



STRATFORD GIRLS'
GRAMMAR SCHOOL

STRATFORD-UPON-AVON

Teacher of Economics

Part time (approx. 0.5fte)

Why teach Economics at SGGS?

Teaching Economics at Stratford Girls' Grammar School offers the opportunity to work with highly motivated, articulate students who are genuinely interested in the subject, enabling lessons rich in discussion, debate and academic depth. This means that teachers are able to focus on subject knowledge, real-world application and intellectual challenge, rather than behaviour management. As a result, the department has a strong track record of A-level success, excellent student destinations and a well-established culture of super-curricular enrichment.

Staff benefit from working in a school that places high trust in its teachers, values professional autonomy and actively supports subject-specific CPD. SGGS also offers a warm, collegiate staff community where workload and wellbeing are taken seriously, including flexible approaches such as PPA time at home, alongside a beautiful setting with excellent facilities, strong governance and a clear sense of purpose rooted in the school's ethos of "Shaping Futures".

Our School

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.

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, and integrated use of Microsoft 365 into all elements of our administration and teaching and learning.

Discover more about what makes SGGS special by visiting our website or following us on social media.

The Department

The Business and Economics department is small but highly successful, with a long-established track record of excellent A-level and GCSE outcomes. Year after year, students achieve outstanding results and progress to highly competitive university courses. With the retirement of the current Head of Department, this is an exciting point at which to join a well-respected department and help shape its next phase of development.

Economics is a popular and well-established A-level subject, with committed and academically curious students in both Years 12 and 13. As GCSE Business concludes in 2027, the department will focus fully on A-level Economics, enabling deeper curriculum thinking, enriched teaching and learning, and expanded super-curricular provision. The successful candidate will have real scope to influence the direction of the subject and contribute ideas, enrichment and expertise.

Beyond the classroom, the department has a strong culture of super-curricular engagement. Students regularly take part in national competitions, educational visits and employer-led experiences, supported by well-established links with universities, local businesses and industry partners. Many students choose to pursue EPQs in Economics or related fields, producing work of a notably high standard.

The strength of the department is reflected in students' destinations, with significant numbers progressing each year to Economics and related degrees, including at Oxbridge. This is a department with a clear academic identity, a strong reputation and genuine opportunities for a teacher who enjoys working with motivated students and shaping a subject beyond the classroom.

The Post

We are seeking an enthusiastic and well-qualified Teacher of Economics to join our thriving school from September 2026. This is a part-time role offering the opportunity to teach Economics in a setting where students are curious, ambitious and eager to engage with complex ideas.

Teaching at SGGS is intellectually rewarding. Students have strong literacy skills, high levels of motivation and a genuine interest in understanding the world around them. Classrooms are characterised by discussion, challenge and independence, allowing teachers to focus on subject depth, analytical thinking and real-world application.

For the academic year 2026–27, the role includes teaching one final Year 11 GCSE Business class, bringing the total commitment to approximately 0.52 FTE. From September 2027, the post becomes a 0.4 FTE A-level Economics role. However, there is some scope within these figures and applicants are encouraged to apply if they are willing to teach in other areas.

The department has a long record of strong A-level outcomes and successful student destinations, including Economics-related courses at highly selective universities. With the retirement of the current Head of Department and the conclusion of GCSE Business, the department is entering a new phase. The successful candidate will have genuine scope to contribute to the future direction of A-level Economics, including enrichment, super-curricular provision and wider academic opportunities.

We are looking for an excellent classroom practitioner with a passion for Economics and the ability to inspire, challenge and motivate students. The successful candidate will be reflective, organised and enthusiastic about contributing to the wider life of the school in a way that is proportionate to role and hours.

As with all teaching staff, the post includes a role within our vertical tutoring system, supporting students pastorally alongside their academic development.

Staff wellbeing and voice are important at SGGS. We work hard to manage workload sensibly and have introduced flexible arrangements, including the option for PPA time at home. As a small school, we benefit from a strong sense of community, collaborative working relationships and a supportive leadership team. This is a school where staff are known, valued and trusted.

We are a friendly and committed team and look forward to welcoming a new colleague who will enjoy teaching Economics in a thriving girls' grammar school.

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.

Application deadline: 27th April, 2026 by 10am.

Interviews are expected to take place on Friday 1st May, 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 SGGGS 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

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

<p>Strategic leadership</p>	<ul style="list-style-type: none"> • Demonstrate an active contribution to the policies and aspirations of the school. • Demonstrate that they are effective professionals who challenge and support all students to do their best through: <ul style="list-style-type: none"> – inspiring trust and confidence. – building team commitment. – engaging and motivating students. – analytical thinking. – positive action to improve the quality of students' learning.
<p>Knowledge and understanding</p>	<ul style="list-style-type: none"> • Have a thorough and up to date knowledge and understanding of their specialist subject(s). • Have a detailed knowledge of the relevant aspects of the students' National Curriculum, including national standards and other statutory requirements. • Understand progression in their specialist subject(s), including before their specialist age range. • Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s). • 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.
<p>Planning & setting expectations</p>	<ul style="list-style-type: none"> • Demonstrate consistent and effective planning of lessons and sequences of lessons to ensure all students learn effectively. • Identify clear teaching objectives, content, and sequences and learning appropriate to the subject matter and the students being taught. • 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. • Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior attainment. • 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. • Make reasonable adjustments in practice to include students with a disability. • Take account of EDI to enrich the curriculum and raise achievement.
<p>Teaching and managing student learning</p>	<ul style="list-style-type: none"> • 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. • 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

	<p>deal with inappropriate behaviour in the context of behaviour policy of the school.</p> <ul style="list-style-type: none"> • 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.
Student achievement	<ul style="list-style-type: none"> • 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. • Secure progress towards students' targets. • 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.
Assessment and Evaluation	<ul style="list-style-type: none"> • Assess how well learning objectives have been achieved and use this assessment to inform future teaching. • Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress. • When applicable, understand the demands expected of students in relation to the National Curriculum, KS4 and post-16 courses. • 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.
Working with other adults	<ul style="list-style-type: none"> • Establish effective working relationships with professional colleagues including, where applicable, support staff. • 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. • Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of students' learning.
Managing resources	<ul style="list-style-type: none"> • Select and make good use of textbooks, ICT including MS TEAMS, and other learning resources which enable teaching objectives to be met. • Ensure learning environment supports the promotion of the subject and student progress as appropriate.
Relations with parents and wider community	<ul style="list-style-type: none"> • 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. • 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. • Communicate and co-operate with specialists from outside agencies when appropriate.
Managing own performance & development	<ul style="list-style-type: none"> • 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. • Participate in the appraisal system for the appraisal of their own performance, or that of other teachers. • Take responsibility for implementing school policies and practices, including Health and Safety. • Support initiatives decided by the Headteacher and staff. • Set a good example to the students they teach in their presentation and

	their personal conduct. <ul style="list-style-type: none">• Evaluate their own teaching critically and use this to improve their effectiveness.
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This job description is in addition to the school teachers' pay and conditions document published annually by the DFES. It will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main responsibilities and duties required by the School.

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

<p>Strategic leadership</p>	<ul style="list-style-type: none"> • Take responsibility for implementing school policies and practices, including those dealing with bullying. • Work to develop and maintain positive attitudes and confidence in student welfare and guidance. • 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"> ○ students' spiritual, moral, cultural, mental and physical development (SMSC) ○ the preparation of students for the opportunities, responsibilities and experiences of adult life ○ 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
<p>Specific responsibilities</p>	<ul style="list-style-type: none"> • Tutorial: <ul style="list-style-type: none"> ○ 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 ○ ensure that any information is distributed promptly, and that other returns of a routine nature are dealt with as required. ○ celebrate individual or group achievements. • Assemblies and tutorial: <ul style="list-style-type: none"> ○ role model positive well-being and practices in support of this ○ be responsible for organising meaningful activities with the tutor group in tutorial and assisting the group in the presentation of assemblies. ○ supervise the tutor group in whole school and other assemblies and in moving to the place of assembly. ○ 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 • Conduct and appearance of students: <ul style="list-style-type: none"> ○ set the standards and monitor the behaviour, attitudes and appearance of members of the tutor group, within the school's Behaviour Policy ○ use the rewards and sanctions in Bromcom in line with this policy. ○ monitor that uniform/ sixth form dress is worn correctly and advise Heads of House/Sixth Form as appropriate. ○ set a good example to the students they teach in their presentation and their personal conduct. • Care of the tutor group environment: <ul style="list-style-type: none"> ○ actively encourage members of the tutor group to take responsibility for maintaining a clean, tidy and pleasant tutor base ○ ensure that tutor group noticeboards are maintained well
<p>Teaching and managing student learning</p>	<ul style="list-style-type: none"> • 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. • 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.

<p>Monitoring student progress</p>	<ul style="list-style-type: none"> • 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. • 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. • 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. • Carry out review sessions – including target-setting – with members of the tutor group or members of another tutor group
<p>Relations with parents and wider community</p>	<ul style="list-style-type: none"> • Foster good home-school relationships and liaise with the Head of House/Sixth Form if direct contact with parents is necessary. • 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.

This job description is in addition to the school teachers' pay and conditions document published annually by the DFE. It will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main responsibilities and duties required by the School. For further guidance on the role and responsibilities of the Tutor, see the Staff Handbook and Tutor Guidance produced for the beginning of every school year.