

# Hills Road Sixth Form College

**Appointment of:** Teachers of Economics

**Location:** Cambridge



**Shape  
the  
future**



Hills Road  
Sixth Form College  
Cambridge

## Welcome from the Principal and CEO Designate



Thank you for your interest in Hills Road Sixth Form College and in this post. I hope that the information in this booklet will help you to decide whether this role and our college might be the right next step for you. I sincerely hope it is!

As I prepare to take up the role of Principal in September, this marks an important moment in the College's continuing journey. Hills Road enjoys a strong national reputation and has led Sixth Form College performance tables for many years. But we are not complacent. In an ever-changing world, excellence is a moving target and we are ambitious - for our students, for our staff and for the future of post-16 education. We respond thoughtfully, continually reflecting and evolving to ensure that what we offer remains exceptional.

Working in a Sixth Form College brings distinctive rewards, not least the privilege of engaging with bright young minds who challenge, question and inspire. It is an intellectually rigorous environment grounded in collaboration and shared purpose. Everyone here has a role to play in helping every young person who comes through our doors to realise their potential – sometimes in ways they may never previously have been able to imagine.

I am fortunate enough to know first-hand the transformative impact that Hills Road has on our students and, as a former student, I am deeply committed to ensuring that it continues to flourish as a centre of academic excellence where kindness and integrity remain at the heart of everything we do.

We recognise that staff wellbeing is fundamental to student success and we pride ourselves on being consultative. In response to colleague feedback, we have introduced a two-week October half term and redesigned professional development. Staff consistently speak of the strength of our community. Our core values – Diversity, Kindness, Integrity, Respect, Community and Excellence – are not slogans, but lived commitments that shape how we work, how we lead and how we support one another. Hills Road is ambitious, yet humane; high-performing, yet deeply caring.

I hope I have been able to give you a flavour of Hills Road. If you would welcome an informal conversation about the role or about the College more broadly, we would be delighted to hear from you.

Finally, thank you for considering our college and for the commitment that an application entails. Whatever the outcome, I wish you every success in your future career.

With very best wishes,  
Ali Kirkman  
(Vice Principal – Staff and Student Learning)

## Teachers of Economics x 2

1 x Full time and 1 x substantial Part time 0.7 FTE, Permanent  
£33,465 to £51,714 per annum (FTE), depending on qualifications and experience

Due to the increasing popularity of Economics, Hills Road Sixth Form College is looking for two innovative and inspirational Economics teachers who are keen to develop their pedagogy and subject expertise, and eager to make a meaningful contribution to a dynamic and highly experienced Economics and Business education team. Come and help us shape the future!

Recently rated 'outstanding' again, Hills Road Sixth Form College continues to enjoy a strong national reputation for excellence in education. In part, this is because we continually review and refine our practice to enhance the experiences of our students and staff. We also appreciate that academic success requires a happy, healthy and caring community, and our coaching culture ensures that the wellbeing of our students and staff is at the heart of all we do.

Whether you are an experienced teacher or an Early Career Teacher, there is a career for you at Hills Road. If you are excited by the opportunity to work in a team committed to the very best standards of education at a Sixth Form College where you can inspire highly motivated students to engage with your subject passions at an advanced level, we would love to hear from you.

We offer a wide range of competitive benefits including a generous pension scheme, free use of the College sporting facilities, free on-site parking, cycle to work scheme, as well as discounts on all our Adult Education courses.

**Closing date:** Wednesday April 22<sup>nd</sup> 2026 at 9am

**Interviews:** Thursday April 30<sup>th</sup> 2026

Details and an application form for the above post may be obtained from our website [www.hillsroad.ac.uk](http://www.hillsroad.ac.uk)

The College is committed to safeguarding and promoting the welfare of its students and staff and expects all members of the College community, volunteers and visitors to share this commitment. The College actively promotes equality and diversity and welcomes applications from all sections of the community.

# Information for applicants

## The Post

As a result of the continued growth in the popularity of Economics, we are looking for two skilled and enthusiastic teachers to join our friendly and experienced departmental team to teach Year 12 and Year 13 students. This is an excellent opportunity for keen and committed teachers to join this well-established and extremely successful department. We are particularly interested in teachers who have a lively and stimulating approach to teaching and learning, the ability to teach to a high academic standard, a commitment to equality of opportunity and to the learning and well-being of young people. For the right candidates, there may be the opportunity to teach some Business.

Dependent on teaching experience to date, the posts will be paid from £33,465 to £51,714 per annum (FTE), rising incrementally, subject to satisfactory annual review. Full-time teachers teach a maximum of 20 x 65min teaching periods in the College week. It is envisaged that the part-time post holder would teach 70% of a full timetable. It would also be possible for these posts to be filled by two people wishing to teach 80-85% of a full timetable.

These posts are suitable for experienced teachers or Early Career Teachers.

For Early Career Teachers, there would be an appropriate additional amount of remission built into the timetable allocation for the first year of teaching to support the gaining of QTS or QTLS status. All new members of the department are supported by the Head of Department who provides ongoing support and advice. For ECTs, this support would include induction into post-16 education. Additionally, there is a comprehensive induction programme for all new staff organised by Human Resources.

The job description and the person specification relevant to the post are enclosed.

## The Department

The Economics and Business Department is an energetic and supportive team.

The department, which currently comprises four full-time and six part-time teachers, is highly experienced and supportive. Departmental meetings are held regularly, decision-making is shared, and we work to common schemes of work with shared resources.

## Students

There are currently approximately 860 students in the department. They are generally extremely well-motivated and able, with the vast majority progressing to higher education courses, many involving the study of Economics or Business. The teaching is rewarded by the rapid development and achievements of our students, who readily acknowledge the high level of support they receive from their teachers.

## Courses Offered

The department offers courses in both Economics and Business (both Pearson Edexcel) with approximately 45 students taking both subjects in each year group. Most sets contain approximately twenty-three students. Some sets are taught by a sole teacher and some by two teachers.

	Number of sets in Year 12	Number of sets in Year 13
Business	6	7
Economics	12	10

## Examination Results

In 2025, students achieved outstanding results as shown in the table below:

	% A*	% A*-B grades	% A*-E grades
Economics	9%	84%	100%

## Accommodation and Resources

The department currently occupies 6 teaching rooms in one of the largest teaching buildings and has a large staff base room. All teaching rooms are equipped with computers and interactive digital screens. All staff are issued with a college laptop with digital inking capability.

Hills Road Sixth College operates a Bring Your Own Device approach with all students bringing their own laptops and devices that support digital inking to work on in the

classroom. As such, most of our departmental and college resources are digital and, as a college, we strive to equip our young people with the digital literacy they need for the next step in their life.

## Extra-curricular Activities and Enrichment opportunities

Students have the opportunity to enter the Great British Economics Olympiad and numerous essay competitions. There is an active Economics and Business Society which hosts debates, external speakers and organises student lead revision sessions.

## Key Features of Economics at Hills Road

- Dynamic and collaborative learning experiences, with students sharing ideas and working with enthusiasm individually and together
- A collaborative approach to lesson resource creation, designed to reduce planning workload by sharing lesson resources across the department, whilst nevertheless giving teachers the space to add their own perspective with their classes
- Lively and varied teaching responding to student feedback
- A flourishing and imaginative extra-curricular programme
- Regular provision of extra support to individuals and small groups
- Several workshops throughout the week, helping students with academic progress (for which staff are remunerated)
- Close links with other departments in the college and with local schools.
- A high number of students progressing to university to study Business, Economics or related/combination courses such as PPE or International Relations.

I hope that we have been able to provide a flavour of the department through the details in this booklet. Please do not hesitate to contact me if you have any queries that I can help with regarding any details of the post or person specification. My email contact details are below.

I should like to thank you in advance for your interest in this post and in our college. We have a very well-established and committed team of Business and Economics specialists, and we hope very much that you will be interested in joining us.

Theone Carter  
Curriculum Director  
Head of Economics & Business  
[tcarter@hillsroad.ac.uk](mailto:tcarter@hillsroad.ac.uk)

# Job Description

## Teacher at Hills Road Sixth Form College

**Purpose:** To teach students within the College and to carry out such other associated duties as are reasonably assigned by the Principal or Head of Department, and to make a positive contribution to the wider life and ethos of the College.

**Reports to:** The Head of Department

### Main Accountabilities:

#### Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate the positive attitudes, values and behaviour which are expected of students

#### Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study

#### Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English

#### Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and encourage young people's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired

- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum and scheme of work within the relevant subject area(s)

#### **Adapt teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of young people, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

#### **Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

#### **Manage behaviour effectively to ensure a good and safe learning environment**

- have clear expectations and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the College in accordance with appropriate College policies
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

#### **Accountabilities that relate to all staff at the College**

- demonstrate behaviour and values consistent with the person specification for this role
- promote equality of opportunity in accordance with the College's Equality and Diversity Statement
- To comply with all College policies and procedures. This includes those where each member of staff has an individual duty to act and for which the College can be held vicariously responsible for the actions of its employees:
  - equality and diversity
  - safeguarding the welfare of young people
  - health and safety

## Person Specification for Teacher of Economics

	Essential	Desirable
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Good honours degree in Economics or Business or a related area</li> <li>• Relevant teaching qualification e.g., PGCE or willingness to complete a PGCE</li> <li>• Good level of competence with IT</li> <li>• Evidence of continued relevant professional development</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of current developments in post-16 education</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of teaching Economics at A level (which, for a current trainee, might include school/college placement experience)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of developing materials and schemes of work at A Level</li> <li>• Experience of teaching Business at A Level</li> <li>• Experience of learning technology and digital platforms</li> </ul>

In addition, the successful candidate will demonstrate, or have potential to develop, strengths in the following areas. Evidence will be established from the application form, CV, covering letter, references, the interview or a combination of these.

<b>Classroom Teaching</b>	<ul style="list-style-type: none"> <li>• Deliver lively, energetic and well-planned classroom teaching</li> <li>• Employ strong subject knowledge in facilitating students' learning and progress</li> <li>• Develop and use effective and varied resources in support of students' learning, including digital resources</li> <li>• Focus clearly on maximising student potential and encourage high levels of attainment by all students</li> <li>• Demonstrate strong and positive commitment to individual students</li> <li>• Apply creativity to contribute to the on-going development of schemes of work</li> </ul>
<b>Professional Responsibilities</b>	<ul style="list-style-type: none"> <li>• Make a positive contribution to the wider life and ethos of the college</li> <li>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• Deploy support staff effectively where relevant</li> <li>• Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• Communicate effectively with parents/carers with regard to students' achievements and well-being</li> <li>• Commitment to equality of opportunity</li> <li>• Commitment to collaborative teamwork</li> <li>• Good organisational skills and commitment to meeting deadlines</li> <li>• Flexibility and ability to undertake new activities</li> <li>• A willingness to support the enrichment and extension activities undertaken by the department</li> <li>• Confident and effective use of Information Learning Technology</li> <li>• Willingness to undertake appropriate staff development</li> <li>• Readiness and enthusiasm for taking initiative</li> <li>• Excellent written and spoken communication skills</li> </ul>
<b>Professional Standards</b>	<ul style="list-style-type: none"> <li>• Commitment to equality of opportunity</li> <li>• Commitment to collaborative teamwork</li> <li>• Good organisational skills and commitment to meeting deadlines</li> <li>• Flexibility and ability to undertake new activities</li> <li>• Willingness to undertake appropriate staff development</li> <li>• Commitment to safeguarding the welfare of young people</li> </ul>
<b>Focus on Quality</b>	<ul style="list-style-type: none"> <li>• Commitment to continuous improvement</li> <li>• Commitment to the aims and values of the College Strategic Plan.</li> </ul>
<b>Personal and Professional Conduct</b>	<ul style="list-style-type: none"> <li>• Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• Have regard for the need to safeguard students' well-being, in accordance with statutory provisions</li> <li>• Show tolerance of and respect for the rights of others</li> <li>• Support fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>• Ensure that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law</li> </ul>

## How to Apply

Applicants are asked to do the following:

- complete the online [Hills Road Sixth Form College application form \(Part 1\)](#)
- complete the online [equality and diversity monitoring form \(Part 2\)](#)
- write a supporting statement of application (no more than 1,000 words)
- supply a brief CV

The online application forms (Parts 1 and 2) are available at the links above, and on the College's webpage for this vacancy. When completing Part 1, you will have the opportunity to upload your CV and provide a Supporting Statement of Application. Once you have submitted Part 1, you should then proceed to Part 2 (Equality and Diversity Monitoring form). All documents should be submitted by **9am on Wednesday April 22<sup>nd</sup> 2026**.

Please note that applications received after the closing date may not be eligible for consideration. If Human Resources have not contacted you by Monday 27<sup>h</sup> of April, then unfortunately your application has not been successful.

**Interviews will be held on Thursday 30<sup>th</sup> April 2026.**

Hills Road Sixth Form College will base its decision as to whether to invite you for interview solely on the details provided on your application and how well they match the criteria for this post.

In accordance with Home Office guidance, successful candidates will be required to evidence their right to work in the UK before commencement of employment. The successful candidate therefore must be able to demonstrate their right to work during the recruitment process.

Hills Road Sixth Form College is committed to ensuring equal opportunities in all aspects of employment and selects staff on merit, irrespective of race, religion, sex, disability or age. You are not obliged to complete the equal opportunities monitoring form, but any information given will help us to monitor the effectiveness of our equality and diversity policy.

If you have a disability, you are invited to request any special arrangements you may require for interview, or any adjustments you may anticipate would be needed in your working arrangements, by contacting the Human Resources Team on 01223 278063 (direct line). Further information about accessibility to the site can be found on our website under 'Equality and Diversity/Site Plan' and also from 'AccessAble: [www.accessable.co.uk](http://www.accessable.co.uk).

Thank you for your interest in this post and in the College. We do hope that you will decide to apply, and we should like to thank you in advance for taking the time and trouble to do so. For more information about working life at the College, please go to our website <http://www.hillsroad.ac.uk>

Human Resources



**Shaping the future through opportunity, quality and achievement**



**Supported by a caring and learning community.**

