding results, with 86% of GCSE grades at 9/7 and 82% of A-level grades at A\*/B in 2025. We know that we add good value; something we are proud of considering the high starting points of our students. The quality of destinations for our students is also outstanding, with ever-increasing numbers successfully applying to Oxbridge and others gaining a place on high-quality, degree-level apprenticeships. Our record for offers into Medicine, Dentistry and Veterinary courses is another strength.

The school became a stand-alone academy in August 2011 and moved at the same time to vertical tutoring. Our pastoral care is a real strength and is often cited as a further reason why parents and students recommend and choose us. We are outward-looking, value breadth, and encourage students to take up a wide variety of extra-curricular opportunities. Parent support for the school is very good: 97% of our parents would recommend us to other parents. The school also benefits from an engaged Governing Body.

Nestled in the picturesque village of Shottery, just minutes from Stratford-upon-Avon, our school offers a serene yet accessible setting for education. It is based in the grounds of Shottery Manor, a fifteenth-century manor house which accommodates our Sixth Form. The school buildings are quite compact, which gives it a friendly feel, and the entire site is arranged around a very attractive central lawn.

We are always looking for ways to enhance the facilities for our students. Our facilities were enhanced by a £3.5million development in the Hargreaves building, which now includes a full-size sports hall, fitness suite, changing rooms, Drama studio, three classrooms, offices, and school reception. This development followed soon after Phase 1: a £1.5m extension comprising six classrooms, offices, and a new library. Several successful CIF bids have also allowed us to update the school's infrastructure. Most recently, funding secured from the government allowed us to refurbish our 1950s Science laboratories, and the windows in the Manor House have now been renovated.

Further to site development, we are committed to being a digital school. Our staff and students benefit from and expect reliable, robust IT systems. We are currently building on excellent foundations with staff to set the Digital Strategy for the next five years, which

include digital screens in the classrooms, one to one devices for our students and integrated use of Microsoft 365 into all elements of our administration and teaching and learning. This includes the use of OneNote, Teams, and SharePoint.

Discover more about what makes SGGs special by visiting our website or following us on social media. We look forward to welcoming you to our community!

## Welcome to the Business and Economics Department

The Business and Economics department may be small, but it has a long track record of exceptional outcomes. Year after year, students achieve outstanding A-level results. With the current Head of Department retiring, this is an exciting moment for a new specialist to help shape the next chapter of a successful and well-respected department.

Economics remains a highly popular subject at A-level, with committed groups in both Years 12 and 13. While GCSE Business will conclude in 2027, this transition allows the department to focus its energy and expertise solely on A-level Economics, strengthening the provision even further and enabling the successful candidate to play a key role in driving its future direction.

Beyond the classroom, the department thrives on providing rich and memorable experiences for students. It has a strong tradition of super-curricular opportunities, including national competitions, where our students have consistently excelled.

Educational visits and employer engagement are central to the department's ethos. Staff organise regular trips to leading commercial and educational institutions, supported by strong and long-standing connections with local businesses and industry partners. Many students extend their academic interests by undertaking EPQs in related areas, often producing work of an exceptionally high standard.

The strength of the department is reflected in students' destinations: each year, a significant number continue their studies in Economics or related fields at university, with some of our Economists securing places on competitive courses, including at Oxbridge. This is a department with a proud record, a clear sense of purpose, and a wealth of opportunities for the right candidate to make a meaningful impact.

## The Post

We are looking for an enthusiastic, forward-thinking and well-qualified Teacher of Economics to join our vibrant school from September 2026. This part-time role offers the chance to make a genuine impact. You will teach highly motivated students with strong literacy, curiosity and ambition, enabling rich classroom discussion. We actively support colleagues to engage with external CPD, exam-board training, professional networks and industry links to keep subject knowledge fresh and inspiring.

For the academic year 2026–27, the role also includes teaching one final year of GCSE Business to Year 11, bringing the total teaching commitment to approximately 0.6fte. From September 2027 onward, the position becomes a 0.4fte A-level Economics role. Applicants wishing to apply solely for the Economics teaching are warmly encouraged to do so.

We are looking for someone who brings real enthusiasm for Economics and the wider world to the classroom and can communicate that passion through dynamic, engaging teaching. The ideal candidate will be an outstanding practitioner who uses a variety of strategies to

challenge and motivate students, fostering high expectations and a love of learning. They will be eager to contribute to the department's extra-curricular life and play an active role in the wider school community.

Flexibility, creativity and a willingness to innovate are all qualities we value highly.

As with all teaching staff, the successful applicant is likely to have a role within our vertical tutoring system, helping to support and guide students pastorally as well as academically.

Staff voice plays a central role in shaping our approach to workload and wellbeing. In recent years, we have introduced greater flexibility, including the option to take PPA time at home, helping colleagues balance their professional and personal commitments. As a small school with a strong sense of community, the family feel is evident across the site, and we hold regular staff events throughout the year to bring everyone together. This collaborative, caring culture is something we value deeply and work hard to sustain.

We are a small, friendly team who work collaboratively and are excited to welcome a new colleague to our school.

## The Application Process

Those who wish to apply can do so by following the link here from the school's website using **MyNewTerm**.

Please complete the application form online. A written statement in support of your application will be accepted but we do not consider CVs.

If you have any questions regarding this vacancy or wish to visit the school, please contact Joanne Betts, PA to the Headteacher, in the first instance on 01789 293759 or at [HeadsPA@sggs.org.uk](mailto:HeadsPA@sggs.org.uk).

**Application deadline: 23<sup>rd</sup> February 2026 by 10am.**

**Interviews are expected to take place on Friday 6<sup>th</sup> March, 2026**

## The Interview

Detailed arrangements will be sent to those invited for interview, but the following elements are likely to be part of the process. They are provided at this stage for information only and are subject to revision.

Our usual practice in school is for all candidates to arrive at the same time and take part in some activities in a group or on a rota basis. Interviews will be on an individual basis. These activities may include:

- meetings and discussions with the Headteacher, the Business Manager and other key staff as appropriate
- tour of the school and site with student leaders
- individual interviews with panels, which may include students and/or staff
- practical lesson observation
- practical activities (e.g. in-tray exercise, teaching and learning planning, assessment task)
- observed discussion with others for leadership posts
- formal panel interview

**The formal interview:** before the interviews, the selection panel will agree on the interview format. The asked will be aimed at obtaining evidence of how each candidate meets the requirement of the job description and the person specification and each candidate will be assessed against all of the criteria for the post. The same areas of questioning will be covered for each applicant and no questions which would discriminate directly or indirectly on protected characteristics under the Equality Act 2010 will be asked. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues and their suitability for the role in relation to the safeguarding criteria in the person specification. Candidates will be asked about the most recent safeguarding training.

The interview will also include a discussion of any convictions, cautions or pending prosecutions, other than those protected, that the candidate has declared and are relevant to the prospective employment.

## Staff Dress

At Stratford Girls' Grammar School all staff should wear smart clothing which:

- promotes a positive and professional image.
- is appropriate to their role.
- is not likely to be viewed as offensive, revealing, or sexually provocative.
- does not distract, cause embarrassment or give rise to misunderstanding.
- is absent of any political or otherwise contentious slogans.
- is not considered to be discriminatory.
- is compliant with professional standards.

The expectations are that:

- male teaching staff are expected to wear a jacket and collared shirt, and female teaching
- staff equivalently smart attire with a jacket. Ties are optional.
- staff are expected to dress appropriately; all staff should set a good example to students in
- what they wear, avoiding clothing that is overly casual or revealing.

## Safeguarding

The personal safety, emotional well-being and social development of students at SGGS is at the heart of our school ethos. Sustaining a vigilant culture of safeguarding awareness across the school, with clearly understood and defined systems for raising concerns, is of paramount importance and underpins all professional conduct and practice. All associate and teaching staff are regularly trained and empowered to deploy their professional curiosity and are tasked with adopting a 'it could happen here' approach to any concerning presentation by a student or member of staff manifest in school.

We advise you that in line with KCSIE 2025 requirements, we will carry out online searches on all short-listed candidates.

This school is committed to safeguarding, equality of opportunity, and promoting the welfare of children and young people. An enhanced DBS check will be required.

## Privacy Notice

Information about how we handle your data can be found on our website.

## Person Specification: Teacher of Economics and Business

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good honours degree in Economics, Business or equivalent with teaching qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Has other qualifications or academic experience indicating a breadth of interests</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Proven record as a successful teacher of Economics or Business in the 14-18 sector, preferably to GCSE</li> <li>• Successful pastoral experience with 11-18 year old students</li> <li>• Developing subject specific enrichment activities for all ages</li> </ul>	<ul style="list-style-type: none"> <li>• Has experience of working with very able students, e.g. in selective schools.</li> <li>• Working on cross-curricular and/or industry projects</li> <li>• Leadership experience</li> </ul>
<b>Professional Knowledge</b>	<ul style="list-style-type: none"> <li>• Experience of developing teaching and learning strategies for students in a school environment</li> <li>• Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.</li> <li>• Has knowledge of relevant Health and Safety requirements.</li> <li>• Has a very good working knowledge of Microsoft 365 and TEAMS</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of AQA A-level and GCSE specification</li> <li>• Has sound knowledge of current national educational developments and initiatives.</li> <li>• Working knowledge of Bromcom MIS</li> <li>•</li> </ul>
<b>Skills and Abilities</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Values and respects the views and needs of students and has positive, caring, discipline and pastoral abilities.</li> <li>• Has good interpersonal and communication skills to relate to staff, students and parents and to support, motivate and lead a team.</li> <li>• Respects and values the different experiences, ideas and backgrounds that others can bring to work and to teams.</li> <li>• Works collaboratively and supportively with colleagues both within the organisation and in other organisations</li> <li>• Manages time effectively.</li> <li>• Has good ICT skills Is able to work well under pressure and maintain a sense of perspective with a good sense of humour.</li> <li>• Is committed to continual personal and professional development, is reflective and learns from past experience.</li> <li>• Shows personal integrity.</li> <li>• Displays commitment to the protection and safeguarding of children and young people.</li> <li>• Is willing to work within organisational procedures and to meet the required standards for the role</li> </ul>	
<b>Special</b>	<ul style="list-style-type: none"> <li>• Committed to selective education</li> </ul>	

**Requirements**

- Committed to single-sex girls' education.
- Committed to maintaining the unique and caring ethos of the school



## Job Description (1): Class Teacher

**Job Purpose:** To teach a class or classes of students and ensure that planning, preparation, recording, assessment and reporting meet their varying learning needs; to maintain the positive ethos and core values of the school, both inside and outside the classroom; to contribute to constructive team-building amongst teaching and non-teaching staff, parents/carers and governors; to have a working knowledge of i) the national conditions of employment for school teachers as set out in the current copy of the School Teachers' Pay and Conditions Document, and ii) the national standards for QTS.

**Reporting to:** Line Manager for Economics and Business

<b>Strategic leadership</b>	<ul style="list-style-type: none"> <li>• Demonstrate an active contribution to the policies and aspirations of the school.</li> <li>• Demonstrate that they are effective professionals who challenge and support all students to do their best through: <ul style="list-style-type: none"> <li>– inspiring trust and confidence.</li> <li>– building team commitment.</li> <li>– engaging and motivating students.</li> <li>– analytical thinking.</li> <li>– positive action to improve the quality of students' learning.</li> </ul> </li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Have a thorough and up to date knowledge and understanding of their specialist subject(s).</li> <li>• Have a detailed knowledge of the relevant aspects of the students' National Curriculum, including national standards and other statutory requirements.</li> <li>• Understand progression in their specialist subject(s), including before their specialist age range.</li> <li>• Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s).</li> <li>• Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work and which have been identified as school priorities.</li> </ul>
<b>Planning &amp; setting expectations</b>	<ul style="list-style-type: none"> <li>• Demonstrate consistent and effective planning of lessons and sequences of lessons to ensure all students learn effectively.</li> <li>• Identify clear teaching objectives, content, and sequences and learning appropriate to the subject matter and the students being taught.</li> <li>• Plan effectively to ensure that students have the opportunity to meet their potential, notwithstanding differences of race and gender, and taking account of the needs of students who are underachieving, very able, or not yet fluent in English, making use of relevant information and specialist help where available.</li> <li>• Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior attainment.</li> <li>• Plan effectively, where applicable, to meet the needs of students with Special Educational Needs and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation, monitoring and review of Individual Education Plans.</li> <li>• Make reasonable adjustments in practice to include students with a disability.</li> <li>• Take account of EDI to enrich the curriculum and raise achievement.</li> </ul>
<b>Teaching and managing student learning</b>	<ul style="list-style-type: none"> <li>• Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.</li> <li>• Secure a good standard of student behaviour in the classroom through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which students respect; act to pre-empt and</li> </ul>



	<p>deal with inappropriate behaviour in the context of behaviour policy of the school.</p> <ul style="list-style-type: none"> <li>• Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.</li> </ul>
<b>Student achievement</b>	<ul style="list-style-type: none"> <li>• Set clear targets for improvement of students' achievement, monitor students' progress towards those targets and use appropriate teaching strategies in the light of this, including where appropriate, in relation to literacy, numeracy and other school targets.</li> <li>• Secure progress towards students' targets.</li> <li>• Demonstrate that, as a result of their teaching, their students achieve well relative to the students' prior attainment, making progress as good or better than similar students nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for students where national tests and examinations are not taken.</li> </ul>
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• Assess how well learning objectives have been achieved and use this assessment to inform future teaching.</li> <li>• Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress.</li> <li>• When applicable, understand the demands expected of students in relation to the National Curriculum, KS4 and post-16 courses.</li> <li>• Recognise the level that a student is achieving and make accurate assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phase(s) taught.</li> </ul>
<b>Working with other adults</b>	<ul style="list-style-type: none"> <li>• Establish effective working relationships with professional colleagues including, where applicable, support staff.</li> <li>• Take part in and contribute to meetings that relate to teaching/curriculum; cooperate with and, where appropriate, advise the Headteacher and other colleagues in the review, development and management of a subject in the school.</li> <li>• Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of students' learning.</li> </ul>
<b>Managing resources</b>	<ul style="list-style-type: none"> <li>• Select and make good use of textbooks, ICT including MS TEAMS, and other learning resources which enable teaching objectives to be met.</li> <li>• Ensure learning environment supports the promotion of the subject and student progress as appropriate.</li> </ul>
<b>Relations with parents and wider community</b>	<ul style="list-style-type: none"> <li>• Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples.</li> <li>• Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.</li> <li>• Communicate and co-operate with specialists from outside agencies when appropriate.</li> </ul>
<b>Managing own performance &amp; development</b>	<ul style="list-style-type: none"> <li>• Take responsibility for their own professional development, setting objectives for improvements, and taking action to keep up to date with research and development in pedagogy and in the subject(s) they teach. Use the outcomes to improve teaching and students' learning.</li> <li>• Participate in the appraisal system for the appraisal of their own performance, or that of other teachers.</li> <li>• Take responsibility for implementing school policies and practices, including Health and Safety.</li> <li>• Support initiatives decided by the Headteacher and staff.</li> <li>• Set a good example to the students they teach in their presentation and</li> </ul>

	their personal conduct. <ul style="list-style-type: none"> <li>• Evaluate their own teaching critically and use this to improve their effectiveness.</li> </ul>
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### **Post-Threshold Expectations**

In addition to the above and in accordance with post-threshold standards:

- to provide a role-model for teaching and learning
- to make a substantial and sustained contribution (specifically agreed through the Appraisal system) to the raising of student standards and to contribute effectively to the work of the wider school team and the whole school offer.

## The Job Description (2): Tutor

**Job Purpose:** To be responsible for the pastoral care, guidance and support of students within the tutor group, including support for academic progress and general welfare, under the guidance of the Head of House and Head of Sixth Form.

**Reporting to:** Head of House and Head of Sixth Form

<b>Strategic leadership</b>	<ul style="list-style-type: none"> <li>• Take responsibility for implementing school policies and practices, including those dealing with bullying.</li> <li>• Work to develop and maintain positive attitudes and confidence in student welfare and guidance.</li> <li>• Help to develop a positive ethos in which all students have access to a broad, balanced and relevant curriculum which contributes to:             <ul style="list-style-type: none"> <li>○ students' spiritual, moral, cultural, mental and physical development (SMSC)</li> <li>○ the preparation of students for the opportunities, responsibilities and experiences of adult life</li> <li>○ the capacity of students to stay safe, be healthy, enjoy and achieve, make a positive contribution and prepare for their future life, including economic well-being</li> </ul> </li> </ul>
<b>Specific responsibilities</b>	<ul style="list-style-type: none"> <li>• Tutorial:             <ul style="list-style-type: none"> <li>○ work with the PSO to ensure that all absence is accounted for by parental notes and that any absence not covered, despite the Tutor's best efforts (including contacting parents if necessary) is notified to the Head of House/Sixth Form</li> <li>○ ensure that any information is distributed promptly, and that other returns of a routine nature are dealt with as required.</li> <li>○ celebrate individual or group achievements.</li> </ul> </li> <li>• Assemblies and tutorial:             <ul style="list-style-type: none"> <li>○ role model positive well-being and practices in support of this</li> <li>○ be responsible for organising meaningful activities with the tutor group in tutorial and assisting the group in the presentation of assemblies.</li> <li>○ supervise the tutor group in whole school and other assemblies and in moving to the place of assembly.</li> <li>○ check student planners and sign them at least half-termly; follow up any problems in subject areas with the subject teacher and relevant Head of Department</li> </ul> </li> <li>• Conduct and appearance of students:             <ul style="list-style-type: none"> <li>○ set the standards and monitor the behaviour, attitudes and appearance of members of the tutor group, within the school's Behaviour Policy</li> <li>○ use the rewards and sanctions in Bromcom in line with this policy.</li> <li>○ monitor that uniform/ sixth form dress is worn correctly and advise Heads of House/Sixth Form as appropriate.</li> <li>○ set a good example to the students they teach in their presentation and their personal conduct.</li> </ul> </li> <li>• Care of the tutor group environment:             <ul style="list-style-type: none"> <li>○ actively encourage members of the tutor group to take responsibility for maintaining a clean, tidy and pleasant tutor base</li> <li>○ ensure that tutor group noticeboards are maintained well</li> </ul> </li> </ul>
<b>Teaching and managing student learning</b>	<ul style="list-style-type: none"> <li>• Ensure effective delivery of tutorial activities so that teaching objectives are met, momentum and challenge are maintained, and best use is made of curriculum time.</li> <li>• Secure a good standard of student behaviour in the tutor base through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which students respect; act to pre-empt and deal with inappropriate behaviour in the context of the school's Behaviour Policy.</li> </ul>

<b>Monitoring student progress</b>	<ul style="list-style-type: none"> <li>• In line with the ARR calendar, monitor tutees' data and progress towards subject and review targets and support students in making progress towards their targets.</li> <li>• Be responsible for sharing any sensitive or confidential information with the Head of House/Sixth Form and Headteacher as necessary and in keeping with all school safeguarding procedures.</li> <li>• Be responsible for commenting on individual reports for members of the tutor group and supervising the completion of personal statements and statements of extra-curricular activities, covering aspects of achievement, personality and attitude which are not covered by academic reports.</li> <li>• Carry out review sessions – including target-setting – with members of the tutor group or members of another tutor group</li> </ul>
<b>Relations with parents and wider community</b>	<ul style="list-style-type: none"> <li>• Foster good home-school relationships and liaise with the Head of House/Sixth Form if direct contact with parents is necessary.</li> <li>• Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.</li> </ul>

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