



# **Teacher of Business and Economics Information Pack**





## The School

Monkton is not just a school; it's a community where every role plays a vital part in shaping the experience of those who live, learn, and work here. As a thriving boarding and day school in a stunning valley just outside Bath, we take pride in fostering a welcoming environment where people feel valued, supported, and part of something bigger.

We are always looking for ways to create a culture where both pupils and staff can reach their full potential. Whether you are starting out in your career, looking for the next challenge, or bringing years of experience to a new role, Monkton provides a supportive and inspiring place where you can thrive and grow. While our Christian ethos underpins our values of kindness, respect, and care, we welcome people from all backgrounds who share our commitment to excellence and community.



A single board of Governors oversees the entire Group of Schools (Prep, Senior and All Hallows) and Monkton is a registered charity and is incorporated as a company limited by guarantee. The Principal acts as both the Head of the Senior School and as the CEO for the Group of schools.

It is expected that candidates for teaching posts will support the Christian aims and educational philosophy of the School. Staff are warmly invited to attend Chapel, which is at the centre of the School's life, and to become involved in the more informal elements of Christian life in the School.



Confidence, integrity, humility and service are the values that we aim to live out and inspire in our students, and we are eager to educate character as well as intellect. It is expected that all full-time teachers will be committed to the concepts and challenges of the boarding ethos of the school, wishing to contribute widely outside the classroom within pastoral, sporting and other co-curricular spheres. Many part-time staff also choose to add wider co-curricular and pastoral involvement to their teaching role.



Monkton starts with a proactive pastoral environment to develop academically strong enthusiastic students, and our innovative pastoral tracking ensures that we not only know our students well but can help them to know themselves well too.

Academic endeavours are taught within the context of developing positive attitudes to learning rather than achieving certain grades in exams. We are increasingly and explicitly describing learning as a process which is common to both curricular and co-curricular pursuits, so that the rugby coach, orchestral conductor and subject teacher all share the same learning aims.

Our staff CPD runs along similar principles with a focus on imagination, craftsmanship and evidence-based practice. Within this context we are committed to both providing all staff (teaching and non-teaching) with a peer coach with whom they can reflect on their practice, and training all staff in executive coaching techniques.

The school provides a modern and broad education for a diverse intake of boys and girls on a site which has developed significantly over recent years. The Senior School enjoys a very attractive rural location in the Monkton Combe valley some two and a half miles south of the historic city of Bath. Nearby is Monkton Prep and a little further afield is All Hallows Prep, both with separate Heads but part of the same Foundation.

The Principal is a member of the Headmasters' and Headmistresses' Conference (HMC) and the School participates in the 20-strong 'Rugby Group' of independent boarding schools. The school is full and is made up of about 400 pupils (boys and girls aged 13-18), of whom about 60% are boarders. The School has been co-educational in the Sixth Form since 1970 and fully co-educational from 1992, with a current ratio of boys to girls of about 60:40.



Fee remission to a limited number of clergy and missionary families. The school also offers a fee remission package for children of staff in eligible positions. Admission into the school in year 9 is partly assessed by our unique assessment day, where year 6 students participate in group activities intended to evaluate a wide range of aptitudes.

In the Senior School, the Principal is supported by a Senior Leadership Team consisting of the two Deputy Heads (Pastoral and Learning), Assistant Heads Academic, Co-curricular, Houses, and Welfare and Tutoring, Director of External Relations, Director of People and the Bursar, who oversees all the support staff.





There are six Houses, three for boys and three for girls. Each House also contains day pupils. All full time members of the teaching staff act as a Tutor to a small group of pupils whom he or she sees one-to-one on a regular basis. Tutors are responsible for overseeing every aspect of the learning and personal development of his or her tutees. All full-time members of staff are attached to Houses for duties and pastoral oversight.

Recent academic results have been very good. Over the last three years, 80% of A Level grades were on average awarded A\*, A or B grades, 50% were A\* or A, and 21% were A\*. The proportion of GCSE grades 9-7 over the last three years is 64%. Over the last 3 years, 10 of the Oxbridge applicants have successfully taken up their places. This amounts to about 5% of the Year 13 cohort.

The main sports are rugby, hockey, cricket and rowing for boys, and hockey, netball, tennis and rowing for girls. There is a choice of other sports for older pupils. There is a wide range of activities and societies. The School also has a strong Christian Union, Combined Cadet Force, and Conservation and Community Service groups.

The School buildings are in many cases converted houses, formerly privately owned, in the village. There are also many purpose-built teaching areas and extensive playing fields; the School has two boathouses on the River Avon. Some staff live in the valley in school accommodation. There has been a major programme of rebuilding and improvement in recent years: a £4.5 million extension and rebuilding of Maths and Science Departments, a completely remodelled £3.5m Music Department, and a significant enlargement and refurbishment of the Art and Design Faculty. Current projects are focusing on the refurbishment of boarding accommodation, and a ten-year strategic estate review was recently commissioned.

The school was recently rated 'excellent' in both categories (pupil personal development and pupil achievement) of the ISI inspection framework.





## Job Description

### The Role

Monkton is seeking to appoint a full time Teacher of Business and Economics, from September 2025. As the successful candidate, you are dynamic and ambitious and are seeking to develop in a school which grows fruitful people through innovation and a commitment to professional growth, and which prioritises relationships over systems. For the right candidate there is also the opportunity of the Head of Department role which would be paid as an allowance on top of your teaching salary.

You share our vision for fostering a love of lifelong learning, both for students and teachers. You are passionate about delivering an excellent holistic education and have a commitment to individuals, seeing this as the basis for students to flourish. You see education as lighting fires rather than filling pails as well as the vital part that a proactive pastoral approach plays in a student's development.

In addition to teaching an academic timetable, all full-time staff and many part-time staff at Monkton are involved with the wider life of a busy boarding-ethos school. Co-curricular activities go far beyond those clubs and societies which are closely connected with a teacher's academic subject and all staff have a rich pastoral role with both day and boarding pupils. As such, a full-time teacher will coach or support two terms of sport, or equivalent - eg CCF, drama, community service - have a tutor group, supervise a 2-hour evening work period once a week in a boarding house, and run a co-curricular activity. Applicants should make clear in their application how they would see themselves contributing to school life in these wider ways; applications which focus solely on classroom practice are likely to be less successful.

The salary offered is in accordance with the Monkton Combe Teaching Staff Salary Scale

### Training on the job

Monkton has had a long history of collaboration with the University of Buckingham and has had many successful teachers trained in this way. There are three possible routes: more details of the courses can be found here for the [PGCE](#), [iPGCE](#) and [Apprenticeship](#).



## **Business and Economics Department**

The Business and Economics Department has enjoyed impressive growth, in terms of pupil numbers and examination success, in recent years. Teaching is wide ranging, enthusiastic and engaging across all three courses that the department offers and we are fully on board with the 'Monkton Thinks Differently' ethos. We work very closely with the Careers department to guide pupils on the vast range of opportunities there are for them in the future. In practice, our teaching continuously applies theory synoptically with current affairs to create a deeper understanding of concepts in both Business and Economics.

We currently offer AQA GCSE Business, Edexcel A Level Business and AQA A Level Economics to our pupils. Over 50% of our current Year 10 cohort study GCSE Business and we are hoping to continue these impressive numbers in future years.

We pride ourselves on offering a rich co-curricular programme for our pupils. Some of our opportunities include, but are not limited to, Economics academic reading competition with a number of other schools, IEA essay writing competitions, BusinessLive conference in Paris, Economics Society, Young Enterprise, Business and Economics Financial District Walking tour in London and trips to Marshfield Farm. We want to continue to grow the opportunities for our pupils and the candidate would certainly need to be interested in adding to our portfolio.



**Weekly:** A typical full time timetable might look like the following:

		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Period 1	08:45 - 09:25	Teaching	Teaching	Teaching			
Period 2	09:30 - 10:10	Teaching	Teaching		Teaching	Teaching	Teaching
Period 3	10:15 - 10:55	Teaching	Teaching	Teaching	Teaching	Teaching	Teaching
Period 4	11:25 - 12:05			Teaching	Teaching	Teaching	
Period 5	12:10 - 12:50	Teaching	Teaching	Teaching	Teaching		
Lunch	12:50 - 13:50	Department Meeting	Teaching		Teaching		
Period 6	13:15 - 13:55			Activity		Teaching	
Period 7	14:00 - 14:40	Games coaching*			Games coaching*		Sports matches*
Period 8	14:45 - 15:25		Teaching			Teaching	
Period 9	15:30 - 16:10		Teaching				
			Academic clinic				
Evening	18:30 - 20:30			Boarding Duty			

\*or alternative non-classroom based activity such as CCF, DofE, Community Service, Conservation etc

**Termly**

- 2 x lunch duties
- Manager 1:1 meeting (more if required, esp for SCITTs)
- Report writing
- Tutor 1:1 Meetings

**Annual**

- Occasional Sunday afternoon event
- Occasional Saturday evening event
- Approximately 6 x Parents meetings
- Attend approximately 5 days for INSET
- 2 x Society Meetings per department





## Teacher Job Description

### Specific Duties

#### **Departmental policy, administration and resources**

- Be conversant with departmental aims and objectives, schemes of work, external syllabuses, and assessment & reporting policies, as provided by the Head of Department.
- Share as required in departmental administration and policy-making.
- Manage efficiently, and take good care of, departmental resources entrusted to the subject teacher's care, reporting any losses or damage to the Head of Department or Deputy Head (Learning).

#### **Teaching, assessment and reporting**

- Plan and teach lessons in keeping with the departmental scheme of work and external examination specifications, giving due consideration to the needs of individual pupils.
- Set prep in accordance with the prep timetable, and check that it is being completed efficiently by all pupils.
- Monitor pupils' progress by regular marking and testing, keeping a record of marks and assessments. Methods of assessment must be in accordance with departmental policy, and with the requirements of external examination agencies where appropriate.
- Provide parents, house staff and senior management with full information on the progress of pupils, as required. Write reports and assessments in keeping with the school's assessment system, and attend parents' meetings.
- Promote sound standards of punctuality, discipline and work within teaching groups, taking appropriate action against offenders and referring difficult cases to Deputy Head (Learning) as appropriate.

#### **Departmental meetings & professional development**

- Attend departmental meetings, making an appropriate contribution.
- Attempt to maintain a close awareness of developments nationally within the subject discipline, by participating in departmental initiatives and by personal initiative.
- Participate as required in the school's appraisal system.
- Engage in personal professional development by attending relevant courses and meetings as agreed with the Head of Department





### **General Responsibilities including duties**

- Maintain good order and discipline among pupils and safeguard their health and safety both on the school campus and on organised events outside school.
- Supervise, as required, groups of pupils engaged in private study, and the classes of absent staff.
- Attend, and participate in as required, general school functions, meetings, Chapel & Church Services, cultural and social events, including those held out of school hours during term time.
- Carry out, in an efficient manner, a share of routine duties in accordance with published rotas.
- During games sessions, participate in the efficient organisation and coaching of games or an approved alternative activity, unless exempted by the Principal.
- Share in the efficient running of extra-curricular activities, as agreed with the Principal.
- Assist in the promotion of the school's reputation, and in marketing activities as required.
- Carry out any additional task reasonably required by the Principal.



## Person Specification

Note: some of the areas described in this person specification would be developed through the training on the job over the course of the first year if the teacher were undergoing school-centred initial teacher training at Monkton.

		Essential	Desirable
<b>Qualifications</b>	Honours degree or an appropriate related discipline from a recognised University (requirement if teaching)	✓	
	QTS (for the part-time role)		✓
	Leadership or management training (either an accredited course or INSET)		✓
	UK Driving Licence		✓

		Essential	Desirable
<b>Experience</b>	Ability to teach the specified academic subjects	✓	
	Successful experience of delivering a differentiated curriculum to pupils with a wide range of needs		✓
	Successful experience of managing an effective classroom environment to support pupil learning and positive behaviour		✓
	Ability to teach second/third subject to assist with timetable flexibility		✓
	Previous experience of teaching		✓



	Experience of pastoral work in a similar setting		✓
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		Essential	Desirable
<b>Knowledge and Understanding</b>	Knowledge of Equal Opportunities, Health and Safety, and Child Protection	✓	
	Awareness of safeguarding and pastoral issues, including those relevant to boarding, and coeducation	✓	
	Appreciation of the ethos of a Christian boarding school	✓	
	Ability to promote a positive ethos and pride in the School together with high standards of education, care and behaviour	✓	
	Good understanding of the ISI inspection framework and National Minimum Standards for Boarding		✓
	Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	✓	

		Essential	Desirable
<b>Skills</b>	Proven ability to use ICT in the organisation and management of their role	✓	
	Ability to contribute significantly to the school's co-curricular program	✓	





	Excellent oral and written communication skills	✓	
	Ability to teach across the age and ability range for the School	✓	

		Essential	Desirable
<b>Personal Attributes</b>	Ability to exemplify the highest professional standards at all times, to prioritise and be well organised	✓	
	Ability to listen actively and communicate ideas and information in a clear, concise and open manner to a variety of audiences	✓	
	Commitment to personal development, innovation and change	✓	
	Ability to cooperate proactively, and to inspire, motivate and support pupils, staff, parents/carers and colleagues	✓	
	Ability to provide creative and practical solutions to meet pupils' and the School's needs	✓	
	Ability to learn from experience and take advice from both peers and the individual line manager	✓	
	The ability to remain calm and reflective when working in a challenging environment	✓	
	Resilience, commitment and confidence	✓	
	Evidence of the ability to consult and seek advice and professional support as necessary	✓	
	Ability to be flexible and adaptable	✓	
Ability to manage a busy workload and own well being	✓		

## Safeguarding



Monkton Combe School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and Disclosure and Barring Service.

- [Child Protection \(Safeguarding\) and Staff Code of Conduct and Behaviour Policy, including EYFS](#)
- [Equal Opportunities Policy, including EYFS](#)

## **Diversity Statement**

We seek passionate individuals who live out our four core values (confidence, integrity, humility and service) and inspire our bright, curious and enthusiastic students. Monkton thinks differently. We appreciate and value difference, and our ambition is to attract, develop and retain a diverse mix of talented people that will contribute to our ethos and values.