



Hardenhuish School
A High Performing Academy

Candidate Information



Teacher of Business and
Economics

Closing Date: 8.30am Wednesday 15th April 2026



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A High Performing Academy

March 2026

Dear Applicant

Thank you for your interest in Hardenhuish School and our vacancy for a full or part-time permanent Teacher of Business and Economics, starting September 2026.

We are seeking to appoint an enthusiastic and highly motivated Teacher of Business and Economics who is forward-thinking and committed to excellence in teaching. The successful candidate will teach Business across Years 9–13 and Economics in Years 12–13.

The ideal candidate will be passionate about ensuring that every student has the enthusiasm, skills and support needed to make outstanding progress.

Applications are welcomed from both experienced teachers and Early Career Teachers (ECTs).

After reading the supporting job description, I hope you pursue an application for this exciting and rewarding role. Please send your completed application and equal opportunities forms to our Recruitment Manager, Becky Dunn, at hr@hardenhuish.wilts.sch.uk.

Hardenhuish School is committed to safeguarding and protecting the welfare of children and young people and, as such, has robust safeguarding policies and procedures. We expect all staff and volunteers to share this commitment and our application pack includes the School's Safeguarding Child Protection Policy with Handbook.

Please note, shortlisted applicants will be expected to respond appropriately to safeguarding questions at interview and the successful candidate will be required to complete an enhanced DBS disclosure.

The closing date for this post is **8.30am on Wednesday 15th April 2026** and interviews will be arranged with shortlisted candidates on an individual basis. We reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, please submit your application as early as possible. If you wish to discuss this vacancy or the interview process please contact Becky Dunn, Recruitment Manager via her email address rad@hardenhuish.wilts.sch.uk. Unfortunately, due to the high response rate that we receive for posts such as these, we are unable to offer feedback on individual applications which are not shortlisted for interview.

Thank you again for your interest in Hardenhuish School and I hope you will pursue your application.

Yours sincerely

Lisa Percy

Lisa Percy
Headteacher



Hardenhuish School is an 11-18 co-educational comprehensive school set in the magnificent parkland of the former Hardenhuish Manor and Chippenham Grammar School. We enjoy an outstanding reputation locally and nationally. At Hardenhuish we put children at the centre of all we do: we believe in a three-way partnership with the school, home and the individual, ensuring that each and every young person is ‘inspired to learn and supported to succeed’.



Business and Economics Departmental Profile

The Business and Economics Team

The Business and Economics team comprises five teachers: three full-time and two part-time. The team is a cohesive mix of experienced and early-career, vibrant subject specialists who are progressive in their pedagogy and open to embracing new ideas. There is a strong collaborative approach to lesson planning, teaching and learning, and the sharing of resources.

The Facilities

The Business and Economics Centre consists of two classrooms and a faculty resource room, enabling staff to work together and support one another in a friendly and collaborative environment. Each teacher is provided with a laptop, and all classrooms are equipped with whiteboards and digital projectors.

We stock a wide range of textbooks and other learning resources, and classrooms benefit from vibrant displays. Sixth Form lessons are taught in dedicated classrooms within the purpose-built Sixth Form Centre, each equipped with a whiteboard and digital projector.

Teaching, Learning and the Curriculum

Key Stage 3

Business is a popular option subject in Year 9, with two 50-minute lessons each week. The course offers a practical introduction to the world of business, helping pupils understand how companies operate and the markets in which they work. Across the year, pupils participate in a series of creative and practical projects, each focusing on a different functional area of business.

Key Stage 4

GCSE Business is a very popular option subject. At Key Stage 4, pupils have three 50-minute Business lessons each week and follow the AQA GCSE Business specification.

Key Stage 5

At Key Stage 5, A Level Business and A Level Economics are highly popular options, providing strong opportunities for staff to be involved in A Level teaching. We follow the AQA specifications for both subjects. Previous experience of teaching A Level Economics would be desirable.

Progress and Achievements

Key Stage 4

We are very proud of our GCSE results. In 2025, 71% of the cohort achieved Grades 4–9 in GCSE Business, with 21% achieving Grades 7–9. We are fully committed to continuous improvement and aspire to even greater success through our strong departmental focus on teaching and learning.

Key Stage 5

We are extremely proud of our A Level results. In 2025, 51% of students achieved A/A* in A Level Economics, 79% achieved A*–B and 100% achieved A*–C. In A Level Business, 27% achieved A/A*, 50% achieved A*–B and 100% achieved A*–E.

We are committed to supporting our Sixth Form students in achieving strong outcomes and progressing successfully to their chosen post-18 pathways.

Extra-curricular

During their studies, pupils have opportunities to enhance their learning through a variety of trips, including visits to Cadbury World and the Cyber Centre. They hear entrepreneurial stories from local business owners and learn about careers in business and economics from guest speakers working in industry. We also welcome local entrepreneurs who judge student projects, further enriching the curriculum experience.

The Vacancy

We are seeking to appoint a full or part-time, permanent Teacher of Business and Economics to start September 2026. This vacancy would suit a highly organised and motivated subject specialist who has a passion for working with young people and a command of their subject and who inspires and enthuses young people. The successful candidate will teach Business across Years 9-13 and Economics in Years 12-13. Applications are welcomed from experienced teachers or ECTs.

Applications Procedure

If you feel that you would like to join this thriving department, and that you can offer what we seek, please complete the application form and write a letter (maximum 2 sides of A4) in support of your application. As part of this, please include the following:

1. Your relevant experience and achievements.
2. What you can offer to us as a school.
3. How you would increase the progress and engagement of **all** pupils in Business and Economics.

The closing date for this post is **8.30am on Wednesday 15th April 2026**. If you wish to discuss this vacancy or the interview process please contact Becky Dunn, Recruitment Manager, via her email address rad@hardenhuish.wilts.sch.





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Job Description

Introduction	
Name of post holder	
Post title	Teacher of Business and Economics
Start date	1 September 2026
Working time	195 days per year, full or part-time
DBS disclosure	Enhanced level
<p>Safeguarding children, young people and vulnerable adults Hardenhuish School is committed to safeguarding and promoting the welfare of children and young people and expects all members of the Leadership Team to promote this commitment.</p>	
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Post Purpose	<p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area.</p> <p>To monitor and support the overall progress and development of pupils as a teacher.</p> <p>To facilitate and encourage the learning experience which provides pupils with the opportunity to achieve their individual potential.</p> <p>To contribute to raising standards of pupil attainment, including closing the gap for SPIGS.</p> <p>To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</p>
Why this post is important	<p>You have a key role in the development of the young people in this school. By implementing, delivering and monitoring a broad and balanced curriculum which meets the needs of individual students, you help those students to reach their full potential as learners. By providing those young people with opportunities for personal, spiritual and academic growth you contribute to the development of students who can make a valuable contribution to the wider community.</p>
Line Manager	Curriculum Leader or Second in Curriculum Area.
Liaising with	The Leadership Team, teaching/support staff, external agencies, parents.
Responsible for	The provision of the full learning experience and support for pupils.

Operational/Strategic Planning	
Your responsibilities include...	Where practice is excellent you might...
Planning and preparing courses and lessons. (4)	Share generic lesson planning strategies with colleagues in your area and other curriculum areas.
Assisting in the development of appropriate syllabuses/specifications, resources, schemes of work, and teaching strategies within the curriculum area. (2, 4, 5)	Take responsibility for developing a fully resourced, differentiated scheme of work which can be used by the other members of your team. Plan for the effective use of support staff including Teaching Assistants (TAs).
Contributing to the curriculum area's development plan and its implementation. (8)	Attend exam board INSET and develop curriculum provision for your subject based on the training received. Take responsibility for the planning, implementation, review and refinement of one aspect of your Curriculum LTSEF. Participate in cross curricular area working party to develop practice. Develop a process to elicit feedback from pupils/students and implement changes to the curriculum based on the results.
Contributing to the whole school's planning activities. (8)	Lead training in meetings or with colleagues in other curriculum areas, explaining how you make use of data to inform your planning.
Taking responsibility for the identification of Special Interest Group (SPIG) pupils/students and monitor their progress. (5)	Support learners identified as being in SPIGs, e.g. share materials which focus on challenging Able, Gifted and Talented pupils/students by developing higher order thinking skills and which support pupils/students with Special Educational Needs by 'scaffolding' their learning in order to raise achievement. Create and share specific opportunities for pupils/students to understand and develop multiple intelligences. Create and resource a strategy for a Key Stage which develops the pupils'/students' 'learning to learn' skills in your curriculum area.
Assessment	
Your responsibilities include...	Where practice is excellent you might...
Assessing pupils'/students' work as required by internal procedures and external bodies. Providing written and verbal feedback to pupils/students which offers clear paths for improvement and provides high expectations and a sense of self-worth for those you teach. (6)	Develop a system of Assessment for Learning for your subject and share it with your colleagues. Contribute to the development of assessment across the school by presenting your ideas to colleagues via TeachMeets.
Developing pupils'/students' ability to self and peer assess. (6)	Develop systems which empower pupils/students to assess their own work and set themselves meaningful learning targets.

Assessment cont.

Your responsibilities include...	Where practice is excellent you might...
Recording and reporting on the attendance, progress, development and attainment of pupils/students and keeping clear accessible records in line with school practice. (6)	Create a resource which can be used by colleagues in your curriculum area to improve the quality of their record keeping.
Providing high quality written and verbal assessments, references and reports relating to individuals and groups of pupils/students. (6)	Lead training at curriculum area and school level to improve the quality of reporting. Create a comment bank of key phrases and terminology for your curriculum area for use by new and non-specialist teaching staff.

Teaching

Your responsibilities include...	Where practice is excellent you might...
Teaching pupils/students according to their educational needs, including the marking and setting of pupil/student work. (5)	Support colleagues in differentiating materials.
Assessing the progress, development and attainment of pupils/students and keeping records. (6)	Lead colleagues in the development of tracking learner progress.
Providing, or contributing to, oral and written assessments, progress checks, reports and references relating to individual and groups of pupils/students. (6)	Support new colleagues at parents' evenings and/or lead training on writing and completing reports.
Undertaking a designated programme of teaching. (1, 4, 5)	Observe others and contribute to the coaching of colleagues in improving their teaching.
Ensuring high quality learning experience for pupils/students, which meet internal and external quality standards. (1, 2, 3, 4, 5)	Take responsibility for one of these strands within your subject area and develop a range of resources and model lesson plans which embed these initiatives and the school's ethos.
Preparing and up-dating subject materials. (3, 4, 5)	Update and revise materials to ensure relevance to young people.
Using a variety of delivery methods, which will stimulate learning. (1)	Develop a bank of model lesson plans which demonstrate how the school's values can be integrated into your subject area.
Maintaining discipline in accordance with the school policy and encouraging punctuality, behaviour, standards of work and homework. (1, 7)	Offer to support new or inexperienced staff with classroom management either by acting as receiving teacher or peer observing them with a focus on discipline. Review the quality of homework within your curriculum area and work with your team to improve it.
Undertaking assessment of pupils/students as requested by external examination bodies and school procedures. (6)	Lead colleagues in their understanding of external examinations and ensure that experience and good practice are shared.
Marking, grading and giving written/verbal and diagnostic feedback as required in accordance with school practice. (6)	Collate and manage the collection of data within the curriculum area to monitor progress.

Tutor	
Your responsibilities include...	Where practice is excellent you might...
Tutoring, getting to know your tutees with a holistic overview. (8)	Know your tutees really well, by being friendly and professional. Support new colleagues in developing their style of tutoring.
Promoting the progress and well-being of individual pupils/students and the tutor group. (6, 8)	Lead assembly and contribute to the writing of tutor period activities.
Liaising with the Learning Manager, Pastoral Team and other colleagues over issues with individuals and within the wider tutor group. (8)	Contribute to Team Around the Child/Common Assessment Framework/Personal Education Plan meetings of pupils/students in tutor group.
Registering pupils/students and encouraging their attendance and participation in school life. (7, 8)	Support Attendance Officer in monitoring attendance of tutor group.
Communicating with parents after liaising with the appropriate staff. (8)	Support new colleagues by encouraging contact with parents. Contribute to Parent Forums.
Preparing for and meeting with parents and tutees on Personalising Learning Day (PLD). (8)	Act as the lynch pin in three way communication between parents, pupils and the school.
Writing the annual report for tutees. (8)	Collect relevant personal information about tutees in a systematic way to write individual, informed reports of high quality to facilitate pupils'/students' improvement.
Development	
Your responsibilities include...	Where practice is excellent you might...
Taking responsibility for your professional development by engaging actively in the appraisal process. Reviewing your progress from the previous year and setting meaningful targets with clear outcomes which benefit pupils/students and meet your own professional development needs. (8)	Set yourself challenging targets with ambitious outcomes which impact on the pupils/students you teach and, on the pupils, /students taught by other members of your curriculum team. Develop your skills by volunteering to take responsibility for an aspect of school life which falls outside your current remit.
Assisting in the process of curriculum development to ensure continued relevance of provision to meet pupils'/students' needs and syllabus requirements. (5) Taking an active role in the shaping, implementation and review of the curriculum area LTSEF. (5, 8)	Assist your Curriculum Leader or Second in the process of curriculum area monitoring to gauge pupil/student views on your subject. Offer to take responsibility for the implementation, review and refining of one aspect of the Curriculum LTSEF.

Making a contribution to whole school INSET and planning activities. Contributing to cross-curricular and school wide developments and initiatives. (8)	<p>Lead a whole school INSET on an area of particular strength. Work with teachers from other schools to share good practice and implement what you have learnt.</p> <p>Lead on a Successful Lives Day activity. Lead an Activities Day experience.</p> <p>Identify a gap in the provision of extra-curricular activities and organise an activity to fill the opening.</p>
Communication	
Your responsibilities include...	Where practice is excellent you might...
Communicating effectively with parents. (8)	Compile individual pupil/student action plans for parents/carers at PCEs/PSCEs.
Following agreed policies for communications in the school. (8)	Contribute to the evaluation and development of communication systems within the school.
Playing a full part in Open Evenings, Parents' Evenings and Tutor Check in's. (8)	Model expectations to newer members of staff.
Other Specific Duties	
Your responsibilities include...	Where practice is excellent you might...
Promoting school policies. (1-8)	Support new colleagues in developing their understanding of school policies.
Complying with the school's Health and Safety policy. (1, 7, 8)	Take responsibility for one aspect of Health and Safety: for example, the risk assessment and attendant paperwork for a field trip in your subject area.
Undertaking any other duty as specified by School Teachers' Pay and Conditions Document not mentioned in the above. (1-8)	
Complying with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. (1-8)	
Improving Standards	
Your responsibilities include...	Where practice is excellent you might...
Evaluating your teaching to ensure that you meet the agreed Teachers' Standards in respect of preparation, delivery and assessment. Modifying and improving your practice where appropriate. (1-8)	Peer coach a colleague in your department, focussing on developing standards. Work with your Curriculum Leader or Second develop clear curriculum area criteria for preparation, delivery and assessment.
Contributing to the process of monitoring and evaluating your curriculum area in line with agreed standards and performance criteria, including methods of teaching and schemes of work. (1 – 8)	Develop model lesson plans, resources and schemes of work to exemplify the agreed standards within your curriculum area and share them with colleagues.

Participating in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. (1- 8)	Take an active role in establishing clusters of colleagues in curriculum and pastoral roles to review the functions and organisation of these parts of the school.
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What sort of support can you expect?

There is a supportive induction process for new staff, and the Curriculum Leader or Second in your Curriculum Area will give you clear guidance on the standards of planning, assessment and delivery within the department. There is a comprehensive programme of CPD, including opportunities for self-directed development. They should also be able to suggest colleagues to peer coach in your department and a possible focus for model lesson plans. Your LT line manager will be able to suggest ways that you can become involved in participating in improving standards at a whole school level.

Management of Resources ... You will be expected to

Contribute to the process of ordering and allocating materials and equipment.

Assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of resources to the benefit of the pupils/students and department.

Safeguarding children, young people and vulnerable adults

Hardenhuish School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and you may be asked to carry out additional responsibilities by your Curriculum Leader or LT.

Signatures

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

This job description is current at the date below but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed.....
(Teacher)

Dated